

STUCK

BY OLIVER JEFFERS

F	1	2	3	4	5	6	7	8	9	10
		✓	✓	✓	✓					

This book could be shared with all year levels but used to study reading and writing for the above year levels.

Writing	
Ideas	✓
Organisation	✓
Voice	✓
Word Choice	✓
Sentence Fluency	
Conventions	
Presentation	✓



Reading	
Determining Importance	
Inferring	
Making Connections	✓
Predicting	✓
Questioning	
Summarising & Synthesising	
Visualising	

Writing

It's a great mentor text for talking about taking IDEAS that have been done (eg. a kite gets stuck in a tree) and adding a twist to them to come up with a new angle for the story.

The VOICE in this text is really strong throughout and it is the thing that keeps us wanting to read on. The tone of the text is a focus point for discussion. What tone has Jeffers used in this text? Which WORD CHOICE / sentences help us to feel that tone? (Eg. IT ALL BEGAN when Floyd's kite became stuck in a tree).

PRESENTATION is another element worth discussing with this text as it has been hand-written with a mix of upper and lower case letters and even some crossing out. Why did the author choose to present it this way? How does this contribute to the tone of the text?

Students who have prior knowledge about likely steps in a story like this will appreciate the many twists and turns. (This is why I have said years 2-5 for the age group)

Reading

In reading it would be useful for PREDICTING and MAKING CONNECTIONS (do you know any other books about kites? What makes this text so funny?)