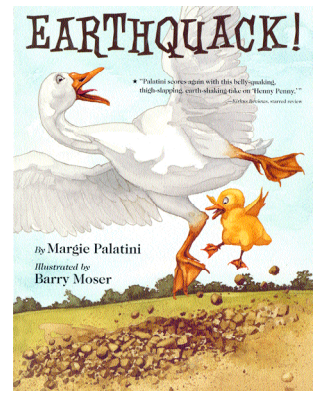


**IDEAS AND ACTIVITIES TO USE WITH
EARTHQUACK
BY MARGIE PALATINI, ILLUSTRATED BY BARRY MOSER**



Before Reading:

1. Discuss what causes an earthquake. What happens during an earthquake? What is the relationship between an earthquake and a tsunami?

During Reading:

2. See if the students can catch on to the pattern and make some predictions about what might be happening, especially after “And then, suddenly . . . ; when the ground rumbles; and when two heads suddenly poke up from the dirt.

After Reading:

3. Notice the rhymes and similarities in the use of language. Fill in the **Looking Carefully at the Language used in *Earthquack*** Chart (attached).

4. Talk about some of the sayings and references used in the book and why the author chose to use them. See if the students know or can guess what they mean. You may have to explain the reference to the Lincoln Tunnel and look at the dedication to guess why the author included that. You can see if students can remember them and list them on the board for discussion or you can use the **Interesting Sayings and References** chart. Students can work in pairs or small groups and see who can fill in the most. Compare answers. Give credit for creative answers even if they are incorrect. Give extra credit for complete explanations, such as both a definition and why the author chose it.

5. Notice the illustrations by Barry Moser. How does he show the earthquake? How does he show the reader that Chucky Ducky is the main character? Notice how he shows the size relationship of the characters.

6. Have the students put the events in order. Use the **Events from *Earthquack*** sheet provided. Have the students cut the strips apart and then place them in the correct order. The students can work in pairs and see who can finish (correctly) first.

7. Ask students to think whether they should warn others if something bad or dangerous is happening that might hurt them. Think about how a warning might help. Then think about how it might **not** help (such as yelling “FIRE!” in a crowded theater. Talk about what it means to “jump to conclusions.”

8. Read an original version of *Henny Penny*. Have students notice the names and compare them with the names created by the author of *Earthquack*. See if they can make up some of their own for other animals (they don't have to be farm animals). Use the **Names of the Characters** chart.

9. Read: “Chicken Little” from the book, *Once Upon a Time, the End (Asleep in 60 Seconds)* by Geoffrey Kloske. This is a book of very short versions of fairy tales to put a child to sleep quickly (the father hopes). Notice the rhyming names of the animals in this version. After sharing the one about Chicken Little, have students try to retell another familiar fairy tale in 15-20 short sentences.

10. Read: *Henny Penny/Brainy Bird Saves the Day* by Dr. Alvin Granowsky
Discuss point of view. Look at the characters, events, and conclusions to see how they changed depending on the point of view. What is the one event that is the same? (acorn hitting head.) Notice how the interpretation of this event caused the other events.
11. Read: *Henny Penny* by Jane Wattenberg
Compare it with *Earthquack*. Notice the language: verbs, expressions, names. Notice the illustrations: enhanced photos rather than actual illustrations. Notice the humor in the illustrations.
12. Read: *Stella Louella's Runaway Book* by Lisa Campbell Ernst
Compare it with *Earthquack* in the similar way each new character joins the parade. Also notice the references to the characters in the missing book and how each person notices a different thing about the story.
13. Divide the class into two groups. Have one group act out or do the Readers Theater version of *Earthquack* while the other group acts out or does the Readers Theater version of *Stella Louella's Runaway Book*. Have them perform for each other. There are 17 characters in *Earthquack* and 17 characters (not including the baby and scouts) in *Stella Louella's Runaway Book*. The mother can pretend to push a baby carriage and you can add as many scouts as needed. Some students may have to take two parts. Simple headbands can denote characters. Use the scripts provided with this packet. You can also download the script for *Earthquack* from www.margiepalatini.com
14. Read some other books by author Margie Palatini and notice the author's writing style. Excellent examples of figurative language, writing techniques, and humor are: *Moosetache*, *Mooseltoe*, and *Moosekitos*.
15. Read: *Bad Boys* by Margie Palatini.
Compare the expressions used in this book with those in *Earthquack*. Notice the references to nursery rhymes and fairy tales in both the text and in the illustrations by Henry Cole— who is also the illustrator of *Clara Caterpillar*).
16. Read: *The Web Files* by Margie Palatini.
Compare the expressions in this book with those in *Earthquack* and/or *Bad Boys*. Notice the references to nursery rhymes and fairy tales in both the text and in the illustrations by Richard Egielski. Also, of course, references to the *Dragnet* TV series and music (which students may not know, but which adds interest for adults).
a. Some students may enjoy performing a Readers Theater version of this book, also. It available for download from Margie Palatini's website: www.margiepalatini.com. (Get the *The Web Files* from the **website**).
17. Read: *The Three Silly Billies* by Margie Palatini.
Compare this book with any of the books mentioned above for humor, plays on words, alliteration, figurative language, and clever references to familiar nursery rhymes.
18. Read: *Mary Had a Little Ham* by Margie Palatini. Compare with any of the books mentioned above for plays on words, references to nursery rhymes, plays, and musicals.