

# 3 Wishes for Pugman

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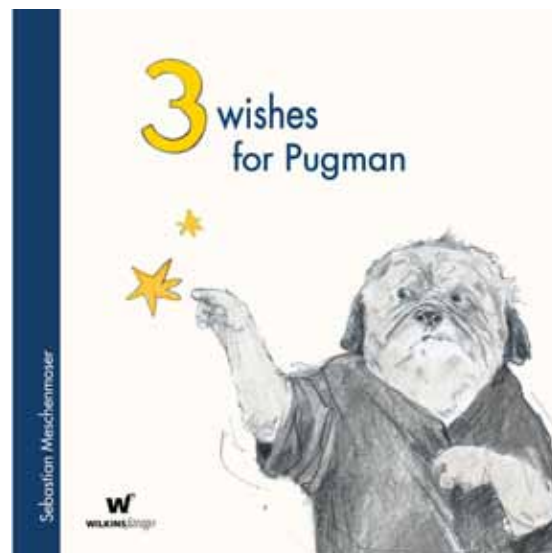
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## ABOUT THE BOOK

- Look at the cover and ask "what could this book be about?"
- Who is the Author? Who is the Illustrator? What job do each of these people do when a book is created? Who else is involved in creating a book? Have you heard of a Publisher? What do they do?
- Show students the publishing logo and copyright symbol – discuss.
- Encourage children to talk about the title – who do they think Pugman is? Why does he want/need/get 3 wishes?
- Presuming students decide Pugman is the dog, ask students to suggest wishes. Discuss their own pets – if their pet could talk, what do you think they would wish for? You could make a list of their ideas on the board.
- Ask them what they would wish for if they had 3 wishes to use themselves. How would their wishes be different or similar to the wishes they suggested for a dog.
- Is this book going to be a fiction or non-fiction book? What do these terms mean? How do you know when a book is fiction?
- Talk about the cover illustration. What do you like/dislike about it? What is it about the cover that would make you interested enough to want to read this book?
- Show and discuss some other book covers and compare and contrast them with 3 Wishes for Pugman.

## ILLUSTRATIONS

- Look at the illustrations of Pugman. Do you know what type of dog he is?
- Does anyone in the class have a dog that looks like Pugman?
- Discuss the style of the illustrations. How have they been created?
- Flip through the book (without reading) and focus on the layout and pictures. What are some of the things you notice? Can you tell the story from studying the pictures?
- How is this book different to other books you may have read or seen? How is it the same as other books?
- Provide students with materials to create their own black and white sketches.
- Consider the reasons for using primarily black and white in the illustrations. Students to brainstorm ideas for when black and white is a better choice than colour.
- Why do students think there are small splashes of colour (e.g. the duck, comb, plant etc) added to some of the pictures. How does this enhance the page?
- Students could create their own black and white picture (or use the one created in the earlier drawing activity) and add something into it with a splash of colour.
- How does using certain colours in illustrations, help to convey the meaning in the text? Consider Pugman's personality and mood through the story. Is the black and white suited to him?
- When does more colour begin to appear in the story? Why do you think this is?
- Why does Pugman remain black and white, even when the coloured characters are around him? Discuss.
- If students were asked to choose a colour to represent themselves, what would they choose and why? You could create a table to record their answers. Use the data to create a class graph – "the colours of us".
- Do students like the style of illustrations used in this book? Give reasons for why or why not.



## READING THE TEXT

### Page 1

- What does 'the day was already half over' mean?
- Why do you think Pugman slept for so long?
- Have you ever slept half the day away? What are some of the reasons for sleeping in? What is good about sleeping in? What are some of the consequences for sleeping in?
- Consider the line 'One morning, Pugman woke up'. Why do you think the author has used a simple and obvious statement as the first sentence in the book?
- Think of some other books you know, or look through some in the classroom. What are some other beginning sentences? What do they have in common? How are they different?
- Why is it important to introduce characters and gain the readers interest straight away in a book?
- What is a digital clock? What time is showing on Pugman's clock? Can you make the matching time using an analogue clock (using classroom wall clock, or plastic clock).

