

# ***A SNAIL'S PACE RACE***

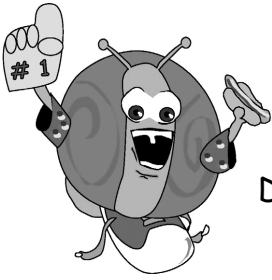


## **Supplemental Activity Packet**

This packet contains classroom activity suggestions and worksheets to reinforce concepts from the Playbook® story and to go beyond the story into the content areas of Language Arts, Math, Science, Social Studies, Art, Health, etc., as well as Character Development.

Activities range in age appropriateness and skill level so that teachers can choose activities that best suit their particular students. An Answer Key is provided on the last page.

Name \_\_\_\_\_



# REMEMBER WHEN...

Directions: Fill in the blanks to answer each question. Remember to write all of your answers in complete sentences.

1. What was the prize presented to the winner by Mayer Chatterley?  
\_\_\_\_\_
2. Which announcer from ABZ's Huge World of Sports used to run in the race?  
\_\_\_\_\_
3. What was Lee Max's new diet?  
\_\_\_\_\_
4. Why would what a snail eats be important?  
\_\_\_\_\_
5. What did Pat O Reilly's coach focus on in his training?  
\_\_\_\_\_
6. What motto did Pat O Reilly live by that later became the slogan for Pipsi Lite?  
\_\_\_\_\_
7. How did Gregor get up and back in the race?  
\_\_\_\_\_
8. Why did Lee Max stop in the middle of the race?  
\_\_\_\_\_
9. Who did Pat O Reilly want to win this race for and why?  
\_\_\_\_\_
10. Where did the Great Race take place?  
\_\_\_\_\_
11. Why did Cho from Korea drop out of the race?  
\_\_\_\_\_

Name \_\_\_\_\_



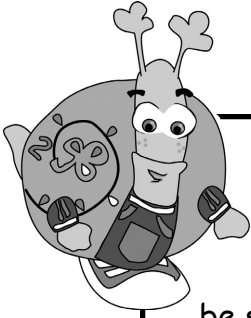
# VOCABULARY

Directions: Match the correct definition for each vocabulary word below.  
Write the corresponding letter in each space.

- |                      |  |
|----------------------|--|
| 1) _____ sponsor     | A) having an excessive favorable opinion of one's abilities  |
| 2) _____ slogan      | B) to advise or suggest as appropriate   |
| 3) _____ confidence  | C) receive this for doing chores   |
| 4) _____ conceited   | D) coming or occurring before something else   |
| 5) _____ recommended | E) full trust; reliability of a person or thing  |
| 6) _____ allowance   | F) person, organization that finances and buys time to advertise a product   |
| 7) _____ interview   | G) having one's attention diverted   |
| 8) _____ previous    | H) to conclude, to fix precisely   |
| 9) _____ distracted  | I) a force within a person or thing  |
| 10) _____ determine  | J) catchword or catchphrase  |
| 11) _____ encourage  | K) a meeting or conversation in which a writer or reporter asks question of one or more persons for a story or broadcast |
| 12) _____ spirit     | L) to inspire with courage   |

Name \_\_\_\_\_

# SEE IT, BE IT



Pat O Reilly's motto was " See it, and you can be it!" He saw himself winning the Great Race.

Can you think of another situation where this motto would fit? It could be something that did happen or didn't happen. Write the situation including the reason the motto would apply. Use the space below to write your answer then share it with the class in a group discussion.

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What motivations other than monetary gain might athletes possess?

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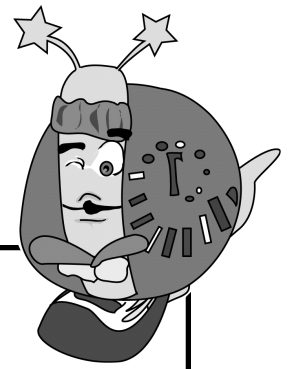
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Name \_\_\_\_\_

# ***FACTS ABOUT RUNNING***



- \* Running regularly can help with weight loss and with generally staying healthy.
- \* In fact, with the exception of cross country skiing, running burns more calories per minute than any other form of cardiovascular exercise.
- \* Running regularly also has been proven to help fight the aging process.
- \* Running prevents muscle and bone loss that often occur with age.
- \* Amazingly running also helps to fight disease.
- \* Running reduces the risk of stroke and breast cancer.
- \* Running reduces the risk of heart attacks and lowers blood pressure.
- \* Running also boosts the immune system.
- \* Running builds confidence like few other individual sports can. It is a great stress reliever and an attitude booster.
- \* Running has also been proven to improve attitude.
- \* Running has been used for years to treat clinical depression and addictions of all kinds.
- \* Running can help train the mind as much as it trains the body.

