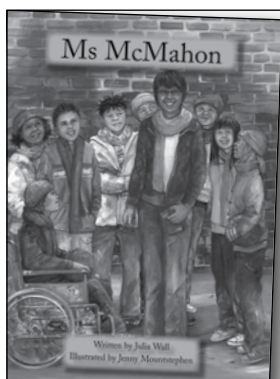


Ms McMahon

		Text Type	Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
Fact	Procedure	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?	
	Recount (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes	
	Information Report (Description)	Mythical Creatures	The World of Caves	Top Towers	
	Information Report (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders	
	Interview	Food Science FAQs	Hobbies	Fireflies and Glow-worms	
	Biography	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary	
	Explanation	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works	
	Procedural Recount	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard	
Fiction	Realistic Fiction (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream	
	Realistic Fiction (In School)	On the Case	The Real-Life School Project	Ms McMahon	
	Historical Fiction	The Wooden Horse Trick	Cheung Saves the Day	The Slave	
	Fantasy	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek	
	Science Fiction	A New Source of Power	The Intergalactic Race	Eighth Moon	
	Humour	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates	
	Mystery	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food	
	Folktales	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling	

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



MS MCMAHON

Upper level fiction

Text type: Realistic Fiction (In School)

Reading age 9.9

Word count 2,720

Before Reading

Activate prior knowledge by asking students if they have read any realistic fiction stories. Explain that these are stories that have plots, settings, and characters that might be found in real life. Invite students to suggest the titles of books, films, and television shows.

Guide the discussion to discuss the plots and settings of the titles suggested. Explain that they help teach us how to deal with life's ups and downs by observing how the characters behave and solve problems. Ask students whether they have seen the show, *Lizzie McGuire*. What happens in this show that demonstrates ways to solve problems? Guide the discussion to build understandings that when we see Lizzie, Miranda and Gordo

discussing their problems, we are observing different ways to deal with life's ups and downs.

COVER

Before Reading

Read the title and ask the students to consider what this story might be about.

Discussion and question guide:

- *Who might Ms McMahon be?*
- *Does the illustration give any clues?*

Read the blurb on the back cover. Discuss the terms *realistic fiction* and *rallying*. *What is the realistic setting in this story? Do we know the details of the plot yet?*

What might the bad news be? Invite prediction.

Who is telling this story? Who is Bo? What does it mean to take action by rallying other students to her cause?

Consider the title, cover illustration, and blurb. What do you think might happen in this story?

CHAPTER 1

During Reading

Read page 4. Who is Ms McMahon? What do we know about her? How does Bo, the narrator, feel about her? Who do you expect to learn about in Chapter 1? Do you think we will find out the bad news?

Read Chapter 1. As you read, jot down some of the things that make Ms McMahan so cool. How do the students feel about Ms McMahan and how does she make them feel about their school work?

Take note of whether you learn what the bad news is. Be ready to chat about how the students take the news. Jot down words from the story that tell us.

After Reading

What do we know about Ms McMahan? What kind of person is she? What kind of teacher does this make her? Which words from the story tell you this? Prompt students to revisit the story to find words to substantiate their understandings.

How do the students feel about Ms McMahan? How do you know? Do all students feel this way? What does Ms McMahan do that the students particularly like? Direct students to revisit page 6 to provide specific examples from the book.

What is the bad news? How did Ms McMahan deliver the news? How did the students take it? Which words in the story tell you this? Direct students to pages 8 and 9 to find out.

Why did Bo say, If eyes could shoot daggers, Ms McMahan would be dead on the floor? What do you think she meant by that? What does it mean that the students looked like balloons a week after a party? Discuss.

CHAPTER 2

During Reading

Read page 10. How is Bo feeling? Her feelings sound very confused. She is angry and upset, but desperate for Ms McMahan to stay. Why do you think she is so mixed up? What is Bo going to do about the problem? Discuss.

As you read Chapter 2, you will learn about Bo's feelings. When you read page 13, write down a few points that suggest how deeply Bo feels about Ms McMahan. Think about why Bo might be feeling as desperate as she is.

