

The Me They Hardly See



Supplemental Activities 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 _____



Matching Vocabulary

Directions: Use the word bank at the bottom of the page to match the definition with the correct word.

1. to move by leaping or running

2. to smile widely

3. a type of job

4. a person who designs structures such as buildings and bridges

5. a school or college for learning a specific subject

6. to be loyal and responsible towards someone or something

7. confusion or disorder

8. to work or serve without pay

9. excellent, to be admired

10. a music or dance show performed by students

career

chaos

noble

academy

recital

devoted

beam

volunteer

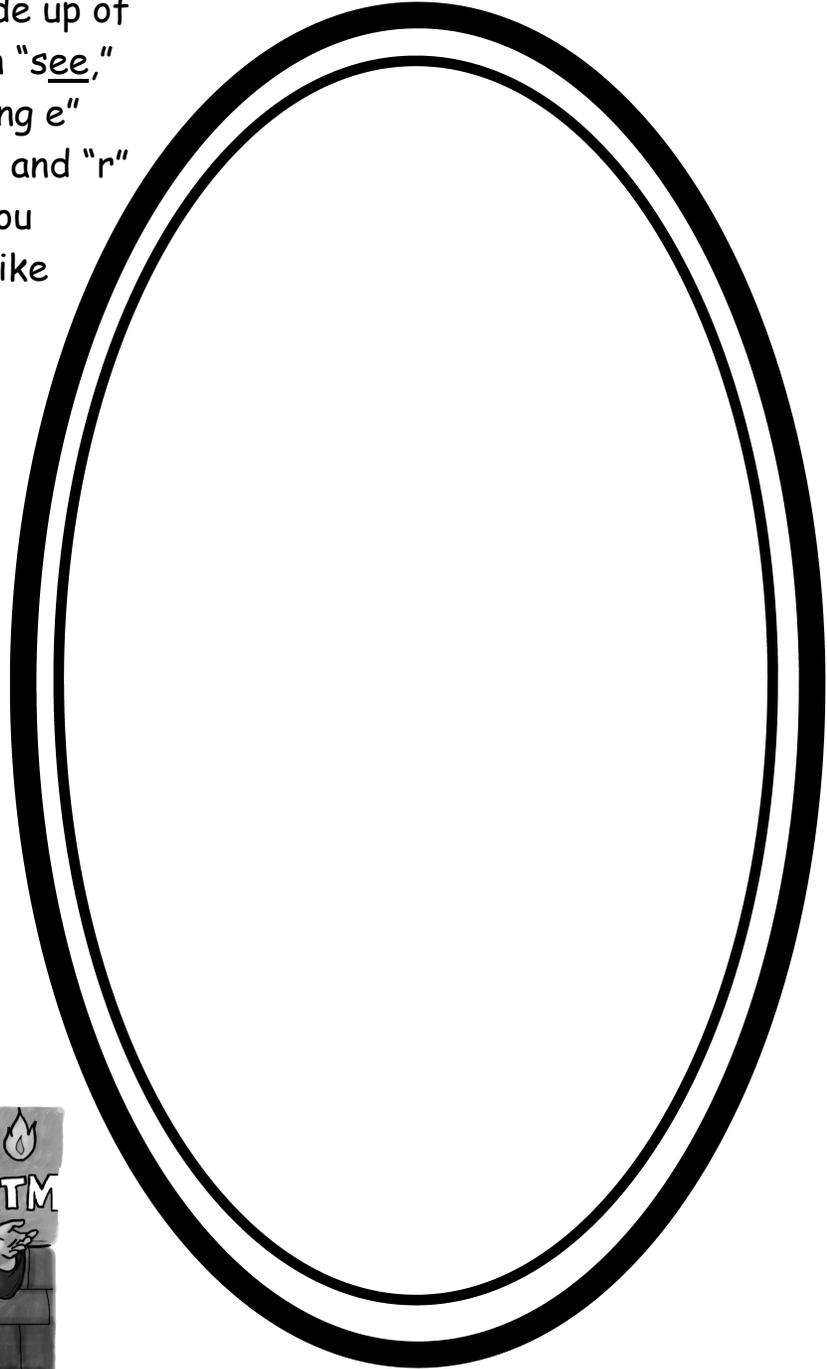
bound

architect

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The Me They Hardly See

Directions: The words, "see" and "hardly" are made up of different sounds. In "see," the "ee" makes a "long e" sound. When the "a" and "r" combine in hardly, you get the "ar" sound, like party. See what different words you can come up with that have either a "long e" sound or an "ar" sound, and write them on the mirror.



Name _____

I Want to Be...

Directions: What do you want to be when you grow up? Using the word bank below, find the words within the word search that are all related to occupations. The answers may go in any direction.

