

Hang on Hopper
by Marcus Pfister



Three Reading Lessons
One Story Planning Activity
One Story Writing Activity (Optional)
One Art Activity (Optional)

1. Read the picture book together with the class.
2. Answer the questions on page 2 as a class.
3. On page 3 start by discussing what type of circle story it was (journey). Students draw in the adventures from the book in the order they occurred in each box to show what happened (circle story outline). Class discusses and selects on their outlines which writing techniques could be used to make each adventure effective (sensory imagery, showing, onomatopoeia). This activity reinforces the circle story plot pattern, writing techniques authors use, and story summarization.
4. On page 4 students plan their own Hopper circle story adventure. Will it be a dream, time travel, journey, discontentment, self-acceptance or lost and found story? As they plan the adventures have them decide which writing technique will be used to make the story effective. Planning a story reinforces the circle story plot pattern (application activity), teaches where to place writing techniques (sensory imagery, showing, onomatopoeia), and makes story planning easier.
5. Students may write the story if they like. Setting, adventure one, adventure two, adventure three/resolution will each take four forty-five minutes lessons to write.
6. In art the class can make their very own Hopper by tracing a rabbit shape from the book on white paper. Use pastels to colour and smudge the edges with a finger to make the bunny look fuzzy. Finally choose a background scene from the book, draw and colour it and glue Hopper somewhere in the scene.

Teacher's Guide: Hang on Hopper by Marcus Pfister

Name _____

1. What pattern did the author use to write this story?

*copycat

*switch

*stuck

*circle

*contest

*transformation

* I don't know

Explain why you chose this pattern.

I chose this pattern because Hopper started out with his mother and ended up being reunited with his mother.

2. How was Hopper feeling at the beginning of the story?

Hopper was feeling restless.

3. What was Hopper's motive for going down into the valley?

Hopper wanted to go and play with his friend, Scamp.

4. Why did Hopper go into the water when he couldn't swim?

*he was silly

*by accident

*his friend made fun of him

5. Who helped Hopper cross the river?

*Scamp

*His Mother

*Beaver

6. When the author wrote: *"At once he disappeared under the water; then he bobbed back up again, coughing and sputtering. "Help!" he gasped, swallowing another mouthful of water."*

Which technique did the author use? Discuss.

*Sensory Imagery

*Showing

*Onomatopoeia

The author used the showing technique. He described Hopper's actions and speech after he fell into the water.

Hang on Hopper by Marcus Pfister

Name _____

1. What pattern did the author use to write this story?

- *copycat
- *switch
- *stuck
- *circle
- *contest
- *transformation
- * I don't know

Explain why you chose this pattern.

2. How was Hopper feeling at the beginning of the story?

3. What was Hopper's motive for going down into the valley?

4. Why did Hopper go into the water when he couldn't swim?

- *he was silly
- *by accident
- *his friend made fun of him

5. Who saved Hopper?





- *Scamp
- *His Mother
- *Beaver


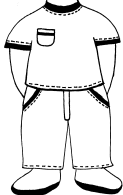


6. When the author wrote: "At once he disappeared under the water; then he bobbed back up again, coughing and sputtering. "Help!" he gasped, swallowing another mouthful of water."

Which technique did the author use? Discuss.

- *Sensory Imagery
- *Showing
- *Onomatopoeia

Authors use these techniques to make their writing come alive. The techniques are described through the use of vivid verbs.

<u>Sensory Imagery</u>		
	What was <u>heard</u> ?	
	*Onomatopoeia	
	What was <u>seen</u> ?	
	What was <u>felt</u> ?	
	What was <u>smelled</u> ?	
	What was <u>tasted</u> ?	
Settings	New Experiences	Encounters

<u>Showing Emotions and Motives</u>	
	<u>Facial Expressions</u> hair, forehead, eyes, ears, nose, mouth, teeth, tongue, head, face,
	<u>Body Language</u> neck, body, arms, hands, legs, feet, tail, wings
	<u>Speech/Thoughts (motive)</u> what was said/thought manner in which it was said/thought
	<u>Actions</u> *Onomatopoeia what the character did manner in which he did it



Circle Story Summarization Activity

1. Filling out this story outline is useful for helping students develop story summarization skills.

See page 6.

