

Book Title: *Chuck in the City*





Author: Jordan Wheeler

Illustrator: Christopher Aucter

Annotation: A humorous, rhyming tale of a young Cree boy who comes to the city for the first time - and immediately gets lost. The bright detailed illustrations are in anime style.

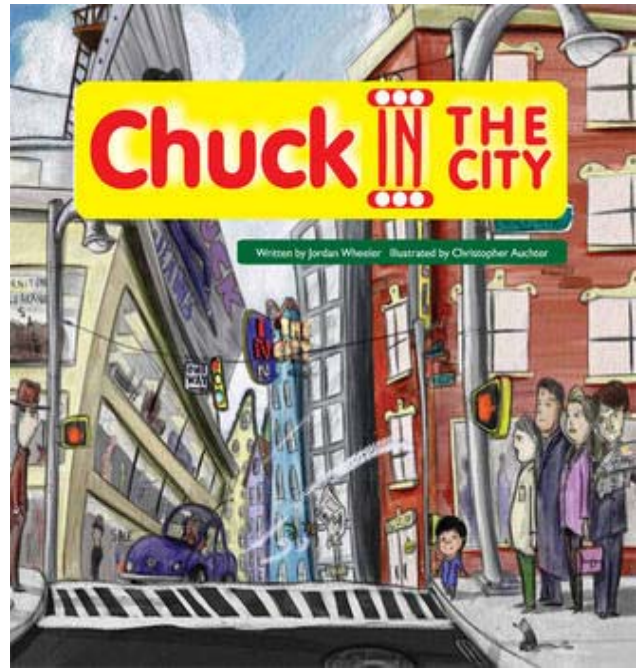
Text Sets: Humour, rhyming, moving, problem solving, animation.

Concepts at a Glance:

-  Rhyming
-  Early Literacy
-  Rural to Urban
-  Visiting

Projects, Ideas and Activities:

1. Read the story for enjoyment.
2. Tell and write about favorite part.
3. Discuss times of being lost and the way the problem was solved.
4. Read again for rhyming fun.
5. List all the rhyming words. Work in pairs to add other words to each rhyming pair.
6. Read again to find all the ways Chuck got himself into possible danger or broke rules he didn't know about (i.e. leaving without telling anyone, feeding animals).
7. Using a graphic organizer, compare living in the city with living in a rural area. Discuss the dangers in each.
8. Identify the problem and the solution in the story.
9. Teach how to turn a photo into a cartoon.



Chuck in the City – Curricular Links

Art Level One: Depiction Component 4 - Main Forms and Proportions

- ✚ (A) All shapes can be reduced to basic shapes.
- ✚ (B) Shapes can be depicted as organic or geometric.
- ✚ (C) Shapes can be made using different procedures.
- ✚ (D) Animals and plants can be represented in terms of their proportions.
- ✚ (E) A horizontal line can be used to divide a picture plane into interesting and varied proportions of sky and ground.

Art Level One: Expression Component 8 - Unity

- ✚ (A) Families of shapes, and shapes inside or beside shapes, create harmony.
- ✚ (B) Overlapping forms help to unify a composition.
- ✚ (D) A composition should develop the setting or supporting forms, as well as the subject matter.

English Language Arts

1.1 Discover and Explore

- ✚ (K) Share personal experiences prompted by oral, print and other media texts.
- ✚ (1) Share personal experiences that are clearly related to oral, print and other media texts.
- ✚ (3) Connect prior knowledge and personal experiences with new ideas

1.2 Clarify and Extend

- ✚ (K) Connect related ideas and information.
- ✚ (1) Group ideas and information into categories.
- ✚ (2) Record ideas and information in way that make sense.

2.1 Use Strategies and Clues

- ✚ (1) Use language prediction skills to identify unknown words within the context of a sentence.
- ✚ (2) Identify the main idea or topic and supporting details of simple narrative and expository texts.

2.2 Respond to Texts

- ✚ (1) Retell interesting or important aspects of oral, print and other media texts.
- ✚ (3) Connect portrayals of characters or situations in oral, print and other media texts to personal and classroom experiences.