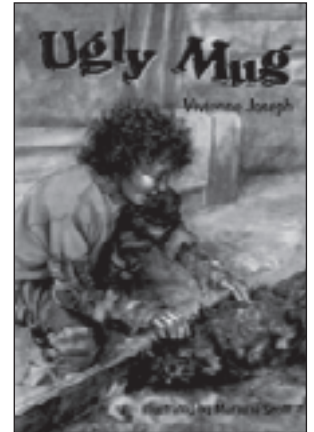


Ugly Mug

by Vivienne Joseph

illustrated by Marjorie Scott



Book Summary

Marisa has moved from a small town to Avonlea, where she doesn't know anyone. During the holidays, she finds an injured cat. To begin with, Marisa sees this as a problem, but it becomes a way to meet new friends as well as making her a hero.

Features of the Book

- The use of italics and bold capitals for emphasis
- The use of parentheses and ellipses
- Colloquial language – *wow, whoa*
- First person point of view
- The different viewpoints of the characters

Purpose

Ugly Mug can be used to introduce and reinforce the following skills:

- S** interpreting and analysing characters' feelings and actions;
- S** making inferences and supporting them with evidence from the text;
- S** locating the main ideas in a text;
- S** identifying the positive, negative, and interesting aspects of a situation;
- S** identifying with a character in the story.

The Guided Reading Lesson

- S** Interpreting and analysing characters' feelings and actions
- S** Making inferences and supporting them with evidence from the text
- S** Locating the main ideas in a text

Introducing the text

Look at the cover of the book together and ask the following questions:

- *What do you think is happening? What are the clues to this?*
- *What might the title mean? Who do you think "Ugly Mug" is?*
- *What could this book be about?*

Ask the students to qualify their responses. Now read the back cover blurb together and ask the students to check their predictions and revise them if necessary.

Discuss the pros and cons of owning pets and activate the students' prior knowledge.

- *Who has a pet at home? What kind of pet do you have?*
- *What happens when your pet gets sick?*
- *Have you ever found a stray cat or dog? What did you do with it?*

Discuss the topic cautiously. Some students may have had the experience of having a pet get very ill or die.

Talk about going to the vet.

- *What kinds of things do vets do?*
- *What can happen if an animal is badly hurt and in a lot of pain?*

Reading and discussing the text

Ask the students to read the first chapter of the story.

- *When you've finished reading, we're going to discuss the characters and how they relate to each other.*

After reading, ask the students if there is any vocabulary they need to discuss.

- *Who do you think the main character is? What evidence can you find for this?*
- *How do you think Marisa is feeling at the beginning of the story?*
- *How does she feel about the woman with the pram? Why do you think that?*
- *Can you tell what kinds of characters PJ and Jim are? How do they act towards Marisa?*

Discuss Marisa's attitude to the situation. Ask the students to find a reference in the text that confirms their suggestions, for example, on page 6, "Why me? Why do I have to be the one stuck with this problem?"

- *Can you predict what is going to happen next?*

Ask the students to qualify their predictions. They can use the text and draw on personal experience.

Now let the students read the rest of the story independently.

- *As you read, think about how Marisa's feelings towards Ugly Mug begin to change.*

When the students have finished reading, discuss Marisa's feelings and how they change.

- *What does Marisa's mum feel about what she's done? (proud, page 26)*
- *How much do the other characters influence her decisions?*
- *Do you think she would make different decisions if Cam wasn't working at the shelter?*
- *How do you think Marisa feels about Cam? Which part of the text supports your view?*



Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Interpreting and analysing characters' feelings and actions

Marisa has just moved to Avonlea and she faces a lot of changes. Ask the students to look at how Marisa reacts to different situations. Can they predict how she might cope with the changes (new school, new friends) she will face?

Ask the students to find specific references in the text to back up their opinions and to discuss these with the group. Now they could complete a character map for Marisa.

- *Could you use your map to predict how Marisa might react in other situations?*

S Identifying the positive, negative, and interesting aspects of a situation

Identify and list some of the situations that Marisa faced during the story, for example, moving to a new city, not knowing anyone, and finding the injured cat.

- *How do you think Marisa feels about these situations? How would you feel?*
- *How do her feelings affect her actions?*

Ask the students to choose one of the situations. Write it on a chart with three columns. With the students, list some of the positive (pluses), negative (minuses), and interesting things about the situation in each column.

When the students are confident with the exercise, they can each complete a PMI chart for another situation using the blackline master on page 65.

S Identifying with a character in the story

Ask the students to choose a character they can identify with. They may feel that they act or think in similar ways.

- *What is it about this person that you identify with?*

Ask them to scan the text again for examples of the traits of their chosen character and to list these, for example, embarrasses easily, cautious about new situations.

- *Can you think of one word that would describe your chosen character?*