O	B	P	D	O	Z	Q	G	C	E	T	Z	P	T	U
K	A	I	U	O	G	Q	Z	F	E	S	O	T	S	S
I	N	M	U	S	I	C	I	A	N	L	T	C	I	J
M	L	A	A	G	C	W	C	Y	I	L	S	P	T	A
G	P	I	M	E	E	H	U	C	I	E	I	P	N	C
E	R	A	E	S	E	N	E	D	T	L	T	F	E	T
S	P	B	U	R	S	O	I	E	O	V	N	I	D	O
D	Y	O	S	T	F	E	L	T	E	B	E	R	N	R
C	H	X	L	F	H	H	N	A	Y	N	I	E	F	W
B	M	T	I	I	T	O	S	I	U	M	C	M	K	W
E	W	C	A	A	A	F	R	Q	S	G	S	A	S	Y
F	E	S	S	E	R	T	C	A	H	U	U	N	R	K
R	D	O	C	T	O	R	O	Y	A	M	B	X	S	W
J	Y	N	A	I	R	A	N	I	R	E	T	E	V	C
K	V	O	O	G	M	V	W	E	W	V	A	P	Z	L



- | | | | |
|----------|-------------|--------------|----------------|
| actor | athlete | doctor | police officer |
| musician | fireman | actress | teacher |
| pilot | businessman | scientist | housewife |
| mayor | dentist | veterinarian | author |

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Name _____



This is Me

In the story, Natalie looks in the mirror at Emma's house and imagines herself as a graceful ballerina. Julian sees himself as an architect.

Directions: Now it's your turn! In the box below, draw a picture of yourself and how you think you would see yourself in the mirror. Then, below your drawing, write a description of what you drew and why you drew it.

A large, empty rectangular box with a black border, intended for the student to draw a picture of themselves and their reflection in a mirror.

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Math Before Dance

Directions: Natalie has ballet class this afternoon, but first she needs to complete her math homework. Help her out by looking at the number patterns below. Continue the number pattern by writing the correct numbers in the blanks.

1. 1 2 3 3 2 1 1 _____

2. 2 6 10 14 18 14 10 _____

Directions: Solve the following addition problems.

3.
$$\begin{array}{r} 365 \\ + 340 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 604 \\ + 445 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 638 \\ + 345 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 712 \\ + 422 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 171 \\ + 458 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 344 \\ + 149 \\ \hline \end{array}$$

Directions: Multiply the numbers in the left column by the number at the top of the table.

9.

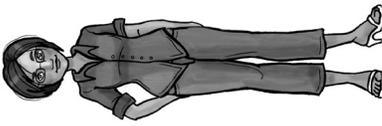
Multiply by 30	
a) 94 x _____	= _____
b) 13 x _____	= _____
c) 11 x _____	= _____
d) 71 x _____	= _____

10.

