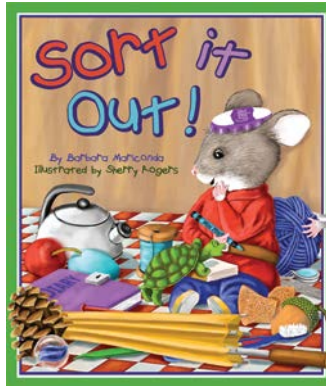


Teaching Activities

for



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Teaching Activities are intended for use at home, in the classroom, and during story-times.
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Reading this book aloud

Packy sorts his collection by rhyming riddles. The riddle answers are found written in “clues” in the illustrations—not in the text. When reading aloud, break off with enough of a question and pause so that children will try to guess how Packy sorted his collection.

Questions to ask children before reading the book

- What do you think the book is about by looking at the cover? (or one or two of the inside illustrations) *Sometimes it is easy to tell from the cover, other times it is not.*
- What type of animal is on the cover?
- What are some of the things that the animal has?
- Does the title tell you what the book is about?

What do children already know?

- Young children are naturally inquisitive and are sponges for information. The whole purpose of this activity is to help children verify the information they know (or think they know) and to get them thinking “beyond the box” about a particular subject.
- The children should write down their “concepts” (or adults for them if the children are not yet writing) on the provided chart found on the next page.
- Use the questions to get children thinking about what they already know. Feel free to add more questions or thoughts according to the child(ren) involved.

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What do children already know—activity chart

Ask children to write down what they think they know before reading the book. If the information is verified while reading the book, check “yes.” If the information is wrong, mark “no” and cross it off. Write the correct information in another section, below. Make a note of how you verify the information.

<u>What do I think I know?</u>	<u>Yes</u>	<u>No</u>	<u>Verified</u>
What are some things that can be sorted?			Text Illustration Info in FCM Other
What are some ways to sort things?			Text Illustration Info in FCM Other
What are some living or non-living things?			Text Illustration Info in FCM Other
What is a packrat?			Text Illustration Info in FCM Other

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After reading the book – writing prompts & thinking it through

- Did the cover “tell” you what the book was about?
- If not, how does the illustration on the front relate to the story?
- Draw your own cover
- Write a song about collecting things
- Can you think of another title for the book?
- Did the illustrator include anything in the pictures that were not in the story or are there things hidden in the art? If so, what?
- Do you think everything in the story could be true? *Do animals really talk to each other or have human traits?*
- If the author used talking animal or gave the animals human traits, could the story have been told differently? How?
- Write a different ending to the story

Comprehension Questions

- What did Packy’s mother ask him to do and why?
- What were some items that he collected?
- What were some of the ways he sorted his things?
- Why was his collection shrinking?
- Where did Packy find his missing things?

Fun things to look for

- The illustrator hid all kinds of fun things in the illustrations. What are some of the other toys or collected items that Packy has?
- How many paper clips can you find in the first illustration?
- What is Packy’s bed made out of?
- What does Packy use as a bed-side table?
- What did Packy use for the legs of the painting easel that he made?
- How many times is the turtle in the illustrations?

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What do children already know activity conclusion

- Do the children have any more questions about sorting? If so, write them down on the chart.
- Identify whether the information was verified and how.
- If the concept is correct, make a note of how the information was confirmed (illustration, in text, in fun fact notes)
- If the concept was not correct, what IS the correct information – with above confirmation notes as above.
- If the concept was neither confirmed nor denied, look the information up in a reliable source and note where it was confirmed.
- Wrap it all up by adding notes with new information that they learned either through the reading or the research while looking up something else.

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Language Arts

Developing a vocabulary “word wall”

If using the book as a way to introduce a topic or subject, this is also a great way to introduce subject-related vocabulary words. If you don't have the time (or the inclination) to develop the word wall by playing the Vocabulary Game (below), we have provided a vocabulary list for you.