Jot down what Bo begins to think by the end of the chapter. Does she have a plan of action yet?

After Reading

What did Bo do when she got home? How upset was she? Find things in the story that tell you. Discuss the words, tears trickled down my cheeks in little rivers. Why did the author use these words?

What happened to Bo's feelings of anger? Invite discussion about how the anger changed to sadness. Is this normal, do you think? Invite students to infer.

What has Bo decided to do? Prompt students to page 13 to look for words used by the author. Direct them to the sentence, If we showed her what she meant to us then everything would be OK. Does she have a plan that we know of yet?

CHAPTER 3

During Reading

Read page 14. What do you know about Bo's plan? Invite students to talk about the meeting Bo has organized. How do others feel about Bo's idea? As you read Chapter 3, you will learn of Bo's idea. Jot down what it is and how others feel about it. Write their responses.

What type of person do you think Bo is? Be ready to share your early impressions of Bo. If you were in Bo's shoes, do you think it would be easy to be the instigator? What does it tell you about how much she likes Ms McMahan?

After Reading

Why did Bo know that she needed to act quickly to initiate a plan for Ms McMahon to stay?

Students should indicate that the students have only three weeks until Ms McMahon leaves.

What were Bo's ideas? How did the others feel about them? Invite students to share Bailey and Ahn's preferences. Which idea are they going to try first? Why? Students should indicate that Bailey was determined not to make a speech. Why do you think Bailey doesn't want to make a speech? How do you feel about getting up to speak in front of a large group? Discuss.

Turn to age 17. What does it mean that Bo has a million thoughts chasing each other around in her head? Discuss that this is a hyperbole. This is where something is exaggerated for effect. What does it tell us about what Bo is thinking?

CHAPTER 4

During Reading

Read page 18. What happens? What is the response to Bo's letter? How do you think Bo feels about this? How do the students hope Ms McMahon will respond?

Read Chapter 4 and see what happens. Find out whether the students get the response they hope for. Jot down Ms McMahon's response after reading the letter. Take note of what Ms McMahon does when she finishes the letter. Be ready to share your thoughts on how she acts.

Find words in the book that tell us about how the students feel as she reads it. What are they watching and what do they hope to see? Make notes so that you are ready to chat about it.

After Reading

What happened when Bo presented the letter? What were the students watching for? Invite students to suggest that they were watching

Ms McMahon's face, and waiting for a reaction. What reaction were they hoping for? Did they get that reaction?

What did Ms McMahon do after she finished reading? What did she say? Direct students to page 21 to find out. Why do you think she carried on with algebra without much response?

How did the students feel about this? Invite inferences. What did Bo think?

There is a sentence at the top of page 21. Direct students to read, It's a scary thing to tell someone how you really feel. Do you think this applies to Ms McMahon also? Invite discussion.

CHAPTER 5

During Reading

Read page 22. What happened the next day? Why did the students think Ms McMahon might respond the next day? Invite inferences. Revisit page 21 and read Bo's comment that Ms McMahon may need time for the letter to sink in. What did Bo think may have been the reason for Ms McMahon not responding? Why do you think she blames herself for the letter?

Read Chapter 5 to see what the students do next. Jot down the next idea and how the other students feel about another attempt. Why does Bo think the next plan may be more effective than the letter was?

After Reading

What is the next plan the students will try? Who thought of this plan? How do the others feel about the plan? Prompt students to find responses from the text. Go to page 23 and find out what Leonardo thinks. Go to page 24 and find out what Ahn and Bailey think.

How does Bo feel about the idea? What does the word spontaneous mean? Discuss.

What are Bo's concerns about the speech? How would you feel having to stand up and give a speech without any time to prepare one? Do you think anyone else will be worried? Think back to Bailey's response to the idea earlier. She was keen to start with the letter to Ms McMahan. What might that suggest about her?

