

THE GREAT RHYME TRAVEL MACHINE



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.



MIXED UP ADVENTURES

Directions: In the story, *The Great Rhyme Travel Machine*, events happen in a certain order. This order is called a **sequence**. If things are in the right sequence, then the story makes sense. Listed here are important events from the story, but they are in the wrong order. Can you put them back in the correct sequence before the next adventure starts? Number the events using the spaces provided.

- ___ Kelly, Melinda, and Marcus pretend they are on television.
- ___ Thomas promises to give Amelia a message.
- ___ Amelia Earhart shakes hands with Thomas Edison.
- ___ The kids read the first rhyme from the silver book.
- ___ Marcus and Melinda decorate a big box with aluminum foil.
- ___ Melinda solves the mystery of who the girl transported to their classroom will grow up to be.
- ___ Miss Chalk watches and listens to the kids from the doorway.
- ___ Kelly helps Miss Chalk in the office.
- ___ The kids wonder what their next Rhyme Machine adventure will be.
- ___ Thomas Edison wobbles out of the machine and onto a beanbag chair.

Name _____

RHYMING TIME



The story, *The Great Rhyme Travel Machine*, uses lots of rhyming words. Words that **rhyme** sound alike.

Example: the word red rhymes with the word bed. They have a part that sounds the same.

Part A: Can you think of a few words that rhyme with each of the words below? Write the rhyme on the line.

- | | |
|----------------|-----------------|
| 1. and _____ | 9. old _____ |
| 2. nice _____ | 10. give _____ |
| 3. cake _____ | 11. fast _____ |
| 4. test _____ | 12. joy _____ |
| 5. store _____ | 13. send _____ |
| 6. eat _____ | 14. bring _____ |
| 7. look _____ | 15. down _____ |
| 8. wish _____ | 16. funny _____ |

Part B: Write a rhyming poem like the ones Melinda, Marcus, and Kelly find in the Rhyme Travel book. The last words of each pair of lines should rhyme. You may use the words from the exercise above or other words you can think of yourself! Your poem should be six to eight lines long.

BUILD YOUR OWN RHYME TRAVEL MACHINE



Hey kids! Here's a cool way to review the story while having fun. Make your own small model of the Rhyme Travel Machine!

Materials needed: An empty milk carton, aluminum foil, glitter, tape, glue, scissors, dark construction paper, and old buttons or bottle caps.

Directions:

1. Use a quart size milk carton that is empty and has been rinsed out. You can carefully push down the top with your fingers to make it flat.
2. Ask your mom or teacher for sheet of aluminum foil. (You will need about a foot or so.)
3. Wrap the foil around the milk carton with the shiny side showing on the outside. The foil will take the shape of the milk carton and most of it will "hold on."
4. Use the tape (like Melinda did) to hold down any loose ends or to tape down edges.
5. Cover your machine with all kinds of fake buttons. These can be made out of anything: soda caps, construction paper or even real buttons covered with the leftover bits of foil. Be creative!
6. Put a few drops of glue on the top of the machine and then sprinkle some glitter there. This will make it sparkle like the old Christmas lights did in the story.
7. Cut out a small black rectangle and tape it to one side of the machine. This will be the door that Thomas and Amelia used to appear and disappear.
8. Finally ... share your Rhyme Travel Machine model with school friends and family. Tell them the whole story about the characters' adventure with the Rhyme Machine!

Name _____

YOU CAN MAKE A DIFFERENCE

At Summersville Elementary School Miss Chalk teaches her students to be good **citizens**. That means they do good things for their school and community. They are always interested in working together to make Summersville a better place. One year, Kelly and Melinda organized a cookie sale that raised money to buy rose bushes for the outside of the school. Each time they smell those beautiful roses, it makes them feel good inside!

Directions: You can be a good citizen, too! Think about something you think would really help or benefit the students at your school. It doesn't have to be a big thing ... small things are important, too! Use the boxes below to write down a plan.

Inside this box, write down your goal. (Examples: *I want to help purchase a new trash can for our playground, or I want to send flowers to a kid from our school who is in the hospital.*)

Inside this box, write down the names of two or three grown-ups and classmates who could help you with your plan. (These should include teachers, parents, and kids your age.)

Inside this box, describe an activity that will help you meet your goal. (Examples: a bake sale to raise money, giving a small presentation to make kids aware of a situation, a penny jar in the office for donations, etc.)