More facts about running and tips for running safety can be found on the Famous Runners website:

<http://mnmsa.org/old/kgilles/www/page%201.html>

Name \_\_\_\_\_



# MATH IN EVERY DAY

Graphs and charts appear frequently in daily newspapers and weekly magazines. Here is an activity for you and your middle school child that will help him understand that mathematical information can be represented in many different ways.

1. Find a chart or graph in your daily newspaper or weekly news magazine.
2. Take a few minutes to talk about the content of the graph:
  - \* What is the graph trying to communicate?
  - \* What sort of representation is used to communicate the information numbers, pictures, lines?
3. Now, take a few minutes to talk about different ways that the information in the chart can be represented:
  - \* What are some other ways that this information could be displayed?
  - \* How effective is the chart or graph in communicating its message?

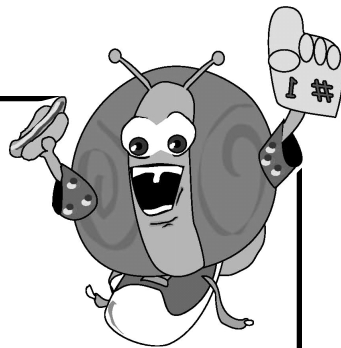
To extend this activity, create a new chart or graph. Ask mom and dad to help you. Here are a few ideas:

- Display the same information using a different type of chart or graph. (Change from a picture graph to a numerical graph or vice versa.)
- Translate the information in the graph or chart using just numbers and text. How well does this format communicate?
- Display different information by making a new graph or chart, using the same format as the graph or chart you looked at in the newspaper.

This is a good activity to repeat over several days or even weeks. Sitting down to spend a little time with your child in a shared activity will strengthen your relationship and your child's math skills!

For more family fun math activities go to the website [www.mathmastery.com](http://www.mathmastery.com)

Name \_\_\_\_\_



# UNSCRAMBLE

Directions: Unscramble the following words using the word bank below.

1. topssr \_\_\_\_\_

2. caer \_\_\_\_\_

3. nosrops \_\_\_\_\_

4. oagencuer \_\_\_\_\_

5. ritisp \_\_\_\_\_

6. deconnceif \_\_\_\_\_

7. gsalon \_\_\_\_\_

8. trineewi \_\_\_\_\_

9. unrnnocea \_\_\_\_\_

10. letahtes \_\_\_\_\_

encourage

sports

race

slogan

announcer

interview

athletes

confidence

spirit

sponsor

# THE FOOD GUIDE PYRAMID

The Food Guide Pyramid is one way for people to understand how to eat healthy. A rainbow of colored, vertical stripes represents the five food groups plus fats and oils. Here's what the colors stand for:

- \* orange - grains
- \* green - vegetables
- \* red - fruits
- \* yellow - fats and oils
- \* blue - milk and dairy products
- \* purple - meat, beans, fish, and nuts



The U.S. Department of Agriculture (USDA) changed the pyramid in spring 2005, because they wanted to do a better job of telling Americans how to be healthy. The agency later released a special version for kids. Notice the girl climbing the staircase up the side of the pyramid? This shows you how important it is to exercise and be active every day. In other words, play a lot! The steps are also a way of saying that you can make changes little by little to be healthier. One step at a time, get it?

## The Pyramid Speaks

Let's look at some of the other messages this new symbol is trying to send.

Eat a variety of foods. A balanced diet is one that includes all the food groups. In other words, have foods from every color, every day.

Eat less of some foods, and more of others. You can see that the bands for meat and protein (purple) and fats (yellow) are skinnier than the others. You need less of those types of foods than you do of fruits, vegetables, grains, and dairy foods.

You also can see the bands start out wider and get thinner as they approach the top. That's designed to show you that not all foods are created equal, even within a healthy food group like fruit. For instance, apple pie might be in that thin part of the fruit band because it has a lot of added sugar and fat. A whole apple - crunch! - would be down in the wide part because you can eat more of these within a healthy diet.

Make it personal. Through the USDA's MyPyramid website, you can get personalized recommendations about the mix of foods you need to eat and how much you should be eating.

For more information on the Food Pyramid, go to: [www.mypyramid.gov/kids](http://www.mypyramid.gov/kids)



# HOW MUCH DO I NEED TO EAT?

How much you need to eat depends on your age, whether you're a girl or a boy, and how active you are. Described below are some estimates for how much you need from each food group.