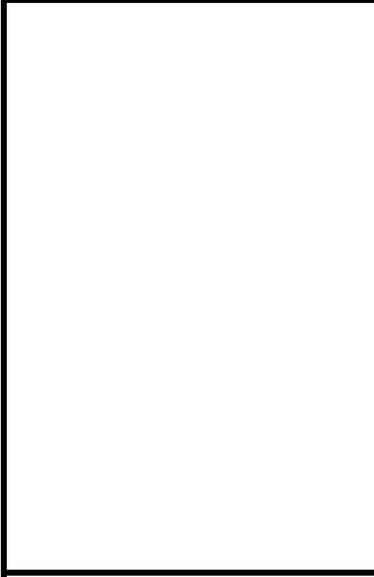
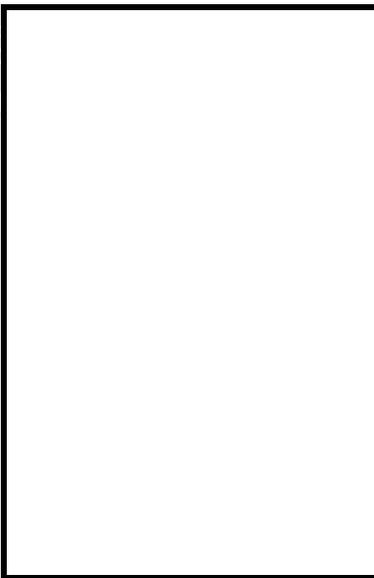
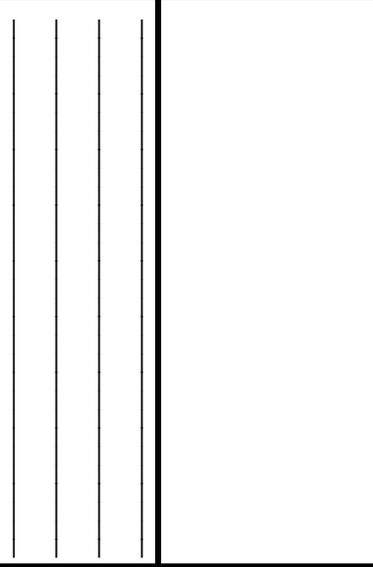
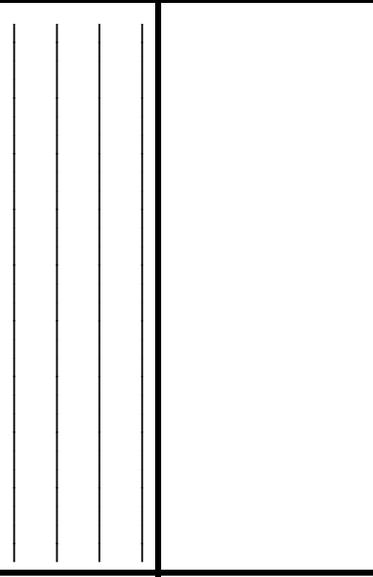
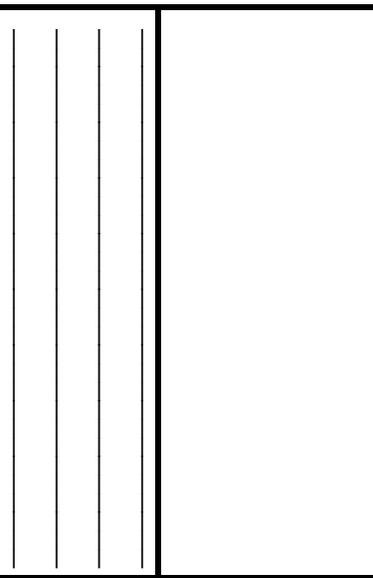
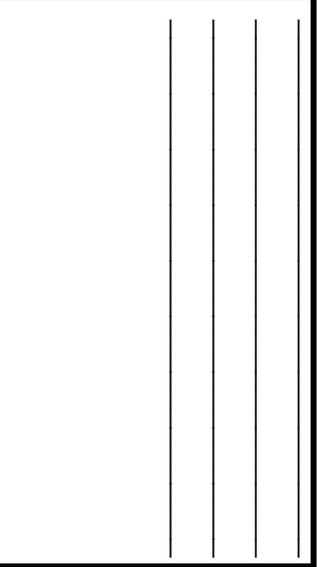
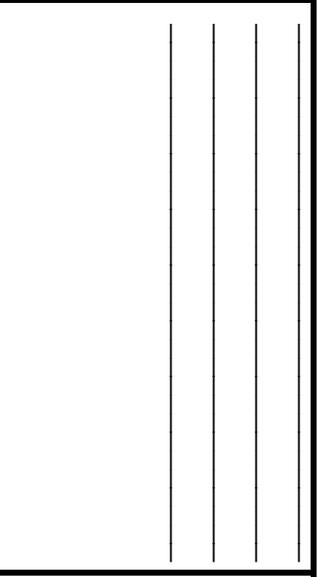
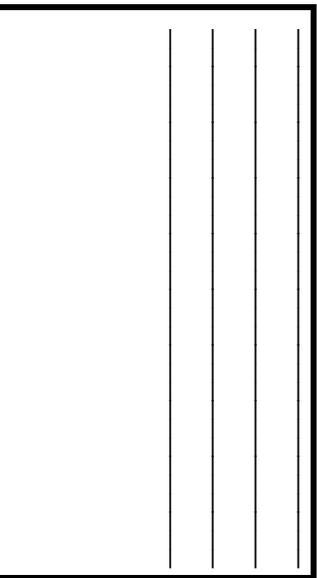
Multiply by 60	
a) 47 x _____	= _____
b) 37 x _____	= _____
c) 82 x _____	= _____
d) 58 x _____	= _____

Name _____

You're the Author



Directions: In the boxes below, draw a storyboard or order of events that happened in the book, The Me They Hardly See. Use only the events that you think are the most important. Below each picture, write a description of what is happening in the picture you have drawn. Be specific.

 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____
 _____ _____ _____	 _____ _____ _____	 _____ _____ _____

Walk in My Shoes

In the story, Natalie Swift has a disability. Physical activities are more difficult for her than for other kids, even though she is confident and determined. Having a disability can be very frustrating! To get an idea of how people with disabilities might feel, try the following two experiments at home.



