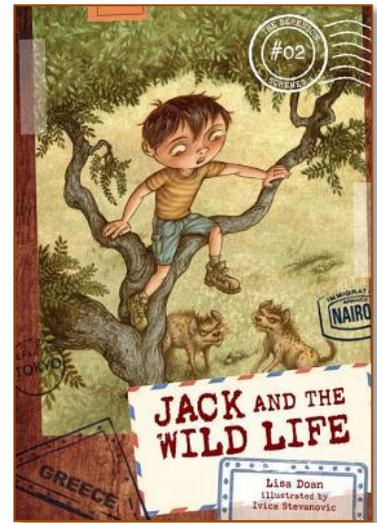


A Common Core State Standards
Aligned Discussion & Activity Guide
for

Jack and the Wild Life



Book #2 in the Berenson Schemes Series

Ages 9-12/Grades 3-6 ISBN: 978-1-4677-1077-0

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After a wild plan by his parents left Jack stranded in the Caribbean, the Berenson family decided to lay out some rules. Jack's mom and dad agreed they wouldn't take so many risks. Jack agreed he'd try to live life without worrying quite so much. Then Jack's parents thought up another get-rich-quick scheme.

Now the family's driving around Kenya. An animal attack is about to send Jack up a tree—alone, with limited supplies. As Jack attempts to outsmart a ferocious honey badger and keep away from an angry elephant, he'll have plenty of time to wonder if the Berenson Family Decision-Making Rules did enough to keep him out of trouble.

Guide Created by Debbie Gonzales

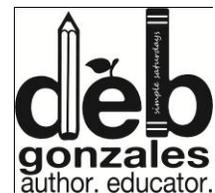




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Discussion Questions & Writing Prompts

Jack watched his parents disappear. He wondered if, in all of their travels, his mom and dad had been cursed by a crazed witch doctor somewhere (51).

- 🌐 Contrast Jack and his parents. Tell of ways that they differ.
- 🌐 Compare Jack and his parents. Describe ways that they are the same.
- 🌐 Imagine how Jack felt as he watched his parents drive away, abandoning him in the savannah. Describe his emotional response to being left alone.
- ✍️ Write a short narrative describing Jack's reaction to being left behind by his parents.

Jack slammed the book shut and stuffed it in his pack. The sun dropped below the horizon, and an eerie twilight settled over the plains (65).

- 🌐 Put yourself in Jack's place. Describe what you would be thinking and feeling if you were trying to sleep in a duct-taped bed high in an acacia tree.
- 🌐 Jack mentioned that he should enroll in a survival school. List the survival skills that he demonstrated to this point in the story. Do you think he needs additional training? Why or why not?
- ✍️ Describe the sights and sounds Jack is experiencing in this scene. Explain what is meant by 'eerie twilight' in a detailed manner.

He wondered how often Diana ever thought about him. She had to think about him sometimes. She had sent the monkey on the trip, so naturally, when she thought about the monkey, she would have to think about who had it (80).

- 🌐 What is your impression of Diana?
- 🌐 Predict why she gave Jack the monkey to take with him on his trip.
- 🌐 Examine Diana and Jack's relationship. Is there more to it than merely friendship? Justify your answer.
- ✍️ Jack writes a letter to Diana in this scene. Using Diana's point of view, answer this letter. Predict how she would respond to Jack's note.



His parents really had not put enough effort into trying to think the way Jack did. Once in a while they would do something he would do, but they weren't consistent. They hadn't made it a lifestyle (93).