Vocabulary words for the “word wall” may be written on index cards, on a poster board, or on a chalk board. If writing on poster board or chalk board, you might want to sort into noun, verbs, etc. right away to save a step later. Leaving the words posted (even on a refrigerator at home) allows the children to see and think about them frequently.

Vocabulary game

This activity is designed to get children thinking of vocabulary words which will then be used as the beginning vocabulary list for a science lesson.

Select an illustration and give children a specific length of time (five minutes?) to write down all the words the children can think of about the particular subject. *If you do not have classroom sets of the book, it is helpful to project an illustration on a white board. Check Web site (www.ArbordalePublishing.com) for book “previews” that may be used for this purpose.*

Their word list should include anything and everything that comes to mind, including nouns, verbs and adjectives. At the end of the time period, have each child take turns reading a word from his/her list. If anyone else has the word, they do nothing. If however, they are the only one with the word, they should circle it. While reading the list, one person should write the word on a flashcard or large index card and post it on a bulletin board or wall.

At the end, the child with the most words circled “wins.” And you have a start to your science vocabulary list. *Note if children use an incorrect word, this is a good time to explain the proper word or the proper usage.*

Putting it all together

The following activities may be done all together or over a period of several days.

- Continue to add words to the vocabulary list as children think of them.
- Sort vocabulary words into nouns, verbs, adjectives, etc. and write what it is on the back of the card. When the cards are turned over, all you will see is “noun,” etc. *(These can then be used to create silly sentences, below)*
- Now sort the vocabulary words into more specific categories. For example, nouns can be divided into plants, animals, rocks, minerals, etc. They can be divided into living/non-living, or into habitat-related words.
- Have children create sentences using their vocabulary words. Each sentence could be written on a separate slip of paper.
- Have children (individually or in small groups) sort and put sentences into informative paragraphs or a story.
- Edit and re-write paragraphs into one informative paper or a story.

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Sort it Out!

Suggested vocabulary list

<u>nouns</u>	<u>verbs</u>	<u>adjectives</u>
acorn	close	bright
attribute	collect	checkered
bag	fall	green
bean	group	hard
book	knit	outer
brush	mutter	red
cherry	open	shiny
clover	pluck	
clutter	sew	
egg	shrink	
kettle	sort	
locket	take	
made		
marble		
needle		
pack rat		
pile		
pinecone		
sandpaper		
shell		
thread		
treasures		
tree		
turtle		
umbrella		
yarn		

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sort it Out!

Silly sentence structure activity

This is a fun activity that develops both an understanding of sentence structure and the science subject. Use words from the “word wall” to fill in the blanks. After completing silly sentences for fun, have children try to fill in the proper words by looking for the information in the book.

Packy is a _____, a type of animal that collects
items in its nest.
noun

Real pack rats especially like to _____ bright,
shiny objects.
verb

Packy collected _____, _____, and
_____.
noun noun noun

Packy _____ed the acorn, pinecone, and cherry
together because they can be _____ from a
_____.
verb verb noun

The yarn, the _____, and _____
are all things we use to _____, stitch, and
_____.
noun noun verb verb

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sort it out!

Sequence sentence strips

Preparation: Cut into sentence strips, laminate if desired, and place in a "center." Have children put the events in order. Children may work alone or in small groups. Cards are in order but should be mixed up when cut apart.

----- ✂ -----

Packy the pack rat collected some stuff.

----- ✂ -----

His mother told him to sort it and put it away.

----- ✂ -----

Packy spread his collection on his bed.

----- ✂ -----

He sorted items into small groups.

----- ✂ -----



Then he sorted into different groups.



He noticed that his collection was shrinking.



He called his mom to come look.



They noticed his bag was missing too.



Packy's sister was using his things for a tea party!



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sort it Out!

Word search

Find the hidden words. Even non-reading children can try to match letters to letters to find the words! Easy – words go up to down or left to right.

For older children, identify the coordinates of the first letter in each word (number, letter).

