

# Kakadu Jack

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**Overview:** Molly Mack and her pet parrot, Kakadu Jack, go to the market. Uh-oh! Could there be trouble ahead?

## DETERMINING THE PURPOSE

### ★ COMPREHENSION STRATEGY

- sequencing ideas and story events

### ★ LITERACY SKILLS

- word level: noun plurals
- sentence level: rhythm, rhyme, and alliteration
- book level: story elements (setting, character)

#### ESL • ELL

- vocabulary: names of fruits, describing words

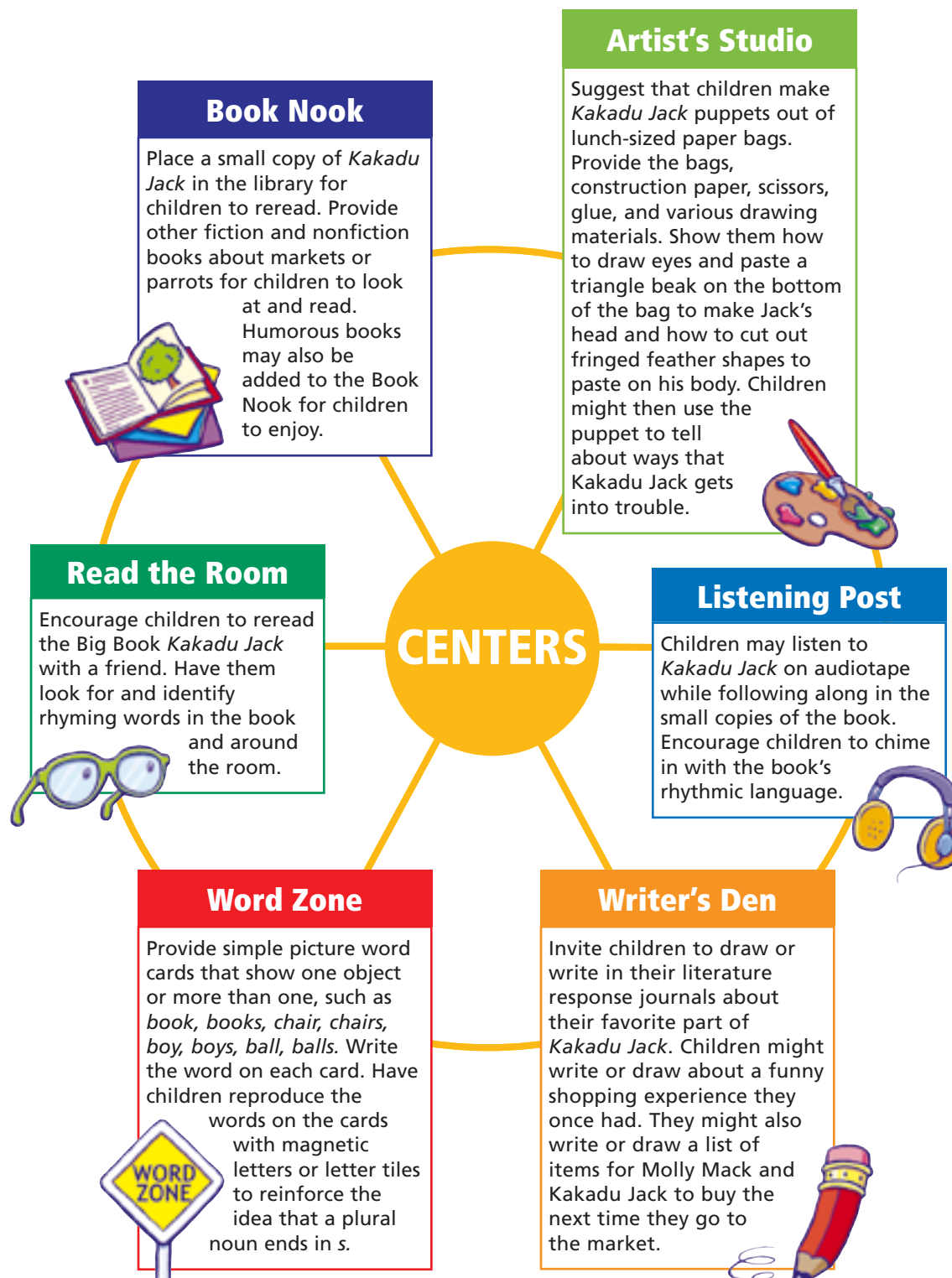
### ★ WRITING CONNECTION

- demonstrating an understanding of the alphabetic principle

# CENTER ACTIVITIES

## ACTIVITIES FOR SMALL-GROUP OR INDEPENDENT WORK

Here are suggestions for center activities that complement the themes and skills featured in the whole-group lessons for *Kakadu Jack*. We suggest that you introduce these centers to children on Day 1 and have them available for Small-Group and Independent Work throughout the 10-day teaching sequence.



