



TEACHERS' NOTES

MEGS AND THE CRAZY LEGS

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.

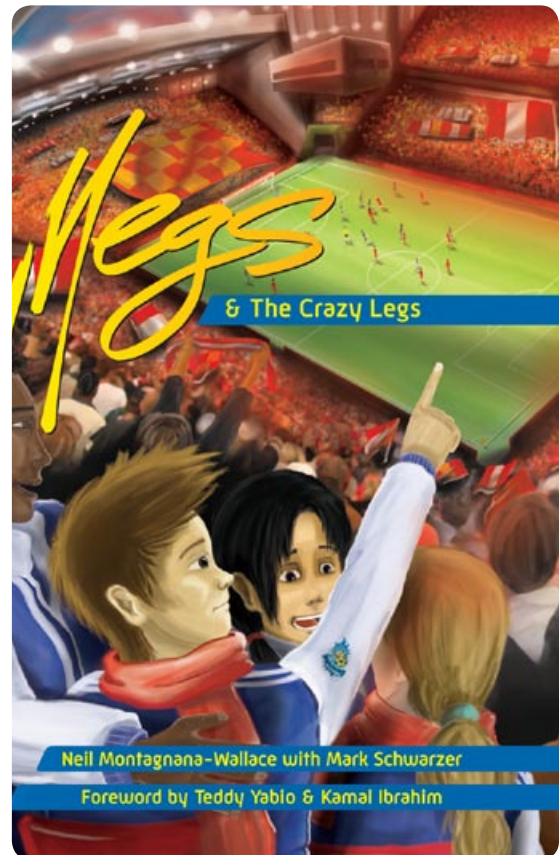
As we all know, the literature block is for the development of literacy, so some of the activities, in particular the Body ones, may not be suitable for this time. However, if the books are being read as a serial, these tasks might be suitable for whole-class activities (probably at 3pm on a Friday afternoon!).

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 Crazy Legs

Some of the issues that are explored in Megs and the Crazy Legs include:

- Multiculturalism
- Stereotypes
- Inclusion
- Jealousy

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!

Visual-Linguistic – Green-Eyed Monster

At the beginning of the book, Megs feels jealousy towards Fini. What sorts of things was he jealous of? How did he express his jealousy?

Option 1: Write about a time when you have felt jealous of somebody. Think about the following as you write, but try not to just write answers to my questions.

What were you jealous of?

What did your jealousy feel like?

How did it make you act?

Did you ever get over your feelings? How or why?

Looking back, do you think your jealousy was justified at the time? Give reasons for your opinion.

Option 2: Imagine you are Fini. Write a diary entry about your first day at Pennendale Primary School. Try not to just write a recount of events, although it would be good to mention some of the things that happened to you. Include things such as:

What were your impressions of the school and various people?

How did you feel as you entered the school?

Did you have any worries? If so, what were they?

How do you feel now that your first day is over?



Logical-Mathematical – How Now Brown Cow?

The book opens with the event held to raise money to send the Vootball Kids to England.

Part One: Solve the following problems. Use a calculator if you like:

- What is the total number of juggles done by the Vootball Kids in the 'juggle-off' on pages 9 and 10?
- The Cow Lotto squares were selling for \$150 per square. If all 200 squares were sold, how much money would the Vootball Kids raise?
- In the end, only 192 squares were sold. How much money did they make?
- The Vootball Kids raised \$4387 dollars from their earlier fundraising efforts. How much did they need to raise on the Cow Lotto day to reach their target of \$30 000?
- There were 250 people at the Cow Lotto day. If each of them had at least one drink and a hot dog, how much money would the Vootball Kids raise?

Part Two: Create three word problems of your own based on the fundraising activities of the Vootball Kids. Test them out on a friend, but make sure you've worked out the answer in advance!

Part Three: Use the information in chapter one to estimate how much money the Vootball Kids raised for their trip. Include:

- Money raised from the actual cow poo lottery.
- Money raised from the juggling comp – don't forget Atti's contribution
- Money raised from the sale of food and beverages – here, you'll have to do some estimating based on the number of people there and what would be a reasonable amount of food and drink for them to buy.
- Money raised from previous fundraisers.

Based on the number of people who went on the trip, investigate how much money would be needed in total to pay for the trip in real life. Consider flights, accommodation and spending money but don't get too bogged down in details. A website like expedia.com would help you find out all the information you need.

Was the amount of money raised by the Vootball Kids enough? If not, how much would have to have been subsidised by the Western Region?

(HOM – Creating, imagining, innovating/ Questioning and posing problems / Striving for accuracy)



Existentialist – Travel Bug

What does travel do for a person? What are some of the reasons people travel? What are some of the positives and negatives of travel? Share your thoughts in any way you like – a talk to the grade, a digital presentation, a journal entry, a blog, a collage of some sort, a 6 Hats organiser... these are just some ideas, although you might think of a better one!

Bodily-Kinesthetic – Trickster (*)

Fini is a trick-master. Investigate some sporting 'tricks' on YouTube or something similar. Can you master one of the tricks you see? Invent a new football trick or, alternatively, a trick for your favourite sport. (For example, Tiger Woods is famous for juggling a golf ball on the end of a golf club.) Demonstrate and teach your trick to the grade.

(HOM – Creating, imagining, innovating)

Musical – Jealous Guy

Tuning in: In the book, Megs is jealous of Fini for a few reasons. What sorts of things was he jealous of? How did he express his jealousy?

Part One: Songwriters and musicians often use their music to express strong emotions. Find a song about jealousy and download the lyrics. What is the singer jealous about?

Part Two: Have a go at writing your own song about jealousy or another strong emotion. You could write both the words and the music using Garage Band or some other music-making program, or you could just write the words and sing them to a melody that you already know.

(HOM – Creating, imagining, innovating; Gathering data through all senses)

Intrapersonal – Walk a mile in another person's shoes.

Part One: Pretend that you are Jed or Paloma. Do an OPV (Other Person's Viewpoint) to look at their disagreement from the other side.

Part Two: Now think of the last disagreement you were involved in... or are still involved in. It could be with a friend, parent, sibling... Do an OPV on the situation. Can you come up with a solution to your dispute?

(HOM – Thinking flexibly)



Interpersonal – Battle of the sexes

Why do you think boys and girls are sometimes treated differently in our society?

Think of some examples of boys and girls being treated differently

- In your life
- In Australian Society
- In other cultures.

Do you think it is right or wrong for boys and girls to be treated differently? Give reasons to support your answer.

Do you think you are a good judge of what is right or wrong for another culture? Give reasons for your answer.

Teachers NB: This activity might make an excellent topic for a class debate.