2. The way the outline is designed reinforces that circle stories begin and end in the same place.

**This story begins and ends in a jungle.*

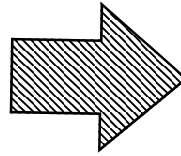
3. Discussing the placement of writing techniques in the lessons builds concept development of the writing techniques employed by authors.

**See page 6.*

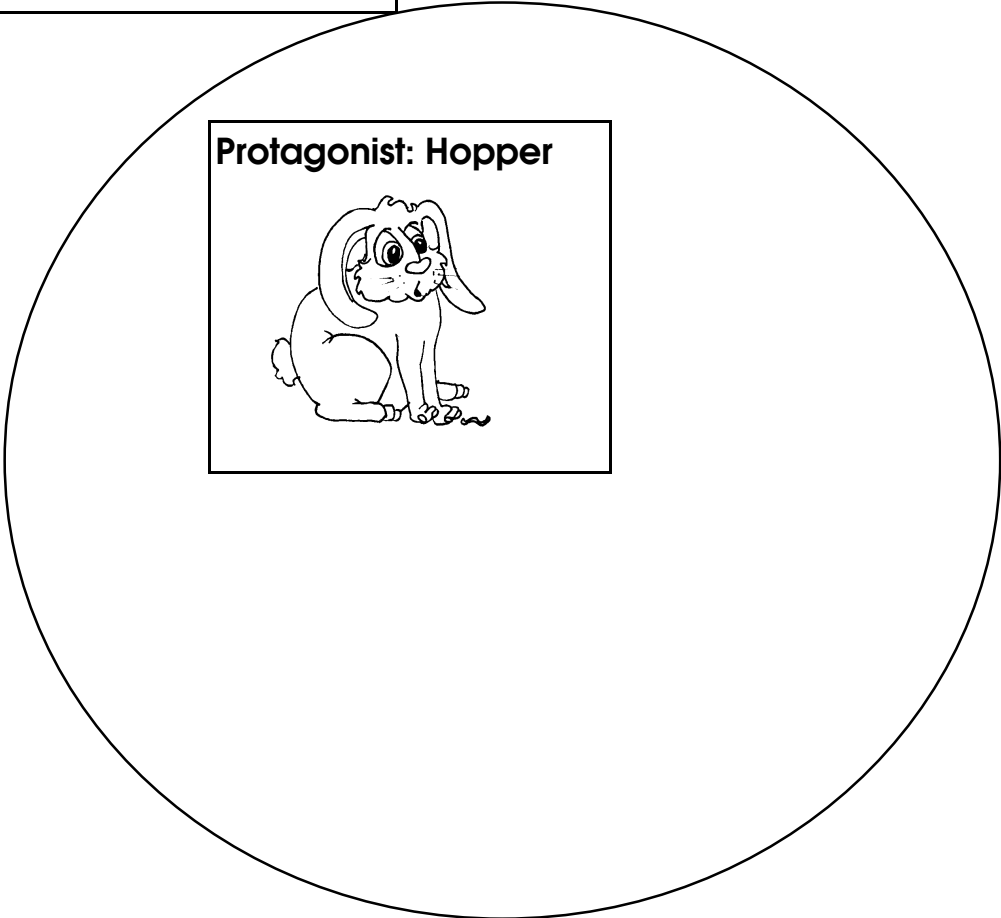
Teacher's Guide: Circle Story Reading Activity: Hang On Hopper by Marcus Pfister

Journey Story

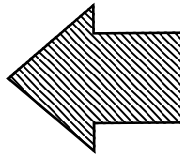
Setting: Plains
Motive: Hopper is restless and wants to go play with his friend in the valley.
Writing Techniques:
Sensory Imagery to describe plains
Showing: Conversation to establish **Motive**:
Resolution: Hopper was reunited with his Mother
Writing Techniques:
 Sensory Imagery
Showing to describe meeting between Hopper and his Mother
 Onomatopoeia



1st Adventure:
 Hopper played hide and seek in the forest valley with his friend Scamp until it was getting late.
Writing Techniques:
 Sensory Imagery to show hide and seek
Showing to describe Hopper's reaction to lateness of the day
 Onomatopoeia



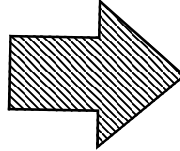
3rd Adventure:
 Scamp went to get Hopper's Mother. Hopper got washed up on a beaver's dam and met a beaver. The beaver swam Hopper across the river.
Writing Techniques:
 Sensory Imagery encounter with beaver
Showing Hopper's response to beaver
 Onomatopoeia



