

# Mac Can Do It!

**SUMMARY** In this fantasy, newborn infant Mac learns at a super-human rate and amazes his parents. A time line at the end of the book summarizes Mac’s incredible accomplishments.

## LESSON VOCABULARY

any	enough
ever	every
own	sure
were	

## INTRODUCE THE BOOK

**INTRODUCE THE TITLE AND AUTHOR** Discuss with children the title and the author of *Mac Can Do It!* Based on the title and the cover illustration, ask children what they think might happen in this story.

**BUILD BACKGROUND** Discuss what children know about babies and their development. If they have experience with newborn babies, have them talk about what babies can and cannot do.

**PREVIEW** Ask children to turn the pages of the book and look at the illustrations to predict what will happen in this story.

## READ THE BOOK

**SET PURPOSE** Have children set a purpose for reading *Mac Can Do It!* This purpose should relate to the structure or content of the story. Children might choose to look for important story events or examples of fantasy.

**STRATEGY SUPPORT: INFERRING** Encourage children to use what they know to make a guess, or an inference, about Mac. Help them think about Mac based on the information in the story. Ask children what they can infer about Mac and why they made their conclusion. Have them use the illustrations and text in the book to help explain their reasoning.

## COMPREHENSION QUESTIONS

**PAGE 5** Do you think a two-week old baby is old enough to run in a race? Is this part of the story real or make-believe? (*Two-week old babies cannot walk or run; this is make-believe.*)

**PAGE 7** How did Mac’s mom feel when he fixed the sink for her? How can you tell? (*She was surprised and happy. The illustrations show that she is smiling.*)

**PAGE 11** What does it mean when the book says, “Mac was not just any boy”? (*Mac does things that other babies cannot do.*)

**PAGES 10-11** What do you think happens after Mac takes off in his spaceship? (*Responses will vary.*)

## REVISIT THE BOOK

### THINK AND SHARE

1. Possible response: Mac can read numbers at four weeks old. I read numbers at 4 years old. We are alike because we can both read numbers. We are different because Mac read numbers much sooner than I did.
2. Possible response: We know he can read numbers because he is writing numbers on a chalkboard. Responses about understanding will vary.
3. *mailman, mailbox; mail*
4. Responses will vary but should include personal episodes from the reader's life.

**EXTEND UNDERSTANDING** As children read the book, ask them to think about how the illustrations support the story. What do they learn about the characters by looking at the illustrations?

### RESPONSE OPTIONS

**WORD WORK** Make a word-and-picture card for the compound word *mailman*. Draw mail and a man on one side and print the word *mailman* on the other side. Show the picture to the children and have them guess the word. Then invite them to make word-and-picture cards for other compound words.

### SOCIAL STUDIES CONNECTION

Have children bring in baby photos of themselves for a class display. Encourage them to discuss what they did as babies and how they have learned and grown since then.



## Skill Work

### TEACH/REVIEW VOCABULARY

Divide children into pairs. Give each pair a list of vocabulary words, a highlighter, and an old newspaper or magazine. Have the children highlight the vocabulary words they find.

**ELL** Print vocabulary words on pairs of blank index cards. Invite children to play a concentration game. As they turn over the cards, have the children read the words aloud.

### TARGET SKILL AND STRATEGY

**COMPARE AND CONTRAST** Remind children that when they compare two things, they tell how they are the same. When they contrast two things, they tell how they are different. After reading pages 4 and 5, have children compare and contrast Mac with the other children in the race.

**INFERRING** Point out that making an inference means making a guess based on information from the book. Remind children that they should use what they read and then form an idea or make a guess based on that information. Have children make an inference about Mac's mom and dad. What information did they use to make their guess?

