



APA citation	Mitton, D. (2002). <i>Thomas the Tank Engine & Friends - Cranky Bugs</i> . England, UK: Anchor Bay.
Number of pages	n/a
Illustrator's name	n/a
Genre	Non-print
Age range	3 and up
Brief summary	The Thomas series repeatedly offers a lovely commentary on teamwork and friendship on the Island of Sodor. In the "Cranky Bugs" episode, the viewer is introduced to Cranky the Crane who belittles the trains and interferes with their productivity through practical jokes, getting them in trouble with Sir Topham Hat. Cranky's attitude changes when the trains have to rescue him after a terrible storm and he apologizes for his behavior. Overall the Thomas series appeals to young viewers with its catchy theme song, the distinct personalities of the various trains, and the repetitive themes of working together and getting along.
Brief evaluation	15/18

Criteria for Evaluation	0 Does not meet curriculum standards	1 Acceptable but not a first choice	2 Satisfactory	3 Right on target!
Plot	The plot is not interesting.	The plot holds the reader's attention and engages the reader.	The plot is intriguing and enjoyable.	The plot is engaging and provides a story line that invites the viewer to keep watching!
Issue/Theme	The issue/theme is not pertinent to and/or inappropriate for the intended age group.	The issue/theme is engaging but is not handled in an impressive manner and/or does not thoroughly address the issue/theme.	The story carefully and effectively addresses a critical issue/theme for the intended age group.	The story appropriately covers relevant matters and enables the reader to critically think about his/her position on the issue/theme.
Characters	The characters are undeveloped.	The reader gets a sense of the characters and is somewhat able to get inside their thoughts and motivation but character development could be stronger.	The characters are well-developed. The reader is able to understand their motivation and behavior.	The character development is strong. The reader is able to empathize with their situations, understand their actions and reactions, and critically think about how s/he would behave in the characters' situation.
Dialogue	The dialogue is not effective and does not flow.	The dialogue strengthens the story and character development but is, at times, misplaced and overused.	The use of dialogue is appropriate and effectively provides character attributes, motivation, and assists with story development.	The dialogue is strong and the author makes careful word choices, effectively telling the story while letting the story tell itself.
Style	The style is poor, the story line unclear. It is difficult to follow the progression of events.	The style and fluency is acceptable. The reader may be confused on occasion as to sequence of events.	The style is enjoyable and the story flows in a natural, coherent progression.	The story is told well and clearly relays critical information.
Reaction & Response	The story does not provide insight or provoke independent thought, opinions, or ideas.	The story causes the reader to think about the story, characters, and theme but may send conflicting messages that are too confusing for the intended age group.	The story effectively evokes a personal reaction to the story.	The story elicits some sort of a strong emotional reaction while provoking further contemplation of the theme and guiding the reader to independent thought.