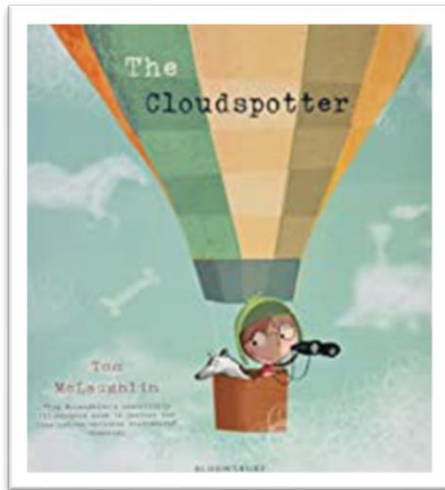


# Read for Pleasure

## The Cloudspotter

By Tom McLaughlin



Franklin didn't have many friends. It was just him and his clouds, always...

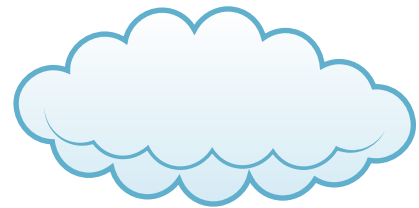
This way, he didn't feel so alone. Then, one day, an unexpected visitor appears and throws everything up in the air. Could it be that two cloud spotters are better than one?

A book that celebrates the power of the imagination and the importance of friendship.

### Title Talk

*The title of this story is: The Cloudspotter.*

- Who do you think a cloud spotter might be?
- Why might they want to spot clouds?
- Where might a cloud spotter go in order to do this? What might they take with them? Why?
- Have you ever been a cloud spotter yourself?
- Did you go cloud spotting alone or were you with someone?
- If you did, what did you spot in the clouds?
- If you were with someone, did you spot the same things as each other or did you each spot something different?



### Cover Chat

*Now look at the cover of this picture book.*

- There are two characters on the front cover. Which do you think is Franklin?
- Who do you think is with Franklin? Why might they be with him?

- Where are they? Why might they be there?
- What do you think they are doing? Why do you think this?
- How do you think the two characters are feeling? Why might this be?
- Which character is holding a pair of binoculars? How might this link to the book's title?
- Can you spot three things that Franklin might spot with his binoculars?
- Which of these clouds might Franklin's friend like best?
- What else might Franklin and his companion see on their adventure?

### **Page 1-2**

- What does everyone call Franklin?
- Why might Franklin like to go cloud spotting?
- Why might he be quietly happy during this time?
- Why might he be quietly unhappy during this time?
- What does Franklin spot in the clouds above him?
- Why might he have spotted a steam train in the clouds?
- What might this tell us about how Franklin is feeling?



### **Page 3-4**

- At first Franklin spots two creatures in the clouds. Can you spot them too?
- He then spots a cloud that reminds him of someone who does not want to be friendly. How might this make Franklin feel? Why?
- We are told the cloud that follows is angry. How does the illustrator depict this cloud/emotion?
- How might this reflect how we might feel when we are not treated nicely?
- Why do you think Franklin runs away from this cloud/emotion?
- Was this the right thing to do? What would you do in this situation?

### **Page 5-6**

- Where has Franklin run away to?
- What can he spot in the fluffy white clouds?
- Why do you think he might have spotted another form of transport?
- When we listen to the story on page 5, how does it make us feel? Why?
- When we listen to the story on page 6, do our feelings change?
- How does this make us feel towards Franklin? Why do you feel this way?

### **Page 7-8**

- Franklin now dives into his imagination. Where does his imagination take him?
- Why do you think he would like to swim with giant jellyfish and drive racing cars?
- We are told he would like to be the KING OF THE CASTLE. Why might Franklin dream of being a king?
- Why do you think the words KING OF THE CASTLE are written in capital letters?
- What might this tell us about how Franklin is feeling?

### **Page 9-10**

- Who appears in the story on page 9?
- Is anybody with her? Why might this be?
- How do you think The Scruffy Dog is feeling at this time?
- Does it remind you of how Franklin sometimes feels?
- What do you spot in the clouds on page 9?
- What might this tell us about The Scruffy Dog?
- We are told on page 10 that Franklin thinks The Scruffy Dog has come to take his clouds away. How does this make him feel? Why might Franklin feel this way?
- What do you spot in the clouds on page 10?
- The wing of the plane is on fire. What might this tell us about how Franklin is feeling at this time?