**** Do not attempt this activity alone. Ask a friend or family member to be your assistant.**

Experiment 1

Blindness

1. Have your assistant tie a blindfold over your eyes. A scarf or anything else will do.
2. Ask your assistant to give you step by step instructions on how to walk around furniture in a room, or how to get to a certain room in the house.
3. Try to find your way to different locations with less and less help from your assistant.

Experiment 2

Physical Disability

1. Using rope to tie a pole (a broom handle will do) tightly against the back of one of your legs. Make sure to tie it tightly against your leg so you cannot bend it.
2. Attempt to walk around inside your home or somewhere else familiar.
3. Try to perform routine activities you normally do everyday.

On a separate sheet of paper, write a brief summary about your experience conducting these two experiments. Describe how you felt during the experiments. How have these experiments helped you form a new outlook or opinion towards people with disabilities?



Discussion Prompt For Teacher Use Only

Using an adaptation of the game charades, have your students act out their perceptions about a career.

Ahead of time, cut the squares listing the different occupations at the bottom of this sheet and put them in a bag, hat, or container that is open on top.

For this project, split the class up into three equal groups, and assign one team captain for each group. Have each team captain choose a piece of paper. The team captain will then select a student in his/her group to act out the career on the paper. The rest of the teams guess what occupation the student is performing. A point is given to the team for a correct guess. During the game the students cannot talk. They can only gesture and act. Each team will go one at a time until all of the papers are used. The team with the most points wins.

If there is a tie, create more names of occupations and have one student from each team act out the occupations at the same time. The first team to guess the right occupation wins!

After the game is over, have a class discussion about the careers they have just acted out. Ask them what it would be like to work each career, and if they would like doing it. If a student says that they would not like to work a certain career, ask them what they want to do and why. As an option, have the different teams discuss these questions in small groups.

Animal Trainer	Artist	Baker	Bodyguard
Dentist	Flight Attendant	Truck Driver	Hairdresser
Lawyer	Lifeguard	Mailman	Mechanic
Pediatrician	Police Officer	Photographer	Singer
Model	Teacher	Accountant	Scientist

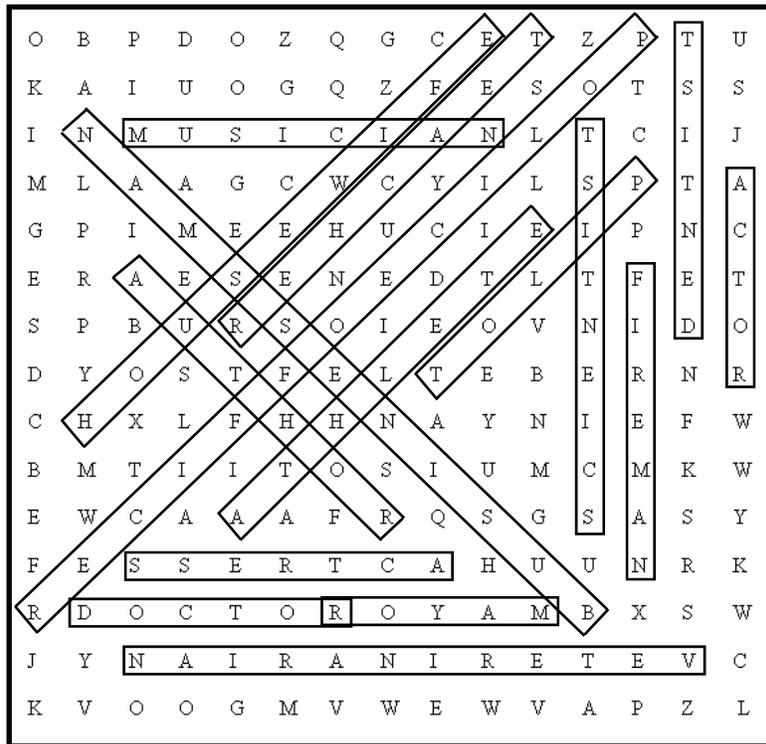
Answer Key For Teacher Use Only



Matching Vocabulary

1. bound
2. beam
3. career
4. architect
5. academy
6. devoted
7. chaos
8. volunteer
9. noble
10. recital

I Want to Be...



Math Before Dance

- | | |
|---------|-------------------------------------|
| 1. 2, 3 | 6. 629 |
| 2. 6, 2 | 7. 983 |
| 3. 705 | 8. 493 |
| 4. 1134 | 9. a) 2820 b) 390 c) 330 d) 2130 |
| 5. 1049 | 10. a) 2820 b) 2220 c) 4920 d) 3480 |



Playbooks Reader's Theater

27702 Crown Valley D-4 #165

Ladera Ranch, CA 92694

1-866-616-7562

www.playbooks.com

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