



TEACHERS' NOTES

MEGS AND THE COMPLETE LEFT FOOT

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.

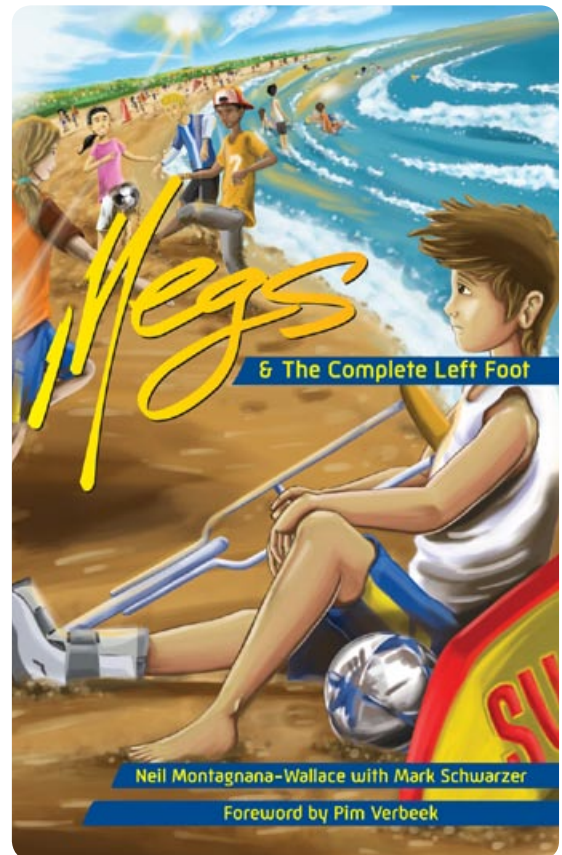
As we all know, the literature block is for the development of literacy, so some of the activities, in particular the Body ones, may not be suitable for this time. However, if the books are being read as a serial, these tasks might be suitable for whole-class activities (probably at 3pm on a Friday afternoon!).

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 Complete Left Foot

Some of the issues that are explored in Mags and the Complete Left Foot include:

- Overcoming obstacles
- Tolerance
- Perseverance

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!

Verbal-Linguistic – Phrases and Sayings

Think of all the phrases you can that mean the same as 'soldier on'.

'Don't judge a book by its cover'. What does this mean? Give an example from the story where this expression might apply.

Interpersonal – Overcoming Obstacles

There are lots of famous people in history and literature who have overcome obstacles and achieved great things. Lance Armstrong the cyclist and Harry Potter are two great examples! As a grade, brainstorm all the people you can think of who fit into this category. With a partner or by yourself, investigate someone who has overcome tough times and achieved great things. What Habits of Mind do you think they displayed?

(HOM – Thinking and communicating with clarity and precision/ Thinking flexibly)

Interpersonal – Good Habits (*)

Describe an incident or occasion in the book where you think a character displays a particular Habit of Mind. Do this for each of the sixteen habits.

(HOM – Thinking flexibly/ Thinking about thinking)

Intrapersonal – Good Habits part II (*)

Choose four Habits of the Mind that you display frequently. Give examples to support what you say. Now choose two Habits that Mags displays but that you find difficult. How might you develop these Habits?

(HOM – Thinking about thinking)



Bodily-Kinesthetic and Logical-Mathematical – Juggle-a-thon

In the book, Megs is determined to beat his personal best juggling score, and he spends a lot of time trying to achieve his goal. As a grade or in a group, see how many times you can juggle the ball before it hits the ground. After you've had a bit of a practice, have three 'for real' goes.

Record your results and then either:

- a) graph the results of your three juggling attempts
- b) graph the best result of each person in your group

Choose a graph that you think is best suited to show the results.

Teachers NB: To make this task more achievable, you might want to add the rule that kids are allowed one bounce between juggles if they need it.

(HOM – Persisting)

Visual-Spatial – Mind Map (*)

What do you think are the main themes or issues in *Megs and the Complete Left Foot*? Create a mind map to show what these issues are and how the author has illustrated them. Use colours, symbols and some words.

Naturalistic – A long, hot summer

When Megs returns to school, he notices that the school oval where they play football is not really a grassy oval, but more a bowl of dust, due to the drought.

In your community, what has been the environmental impact of drought on sporting ovals and pitches? Give examples.

Investigate what restrictions and measures have been put in place in your area to tackle the problem of drought when it comes to sporting facilities.

Present your discoveries as a community announcement to make others aware of the situation. This could be a poster, a radio ad, a tv commercial...

Your local council will be an excellent resource – try contacting the person in charge of open spaces.