### **Page 11-12**

- Which word does Franklin use to describe The Scruffy dog?
- This is a great word. What do you think it means?
- We are told that The Scruffy Dog didn't seem to care and continues to follow Franklin. Do you think this is a good or a bad thing? Discuss.
- What do you spot in the clouds above each character?
- Which punctuation mark does the writer use to end page 12?
- Why do you think the writer uses this punctuation mark? What does this suggest as to what might happen next?

### **Page 13-14**

- We are told The Scruffy Dog wants to play along in Franklin's adventures. Can you spot how she does this?
- Look at the two cloud castles that are built in the two character's imaginations. Which character do you think builds the better cloud castle?
- How does this make Franklin feel? Why might this be?

Remember, on page 8 we were told that Franklin wants to be KING OF THE CASTLE.

### **Page 15-16**

- How should we look at this page? What do we have to do to read it?
- Did you enjoy having to turn the book around?
- Do you think this was a good idea by the illustrator? Why? Why not?
- We are told Franklin put his plan into action. What do you think his plan was?
- Can you spot a robot in the clouds? Do robots have feelings? Whose imagination do you think this cloud belongs to? Why might this be?
- Can you spot a grumpy bear? Whose imagination do you think this cloud belongs to? Why might this be?
- Can you spot an item of sport in the clouds? Whose imagination do you think this belongs to? Why might this be?
- The Scruffy Dog is holding a stick in its mouth. How do you think Franklin lured her into the basket of the hot air balloon?

- How do you feel towards each of these two characters at this time? Discuss.
- Which punctuation mark does the writer use to end this page?
- Why do you think they have used this punctuation mark again? What might this suggest about what will happen next?

### **Page 17-18**

- Are Franklin and The Scruffy Dog together on these pages? Why not?
- How should this have made Franklin feel? Why?
- Can you spot two horses in the clouds? What are they doing?
- Why might the illustrator have depicted two galloping horses running away from Franklin?
- On whose side of the page are these two galloping horses: Franklin's or The Scruffy Dog's? Why might this be?



### **Page 19-20**

- Which word is written in capital letters on page 19?
  - What does this word mean? Can you spot the root of this word?
- Remember, on page 8 (when The Scruffy Dog first appears) what did Franklin think she might be looking for?
- Now that The Scruffy Dog is no longer around, what does Franklin begin to wonder?
  - What might The Scruffy Dog have been looking for all along? Discuss.

### **Page 21-22**

- What do you notice about Franklin and The Scruffy Dog?
- What does this tell us about each of these two characters?
- What can you spot in the clouds?
- Why do you think there is more than one?
- In which direction are they moving? Why might this be?
- When Franklin and The Scruffy Dog finally embrace, what do you spot in the clouds?
- What are these often a symbol of?

- Why do you think the words on page 22 are written bigger than those on page 21?

### **Page 23-24**

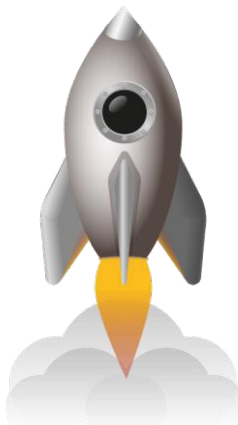
- Why do you think Franklin and The Scruffy Dog become BEST FRIENDS?
- Do you think it was a good idea to end the story with these two words and to write them in capital letters? Discuss.
- As well as the hearts, what else can you spot in the clouds? Why do you think they are there?

### **Page 25-26**

- How are the ideas of FRIENDSHIP and ADVENTURE depicted on these pages?
- Did you learn anything about the way Franklin or The Scruffy Dog acted that you would like to share? If so, what was it and why do you think this is important?

### **Think about the story as a whole?**

Why might Franklin find spotting clouds more enjoyable now he has a friend to go cloud spotting with?



The perfect companion to  
Reading Rocketeers: **Unit 3.6**

## **John Murray**

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John is a recognised specialist in developing children's reading and comprehension.

The creator of Reading Explorers, Top Class Comprehension and Reading Rocketeers, his seminars and CPD training focus on the teaching, learning and enjoyment of reading.

An independent Literacy consultant, he aims to support schools to improve their performance and secure best practice. Above all, it is to ignite within us a passion for books and a genuine love for the written word.

His enthusiasm and expertise can be seen throughout his work and his resources and training are used in classrooms worldwide.

“Books are the plane and the train and the road. They are the destination and the journey. They are home.”

Anna Quindlen