



WORLD RECORD ACADEMY

COMMON CORE ACTIVITY 1: THEME CCSS ENGLISH LANGUAGE ARTS – LITERACY

READING: LITERATURE **x.2**

x = GRADE LEVEL (EXAMPLE: 6TH GRADE = 6.2)



THEME: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.*

UNIT ► THEME FINDER: One main theme of *The Fantastic Family Whipple* is that caring for others is what makes a person truly special. Read the book aloud to your class and have students keep a theme journal during the reading. After reading each chapter to students, have a discussion about events in the chapter that highlight the theme. How do we see Arthur caring for others or putting other people first in the chapter? How do his actions compare to other characters in the story? Students should record ideas in the theme notebook after class discussions.



CULMINATING ACTIVITY: Students can show their understanding of the theme through an objective summary of the story. Here are some fun ideas for theme-focused summaries:

- ★ Develop a timeline of events in the story that track the theme in each chapter. Use chart paper and draw the time line and add the events using short blurbs and pictures. You must have at least 20 events from the story.
- ★ Summarize the plot of the novel by creating a cartoon version of the novel. Use at least 8 frames to tell the story of the book. Use color and words.
- ★ Pretend you are Arthur Whipple and write a diary for the character explaining the events of the story as seen from his point of view. Include what happens as well as how he felt during this time.

* Wording based on 7th grade standard. See corestandards.org/ELA-Literacy for grade-specific terminology.



THE FANTASTIC FAMILY WHIPPLE | by Matthew Ward

“Ward’s debut has echoes of Roald Dahl, with the setting and story line falling somewhere between whimsical and pleasantly absurd. The idea of a world obsessed with extremes . . . is played with tongue-in-cheek seriousness, allowing for humor, drama, and a healthy dose of adventure. It’s a genuinely fun and comically ludicrous romp. . . .” – **Publishers Weekly**

www.fantasticfamilywhipple.com

400 p. | Ages 8–up | ISBN: 978-1-59514-689-2 | \$16.99 US (\$18 CAN)





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COMMON CORE ACTIVITY 2: P.O.V.
CCSS ENGLISH LANGUAGE ARTS – LITERACY

READING: LITERATURE x.6

x = GRADE LEVEL (EXAMPLE: 7TH GRADE = 7.6)

**TEACHER
EDITION** ★

POINT OF VIEW: Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.*

UNIT ► SEEING WITH DIFFERENT EYES: Ask students to explore writing through a supporting character's perspective (see some examples below). This will encourage analysis and strengthen critical thinking skills. (Option: reluctant writers can use a storyboard format rather than writing in traditional paragraphs.)

★ **CORDELIA WHIPPLE**

Re-imagine the events of Chapter 3 through Cordelia Whipple's POV. Make sure to write about what Cordelia and the other siblings are doing while Arthur is over the wall on the Crosley Estate.



★ **RUBY GOLDWIN**

In Chapter 16, Arthur and Ruby get into a disagreement. Rewrite this scene in the first person POV from Ruby's perspective.

★ **BONNIE PRINCE BOBO**

At the Unsafe Sports Showdown, Arthur is thrown into a struggle with his nemesis, chimpanzee Bonnie Prince Bobo. Retell the events of the rocket-stick race from Bonnie Prince Bobo's perspective.

★ **FRENCH TOAST**

In Chapter 2, the Whipples eat a truly humongous piece of French toast. Using personification, retell the "French Toast Fiasco" from the perspective of the French toast.

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COMMON CORE ACTIVITY 3: NARRATIVE CCSS ENGLISH LANGUAGE ARTS – LITERACY

WRITING x.3

x = GRADE LEVEL (EXAMPLE: 5TH GRADE = 5.3)

NARRATIVE WRITING: Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.*

UNIT ► MAKING CONNECTIONS: Read *The Fantastic Family Whipple* aloud to your class. Students can make meaningful connections between themselves and the text by choosing from the writing prompts below. (Option: prompts can be used as whole class discussion topics instead.) **WARNING: SOME PROMPTS CONTAIN SPOILERS!**

- ★ Arthur is constantly attempting new world records, despite his lack of success. Write a narrative about a time when you did something you thought you couldn't do. (Be sure to include a clear beginning, middle, and end.)
- ★ The relationship between Mr. Mahankali and Shiva the elephant is tested when Mr. Mahankali calls on Shiva to walk into a fire to help rescue the Whipple family. Describe a time in your life when you connected with and/or depended on an animal.
- ★ Arthur is faced with disappointment on a daily basis, due to his perpetual recordlessness. Tell about a time in your life when you were faced with disappointment and how you handled it.
- ★ For the first part of the book, Arthur greatly admires Inspector Smudge. Eventually, Arthur realizes that Inspector Smudge has some serious faults. Describe a time when you realized that someone you admired was imperfect.
- ★ Through the events of the Unsafe Sports Showdown, Arthur and Ruby become a detective team. Describe a time in your life when you accomplished something through teamwork that you could not have achieved on your own.



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