- When is a digital clock preferable over an analogue clock?
- Discuss the numbers on a digital clock, how do they differ from numbers we write? Where else do you see square numbers like this (calculator, digital watch, microwave etc..)
- As a maths activity, students could try drawing square numbers on grid paper, or make digital numbers using matchsticks.
- Why are there lines coming out from the picture of the clock? What do they represent? (Sound/light). Where else have you seen sound, light or movement represented like this? How does it enhance an illustration?
- Students could draw an object that creates sound or light (e.g. a mobile phone, iPod or torch) and add detail to represent sound, light or movement.
- If the day is almost half over at 11.48, what does the writer consider half way through the day to be? (12.00)
- How many hours are in a day? So how many in half a day? How many hours are usually spent sleeping?
- Discuss 'am' and 'p.m.'. Was Pugman's clock showing an 'am' or 'p.m.' time? How can you tell it is 'am' when it's not displayed on the clock in the picture?

### Page 3

- Pugman wonders if it's worth getting up for just half a day. Why might he wonder this? What kind of things could Pugman miss out on if he decided not to get up that day?
- List as many activities that you can do in half a day. Categorise them into morning and afternoon activities. Include things like meals and snack times.
- From your list of activities, which ones are important or necessary for getting through the day (e.g. eating, dressing, bathroom breaks etc) and which ones are personal preference?
- You could create a timeline for an average day and slot in some of the activities from your list. What activity on your timeline is at 11.48am? Would that be a strange activity to start a day with, imagining you were Pugman and had just woken up at that time?
- Do you think you could stay in bed all day? Why or why not?
- Discuss the question mark symbol. What is it? When are question marks used?
- Ask students to draw a question mark on the board. Does the question mark in the book look the same as what students have drawn? Why is it a bit different? Talk about different writing styles and computer fonts. Students could type up a display of question marks, using all the different fonts on the computer.

### Page 4

- Once Pugman got up, the picture shows him heading towards a door. Where do you think he's off to? What's the first thing you do when you wake up and get out of bed? Predict what he might do first.
- Why do you think Pugman is taking his blanket with him?



## Pages 5 and 6

- The picture of Pugman on the toilet will be met by much hilarity from the students! After they have stopped giggling, ask them why they were laughing. What is so funny about a dog on the toilet?
- Although the character of Pugman is represented by a dog in the pictures, the characteristics and activities he displays are very human like. Why do you think the author decided to use a dog to represent Pugman instead of a person?

## Page 7

- Do dogs really wear pyjamas? Comb their hair? Use a toilet? Get food from the fridge?
- What kind of a mood does Pugman seem to be in? How would the lack of food/cereal/coffee be affecting his mood?
- How do you react when you find that things you want are not there (or have run out)? What do you usually do in these situations? How do you solve or move past the problem?
- Each of the sentences 'No milk in fridge...' No coffee in the mug...' etc is followed by 3 dots instead of one question mark. Do any students know what these are? Have they seen them before?
- Introduce the word 'ellipsis' and discuss their use in grammar. Why are some sentences better for finishing with an ellipsis to indicate trailing off at the end, or a pause between thoughts, rather than using simple full stops?

## Page 11

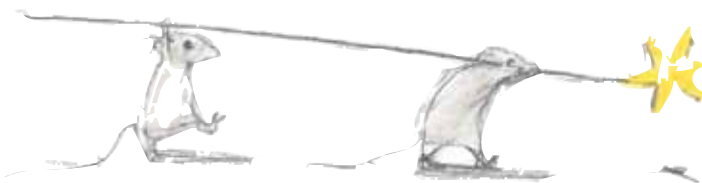
- Study the picture of Pugman holding the coffee mug. Aside from the humour in a picture of a dog holding a coffee mug, what can we find out from this picture of Pugman? Discuss facial features and expression.
- How do someone's facial features or expression help us learn about them, their mood and their personality?
- What do you think Pugman's expression indicates to us?
- Ask students what they have learned so far about Pugman's personality. What is a personality? What are the personality traits of an average dog?
- Ask about quirky personality traits their own dogs have. What kind of personality does Pugman have?
- Students could make up their own personality profiles and then make up a personality profile for Pugman, or for their own pet. Compare personal profile with the dog's profile.

## Page 13

- When Pugman heads for the door to check if his newspaper has arrived, what do you think he's thinking/hoping/expecting to find?
- Predict what might happen when Pugman opens his door to check for the newspaper. Come up with all possible scenarios.
- Students could work in pairs or small groups to predict the next scene, and then act it out for the class before reading what actually happens in the story.

## Page 15

- Talk about Pugman's frame of mind once he opens the door and sees it is raining. How could this impact on his mood?