When you have filled in all the boxes, share it with your teacher and class. Maybe your principal will even get to read it!



Name _____

YOU'RE THE INVENTOR NOW!

Directions: Melinda and Marcus thought up a very unique invention. They call it *The Great Rhyme Travel Machine*. Using rhymes, they are able to bring back famous kids from the past and then send them home to their own time.



In the space provided below, design and draw your own invention! Make it something that will help kids and their parents in the future. Go ahead ... use your imagination!

Write the name of your invention on this line:

Now, write three sentences that tell what your invention can do and how it will make the world a better place to live.



ESTIMATING WITH MELINDA

Directions: Melinda loves math. She is good at guessing amounts. This is called **estimation**. Melinda estimates how much aluminum foil she needs to cover the Rhyme Travel Machine. She has to think about how tall and wide the box looks. Then she makes a good guess at how much foil to buy.

Let's have some fun with estimation! Read the questions below and then circle the guesses that sound *reasonable*. **Estimation** is about using what you know to make a good guess. It doesn't have to be exactly right. Remember, it's just a guess!

Part A:

- How many eggs could Marcus fit inside an average basketball without cracking any of them? (Pretend the basketball is clear and you can see the eggs! You might also pretend the eggs are little square boxes placed inside a bigger square box the size of a basketball. Think about how many rows of little egg boxes you'd stack up and how many would be in each row across and wide.)
 - About 50 eggs
 - About 25 eggs
 - About 55 eggs
- If Kelly filled up Melinda's average sized bathtub to the very brim with lemons, how many lemons do you think she would need? (Pretend the bathtub is clear and you can see the lemons.)
 - About 300 lemons
 - About 200 lemons
 - About 230 lemons
- How many marbles can the average 12-year-old kid hold in one closed hand without dropping any? (Thomas wants to know!)
 - About 30 marbles
 - About 20 marbles
 - About 15 marbles

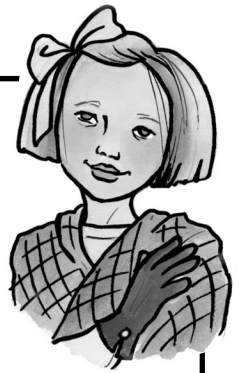
Part B: Pick one of the problems above and make a drawing that shows how you "pictured" your answer.

Part C: QUESTIONS JUST FOR FUN!

Here are some fun estimation questions for you to discuss with your friends. Can you come up with a good guess for each?

- How many pennies do you think it would take to completely cover the top of your desk without any of them falling off the edge? (The coins can touch each other.)
- How many steps does it take to get from your desk to the closest pencil sharpener in your room? (That's steps, not leaps!)
- Which weighs more: a new pencil or a new crayon?
- How old is your teacher? (You better be nice!)
- In minutes, how long does it usually take to eat your favorite candy bar?
- How many licks does it take to get to the center of a lollipop?

Name _____



WHICH FAMOUS KID WOULD YOU LIKE TO MEET?

Marcus, Melinda, and Kelly learn that their Rhyme Machine can bring back famous kids from the past. They bring back the great scientist and inventor, Thomas Edison, and the record-setting aviator, Amelia Earhart.

Part A: Think about some other famous scientists or explorers from the past. Write down the name of a person that you would like to bring to your classroom using the Rhyme Travel Machine. It should be someone who has done good things for people.

In the box below, write a paragraph describing why you chose this person, and what he or she did that you believe helped make the world a better place.

In the second box write down two questions that you would like to ask this person about his or her life.

Part B: Now, research the person you chose on the Internet or in a book, and write a one page report on him or her. Include a picture of this person in your report. One source of information on famous Americans can be found at:

<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa>.

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WORDS WITH FLAVOR



There are special words writers use that give their sentences lots of richness and flavor. These are called Tier Two Vocabulary words. We use them to make our language sound better. These are words that we will see over and over again. Let's look at some of these words and how they are used in *The Great Rhyme Travel Machine*.

At one point in the story the Narrator says, "Suddenly, the main lights in the classroom **flickered** off." **Flicker** means "to turn off and on very quickly." Using this word makes the sentence sound more interesting. Another rich word in the story is **whiz**. Melinda says, "It's also cool to have a brother who is a **whiz** at science." She is saying that he is very smart at science, but she's using a better word to do it! Below are some fun activities that explore Tier Two words from the story.

