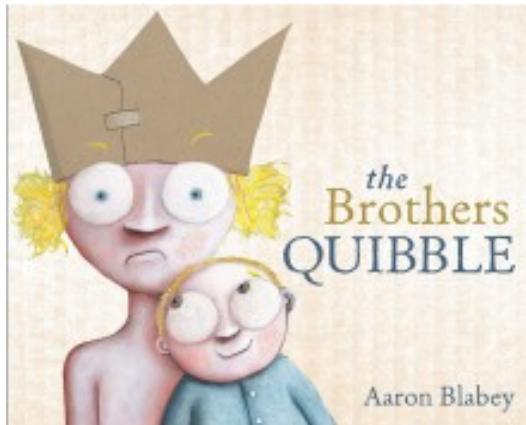


A PLACE WHERE MAGICAL stories live

# Classroom Ideas

Written by Jaclyn Small



## The Brothers Quibble

**Author:**  
Aaron Blabey

**Illustrator:**  
Aaron Blabey

**Publisher:**  
Viking, Penguin Group  
Australia, 2014

## Themes

Family, Sibling rivalry, Jealousy, Cooperation, Anger, Emotions

## Format

Picture Book

## Year Levels

Foundation, Years 1, 2, 3, 4, 5 & 6

## Pre-Reading

### Making Predictions:

- Predict what the story may be about by considering:
  - The title of the book
  - The cover
  - The blurb
  - The illustrations

### Making Connections:

- Identify the author/ illustrator of the book. Have you read any of his other books? Find some of his other books in your school or local library? How are they similar or different to *The Brothers Quibble*?
- Locate and read a range of picture books that depict sibling rivalry. *The Swap* and *Family Forest* are two stories that can be viewed through Story Box Library.
- Play *Four-Square*:
  - Label each corner of the room with a birth order position (*FIRST BORN, MIDDLE CHILD, LAST BORN, and ONLY CHILD*).

- Find classmates who share the same birth order position as you by standing in the relevant corner of the room.
- Once you have found your group, work together to design a unique crown that identifies your birth order group.
- Find the definition of quibble
- Prepare some questions and interview your parents to find out how they (and your siblings) were feeling the day they brought you home from the hospital.
- Visit the Story Box Library blog to read a short interview with Aaron Blabey.

## English

### STORYTELLING:

- Which part of the story do you like the most? Explain your choice.
- Which illustration do you like most? Explain your choice.
- Describe the background behind Aaron Blabey and attempt to explain why Story Box Library chose this as the backdrop for the reading of *The Brothers Quibble*?
- Change the setting. Take a screen shot of Aaron reading *The Brothers Quibble*. Add clip-art props to the scene to create a different setting for this story segment.
- Describe the significance of Aaron's appearance in this segment.
- 'All my characters have a bit of me in them.' – which character do you think might represent Aaron in this story?
- What techniques does Aaron use to engage the viewer in the story? Choose one of these techniques to employ as you practise reading a favourite story aloud.

### STORY DEVELOPMENT

- Choose a character from the book and create a wanted poster for a crime they committed in the story.
- Spalding and Bunny Quibble are interesting character names. Discuss how you think Aaron developed these names? Use these strategies to create character names for a story of your own. (*Hint: re-visit the interview with Aaron Blabey on the SBL blog*)
- 'Spalding Quibble ruled the roost.' What does this phrase mean?
- Spalding's crown features prominently in the illustrations. What do you think this crown symbolises?
- Can you find and explain any other symbols in the illustrations?

## EMOTIONS AND BEHAVIOUR

- ‘...a brand new baby brother.’ What do the facial expressions of Spalding’s parents say on this page about their feelings/emotions? Using a screen shot or photocopy of this page, create thought bubbles for the parents.
- How did you respond when you met your baby brother/sister? (If you are the baby, ask your parents how your siblings reacted when they brought you home?).
  - Use speech or thought bubbles to show this information in an illustration.
- Create a flow chart to explain Spalding’s ‘evil-minded master plan?’
- *Polarised Debate* - stand in a position along an imaginary line to show whether you think Spalding’s behaviour was **acceptable** or **unacceptable**.
- ‘And Spalding felt a feeling creep from somewhere deep inside.’ What is this feeling? When have you experienced this feeling?
  - Blow up a balloon and draw or write words on the balloon that help to describe this feeling.
  - Display these balloons in the classroom
  - Discuss different ways to let-down the balloons and relate this to different ways to manage negative feelings.
- As a class, create an A-Z list of positive ways to cope with anger and jealousy.
- On a Fishbone Chart, show the cause and effect of Spalding’s actions when Bunny arrived home.
- Write a letter from Spalding to his parents that explain his actions.
- Handwrite or use an online generator to create a word splash with words and feelings you associate with a ‘TIME OUT’.