	A	B	C	D	E	F	G	H	I	J
1	A	B	O	O	K	E	T	T	L	E
2	G	R	E	E	N	G	E	B	A	T
3	P	U	Y	G	A	T	H	E	R	D
4	A	S	A	G	W	U	Z	A	O	M
5	C	H	A	C	O	R	N	N	U	K
6	K	I	S	I	S	T	E	R	N	O
7	Y	M	A	R	B	L	E	Y	D	Y
8	E	C	L	O	V	E	R	N	E	G
9	S	T	E	L	T	H	S	O	R	T
10	P	A	C	T	H	O	T	W	E	Y

___, ___ GREEN
___, ___ PACKY
___, ___ SISTER
___, ___ BRUSH
___, ___ MARBLE

___, ___ SORT
___, ___ GATHER
___, ___ TURTLE
___, ___ BOOK
___, ___ KETTLE

___, ___ ROUND
___, ___ ACORN
___, ___ CLOVER
___, ___ BEAN
___, ___ EGG

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Spelling sorting cards

Print and cut out the following words into cards. Sort the cards by desired attribute. Some ideas include, but are not limited to:

- put in alphabetical order
- number of letters in the word
- number of vowels in the word
- vowels

pinecone

yarn

clover

thread

cherry

kettle

turtle

locket

marble

book

acorn

needle

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Sort it Out!

Write about it!

Describe Packy the pack rat and his family.

Where do they live?

Describe Packy's bedroom.

Where do you think Packy found the items he collected?

Describe Packy's turtle friend.

Describe what Packy's sister was doing while Packy was sorting his things.

Describe something that you collect and why?

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Science

Edible sorting and classifying activity

Gather together a cup of edible “sorting items.” For example:

- As many different kinds of M&Ms as you can find
- Chocolate & peanut butter chips
- Hershey kisses
- Peanuts or other type of nuts

Ask the child to sort the items into groups. There is no right and wrong, only what makes sense to the child. When finished, ask the child:

What criteria or attribute (color, size, ingredient, etc.) did you use to sort the items?

- Are there some items that fit more than one group or don't fit any group?
- Is it easy to sort or were there some items that were a little confusing?

If more than one person did this, did everyone sort by the same criteria? To really extend the learning, graph the attributes used to sort the items. (*blank graph below*)

Sorting by attribute graph

Graph the attributes that children used to sort their items.

What was the most common attribute (size, shape, color, etc.) used?

10					
9					
8					
7					
6					
5					
4					
3					
2					
1					
Attribute:					

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Classifying animals

Animals can be sorted too. What are some attributes you might use to sort animals?

- By habitat
- Do they have a backbone?
- Do they have arms or legs? How many?
- Do they have stripes or patterns on their bodies?
- Do they walk, swim, jump, or fly?

Some things are very easy for scientists to sort or classify, other things are not so easy. The first question they will ask is whether the item is (or was) alive or not. Both plants and animals are living things.

If the item in question is an animal, like the animals in the story, scientists will then ask other questions:

- Does it have hair or fur, feathers, or dry skin or scales?
- Does it breathe air through lungs or water through gills?
- Are the babies born alive or from eggs?
- Does the baby eat milk from its mother?
- Is it warm or cold-blooded?
- How many body parts does the animal have?

By answering these (and other) questions, scientists can sort or classify the animals into “classes” such as mammal, bird, reptile, fish, amphibian, or insect.

