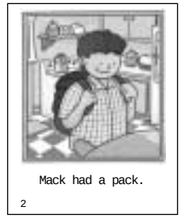
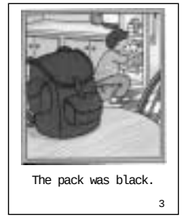
Mack's Pack





Ray's Readers® Basics

Phonics Focus	Word Focus	Other Concepts	Writing Pattern	Theme Connections
ack rime	put, gave, went, *ack* words	sequencing, initial capital, period	Mack had a ___.	sharing, health/nutrition, caring

Learning with Words

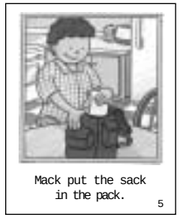
Developing Verbal/Linguistic Intelligence

- Read aloud related literature such as the traditional nursery rhyme "Jack and Jill," *Bruno the Carpenter* by Lars Klinting, *Mole's Hill* by Lois Ehlert, or *The Rattlebang Picnic* by Margaret Mahy.
- Brainstorm a list of words using the rime from hill, *-ill*. Read them together. After simple alphabetizing has been taught, write those *ill* words on cards and place six of these words in a resealable bag. Ask a pair of students to put them in alphabetical order. To use this activity in a center, make several bags using a different color for each bag's words to avoid mix-up and to ensure easy cleanup.
- Read the nursery rhyme "Jack and Jill" many times. Students will memorize this rhyme very quickly. Discuss the similarities between *The Hill* and the nursery rhyme.
- Ask students to write/draw a story about going up a hill with a friend. In a prewriting discussion you might ask, "Why are you going up the hill? What will you do when you get there? How long will you stay? How will it end?"

Learning with Logic

Developing Logical/Mathematical Intelligence

- Make a class Pet Graph. The dog in the story is probably someone's pet. Ask students to draw a picture(s) of their pets on sticky notes or 3"× 3" pieces of paper—one pet per paper. Graph the results. A child with no pets can help a child that has more than one.
- Discover ways to make four. Give each student (or pair of students) ten counters, a pencil, and a sheet of paper. There are four characters in *The Hill*, so ask students to use their counters and find as many ways to make four as they can. Write their ideas on the paper. The obvious solutions will be 2 + 2; 1 + 3; 0 + 4; and so on. More advanced students may come up with 10 – 6; 8 – 5 + 1; and so on.
- Predict liquid volume. You will need several small containers and one larger pail or two-quart juice container, preferably with measurement information on it. Fill each small container with water. Ask students to predict which container holds the most water and which holds the least. Pour one container at a time into the larger container. Note the amount. Empty and try the next small container. How close were the predictions? Why were students correct? Or wrong?



- Examine the Beginning-Middle-End aspect of the story through drawing. On quarter sheets of paper, ask students to draw the story, one event or scene per sheet of paper. Students then sequence their drawings. Glue the picture or pictures they think tell the beginning of the story on one sheet of construction paper labeled The Beginning. Glue the picture or pictures they consider to tell the end of the story on another sheet labeled The End. Do the same for the middle of the story. Tape the three construction sheets together.
- Draw dogs! Several of Ed Emberley's drawing books have simple directions for drawing a variety of dogs. Anyone can do it! Really! Do this activity first with the whole class. You model as students draw along with you. Then place these drawing books at your art center.
- Phil made a doghouse. Let students make their own miniature doghouses, clubhouses, tree houses, or real houses. Their houses could be drawings or three-dimensional creations.
- Watch videos and read illustrated nursery rhyme books. Many children today come to school with little or no knowledge of this traditional literary form.

Learning with Pictures

Developing Visual/Spatial Intelligence

- Write the text from the story on a chart. Lead the students in a rhythmical chanting of the story. Try different ways of chanting—faster, slower, softer, louder, etc.
- Sing "Jack and Jill." When the tune is very familiar, rewrite the words using students' names and different reasons/activities for going up the hill. This will be most successful if the original text is on a large chart or in a pocket chart.
- In the story, the children look as if they are marching up the hill. Play some marching music and clap along with the beat. Then march in place, keeping the beat. Finally, march around the room.

