



TEACHERS' NOTES

MEGS AND THE VOOTBALL KIDS

We created Teachers' Notes for all five books to be used as literature contracts, although of course you can use them any way you like. The activities suggested have been planned within the framework of Gardiner's Multiple Intelligences, although you will notice that not all intelligences are covered in each contract. This is because we found that sometimes it was like trying to fit a square peg into a round hole and, as teachers, nothing annoys us more than 'busy work'! Some activities are suitable within the context of any of the books in the series, and these have been marked with an asterix. Tasks that can be applied to more than one book have been marked with an asterix followed by the number of the book.

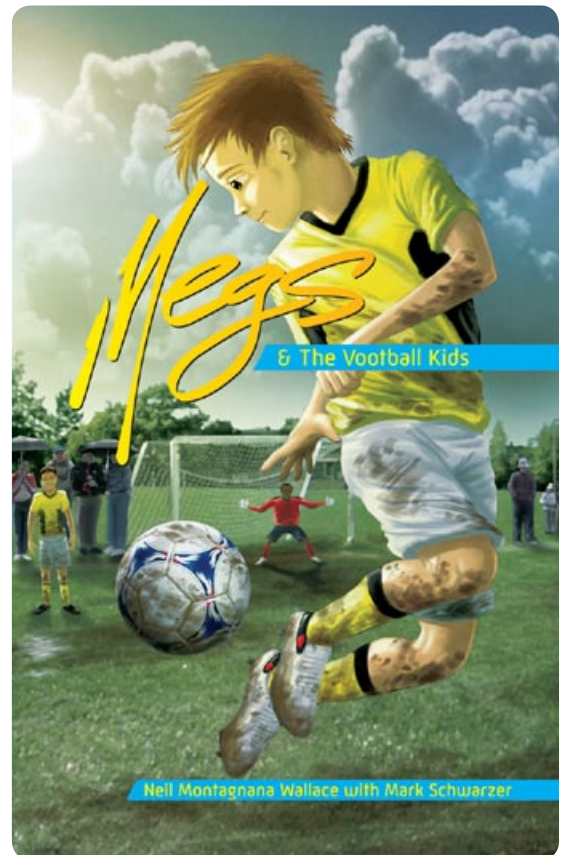
As we all know, the literature block is for the development of literacy, so some of the activities, in particular the Body ones, may not be suitable for this time. However, if the books are being read as a serial, these tasks might be suitable for whole-class activities (probably at 3pm on a Friday afternoon!).

While we focused on trying to cater to all learning styles by building the contracts with the M.I.s in mind, we also used other learning tools and frameworks, including De Bono's Thinking Hats, Costa's 16 Habits of Mind, PMIs and Mindmaps.

We had a lot of fun coming up with these ideas, but as far as we're concerned, this is just the tip of the iceberg. If you or your kids come up with new stuff to do with any of these books, we'd love to hear from you.

Happy Reading,

Val and Jo.





For all the books and all the kids - Connecting the text

We've discovered that this is something kids really love to do, and is especially perfect for when they are reading independently. Give each child a pile of post-it notes to use as a bookmark and have with them when reading. As they are reading, they are to make connections using the following framework:

- Text to Self (T-S) – This book/part of the book reminds me of myself/my life/things that have happened to me
- Text to Text (T-T) – This book/part of the book reminds me of another book I've read
- Text to World (T-W) – This book/part of the book reminds me of something I've heard about/read about in the wider world.
- I don't get it (?) – word meaning, pronunciation, why something happened etc.

Each time a reader makes a connection, they make a note of it on a post-it, label it with the relevant abbreviation and the page number (in case the post-it falls out), and stick it on the page where the connection is.

For example, reading Megs and the Vootball Kids, a child might make the following notes:

T-S p20 My first day at this school – scary!

T-T p20 Harry Potter's first day at Hogwarts

T-W p117 My neighbour is Hungarian, told me about the revolution. He lived it.

? p123 How do you say Atti's name?

When the literature circle comes together again, each child shares their post-it notes for the group to discuss. With older and more confident readers, it provides a format for allowing children to run the group without a teacher's intervention. Notes can also be written up in detail as a book review/analysis, to demonstrate understanding of text, context and issues.



Megs and the Vootball Kids

Some of the issues that are explored in Megs and the Vootball Kids include:

- Multiculturalism
- Immigration
- Fitting in
- Making new friends
- Similarities and Differences
- Courage
- Peer Pressure
- Persistence

The following activities have been created to explore these issues, using Gardner's Multiple Intelligences and some of Art Costa's 16 Habits of the Mind. They are intended to be used as a literature contract, with children choosing to do the activities that suit them best, but of course, you can use them any way you like!

Linguistic – Letters

Tuning in: Re-read the emails between Megs and his friends, and from Megs to Puskas (see page 137). Think about the differences and similarities in writing styles – casual emails to close friends, and formal letters to strangers or authority figures. Use a Venn Diagram to show these similarities and differences.