WARMING UP

Begin the lesson by rereading a familiar Big Book or poetry chart. You may wish to ask a volunteer to pick a favorite.

SETTING THE SCENE

- Tap into children’s prior knowledge.  
**Where have you seen a parrot? What do you know about parrots?**
- Introduce the book and provide children with an overview of the story.
- Invite children to look at the cover. Read aloud the title.  
**What does the picture on the cover show? In this book, Kakadu Jack gets into trouble. What kind of trouble might he get into?**

READING THE TEXT

1. Read aloud pages 2 and 3.  
**What day is it? What time of day is it? What is happening in these pictures? Where is Molly going? What do you think she’s going to get at the market?**
2. After you read pages 4 and 5, model a comprehension strategy: sequencing ideas and story events.  
**Model** The story says, “First Molly bought bananas.” Do you think Molly will buy other things too? The word *First* suggests that other things will follow. Now let’s take a look at the picture. Molly and Jack look happy, but what about the man selling bananas? He doesn’t look so happy. He’s trying to catch Jack. Do you think Jack will cause other problems at the market? Let’s turn the page to see what happens next.
3. Continue reading through the story, noting the other sequence words used at the beginning of each spread: *Next*, *Then*, *Last*, and *Later*. Also point out the path of destruction the parrot leaves behind him. Encourage children to use the sequence words to retell the story events in order.

1. Discuss the story. Use open-ended questions.  
**What do you think about Kakadu Jack? What do the fruit sellers think about him? Do you think Jack and Molly will go back to the market tomorrow? Why or why not?**
2. Reread the story. Encourage children to chime in with the reading where they feel comfortable. Remember, the reading should be focused on enjoyment. ▶

Introduce children to the various center activities that will accompany the class study of this book. Each child may then choose his or her own activity, or you may wish to assign activities to each group. Use this time to meet with guided reading groups.

Set aside a brief amount of time, five to ten minutes, at the end of the session. Allow volunteers to share with the class the activities that they participated in during Small-Group/Independent Work. Encourage children to tell their classmates why they enjoyed that particular activity. ✓

ESL • ELL

Point to and name each fruit as it is listed in the book. Encourage children to share their experience and knowledge of each fruit and share the word for the fruit in their home language.

✓ **Assessment**

These questions may be used on any day during sharing time to gather information about children’s learning and interests during center time.

- **Who wrote a story or drew in their journals? What did you write or draw? Read us the list you wrote or drew for Molly Mack and Kakadu Jack to get at the market.**
- **What books in the Book Nook did you read that were interesting or funny? What did you like about them?**
- **What were some of the rhyming words you found when you reread the Big Book *Kakadu Jack*?**

## ✓ Assessment

Observe children as they join in the shared reading. Think aloud and note, mentally or in writing, the following.

- Can children use picture cues to identify a story's setting?
- Can they relate the story's setting to their personal experiences?

## Related Trade Book Titles

The following trade books will provide children additional knowledge and understanding about markets around the world:

*Farmer's Market*, Paul Brett Johnson, Orchard, 1977.

*Market!*, Ted Lewin, Lathrop Lee & Shepard, 1996.

*Market Day*, Eve Bunting, HarperCollins, 1996.

## ✓ Assessment

Observe children as they suggest rhyming words. Think about and note, mentally or in writing, the following:

- Which children appear to be able to follow along with the rhythm of the story?
- Which children suggested words that rhymed?

## Related Trade Book Titles

The following trade books are especially good examples of stories with strong rhythm and rhyme.

*Jamberry*, Bruce Degan, HarperCollins, 1989.

*Miss Mary Mack*, Mary Ann Hoberman, Little, Brown, 1998.

*To Market To Market*, Anne Mirand, Harcourt Brace, 1997.