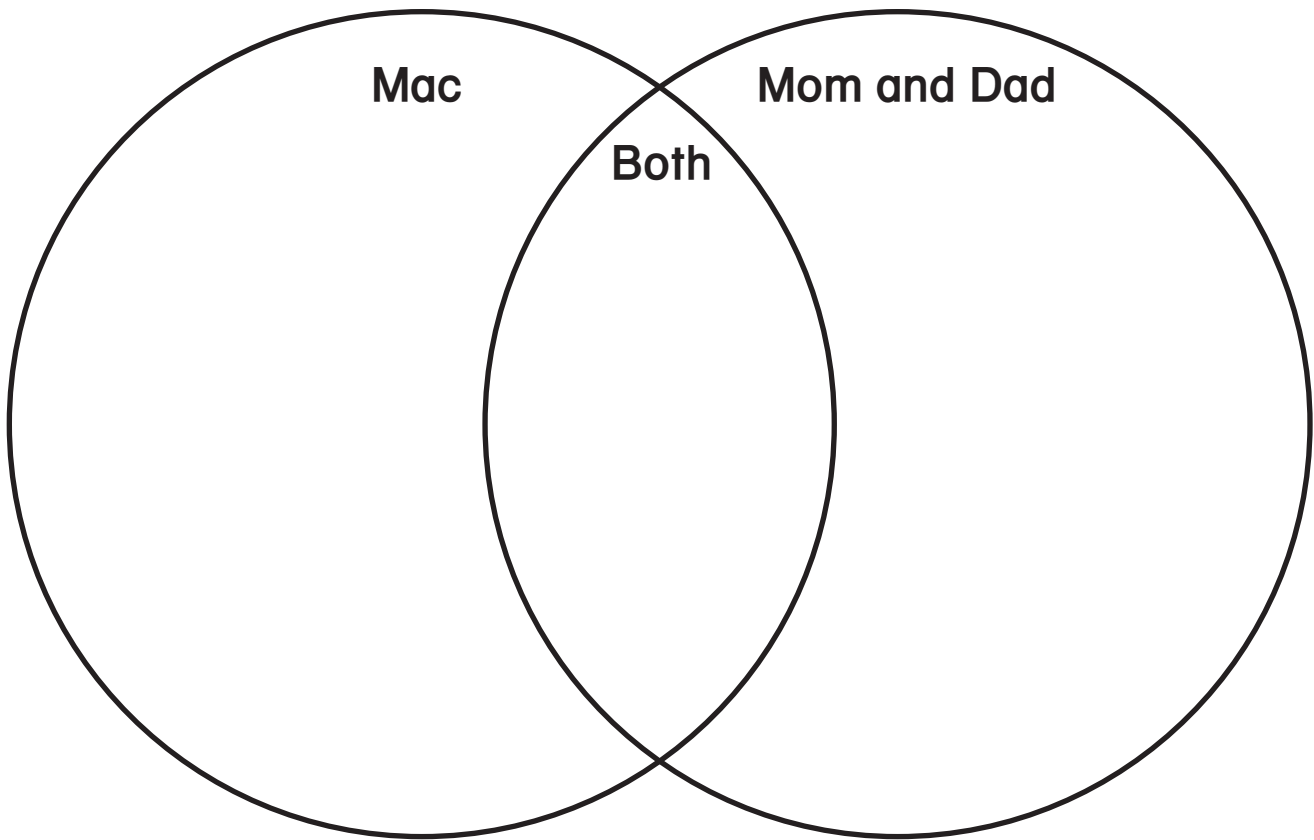
### ADDITIONAL SKILL INSTRUCTION

**REALISM AND FANTASY** Discuss the difference between realism and fantasy. A *realistic* story tells about something that could happen in real life. A *fantasy* is make-believe. Read page 3 together and ask children if they think that it is realistic for a one-week old baby to talk. Why not? Encourage children to look for other examples of fantasy as they read.

Name \_\_\_\_\_

## Compare and Contrast

Think about Mac and his mom and dad. In the diagram below, write about Mac and his mom and dad. In the middle, write how they are both alike.



Name \_\_\_\_\_

## Vocabulary

Find these words in the puzzle. Circle them.  
Words may be across or down.

### Words to Know

any      enough      ever      every  
own      sure      were

e	v	e	r	r	a	g
y	w	r	e	e	y	y
s	e	y	e	n	r	n
u	o	y	w	w	e	r
r	w	e	r	e	e	a
e	n	o	u	g	h	n
e	v	e	r	y	w	y