



TEACHERS' NOTES

MEGS AND THE WONDER STRIKE

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.

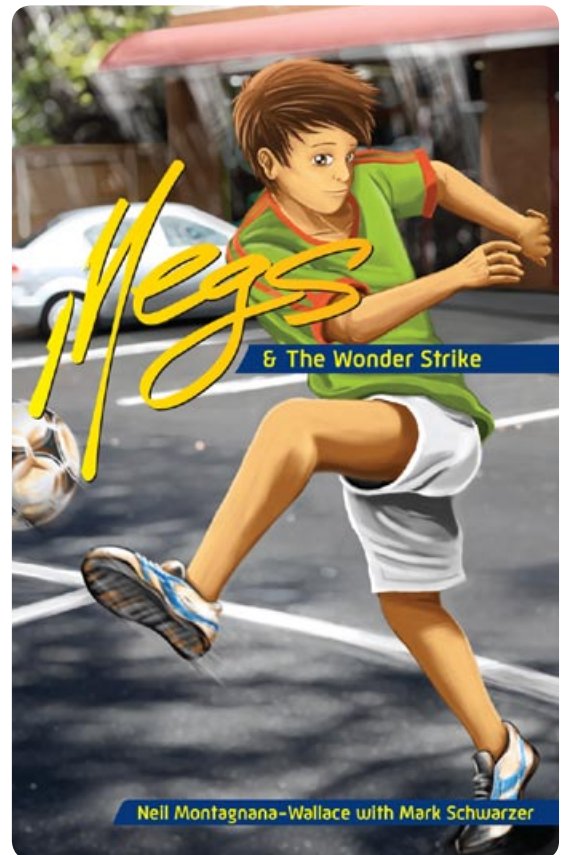
As we all know, the literature block is for the development of literacy, so some of the activities, in particular the Body ones, may not be suitable for this time. However, if the books are being read as a serial, these tasks might be suitable for whole-class activities (probably at 3pm on a Friday afternoon!).

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 Wonder Strike

Some of the issues that are explored in Mags and the Wonder Strike include:

- Bullying
- People Power
- Family
- Yourself

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 – People Power

Tuning in: Mr Schneider gets the Kids involved in a project on People Power. Brainstorm some examples of People Power – you can talk to people, look on the internet, watch documentaries, or read the paper, to get some ideas. Create a class list of Pivotal Moments of People Power.

Task: Choose one example of People Power that interests you and research it more fully. Present your discoveries in any way you like. Some ideas are; A talk to the grade, a documentary, a poster, or a powerpoint presentation.

Logical-Mathematical – Bullying Part I

Survey every grade in your school with the question, 'Have you ever been bullied?' Ask for a simple yes/no answer or show of hands and record your results. Graph your results according to grade level. What do they show?

SO WHAT? What are you going to do with the information you have collected? How are you going to use this information to make a difference in your school community?



Bodily-Kinesthetic – Bullying Part II

With a partner or in a small group, brainstorm all the different forms that bullying can take. Choose two different examples to role-play for the class.

Intrapersonal – Bullying Part III

Write about a time a) you have been bullied OR b) you have been a bully. Some things you might want to consider as you write:

- What was the outcome?
- How did the experience make you feel?
- How did you handle the situation?
- Why do you think it happened?
- What could you have done differently?
- How was the situation resolved?

Verbal-Linguistic – Ugly Parents

Google 'Ugly Parent Syndrome'. What is it? After you've done a bit of reading on the web, write a newspaper article about Ugly Parent Syndrome. Some things to ponder:

What is it?

Why does it happen?

What are some examples of it?

What can be done about it?

Realistically, do you think that Ugly Parent Syndrome will ever disappear? How? What do you think will be the catalyst for the change?

Alternatively, you could present your newspaper article in a 'Today Tonight/ Current Affair' style on the video camera.

Musical – Ugly Parents: Just say no

Write a community advertisement for radio to raise awareness about parents bullying in sport. Record it in some way – ipod? Computer? – and play it for the grade.



Visual-Spatial – What next?

Write a blurb and design a front cover for a possible book 6 in the Megs series. Follow the style of the previous books. If you like, you can email your finished product to the Megs team at val@bouncebooks.com

Existentialist – Being Australian

Do you know anyone that has become Australian? Find and interview three people who were born in another country but who now live in Australia. Think of at least five questions to ask them (they don't have to be the same five questions for each person, but they can be) that might help you answer the question, 'What does it mean to be Australian?'

Present your discoveries in whatever way you think will work best.