CHAPTER 6

During Reading

Read page 25. What will happen in this chapter? Do you think Ms McMahan will allow the students time to speak straight away? What was Ms McMahan's reaction to the plan? Find words on page 25 that tell you.

As you read Chapter 6, note what the students say and the way they say it. For example, do they seem confident, worried, frightened, etc? Jot down the characters and how they seem to you during their speeches. Use words from the book to show your understandings.

Even though Ms McMahan doesn't know what to expect, she is still supportive and encouraging to the students. Find an example on page 26 that indicates this.

After Reading

What was Ms McMahan's reaction to the students' speeches? Which words help you build that knowledge? Encourage students to take words from the text to validate their inferences.

Who spoke first? How did Bo feel? What did she say? Direct students to find the words on page 26. What example did we observe of Ms McMahan being supportive and encouraging? Invite students to locate the words, Ms McMahan gave me an encouraging smile.

Why was it a big deal for Bailey to stand up? How did Bailey speak and what did she

say? What does this tell us about how deep Bailey's affection is for her teacher?

What do you think? Will the plan change Ms McMahan's mind about going? Encourage students to infer.

CHAPTER 7

During Reading

Read page 28. How does Bo feel about the plan? Why does she think this? What do the words fail-safe mean?

As you read Chapter 7, observe Ms McMahan's response. Take note of the words that describe the students' reaction to Ms McMahan. Jot down words used by the author to describe their feelings. How does Bo feel?

The following week, Ms McMahan addresses the students with the news of how their pleas have made her feel. Take note of the words Ms McMahan uses and the general message she gives to the students.

When you get to the end, be ready to share your thoughts and opinions about how this story ends.

After Reading

After the students' speeches, how does Ms McMahan respond? Is it the response the students are hoping for? Describe your thoughts about how Ms McMahan responded.

What were the feelings of the students afterwards? Encourage students to find examples of words used. Turn to page 30. Which words tell us how the students felt? Invite students to give the words *outraged*, *fuming*, *shocked*, etc.

What happened the next Monday? Turn to page 31 and check.

How did this story end? Were you surprised?

What surprised you about the ending? Invite discussion. *What made the students understand and accept the news?* Discuss. *What did the children and the teacher learn to do in this story?* Invite discussion about facing fears and learning to express yourself.

🔍 CODE BREAKER

If we can identify parts of words we know, it is possible to predict their meanings. For example, on page 30 it says *After all our heartfelt words, she was still leaving.* Discuss the meaning of *heartfelt*. Show students that if they break the word into its two parts, and think about the meaning of each part, it is easier to predict the meaning of the whole word.

Break these compound words into parts and tell a partner what they mean:

For example: a flowerstand is stand in which flowers are sold.

- *classmates*
- *newspaper*
- *sandstorm*
- *eggshell*
- *handshake*
- *thumbtack*
- *handbag*
- *pigpen*
- *eyelid*
- *bedtime*
- *fail-safe (page 28)*

📖 MEANING MAKER

In this story, we never learn of why Ms McMahon is leaving. *Do you think the students*

would have felt better had they known? Invite inferences. *How could it have helped them to accept the news and move forward? What did the students think when Ms McMahon didn't offer any response to their letter and their oral pleas? How did they feel? Revisit pages 30 and 31 of the text to find out.* Prompt students to find: *shocked, outraged, fuming, she'd stay or go according to her whims, we were just another classroom full of students, she didn't care about us.*

What are some of the reasons that a teacher may leave part way through a year? Encourage students to quickly brainstorm the range of reasons for a teacher leaving.

📖 TEXT USER

Realistic fiction stories have plots, characters, and settings that might be found in real life. In Ms McMahon, the characters learn to deal with the ups and downs of having a wonderful teacher, and then having her leave.

The students learned something at the end of the story, even though they didn't get the outcome they wanted. What did this book teach them? Invite discussion about the students and Ms McMahon learning to face their fears and express their true feelings.

Books are an important way of learning about how to deal with a range of different problems that may arise. Think of other realistic fiction titles that you have read. Brainstorm a list and write them up. Go through the list and discuss what students have learned from each.