Part A: Below are more descriptive words that you read in the script. Find each word in the Playbook® text. Silently reread the sentence that contains the word. Think about what the word means and how you could use it in your own writing.

- 1. **commotion** (page ____)
- 2. **adore** (page ____)
- 3. **ponder** (page ____)
- 4. **acquire** (page ____)
- 5. **slumped** (page ____)

On the lines below, write a very good sentence using each new Tier Two word. Your sentences should show that you know what the words mean.

1. _____

2. _____

3. _____

4. _____

5. _____

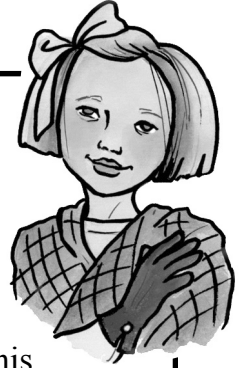
Part B: Using Tier Two words can make your own writing sparkle! Reading ordinary words over and over can be boring for anyone. Look at this example: The cow jumped over the moon. What word could we replace *jump* with that sounds more interesting? We could try something like: The cow **catapulted** over the moon. That sounds richer. Here are three ordinary words that need some Tier Two help: **big**, **nice**, and **exciting**.

In the space below write a descriptive paragraph about a time when you saw or did something that painted a vivid picture in your mind. It could have been a fieldtrip you took with your school or maybe a birthday party. Instead of using the words **big**, **nice**, or **exciting**, come up with a Tier Two word that you could use in place of each of those words. Later, when you read your paragraph to the class, they will have fun listening for the Tier Two words you chose! Continue your paragraph on the back of the page if needed.

Name _____



WHAT DOES IT MEAN?



Amelia Earhart was an American aviator. Her plane really did disappear over the Pacific Ocean on her final flight around the world in 1937.

In the story, when Marcus asks Thomas what he will tell Amelia in his message, Thomas says, "I'll just tell her to fly straight into the *future*. She'll be safe there." What does Thomas really mean when he says he will warn Amelia? Do you think he intends to change history, the future, or neither?

Directions: Write a paragraph that tells what *you* think it means. What do you believe happened to the real Amelia Earhart? Discuss your ideas with your classmates.

A large rectangular box containing 15 horizontal lines for writing a paragraph.

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DISCUSSION PROMPT

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Direct students to draw their favorite event from the story on a sheet of paper. Ask them to draw the pictures that are in their heads, trying not to look at one of the illustrations! By doing this, they are retelling part of the story. If there is time, ask your students to color their pictures.

Then, when all students are finished, put some of the different events that they drew in order by having them stand at the front of the room, compare their drawings, and put them in the proper sequence. Then they can tape their drawings to the board in the correct order. It will be fun for each student to see where his or her event fits in!

ANSWER KEY

Mixed Up Adventures

1. Marcus and Melinda decorate a big box with aluminum foil.
2. Kelly, Melinda and Marcus pretend they are on television.
3. Kelly helps Miss Chalk in the office.
4. The kids read the first rhyme from the silver book.
5. Thomas Edison wobbles out of the machine and onto a beanbag chair.
6. Amelia Earhart shakes hands with Thomas Edison.
7. Melinda solves the mystery of who Amelia really is.
8. Thomas promises to give Amelia a message
9. Miss Chalk watches and listens to the kids from the doorway.
10. The kids wonder what their next Rhyme Machine adventure will be.

Rhyme Time

Part A: (Sample Answers)

1. Sand
2. Rice
3. Bake
4. Rest
5. More
6. Seat
7. Took
8. Fish
9. Mold
10. Live
11. Past
12. Boy
13. Bend
14. Sing
15. Frown
16. Sunny

Estimating With Melinda

Part A:

1. B
2. A
3. C

Words With Flavor

Part A: (Sample Answers)

1. There was such a commotion in the hall that Miss Chalk could barely hear the morning announcements.
2. I adore roses. They're my mom's favorite flower, too!
3. Marcus had to ponder whether or not his backpack could hold yet another thick book.
4. Melinda asked her mom if she could acquire a new calculator as she had worn out her old one.
5. Kelly slumped down into the chair after carrying all those lemons to Melinda's bathtub.



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