



Key vocabulary: fragile, granddad, distant, tassel, hammock, mend

Introduce the book and word list

Tell children this story is about Tic and the other Superkids. Have children examine the picture on the cover and describe what they see. (*Tic has received some packages in the mail.*) Point out the word **fragile** on the side of the package and discuss what this means. (*The contents of the package could break easily.*) Tell children the packages are from Tic's **granddad**. Explain that *granddad* is the name Tic calls her grandfather.

Read the title with children. Ask what they think the story might be about. Then turn to the inside front cover and read the word list with children. Ask them to identify the words that begin with uppercase letters. (*Kenya* and *Brazil*) Explain that these two words are capitalized because they are names of countries.

Guide reading

Listen and give support as individuals read the book in a small group. Pause every few pages to ask comprehension questions.

Page 1 Look at the thought balloon. What is Tic thinking about as she looks at the package? Japan, where her granddad is What does **distant** mean? far away (Understand pictures; develop vocabulary)

Page 2 What was in the package from Japan? a red silk fan What is a **tassel**? a hanging bunch of threads knotted together at one end (Recall details; develop vocabulary)

Page 5 [Tell children the bus, where Ettabetta and Alf put the fan, is the Superkids' clubhouse.] What do Frits and Hot Rod want to do with the basket? get in it Why does Tic say, "But you must not rip it"? She wants them to be careful with her gift. (Understand characters)

Page 6 What does Lily want to do with the hat and mittens? Put them on Golly. What is Tic worried will happen? Golly will get them dirty. (Understand characters; draw conclusions)

Page 8 What was in the box from Brazil? a hammock What is a **hammock**? a bed you hang up between two trees or poles (Recall details; develop vocabulary)

Page 13 What does Tac want to do in the hammock? pretend it's a pond and hop in it like a frog Why do you think Tic asks the Superkids to stop? She's worried they will rip the hammock. (Understand characters)

Page 14 Why did the hammock rip? The Superkids were jumping on it. How did Tic feel? upset (Determine cause and effect; understand characters)

Page 17 What does *mend* mean? repair, or fix **How do the Superkids mend the hammock?** They sew the rip and reattach it to the trees. (Develop vocabulary; use pictures)

Page 18 Why don't the Superkids sit in the hammock at first? It was a gift for Tic, and they don't want to rip it again. **What does Tic want the Superkids to do?** sit on the hammock with her **Why does she tell them to sit and rest?** She wants them to stay still so they don't rip the hammock again. (Understand characters; draw conclusions)

Discuss the book after reading it

1. **Many stories have a repeating pattern of events. What keeps happening in the beginning of this story?** Tic's granddad keeps sending her gifts from places he visits. Then Tic's friends do something with each gift. (Recognize patterns)
2. **What problem arises in the story?** The hammock rips, and Tic is upset. **How does the problem get solved?** The Superkids mend the hammock. (Recognize plot: problem and solution)
3. **Has a friend ever ruined something belonging to you? How did you feel? Did your friend do anything to fix the problem?** Answers will vary. (Connect text to self)

Focus on reality and fantasy

Review with children what the Superkids pretended the hammock was in this story. (*They pretended the hammock was a camel crossing the hot sand, a cab that zigzagged, and*

a pond they could jump on like frogs.) Discuss how the Superkids' jumping, standing, and swinging made the hammock seem like a real camel, cab, or pond. Then discuss what isn't real. (*The Superkids aren't really in the desert with a camel, they can't drive a cab, and they aren't frogs.*) Explain that thinking about what is real and pretend in a story can help them better understand it.

Independent Activities

- Have children reread the book several times for fluency practice.
- On Practice Page 23, have children draw a picture of the Superkids in the hammock. In a thought balloon, have them draw what the Superkids are pretending to do. Have them complete the sentence to tell what the kids are pretending.
- Have children draw a picture of a favorite gift they've received from a family member or friend and dictate or write sentences about their picture.

