

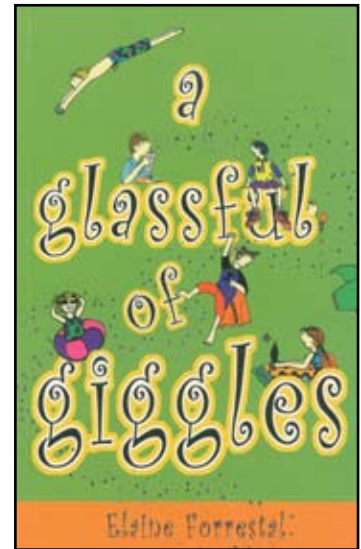
## A Glassful of Giggles

Elaine Forrestal

with illustrations by Sharon Thompson

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### About the book

Infectious giggles, gigantic puddings, apple-green pigs, clattering cupboards, and more, in these deliciously funny stories from award-winning writer Elaine Forrestal.

The stories in this collection are funny, quirky, imaginative and magical. They can simply be read for fun. Or they can be told as part of an oral language program, acted out during drama or creative writing sessions and extended into many of the other curriculum areas.



### About the author

Elaine Forrestal is an award-winning author of fiction titles for young readers. She has been writing stories and poems since she was in primary school. Born in Perth, Western Australia, Elaine grew up in small wheatbelt towns. After travelling the world and teaching for many years she now lives in Scarborough with her husband, Peter, and their beagle, Fling. She has two daughters.

[www.elaineforrestal.com.au](http://www.elaineforrestal.com.au)

## A Glassful of Giggles

### Science

#### 1. Conduct a science experiment

Place three glasses of water side by side at the children's eye level.

Add a different substance to each one, e.g. Staminade, lemonade, Enos fruit salts, gas from a soda fountain, liquid detergent.

Observe the different types of bubbles created. Measure and compare the effervescent effect of each.



## Health

2. Discuss the health implications of other things that are contagious (e.g. yawning, chicken pox).

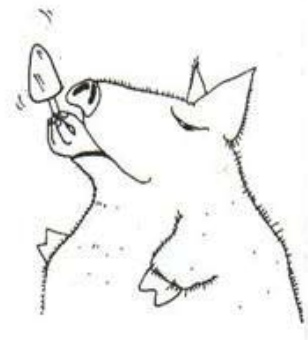
## Art and Craft

3. Divide the art/craft class into five groups. Allocate one room to each group, e.g. classroom, computer room, music room, library, lunch area. Ask each group to design and make a warning sign for their allocated area, explaining the effect of the giggles on anyone who enters.

## Grundle the Terrible

### Art and Craft

1. Ask the students to make their own apple-green pigs using Granny Smith apples, pipe cleaners and an individual compartment cut from an egg carton (for the snout and ears). The piece of egg carton can be attached to the apple with toothpicks.



### Health

2. Compare the nutritional value of the apple with that of the icypole that the boy was eating.
3. Discuss when and where it is appropriate to eat each of these foods.

### Technology and Enterprise

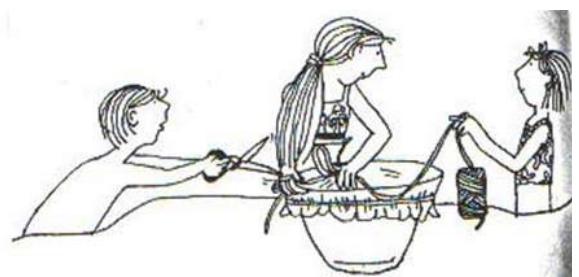
4. Ask them to construct a pig (using strong cardboard boxes and any other materials they can find) that would be big enough for one of them to climb inside.

Use the finished product to act out the story of 'Grundle the Terrible'.

## Our Christmas Pudding

### Reading, Maths and Science

1. Have the students make their own Christmas Pudding using the ingredients listed in the story (which are common to most Christmas Pudding recipes).



Quantities can be adjusted according to taste and/or availability.

2. Make invitations for:

- another class
- people from the local retirement village
- family members

to come in and share the finished product.

3. Make a list of the names of people in this story.

4. Discuss the different societies and environments these people may have come from.

5. Compare the neighbourhood in which this story is set with the intake area of your school.

6. Write the words and music to a Pudding Song.

Use 'glubble-lubble, glubble-lubble, glubble-lubble, glump' as the chorus line.

*(The tune to 'Mamma's Little Baby Loves Shortnin' Bread' is a good starting point.)*

## Something in the Cupboard

### Drama

1. This story is particularly easy to turn into a drama activity. Here are some pointers:

- The main character repeats the same two lines to each of the other 'speaking' characters.
- Their replies are very short and can easily be improvised if the students have trouble remembering the exact responses.
- The required costumes, props and stage setting are very simple and readily available.
- If this play were to be performed on a stage, as an assembly item (rather than in the classroom), simply add a whole class scene at the beginning.
- Emile's class could be seen being given the homework task that he later becomes so engrossed in at home. This would give roles to all the students.



### Music, with Technology and Enterprise

2. Ask each student to design and make musical instruments, using items normally found in their cupboards at home.

## The Great Galumphing Giant

### Society and Environment

1. As part of the society and environment program, role-play various ways of 'asking nicely'.
2. Discuss whether or not Shari and Carol should let Gareth into their cubby.
3. Were they being mean to him, or was what they did 'only fair'?
4. Students could then write their own stories involving a similar conflict.
5. Students could design and create their own cubby:
  - Measure out an area of the floor big enough to seat two people.
  - Draw a plan of the cubby you might build to house the two people.
  - Build the cubby.
  - Did it turn out the way you thought it would?
  - What were the problems you encountered?
  - Would you need extra materials or just a different design in order to solve these problems?
  - Could you add an extension to the cubby so that a third person would fit inside?