## Day 2

WARMING UP	WHOLE-GROUP INSTRUCTION Identifying story elements: setting	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<ol style="list-style-type: none"> <li>1. Reread the Big Book <i>Kakadu Jack</i> with children. As you reread, ask children to think about where the story takes place.</li> <li>2. Discuss the story. Use open-ended questions. <b>Where does this story take place? What clues did the pictures give you to know where the story takes place? Have you ever been to a market? How was the market you went to like this one? How was it different?</b> ✓ ◀</li> </ol>	Refer to Day 1.	Refer to Day 1.


## Day 3

WARMING UP	WHOLE-GROUP INSTRUCTION Rhyme	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<ol style="list-style-type: none"> <li>1. Reread pages 14 and 15 from the Big Book <i>Kakadu Jack</i>. Explain that rhyming words are words that sound the same at the end. Then have children identify the rhyming words on pages 14 and 15.</li> <li>2. Ask children if they know any other words that rhyme with <i>Mack</i>, <i>Jack</i>, and <i>sack</i>. Prompt them by pointing to objects in the room.</li> <li>3. Have children suggest words that rhyme with other words on pages 14 and 15, such as <i>came</i>, <i>parrot</i>, and <i>shoulder</i>.</li> </ol>	Refer to Day 1.	Refer to Day 1.

## Day 4

WARMING UP	WHOLE-GROUP INSTRUCTION Rhythm and rhyme	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<ol style="list-style-type: none"> <li>1. Reread pages 2 and 3, emphasizing the rhythm and the rhyme by clapping on the downbeats. Read again, asking children to clap along with you. <b>This story reminds me of a song or a rap because it has a steady rhythm, or beat, and it rhymes. Which words on this page rhyme?</b></li> <li>2. Ask children to clap on the beat and point out the rhyming words as you read aloud the rest of the book. ✓ ◀</li> </ol>	Refer to Day 1.	Refer to Day 1.

## Day 5

WARMING UP	WHOLE-GROUP INSTRUCTION Noun plurals	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<p><b>1.</b> As you reread pages 4–13 with children, make a list of what Molly bought at the market.</p> <p><b>2.</b> Write the word <i>banana</i> on the board. Say it and have children repeat it. Add an <i>s</i> to the word and have children repeat the word after you. Then look at the picture of the bananas on pages 4 and 5.</p> <p><b>How many bananas does Molly have in her sack? Is there only one banana or more than one? Find the word <i>bananas</i> on this page. Look at the end of the word. When we want to make a word mean more than one, often we add the letter <i>s</i> to the end.</b></p> <p>Use the same method to discuss the words <i>papayas</i>, <i>mangos</i>, <i>grapes</i>, and <i>figs</i>. ▶▶</p> <p> • <b>Rhyme Chart 32:</b> <i>Long Looks</i> • <b>Teaching Card 32A:</b> <i>Plural s</i></p>	Refer to Day 1.	Refer to Day 1.

### Teaching TIP

As you read other books with children, encourage them to point out words that name more than one.


### Teaching TIP

You may want to cut out the shape of a large sack on construction paper. Children then draw and label pictures of items that Molly bought and put them inside the sack. Make sure that the pictures show more than one of each item and that each label is a plural noun.

## Day 6

WARMING UP	WHOLE-GROUP INSTRUCTION Identifying story elements: character	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<p><b>1.</b> Reread <i>Kakadu Jack</i> with the class. Encourage children to pay attention to Molly's and Jack's actions and expressions as you read through the book.</p> <p><b>How would you describe Molly? Would you like to have Molly as a friend? Why or why not?</b> <b>What words would you use to describe Jack?</b> <b>What would be fun about having Jack as a pet?</b> <b>What wouldn't be fun?</b></p> <p><b>2.</b> Encourage children to share their ideas about the characters in the book.</p> <p><b>What would the story be like without Molly? Without Jack? Why are these characters in the story important?</b></p>	Refer to Day 1.	Refer to Day 1.

# Day 7

WARMING UP	WHOLE-GROUP INSTRUCTION Alliteration	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<ol style="list-style-type: none"> <li>Reread pages 2 and 3 of <i>Kakadu Jack</i>, emphasizing the alliterative sounds. Ask what letter sounds are heard over and over.</li> <li>Say the words <i>Molly</i>, <i>Mack</i>, and <i>market</i>. <b>What do you notice about these words? What sound do they begin with? What other words do you know that begin with the /m/ sound?</b></li> <li>Repeat this procedure with pages 4 and 5 and the words <i>beautiful</i> and <i>bananas</i>. Have children find other words in the text that repeat consonant sounds. Explain that writers make their writing more fun and interesting by using words with the same beginning sound. ✓</li> </ol> <p> • <b>Rhyme Chart 2: Raccoon and Turtle</b> • <b>Teaching Card 2B: Iliteration</b></p>	Refer to Day 1.	Refer to Day 1.