Animal classification chart at class level (vertebrates)

Information on the five classes of **vertebrates** (animals with backbones) is given in the table below. Using information found in the book or below, fill in the blanks for each of the animals mentioned in the book (text and the *For Creative Minds* section). Some of the information may be determined by looking at the illustrations. For example, if the animal breathes water, it will be shown living in the water. If the information is not in the book, it has already been filled in. Have the children use the chart to determine to which class of animals the packrat belongs (mammal, bird, fish, or reptile).

	gets oxygen from air or water	Warm or cold-blooded	Lays eggs or live birth	Hair, scales, or feathers
Mammals	Air	Warm	Mostly live	Hair
Birds	Air	Warm	Eggs	Feathers
Fish	Water	Cold	Varies	Scales
Reptiles	Air	Cold	Mostly eggs	Scales
Amphibians	Water, then air	Cold	Eggs in water to larva	Moist skin that is naked & smooth
Pack rat	air	warm	live	hair

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Science journal

Have children draw a picture to define the vocabulary word or concept

attributes

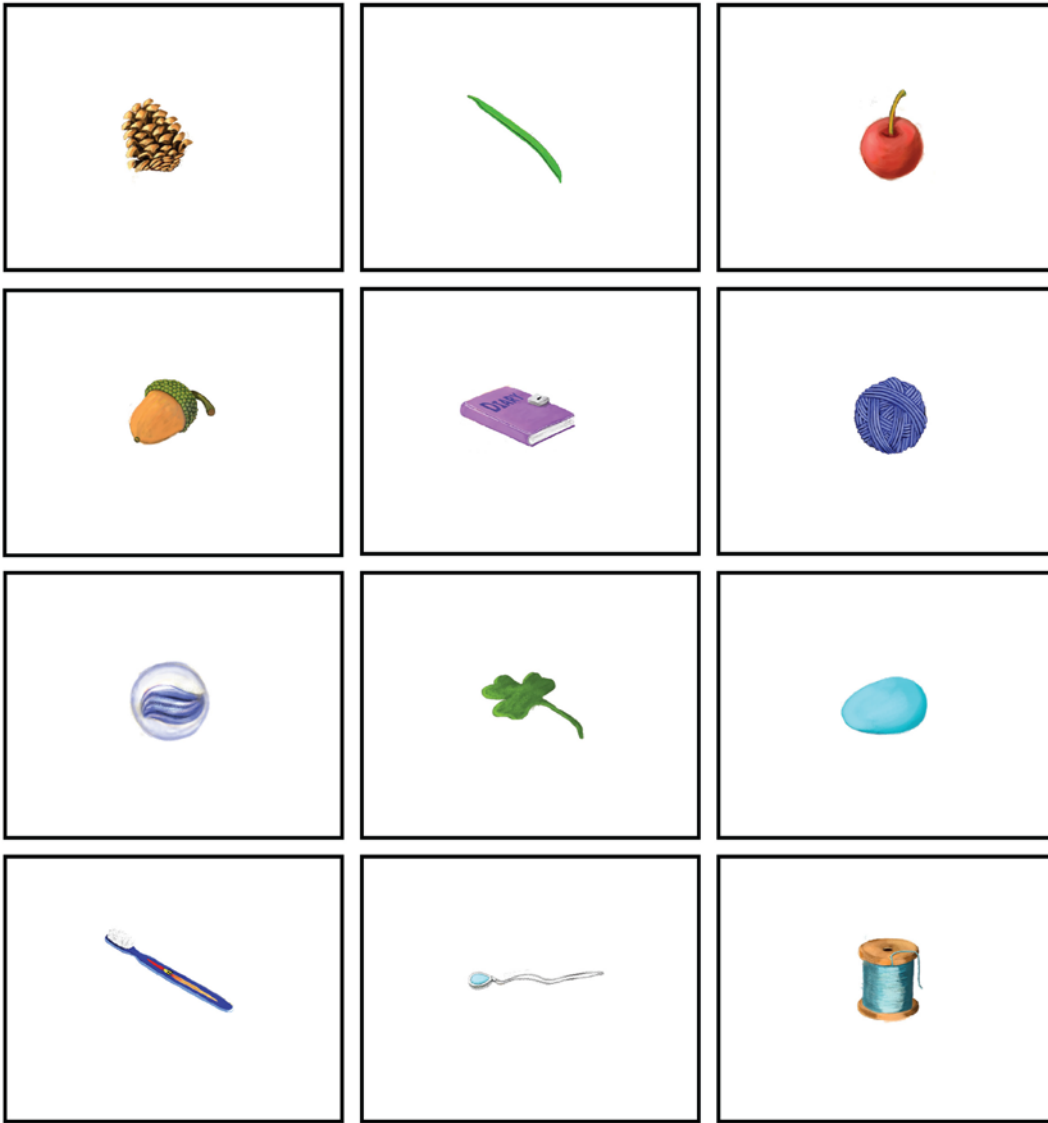
group

sorting

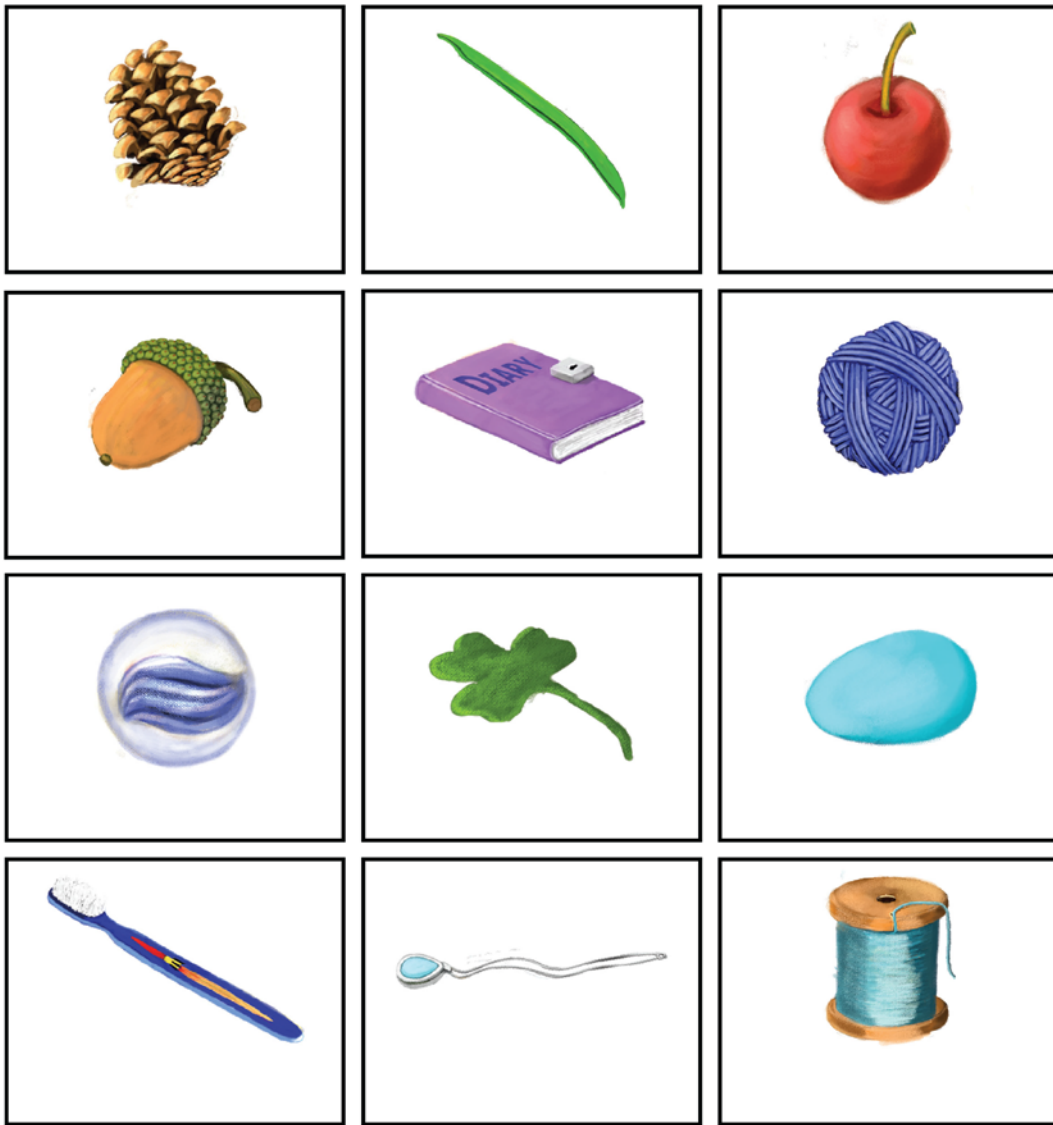
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Math