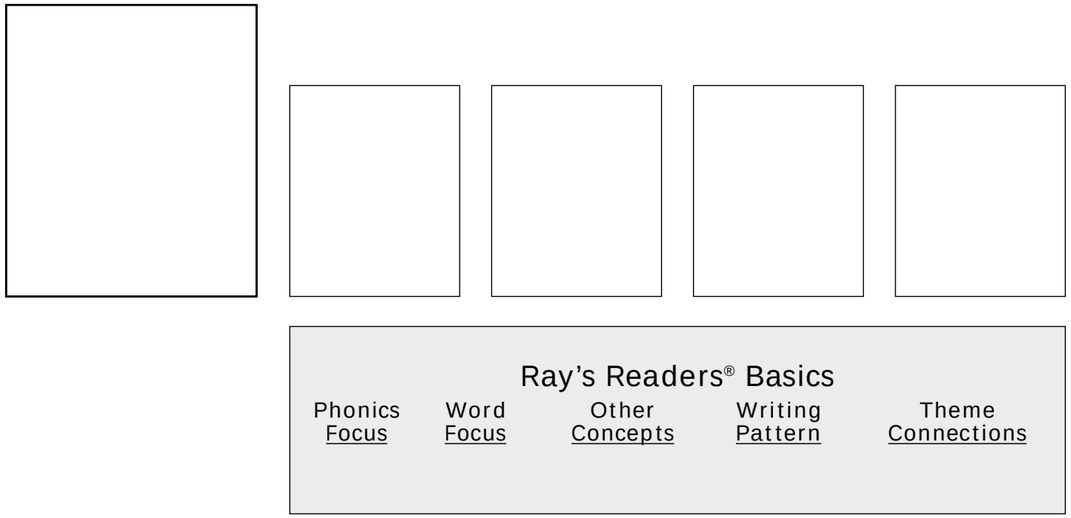
Learning with Music

Developing Musical/Rhythmic Intelligence

- Act out the story. You will need a Phil, a Jill, a Bill, and a dog. The class reads each page as the actors perform appropriate actions. Add detail or dialogue as desired.
- How many ways could you go up a hill? You could walk, run, skip, hop, go backwards, zigzag, go up in slow motion, and so on. Try them all! If you have a nearby hill—great! If not, pretend.
- Have a wheelbarrow relay race. One student moves forward on his hands while his partner holds his feet. Thus, a wheelbarrow.
- Act out *ill* words. Write all the *ill* words that imply action on strips of paper. Put these in a basket. One student at a time selects a word and acts it out as other students try to guess her word. The student that guesses writes the word on the board.

Learning with Your Body

Developing Bodily/Kinesthetic Intelligence



Ray's Readers® Basics

Phonics Focus | Word Focus | Other Concepts | Writing Pattern | Theme Connections

Learning with Words

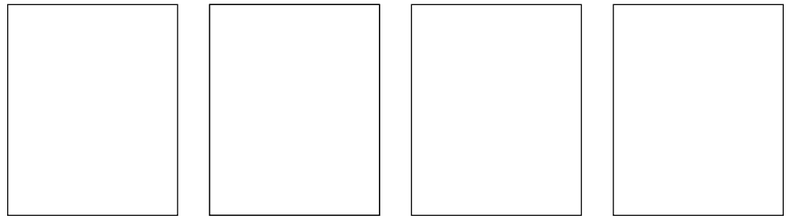
Developing Verbal/Linguistic Intelligence

- Read aloud related literature such as *If I Ran the Circus* by Dr. Seuss, *Paddington Bear at the Circus* by Michael Bond, *Black and White* by David Macaulay, or *Lottie's Circus* by Joan W. Blos.
- Make a list of the things that were juggled by the girl and the clown, discussing spelling strategies as you write each word. Rewrite these words on cards. Together, put them in alphabetical order.
- The two main characters (the clown and the girl) have very expressive faces. Discuss how they might be feeling, and write words they might be saying for each page in the story. Create a speech bubble with a Post-it and stick the characters' words directly on the pages of the big book. For example, on page two the clown might be saying, "This is harder than it looks!" and feeling a little clumsy. The girl might be saying, "Actually, it looks pretty hard!" and feeling worried about having to juggle next.
- Introduce a Make-a-Word activity using the letters of a word from the story. The letters "i-u-f-f-n-p-s" (puffins) work well. With young children, this is best done as a whole class, teacher led activity.

Learning with Logic

Developing Logical/Mathematical Intelligence

- Count the number of things being juggled in the story. Use tally marks to illustrate the counting. The answers may vary, so ask students to explain their thinking.
- When learning to juggle, juggled items often fall to the floor. Conduct experiments with a variety of items like a feather, a piece of paper, a pattern block, etc., to determine if any of the items fall in a different way—faster, slower, straight down, not straight down, and so on. Observe, record, and discuss data.
- Conduct a variety of "shapes" activities referring to the many shapes visible in the illustrations. There are round, oval, rectangular, and square things, as well as cylindrical items. Your first activity might be to simply locate and identify the shapes. For example, the rugs are ovals.
- Using a Venn diagram, compare the girl and the clown. See "Graphic Organizers" in the Introduction.