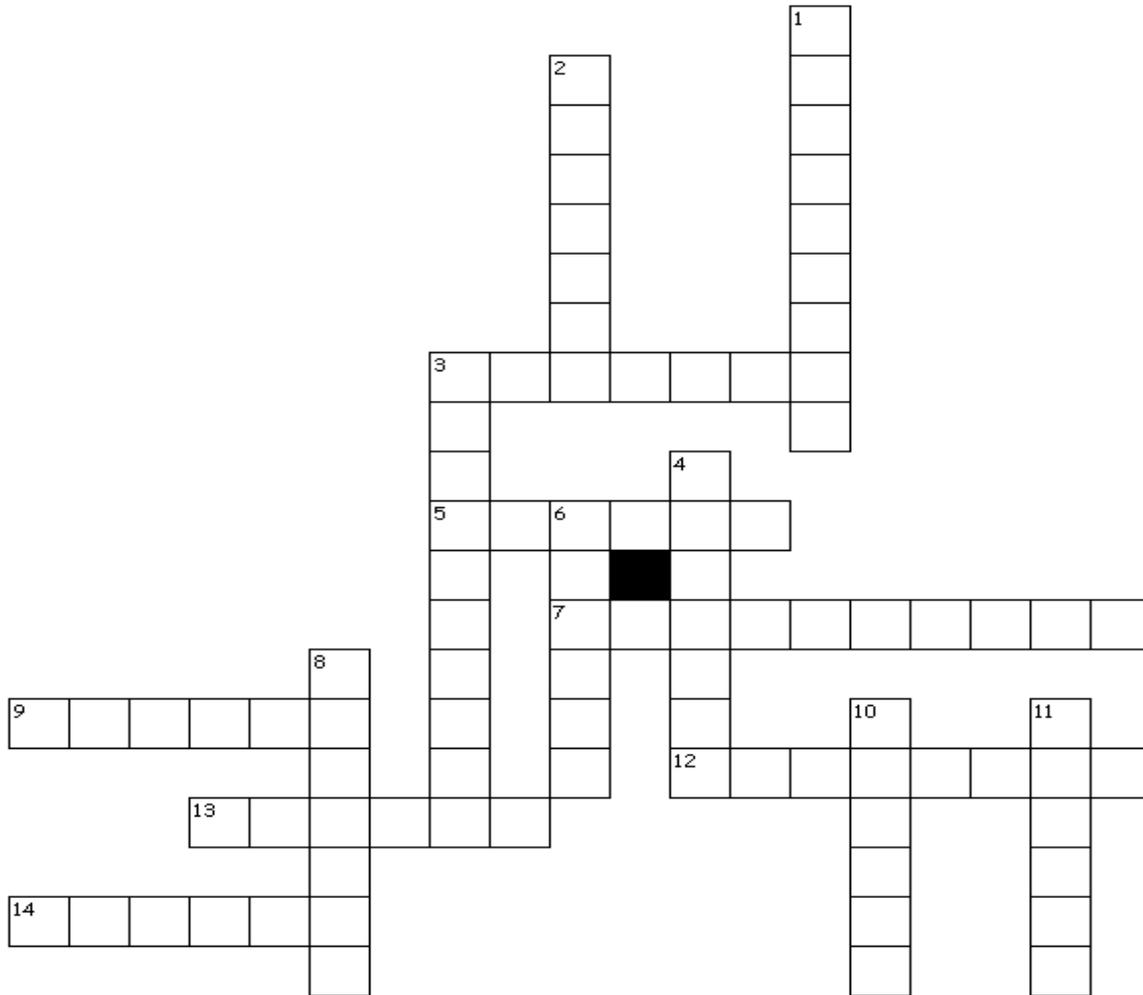
- 🌐 Explain why Jack's parents behave so irresponsibly.
 - 🌐 Do you think they intentionally abandoned Jack? Explain your answer.
 - 🌐 Tell what it means to be 'consistent.'
 - 🌐 What do Jack's parents want?
 - 🌐 Other than safety, what does Jack want?
- ✍ From Jack's point of view, explain the changes he desires to see in his parents. Tell how he wishes they would think and act. Predict how his lifestyle would benefit if they did.

Meticki stared at Jack's parents. He turned to Jack and handed him a smooth, foot-long wooden club. "Take my orinka. Courage may not be enough (137).

- 🌐 Predict Meticki's thoughts as he stared at Jack's parents. What was he thinking at that moment?
 - 🌐 Explain Jack's reaction to Meticki's thoughts. Tell why he gave Jack his orinka.
 - 🌐 Examine Meticki's feelings for Jack. What does Meticki think about Jack? Why?
 - 🌐 Examine Meticki's feelings for Jack's parents. What does he think about them? Why?
- ✍ Explain why Meticki said, "...Courage may not be enough." Is he referring to protection against the wild life or Jack's parents? Cite plot point references in your piece.



Crossword Puzzle



Across

- 3. The capital of Kenya
- 5. People who live in southern Kenya and northern Tanzania
- 7. Swahili for 'thanks a lot'
- 9. Smooth, foot-long wooden club
- 12. A grassland ecosystem
- 13. Red cloth robes
- 14. A fence to keep out lions

Down

- 1. A house
- 2. The Bantu language
- 3. Barbequed meat
- 4. Mini-buses covered with graffiti-style artwork and advertisements
- 6. A thorny tree
- 8. People of European descent
- 10. Distress signal
- 11. Home



Plot Point Card Game

Objective: Develop understanding of the plot using quotations and key details in a game like manner.

Materials:

- ✎ Scissors
- ✎ Cardstock
- ✎ Labeled Picture cards (pgs. 10-12)
- ✎ Plot Point cards (pgs. 8-9)

Game Making Procedure:

- ✎ Print two copies of the Labeled Picture cards (pgs. 10-12) on cardstock.
- ✎ Print one copy of the Plot Point cards (pg. 8-9) on cardstock.
- ✎ Use scissors to trim around the striped borders of game cards.