## ✓ Assessment

Observe children as they join in the shared reading and note the following:

- Are children able to recognize words with the same beginning sound?
- Can they produce words with the same beginning sound?

# Day 8

WARMING UP	WHOLE-GROUP INSTRUCTION Demonstrating the alphabetic principle	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<ol style="list-style-type: none"> <li>Reread the Big Book <i>Kakadu Jack</i>. List the following phrases on chart paper: <i>beautiful bananas, perfect papayas, marvelous mangos, glorious grapes, fabulous figs</i>. <b>Help me read each pair of words aloud. What do you notice about each pair of words?</b></li> <li>Begin a shared writing activity to help children understand beginning sounds. Encourage children to make a list on chart paper of fruits that they like to eat, leaving space to insert an adjective before each noun. ◀</li> <li>Choose one fruit from the list, for example, peaches. Write the word at the top of a clean sheet of chart paper. Have children think of words that might tell about peaches. ◀ If necessary, list a few examples, such as <i>round, pink, fuzzy, or pretty</i>. Read the list of words aloud. Talk about and circle the words in the list that begin with the /p/ sound. Choose one to write in the space before the word <i>peaches</i>.</li> </ol>	Refer to Day 1.	Refer to Day 1.

## Coaching Point

Children at this level may have difficulty distinguishing between fruits and vegetables. You may want to extend the list to include both. You can use picture books such as *Eating the Alphabet: Fruits and Vegetables From A to Z*, Lois Ehlert, Harcourt Brace, 1989.

## ESL • ELL

Point out that the words *beautiful, perfect, marvelous, glorious, and fabulous* are describing words that tell about the different fruits. Children may be unfamiliar with the English convention of placing the adjective before the noun it describes.


## Day 8 continued

WARMING UP	WHOLE-GROUP INSTRUCTION Demonstrating the alphabetic principle	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
	<p>4. Continue to create alliterative phrases for each of the words on this list. Encourage children to suggest only words that begin with the same sound as the fruit they are describing. Save the list for further work on Day 9. ▶</p>		

### Teaching TIP

Small copies of the Big Book *Kakadu Jack* may be sent home to share with families. In a family letter, suggest that children and parents use their imaginations to innovate new alliterative phrases.

## Day 9

WARMING UP	WHOLE-GROUP INSTRUCTION Demonstrating the alphabetic principle	SMALL-GROUP/ INDEPENDENT WORK	SHARING TIME
Refer to Day 1.	<p>1. Read through the list of alliterative phrases the class created on Day 8 and add any new suggestions that children want to include.</p> <p>2. Distribute drawing materials. Ask children to choose one phrase from the list to illustrate. They can label their pictures when they are done.</p> <p> • <b>Mini-lesson 16:</b> <i>Drawing pictures/talking the pictures</i></p> <p>• <b>Strategy Card:</b> <i>Writers tell what they smell and taste.</i></p>	Refer to Day 1.	Refer to Day 1.

### ✓ Assessment

- How independent and self-motivated were children with their individual work?
- To what extent were they able to correlate group lessons with their individual work?
- To what extent were children able to sequence the events in the story?
- To what extent were children aware of the importance of the story's setting and characters?
- Were children able to recognize and produce rhyming and alliterative words?
- Were children able to distinguish plural nouns from singular nouns?
- What further instruction do I need to plan for the comprehension strategy and literary skills taught with this book?

## Day 10

WARMING UP	WHOLE-GROUP INSTRUCTION Celebration	SMALL-GROUP/ INDEPENDENT WORK
Refer to Day 1.	<p>Read the Big Book <i>Kakadu Jack</i>, children's writing, and other products generated during the previous nine sessions. Invite children to share their thoughts and questions about the various activities they were involved in. Allow time for completion of activities. ✓</p>	<p>Review the various center activities that children may be involved in today. On this final day, you may want to allow children to revisit a favorite center, to complete work at one of the centers or to visit a center not yet visited while you meet with guided reading groups.</p>