



TEACHERS' NOTES

MEGS, SCARVES & SOMBREROS

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.

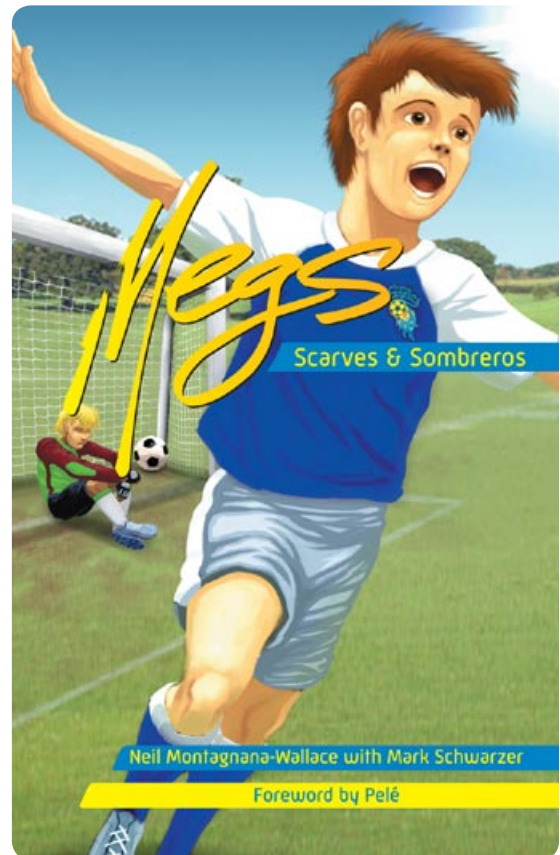
As we all know, the literature block is for the development of literacy, so some of the activities, in particular the Body ones, may not be suitable for this time. However, if the books are being read as a serial, these tasks might be suitable for whole-class activities (probably at 3pm on a Friday afternoon!).

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, Scarves and Sombreros

Some of the issues that are explored in Megs, Scarves and Sombreros include:

- Diversity
- Racism
- Religious Tolerance
- Unity
- Making a difference

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!

Interpersonal – Hats on

Use a 6 hats thinking chart to look at Abda's situation.

(HOM – Thinking flexibly)

Verbal-Linguistic – Get This! (*)

Val is constantly bombarding the kids with snippets of trivia and amazing facts. Do a bit of research of your own and create your own Get This! email to send to your friends, about anything and everything that interests you. The only criteria is that your factoids need to be little-known, interesting, and the quirkiest the better!

Teachers NB: Maybe your grade can start a Get This! wall for any factoids they discover through the course of the year.

(HOM – Thinking and communicating with clarity and precision, Remaining open to continuous learning)

Logical-Mathematical – Chicken and the Egg

The scarf-pulling incident during the Kids' game against the Sharks sets in motion a chain of events. Can you map out these events? Focus on cause and effect (eg, A happened, which caused B to happen. When B happened, it caused C...and so on) Remember that other things also happened in the book which are not directly related to this chain of events. The tricky part is to leave them out!



Visual-Spatial – Tell your story walking (*)

Use comic life, or work in a group and take photos of yourselves to illustrate an idea or event from the book, along the lines of a comic strip.

- Criteria:
- Your visual strip must contain 5-8 panels.
 - There must be writing in every panel
 - There must be speech in at least half the panels.

Musical – Middle Eastern Muso

Investigate Islamic music. Download some from the internet and share it with the grade. Accompany your music with a small talk that covers, at a minimum, the following questions:

- What sort of instruments are used?
- When was your piece of music written? Is it traditional or modern?
- What are the similarities and differences between Islamic music and that of another culture of your choice?

Interpersonal – I believe, you believe...

Investigate the beliefs and rituals of two or three different religions. Venn them.

Interpersonal – Racism

Tuning in: What is racism? Try and come up with a definition that you're happy with. Share your definition with a partner and combine to make one you are both happy with. Partners share, then groups of four share, etc. until you reach a whole class definition that is agreeable to all.

Teachers NB: The definition can be refined throughout the reading of the book as new ideas and issues are covered, or as students investigate further in class or at home.

Task: Have you ever seen or experienced racism? Tell us about it – What was the situation? Who was involved? Was it resolved? How? What are your feelings about the situation? You can write, talk or create a cartoon strip to share this experience.