## SIBLINGS AND FAMILY

- What new skills need to be learned when a new member joins the family? Write a family manual.
- Brainstorm a list of reasons that explain why siblings fight.
  - Use some of these reasons to help you write and create a comic strip about siblings.
- Create a pictorial timeline to show some tasks or activities you’ve enjoyed with your siblings.
- Create a flip-over book which includes two stories in one book about you and your sibling/s. Each story can be read independently by flipping the book over and upside down. The two stories meet in the middle, if possible. The book works well if the stories have the same ending on this page.

- One story should include a personal account of a time when you fought with a brother or sister.
- The second story should include a personal account of a time when you worked with your brother or sister.
- Write a series of diary entries by Spalding that explain how his relationship with Bunny slowly started to change.
- Use Aaron's rhyming text as a guide to help you write a rhyming verse about your family.
  - A - This line rhymes with line 3
  - B - This line rhymes with line 4
  - A - This line rhymes with line 1
  - B - This line rhymes with line 2
- What was the first word you spoke? Use this word to inspire a Shape Poem.
- How might this story have been different if Spalding's parents had brought home a baby sister. Re-write the story.

## Curriculum Links

**Classroom Ideas are suitable for the following year levels:**

Foundation, 1, 2, 3, 4, 5, 6

**Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:**

*Language:* Language for interaction; Text structure and organisation; Expressing and developing ideas

*Literature:* Literature and context; Responding to literature; Examining literature; Creating literature

*Literacy:* Texts in context; Interpreting, analysing and evaluating; Creating texts

**Classroom Ideas address the Organising Elements within the following General Capabilities:**

Literacy, ICT, Critical and Creative Thinking, Personal and Social Capability, Ethical Understanding

## Maths

- As a class, undertake a family survey. Find out:
  - a) The birth order position of each classmate.
  - b) The number of siblings each classmate has.
- Present the survey results as a class graph (picture, bar etc.)
- Interpret the graph by posing and answering questions about the data.

## Curriculum Links

**Classroom Ideas are suitable for the following year levels:**

Foundation, 1, 2, 3, 4, 5, 6

**Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:**

*Statistics and Probability:* Data representation and interpretation

**Classroom Ideas address the Organising Elements within the following General Capabilities:**

Literacy, Numeracy, ICT

## History

- Have each classmate bring in a photo (or illustration) of their family. Use these to create a family photo gallery.
- Use the photo gallery as a prompt to discuss types of families (Similarities, differences etc.)
- Find photos of yourself and create a timeline to show the important moments in your growth and development.

### Curriculum Links

**Classroom Ideas are suitable for the following year levels:**

Foundation, 1, 2, 3, 4, 5, 6

**Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:**

*Historical Knowledge and Understanding:* Personal and family histories

*Historical Skills:* Chronology, terms and concepts; Historical questions and research

**Classroom Ideas address the Organising Elements within the following General Capabilities:**

Literacy, Numeracy, ICT, Personal and Social Capability

## Science

- Work with people in your birth order group (see pre-reading activity) and write a list of similarities and differences between you.
- Design and conduct an experiment or survey to determine whether birth order influences personality.

### Curriculum Links

**Classroom Ideas are suitable for the following year levels:**

Foundation, 1, 2, 3, 4, 5, 6

**Classroom Ideas address Content Descriptors in the following Strands/Sub-Strands:**

*Science Understanding:* Biological sciences

*Science Inquiry Skills:* Questioning and predicting; Planning and conducting; Processing and analysing data and information

**Classroom Ideas address the Organising Elements within the following General Capabilities:**

Literacy, Numeracy, ICT, Critical and Creative Thinking, Personal and Social Capability

## The Arts

- Imagine you are Spalding - design and decorate a balloon to welcome Bunny to the family.
- Aaron listens to music while he works. Put together a soundtrack for Spalding to listen to while he is in 'time out'.

- Illustrate or paint your own family portrait.
- Draw a picture for your sibling

## Curriculum Links

**Classroom Ideas are suitable for the following year levels:**

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**Classroom Ideas address *Content Descriptors* in the following *Subjects and Bands*:**

***Visual Arts*:** Exploring ideas and improvising with ways to represent ideas; Developing understanding of practices

***Music*:** Sharing artworks through performance, presentation and display

**Classroom Ideas address the *Organising Elements* within the following *General Capabilities*:**

Literacy, ICT, Critical and Creative Thinking, Personal and Social Capability