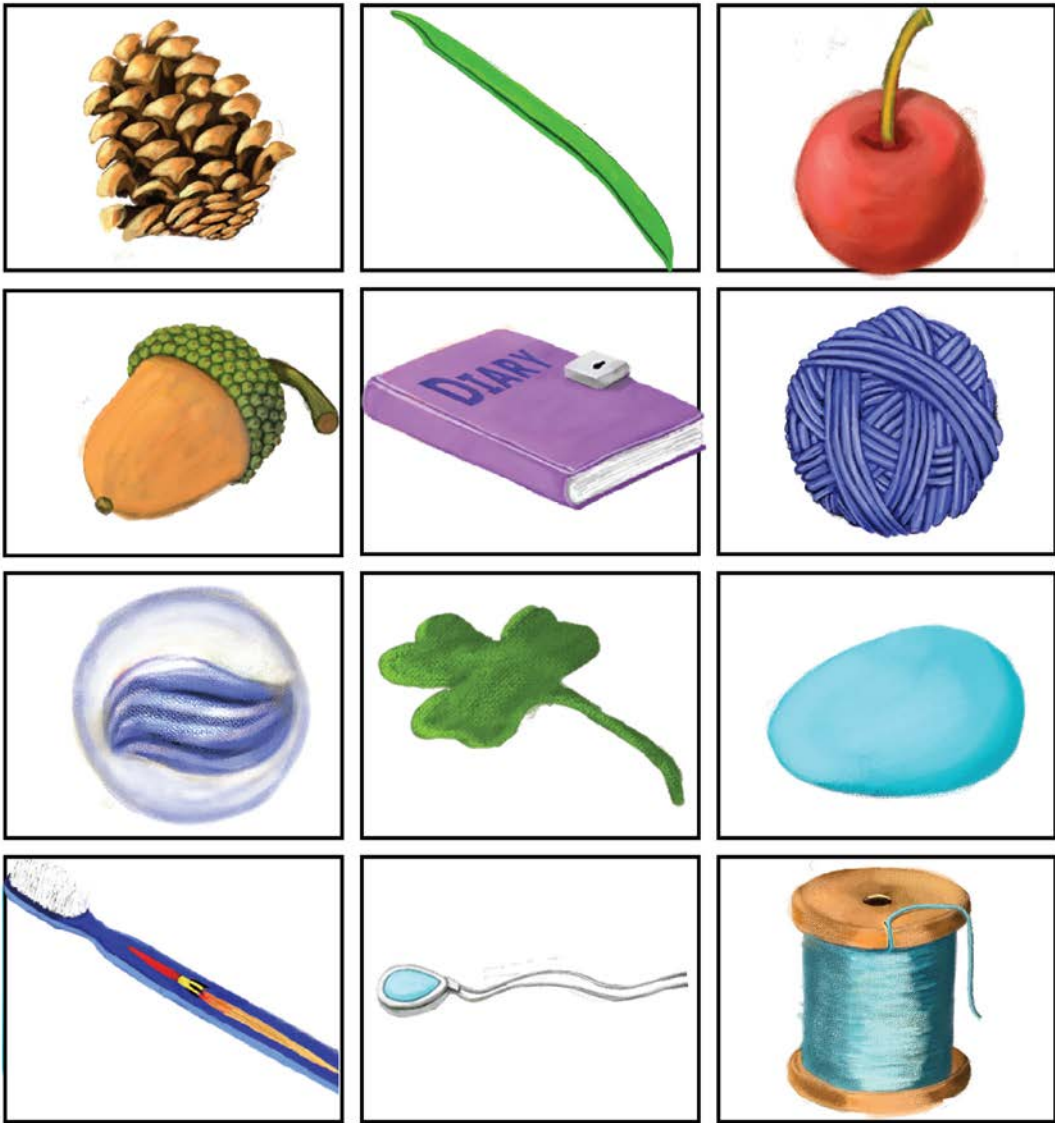
Use the cards for sorting activities using desired attributes and the Venn diagram.