- What is the difference between being positive and negative? What are some of the things that can impact on whether we are in a positive or negative frame of mind?
- How do you feel on a rainy day?
- Study the rain picture. How has it been presented? What kind of feelings do you get when looking at this picture? Does the picture match Pugman's mood? Consider the lack of colour.
- Do you think Pugman would regret deciding to get up once he picked up that soggy, wet newspaper?
- Revise all the things that have gone wrong so far for Pugman in the story.
- Have you ever had a day where it felt that everything was going wrong? Share some bad day stories.
- Discuss strategies of helping yourself to move from a negative mood into a positive mood, even when things are going wrong.
- What would you say to Pugman, if you saw him at that moment. Make a list of encouraging comments on the board.
- Do you know someone who enjoys drinking a coffee and reading the paper with their morning breakfast? Why do you think they like to begin their day in this way?
- Do you have a morning routine that you like to stick to? How would you cope if your morning routine was upset in the way that Pugman's was? What are some of the things that could go wrong with your routine (e.g.. cereal run out, no toothpaste etc).



#### Page 19

- 'What a bad day Pugman was having'. Do you think his bad day will continue through the book? Brainstorm as many other things that could possibly go wrong for Pugman before reading any further.
- What is body language? How do the things we do with our arms, legs, shoulders, hands etc give others a clue as to how we are feeling?
- Look at Pugman's body language. What is he doing? What does it say about him?
- Hand out some different mood cards (surprise, excitement, sadness, fatigue etc) and ask students to discuss the body language that could be used to represent the mood on their card. Have students come to the front and act out their mood using body language while other students try and guess what their mood is.
- Think back to the title of the story. Where do you think the 3 wishes fit in to the story? How do you think they will be introduced into the story?

#### Pages 21 and 22

- When the fairy appears, what do you think Pugman thought about it? How do you think you'd react if a fairy appeared out of nowhere?
- What does 'plof!' mean? What other words, or sounds, are used to represent noises? Write some up, or look through some other books to find noise words and sounds. (Wham, whop, bam, ZZzzz, Grrrr, etc)
- How does using a word to represent a noise, or sudden movement (such as the fairy's sudden appearance out of nowhere) enhance the picture and meaning?
- Why do you think the fairy appeared for Pugman at that moment? What did he say or do which could have caused the fairy to appear?



- The line says "And the fairy said:" Is that a complete sentence? What are the two dots at the end of that line? Introduce the word colon and explain its use in grammar.
- Ask students to suggest lines that need to be completed by a list or quote and write them on the board, using a colon at the end. Students then suggest how to complete the sentence. (E.g.. When we go to the beach we need to take the following items: towel, bucket etc.)
- Students could write their own lines ending with a colon, then swap them with a friend to complete the sentence.
- What do you think the end of the line "And the fairy said:" will be? Write up student's suggestions.

#### Pages 23 and 24

- Why is the fairy so colourful when most of the other pictures are black and white?
- Are the sweets, chocolate and cake really there? Ask students to think of something they would really like or wish for if they could and then close their eyes and picture that item. What do you need to know in order to imagine something? Why is imagination important?
- Why do you think the fairy would suggest sweets, chocolate and cake to Pugman?
- If you were having a bad day, what do you think the fairy may suggest as wishes for you?
- What is Pugman's body language saying about the fairy's suggestion for a kitten, pony or pig?



- Why might the fairy suggest a companion so that Pugman's not lonely as a possible wish? Discuss the importance of companionship.

#### Pages 25 and 26

- The next picture in the book is very colourful, containing all the suggestions the fairy has made for Pugman to wish for. Why is Pugman still in black and white?
- If you had to choose between the suggestions the fairy has made, which things would you choose?
- Take a class survey to see who would choose sweets, chocolate or cake; a horse, kitten or pig; and a castle, car or pool. Students need to give reasons for their choices. They could put their data into a graph.

- Pugman is thinking very hard about his wishes. How can you tell? What do you think is going on in his head?
- Do you think Pugman will choose from the Fairy's suggestions or will he choose something else?
- The fairy is talking in rhyme. Give students a copy of the words (a template can be found below) and have them fill in the rhyming words in different colours.

#### Page 31

- Write in a sentence what Pugman's three wishes were.
- What changes about Pugman after his first two wishes? Look at his facial expression.
- Discuss how simple things can make us happy. Pugman could have wished for anything at all, and he chose breakfast and a newspaper as his first two wishes.
- Discuss what the difference is between simple tastes and fancy tastes.
- Students draw up two columns with the headings simple wishes and fancy wishes. Ask them to come up with at least 10 of their own ideas for each side.