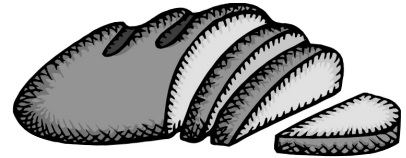
## Grains

Grains are measured out in ounce equivalents. This is just another way of showing a serving size. Try to eat a lot of whole grains, such as 100% wheat bread, brown rice, and oatmeal.

Here are ounce equivalents for common grain foods.

- \* 1 piece of bread
- \* 1/2 cup of rice or pasta
- \* 1/2 cup of cooked cereal, like oatmeal
- \* 1 cup of cold cereal

\* 9- to 13-year-old kids need 5 to 6 ounce equivalents each day.



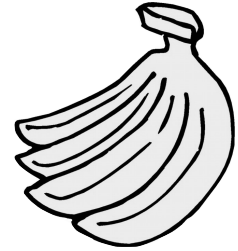
## Vegetables

Of course, you need your vegetables, especially those dark green and orange ones. Vegetable servings are measured in cups.

## Fruits

Sweet, juicy fruit is definitely part of a healthy diet. Here's how much you need:

\* 9- to 13-year-old kids need 1 1/2 cups of fruit each day.



## Milk and Other Calcium-Rich Foods

Calcium builds strong bones to last a lifetime, so you need these foods in your diet.

- 9- to 13-year-old girls and boys need 3 cups of milk (or another calcium-rich food) each day

## Meats, Beans, Fish, and Nuts

These foods contain iron and lots of other important nutrients. Like grains, these foods are measured in ounce equivalents.

An ounce equivalent of this group would be:

- \* 1 ounce of meat, poultry, or fish
- \* 1 tablespoon of peanut butter
- \* 1/4 cup cooked dry beans
- \* a small handful of nuts or seeds
- \* 1 egg

\* 9- to 13-year-old kids need 5 ounce equivalents each day.

## Hey Kids! What Do You Eat?

- Step 1. Write a food diary. Record all the food you eat for one day.
- Step 2. Compare what you ate to the recommendations made by the Food Pyramid.
- Step 3. List food recommendations to replace one's from your list that are not good food choices.

Name \_\_\_\_\_

# MOLLUSKS

Snails belong to the phylum (a division of animals) called Mollusca. This means animals with a thin or soft shell. Some of them have only one shell (like snails or abalone), some have two shells (like clams or oysters), and some of them have a shell inside (like octopus or squid).

Most mollusks live in a marine environment, but some live in fresh water and some are able to live on land.



There are more than ten different classes of mollusks. Snails belong to the class called Gastropoda, which means "stomach-footed" animals.

The oldest fossil for this type of animal is from the Cambrian Period. This means that it lived about 500 million years ago.

Mollusks are *invertebrates*. This means that they do not have backbones. Other animals that have backbones are *vertebrates*.

In the following list, place a check under "V" for Vertebrate or "I" for Invertebrate.

Organisms	V	I	Organisms	V	I
Octopus			Human		
Lobster			Star Fish		
Horse			Sponge		
Armadillo			Kangaroo		
Earthworm			Parrot		
Goldfish			Spider		
Cat			Grasshopper		

For more information on mollusks go to:  
<http://www.britannica.com/eb/article-9110323/mollusk>

# ***A SNAIL'S PACE RACE***

## ***ANSWER KEY***

### ***FOR TEACHER USE ONLY***

#### **Remember When...**

1. The Golden Shell Cup
2. Chris Cole
3. Salad only
4. Good foods give more energy
5. Building his self confidence
6. "See it, and you can be it!"
7. Pat O Reilly helped him
8. To get a better picture taken and talk to announcer
9. His little Brother, His 10th birthday
10. City of Shelton
11. He sprained his foot

#### **Vocabulary Words**

1. F
2. J
3. E
4. A
5. B
6. C
7. K
8. D
9. G
10. H
11. L
12. I



#### **See It, Be It**

Answers will vary.

#### **Math In Every Day: Charts and Graphs**

Answers will vary.

#### **Unscramble**

1. Sports
2. Race
3. Sponsor
4. Encourage
5. Spirit
6. Confidence
7. Slogan
8. Interview
9. Announcer
10. Athletes

#### **Mollusks**

- |      |       |
|------|-------|
| 1. I | 8. V  |
| 2. I | 9. I  |
| 3. V | 10. I |
| 4. V | 11. V |
| 5. I | 12. V |
| 6. V | 13. I |
| 7. V | 14. I |



**Playbooks Reader's Theater**

27702 Crown Valley D-4 #165

Ladera Ranch, CA 92694

**1-866-616-7562**

**[www.playbooks.com](http://www.playbooks.com)**

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