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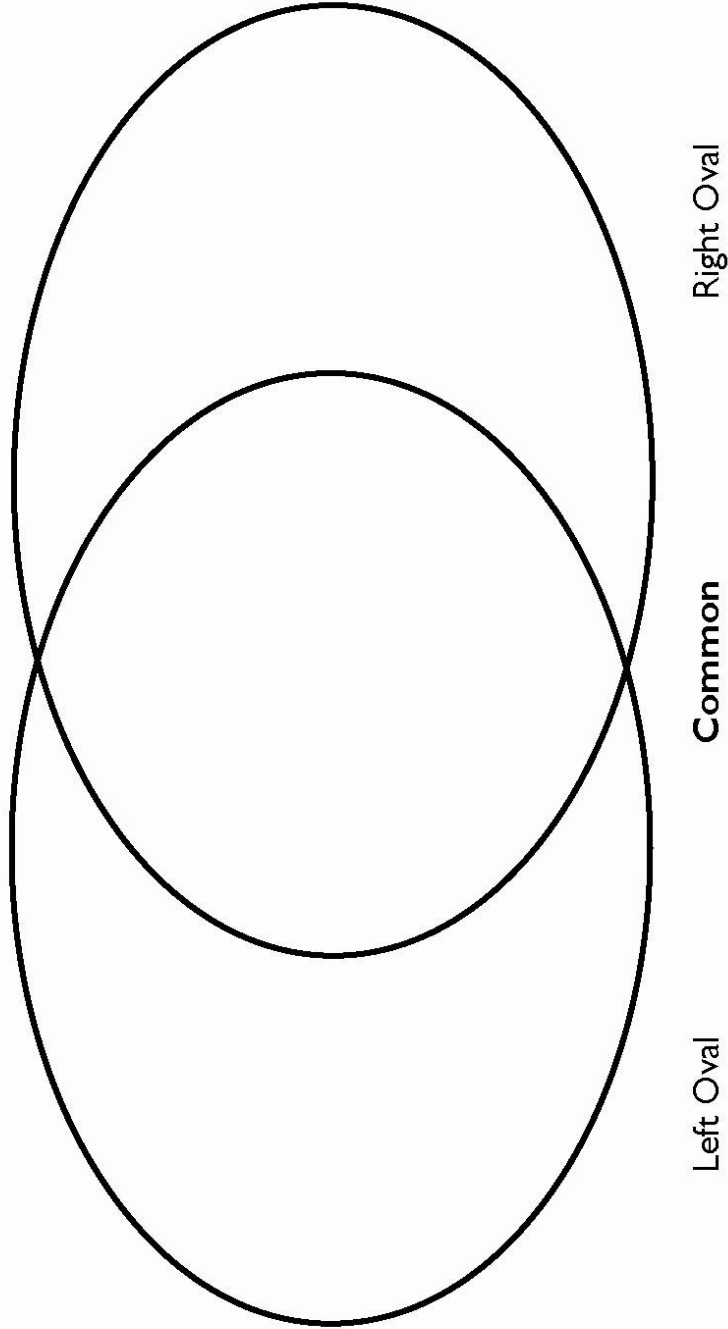
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Sort it Out!

Copy or download the sorting cards from the For Creative Minds section. Using some of the cards, sort and group according to attributes that are similar or not.



Venn diagram

Other Coloring Page



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