### Page 35

- What has Pugman done with his third wish? Why do you think he has done this to the fairy?
- Imagine you could turn someone into an animal. Who would you choose and what animal would you turn them into? Give reasons.

### Pages 37 and 38

- Compare the two characters sitting by the wall. What do you think each of them is thinking?
- Look at the expression on the character's faces. Is Pugman's bad day finally over?
- The fairy pig looks a bit bewildered. Do you think she ever considered that someone would wish to turn her into something?
- Brainstorm some words to describe the end of the story (e.g.. content, happy, peaceful, friendly etc)

## GOING FURTHER

- There are many children's books that use animals as the main characters. Why do you think animals are a popular choice for main characters?
- Why in particular did a dog as the main character suit this story?
- How would 3 wishes for Pugman be different if a person was used to represent the character of Pugman instead of a dog? Do you think the book would be as popular? Consider other animals in place of a dog for Pugman.
- Writing task – students are to write what they would do with 3 wishes if they were granted them. They must write reasons for their choices.
- Students could write a review of the story, relating their own experiences, or making suggestions. How did the story make them feel?
- Give students a photocopy of the pictures and ask them to sequence the story.
- Can students retell the story just using the pictures as a prompt?
- In pairs, or small groups, have the children act out a dramatisation of the story. They could use various styles (e.g.. play, mime, puppetry). Have student's make props to support the story.

## EXTRA LITERACY ACTIVITIES

- Ask students to pick out words in the text that they recognise. Ask them to point out any unfamiliar or tricky, long words. Copy these unfamiliar words onto the board.
- Break long words into syllables (e.g. wonderful). Chunk the words in their syllables and mix and match them (similar activity on worksheet below). If you use the THRASS program in your classroom you could segment these words using graphemes (sounds).
- List or categorise words from the book. E.g.. all the double letter words; find as many two/three/four letter words as you can; identify nouns, adjectives, verbs etc.



## RHYME

Fill in the missing rhyming words from the story. Use a different coloured pencil for each rhyming pair.

Choose raspberry sweets or fresh cream cake,

or any kind of chocolate \_\_\_\_.

Choose a kitten, pony or cuddly pig

And you'll never be lonely where you \_\_\_\_.

How about a castle, car or pool?

You must choose your wishes \_\_\_\_.

'You have \_\_\_\_\_, tell them to \_\_\_\_

and I will grant them with a \_\_\_\_\_

## WORD CHUNKS

The following 3 syllabled words from the story are mixed up. Can you put the chunks back in the right order to make the words? The first one has been done for you.

dy rea al = already

re ce al =

ginn ing be =

y berr rasp =

ly ppi ha =

per news pa =

su ly dden =

der won ful =

## COMPREHENSION

Answer the following questions about the story.

1. What time did Pugman wake up?
2. What did Pugman wonder when he woke up?
3. Why was Pugman disappointed when he looked in the fridge?
4. Why did Pugman need to go outside?
5. What word in the story is used to describe the wet newspaper?
6. Why was Pugman beginning to wish he hadn't got up?
7. What reason did the fairy give for suggesting a kitten, pony or pig as a wish?
8. How did the fairy say she would grant the three wishes?
9. What was Pugman's second wish?
10. Pugman and the fairy pig lived happily ever after until when?



## ABOUT THE AUTHOR



Also an accomplished artist with several exhibitions to his name, Sebastian Meschenmoser is one of Germany's most successful and admired young illustrators for children.

Since the success of his first book, *Learning to Fly* (2005), he has been nominated for the Deutscher Jugendliteraturpreis (Germany's Children's Book of the Year Award) and a coveted Lesepter Award.

In 2008, he won the Dutch Silver Pencil (Zilveren Penseel) Award for the best foreign book illustrator of the year—an award previously won by the UK's Tony Ross, America's David MacCauley and his fellow German, Wolfgang Erlbruch.

His works have been published in several languages. He lives in Frankfurt, Germany.

## ABOUT THE PUBLISHER

Founded in 1998, Wilkins Farago is an independent book publishing company based in Melbourne, Australia. We don't publish a lot of books, so we care about the ones we do publish. In recent years, we have developed a reputation for publishing acclaimed and awardwinning children's books from around the world, many of them translated into English for the first time.

Through publishing the finest international children's books, we hope to expose children in Australia and New Zealand (and their parents and teachers) to new cultures, new perspectives, and new styles of illustration.

More of our titles can be seen at [www.wilkinsfarago.com.au](http://www.wilkinsfarago.com.au), we hope you enjoy reading and learning with our books.