

## **Home of the Cuckoo Clock**

By Robert Favretto & Illustrated by David Eustace

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The village of Schoenwald is frozen in time. With no clock to measure their lives, the townsfolk live in chaos. Until an unexpected visitor arrives and changes the village that time forgot, forever. A magical legend about the incredible cuckoo clock.



Teacher notes are an edited version of those supplied by the publisher. The full version is available on our website [www.lamontbooks.com.au](http://www.lamontbooks.com.au).

### **Discussion Points and activities:**

- Look at the cover of Home of the Cuckoo Clock. What do the cover illustration, the title and the blurb make you think the story might be about?
- Where does the story take place? What season is it? How can you tell?
- Why was the village of Schoenwald frozen in time?
- Who was the unexpected visitor to the Black Forest?
- What information (words and pictures) gives you clues that the village was in chaos?
- What was the reason for Schoenwald's problem?
- Why did the bird return to the pine forest deep in thought?
- Why does Franz watch the cuckoo?
- How did the cuckoo change things for the better?
- What causes the bird's disappearance from his new home?
- How do the townsfolk react to the missing bird?
- What happened to the village after the cuckoo flew away?
- What was Franz's brilliant idea to restore order to Schoenwald?
- Where did Franz place the birdhouse when he finished building it? How did he feel?
- What made the people rush to the birdhouse? What greeted them with an hourly call?
- Why did Franz and the village craftsmen build more cuckoo clocks?
- Why do you think the cuckoo returned with his new mate?
- What happened to Schoenwald at the end of the story?
- Would you have ended the story differently? How?
- Read the story again and challenge the children to find the hidden egg on each page.
- Why is it important to tell the time?
- How do we use time throughout the day?
- As a group, think of things that you might do at different times of the day - morning, noon, afternoon, evening and night times.
- Have a discussion about different timepieces (clock, watch, timer, hourglass) and the energy sources required to run them (electricity, battery, wind-up movements). Ask the students to survey their homes and count the number of timepieces they can find, and then design a chart or poster that reflects their findings.
- Make a paper plate clock face. Using a split-pin, attach some paper hands to the centre of the plate. These clocks can then be used in various reinforcement activities. For example, as the teacher calls out a time, the students show the correct time on their clocks.