Game Playing Procedure:

- ✎ The object of the game is to collect the most matching sets of cards.
- ✎ To set up the game, three cards are dealt to each player.
- ✎ All remaining cards are placed face down in a draw pile.
- ✎ Randomly choose a player to go first.
- ✎ On your turn, ask a player for a specific Labeled Picture card. You must already hold the match for the requested Labeled Picture card in your hand.
- ✎ If the player has the requested Labeled Picture card in their hand they must give it to you.
- ✎ You get another turn if you get a match. If you do not get a match, you must select a card from the draw pile.
- ✎ If you happen to draw the Labeled Picture card asked for, show it to the other players and you get another turn. However, if you draw a Labeled Picture card that's not what you asked for, it becomes the next player's turn. You keep the drawn card, whatever Labeled Picture it is.
- ✎ When you collect a match, immediately show the set to the other players and place the matching Labeled Picture cards face down in front of yourself.
- ✎ Players must respond immediately when dealt Plot Point cards or when they have been chosen from the stack.
- ✎ Plot Point cards may be discarded in a separate pile after instructions have been followed.
- ✎ The game continues until either someone has no cards left in their hand or the draw pile runs out. The winner is the player who then has the most matching sets of Labeled Picture cards.



Plot Point Cards

(Print one copy of these cards)

At the sound of Jack's voice,
the wildebeasts panicked.
Some bolted away. Some bolted
toward him. Arms pumping,
Jack dodged three antelope (119).

**Hurry! Save yourself!
Take another turn and RUN!**

Stuffing the monkey into his pack;
Jack scrambled to his feet and ran,
Halfway to the tree, he whipped around,
ready to fire from the slingshot
if the badger were on his heels (102).

**Reward yourself for this
act of bravery! Take an
extra turn!**

Jack paused. He had been trying
to build dangerous weapons all day.
Maybe what he'd been looking for
was right in front of him (98).

**Good thinking!
Draw an extra card
from the pile.**



The badger lunged and sank its teeth into the monkey's body, ripping it from Jack's hands. The animal turned and sprinted down the trunk with the monkey in its jaws. (88).

You sacrificed the monkey for your own safety. Give the player to your right a card.

The lead hyena growled and shook its head back and forth, as if it were trying to cast off the scent. The rest of the pack chased after it (71).

Another brave act. Take a card from the player on your left.

A chill settled in the air. Jack reached for the extra sleeping bag and draped it over himself. Lying on the suspended duct tape bed, stars winking through the acacia leaves, he felt like he was floating in space (67).

Get some rest. Miss a turn.



Labeled Picture Cards
(Print 2 copies of these cards)





Badger



Elephant



Giraffe







Common Core State Standards Alignment

**English
Language Arts
Standards »
Writing**

		Discussion & Writing Prompts	Crossword Puzzle	Plot Point Game
CCSS.ELA-Literacy.W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	🌐		
CSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	🌐		
CCSS.ELA-Literacy.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	🌐		
CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	🌐		
CCSS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	🌐		
CCSS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	🌐		
CCSS.ELA-Literacy.W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.	🌐		
CCSS.ELA-Literacy.W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	🌐		

English Language Arts Standards » Reading

CCSS.ELA-Literacy.RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	🌐		🌐
CCSS.ELA-Literacy.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	🌐		

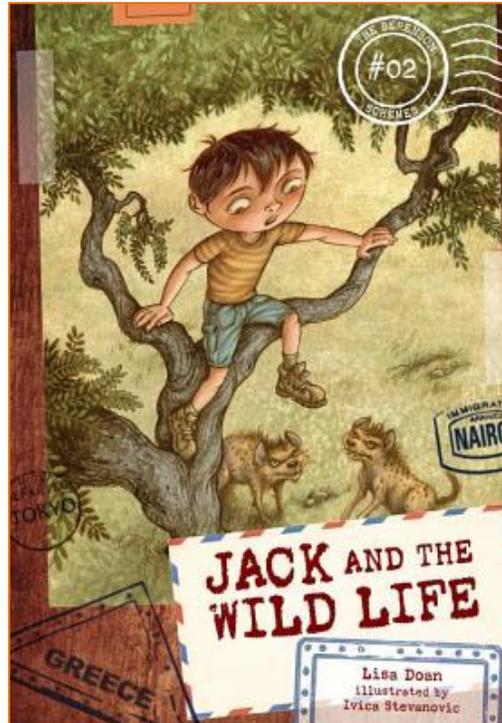


**English
Language Arts
Standards »
Reading (cont.)**

		Discussion & Writing Prompts	Crossword Puzzle	Plot Point Game
CCSS.ELA-Literacy.RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	🌐		
CCSS.ELA-Literacy.RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	🌐		
CCSS.ELA-Literacy.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	🌐		🌐
CCSS.ELA-Literacy.RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.	🌐	🌐	🌐
CCSS.ELA-Literacy.RL.4.4	Determine the meaning of words and phrases as they are used in a text.		🌐	
CCSS.ELA-Literacy.RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	🌐	🌐	🌐
CCSS.ELA-Literacy.RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	🌐		🌐
CCSS.ELA-Literacy.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	🌐		
CCSS.ELA-Literacy.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.		🌐	
CCSS.ELA-Literacy.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	🌐	🌐	🌐
CCSS.ELA-Literacy.RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	🌐		🌐
CCSS.ELA-Literacy.RL.6.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	🌐	🌐	🌐



Acknowledgments



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