Task: Write 2 letters/emails – one addressed to your principal and one to your best friend. Both letters are to be about starting a soccer team within your school. You are requesting permission from your Principal to begin a school team, use facilities and obtain the services of a coach. Your letter to your friend will be asking for their support and participation.

(HOM – Thinking and communicating with clarity and precision)

Logical/Maths – The Great Hungarian Adventure (*3)

Atti the cleaner was born in Hungary, a country that Megs doesn't know much about. Here's your chance to find out a bit more about the country of Atti's birth... You recently entered a competition, and won first prize, which is a week-long holiday in Hungary!! You have \$15000.00 to spend on your holiday, including flights, accommodation and spending money. Which airline you travel with, where you stay and how much you spend are up to you...as long as you don't go over-budget!!



The first thing you'll need to do is book your flight.

When are you leaving?

How much will your flight cost?

How long will it take to get there?

And don't forget you need a return ticket!

What is the capital of Hungary? Is this where you will be landing?

Before you leave, find out about Hungary's currency.

What's it called?

What is the current exchange rate? (How much is one Australian dollar worth in Hungarian currency?)

Once you know when you're arriving, you'll need to organise somewhere to stay.

Your accommodation options range from budget – camping, or a youth hostel, to 5-star luxury! The choice is yours.

What is the name of your hotel?

How much is it per night?

How much will your 7-night stay cost you?

When you arrive in Hungary, you will only have 7 days to see as much as possible of this beautiful country. Do some research, and plan your itinerary. You will need to find things to do for each day that you are there, and allow yourself time to enjoy each activity. Once you have worked out your itinerary, choose 4 of the places you're planning on visiting and write about them in detail.

Finally, you need to have a think about spending money. Create a budget for your trip, remembering to consider things such as

Food

Is breakfast included in your hotel?

How much will you need to allow for lunch and dinner every day?

Are you doing any tours where lunch is part of the price?

Sightseeing

Are there entrance fees for your activities?

Are you doing any tours that cost extra?

Will you be buying any souvenirs?

Do you need to hire a car or are there other alternatives?

In your itinerary, include a breakdown of your estimated spending for each day, with a total at the end. It might be a good idea to leave some money for unexpected extras, too!



Once you have worked out your itinerary, you need to find a way to present your information. A booklet, a poster, a powerpoint presentation, a word document...the choice is yours. You could also consider including pictures of the places you'll be visiting.

(HOM – Striving for accuracy) Interpersonal - Connections

Interpersonal – New Beginnings (*3)

Tuning in: People leave the country of their birth and move to a new country for lots of different reasons. With a friend, brainstorm all the different reasons you can think of for starting a new life in a new country.

Task: Find someone that you or your parents know who immigrated to Australia. Prepare some questions for them, and make sure you're ready to ask extra questions depending on what they tell you about. Interview them (record on ipod/notebook/voicerecorder or write down answers), finding out why they came, what they thought when they got here, and any difficulties or wonderment they experienced when they arrived.

(HOM Questioning and posing problems, Thinking flexibly, and Listening with understanding and empathy)

Interpersonal – Different But The Same (*)

Make a venn diagram showing the similarities and differences between Megs and Otti.

Body/Kinaesthetic / Interpersonal – Making Friends.

With a partner, brainstorm all the things you would need to do, and the ways in which you would need to behave, in order to lose ALL YOUR FRIENDS. Now list all the things you would do to make new friends. Choose your favourite friend-acquiring strategy to role play for the grade.

(HOM – Thinking flexibly)

Intrapersonal – Peer Pressure

In the book, Megs makes fun of Atti because he wants to impress his new friends.

Write about two times when you've experienced peer pressure – both applying it and being on the receiving end of it. It might have been when you were younger, or you may have experienced it this year. Looking back now at the situation, what about the way you acted pleases you, and what do you think you would do differently next time.

(HOM - Applying past knowledge to new situations, and Remaining open to continuous learning)

**Intrapersonal – New Kid On The Block (*3)**

Complete a PMI chart (Plus, Minus, Ideas) on starting a new school.

Spatial – Tough Choices (*3)

Draw a picture showing the five things you would take with you if you had to leave for another country. (Your parents won't be packing anything extra for you, except clothes) Make sure you can explain why you chose the items you did.

Musical – Aussie! Aussie! Aussie! Oi! Oi! Oi! (*)

Tuning In: Use the internet, your own experiences or the knowledge of others to investigate soccer chants. Find some that you like and make a list of what they all have in common.

Task: Use your list of soccer chant features to help you write a soccer chant for the Pennendale Wanderers soccer team.

(HOM – Creating, imagining, innovating)

Existentialist – Sport On The Brain (*)

Tuning In: What do you think sport does for a community? Why do you think people all over the world for hundreds of years have played games and sport?

Task: Invent a game that incorporates your answers. You can present your thoughts and your new game as a talk, a poster, a powerpoint presentation...any way you like, really! You might need diagrams to illustrate how your game works, or you could physically demonstrate. And don't forget that your game will need rules!

(HOM – Creating, imagining, innovating, Thinking flexibly)