- Draw and decorate oval rugs, clown hats, or drums using repeating designs or colors that form a pattern, and/or specific color schemes.
- Make a class mural. First, ask students to draw themselves juggling somewhere on the mural. Then, add a background that looks like a circus. Have plenty of pictures of circuses available to look at for ideas.
- Watch videos with a circus theme like *A Day with Annie at the Circus*, 1998, or *Kids Love the Circus*, 1995.
- Draw a variety of realistic or fanciful bugs. Encourage students to write names for their bug like June Bug, Wiggly Bug, or Big Curly Bug under each drawing.
- Some of the items the clown juggled were shades of black and white. Speculate on why the illustrations were made that way. Look at other black and white illustrations. Make pictures using only shades of black and white crayons, pencils, markers, chalk, etc.

Learning with Pictures

Developing Visual/Spatial Intelligence

- Sing the story to the tune "The Farmer in the Dell." Each line of the story equals one verse.
  The clown juggled some drums,
  The clown juggled some drums,
  Hi-ho, the derry-o,
  The clown juggled some drums.
- Listen, draw, or march to circus music like "Circus Music from the Big Top," Merle Evans, 1992.
- Make drums out of old oatmeal containers, and play them in a variety of ways. Tap out slow beats, fast beats, soft beats, loud beats; echo a beat that has been modeled by the teacher; play a certain number of beats; play along with prerecorded music; play along as words are spelled; play along as the story is chanted.

Learning with Music

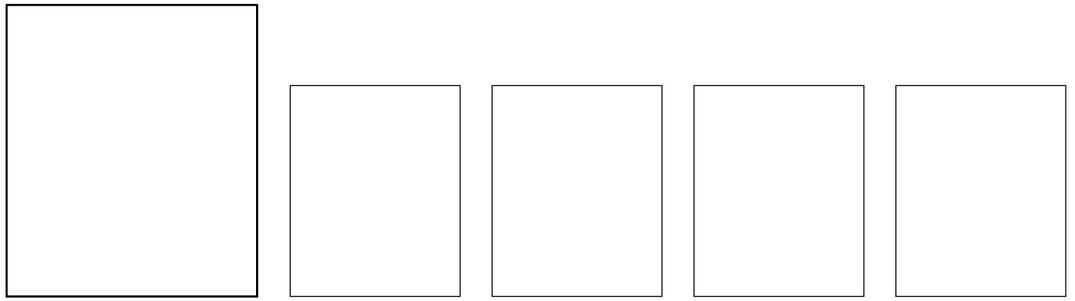
Developing Musical/Rhythmic Intelligence

- Learn to juggle using only two items at first. Koosh™ balls, beanbags, or knotted bandanas work well.
- Brainstorm a list of actions or movements that could occur at a circus—tight-rope walking, tiger taming, dog handling, balancing, etc. A student acts out something from the list as others guess the action. When a student is ready to guess, he or she would come forward and read his or her "guess" from the written list.
- The leader or teacher plays a drum using different beats for walking, running, or skipping as students move appropriately with that beat. Another time, students move about in any manner while the drum is played, but "freeze" when the drumming stops.

Learning with Your Body

Developing Bodily/Kinesthetic Intelligence

EXTENSION ACTIVITIES



Ray's Readers® Basics

Phonics Focus | Word Focus | Other Concepts | Writing Pattern | Theme Connections

Learning with Words

Developing Verbal/Linguistic Intelligence

- Read aloud related literature such as *The Midnight Eaters* by Amy Hest, *Sophie's Knapsack* by Catherine Stock, *My Sister's Rusty Bike* by Jim Aylesworth, or *Never Take a Pig to Lunch and Other Poems About the Fun of Eating* selected by Nadine B. Wescott.
- Share "Backpack Stories." Students tell details like where or when they got their backpack; what's usually in it; interesting places it has been; the most unusual item it has ever carried, and so on.
- Put the writing pattern " ___ had a ___." on a sentence strip in a pocket chart. Say, "I had a dog once. I had a party. I had a cold! What have you had?" Susan might volunteer that she had a scooter. The teacher writes the word *scooter* on a blank card, then the student writes her name on another and places the two words in the pocket chart to fill in the blanks. Everyone reads the new sentence.

Learning with Logic

Developing Logical/Mathematical Intelligence

- Make up story problems that involve Mack's pack and the things he might put in it or take out of it. For example, Mack put four graham crackers into the pack. He took two out to share with Jack. How many graham crackers are still in the pack?
- Use a T-chart to compare two different backpacks.
- Make a "Backpack Color Graph." Ask students to color a realistic picture of their own backpacks on a 4" × 4" piece of paper. Place these on a graph according to the pack's dominant color. Discuss the data.
- Place several items in a backpack or lunch bag. Have students sequence these items from smallest to largest. Ask them to explain their thinking, especially if opinions vary. Interesting discussions will occur as children debate whether a long, thin item is bigger than a shorter but thicker item.
- Supply students with small snack bags and a pile of snap cubes, tiles, or crayons. (Use bigger items if you use bigger bags. You want students to be able to fill up the bags and be able to count the number of items it took to do that.) Ask them to predict how many of their items will fit in the bag. Write that number down. Conduct the experiment, and analyze the results.