📖 TEXT CRITIC

In years to come, computers may replace real teachers in the classroom. If this happens, students will do much of their learning at a

computer and have little contact with a real teacher. *Work with a partner to write a list of the advantages and disadvantages for you as a learner.* Share responses and discuss.

Think about times when you may need to speak to someone to help you with your work. Invite students to infer when these occasions might be. List on board.

Which subjects or activities are suited to learning on a computer? What would be difficult to do at a computer? Which subjects or activities could not be done on a computer? Why?

Discuss the use of chat rooms, forums, messaging programs, and email as ways to have conversations with teachers. *How would you feel about having your own computer at school, and the teacher assisting you as you learn using your computer?* Discuss.

USING MULTIPLE INTELLIGENCES

Visual-spatial, bodily-kinaesthetic, interpersonal

Build a tower using 20 coloured blocks. Your task is to teach a friend to build a tower exactly the same, by giving clear instructions. Here's how:

1. Sit opposite each other.
2. Give your friend the blocks they need.
3. Put a barricade between you so that you can see your tower, but your friend cannot.
4. Give clear instructions to your partner to follow, so that they can build a replica of your tower. Start with the base.
5. Time how long it takes for your friend to build the tower.

MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

Ms McMahon

Name _____

In *Ms McMahon*, the problem is identified early in the book, and the students make plans to overcome their dilemma. Record what happens in this story as events unfold.

The Problem

The Plans

The Ending

The New Learning



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Ms McMahon

Name _____

1. What do these similes mean? Reread them in the book and then answer.

If eyes could shoot daggers, Ms McMahon would have been dead on the floor. (page 8)

Everyone looked like balloons a week after a party. (page 9)

2. An idiom is a way of saying something that is common to a particular language.
What is meant by these idioms?

Usually she has eyes in the back of her head. (page 11)

I adore her. She is the apple of my eye.

Mum gets really cross when Dad is a back-seat driver.

His hands are as soft as a baby's bottom.

She is over the moon with happiness.

I'm so tired, I think I'll hit the hay.



Ms McMahon

Name _____

What is your favourite subject at school? Give reasons for your answer.

What is your least favourite subject at school? Give reasons for your answer.

Write these activities in order from the one you like least to the one you like most. Add any other activities you do that are not included.

- | | | |
|-------------------------|--------------------|-----------|
| reading | writing | spelling |
| problem solving | arithmetic | art |
| music | physical education | science |
| environmental education | studies of society | free time |
| library | swimming | cooking |



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Ms McMahon

Name _____

Answer these questions to give your opinions about the plot of *Ms McMahon*.

1. What would you change about the beginning or end of this story? Why?

2. Did the events in *Ms McMahon* flow in an order that made sense? Explain.

3. Did the story move along at a comfortable pace? Did it move too fast or too slow? Explain.

4. Name three problems in this story.

5. Did you feel involved in this story? Explain.

6. This is a story that could happen in real life. What could make a story like this happen?



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Ms McMahon

Name _____

List the qualities of a great teacher. For each, explain why teachers need these qualities.

Circle the qualities that describe you. Read over your list when you are finished. Do you think you would make a great teacher?

- | | | | |
|---------------|------------|-------------|------------|
| kind | caring | selfish | organized |
| happy | friendly | firm | mean |
| patient | impatient | trustworthy | supportive |
| encouraging | nasty | shy | outgoing |
| brave | cheerful | unhappy | clever |
| fair | honest | open | loyal |
| understanding | thoughtful | gentle | serious |



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Ms McMahon

Name _____

Multiple Intelligences (logical-mathematical, intrapersonal)

Write the timetable for your perfect school day. Insert times and activities/subjects.
Write the time for the morning and lunch break.

Time	Activity or Subject
	Morning Break
	Lunch Break
	Home



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Ms McMahon

Name _____

How were these elements of *Ms McMahon* realistic? Use words from the story to support your opinions.

Ms McMahon

Bo

Bailey

The problem

The action of the students

The ending



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