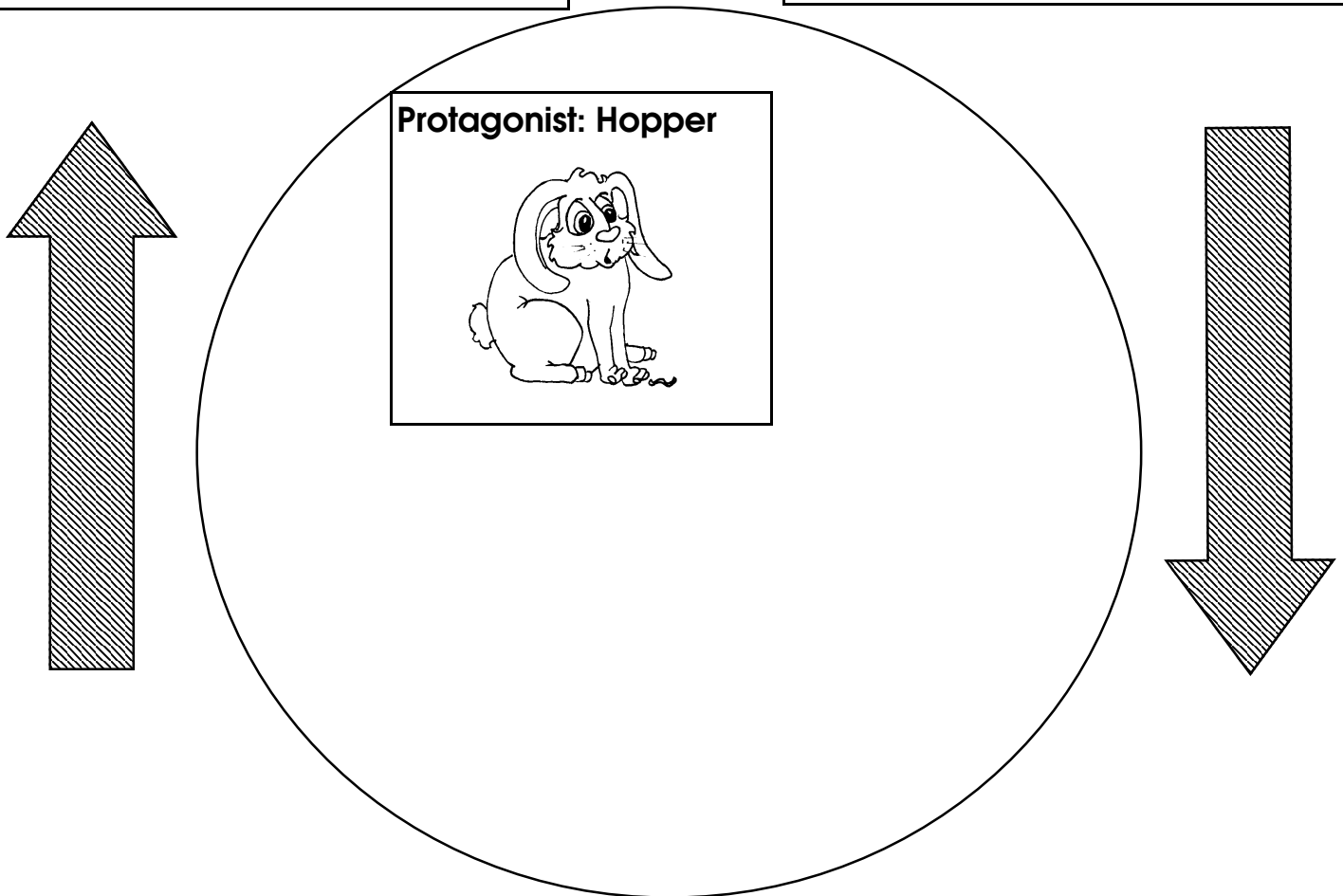
2nd Adventure:
 Hopper was late going home and Scamp told him to short-cut across the river. Hopper couldn't swim, but he went in anyway and got swept away by the current.
Writing Techniques:
Sensory Imagery what river felt & looked like
Showing Hopper's feelings & actions
Onomatopoeia sound of river

**Circle Story Reading Activity: Hang on Hopper by Marcus Pfister
(Dream, Time Travel, Journey, Discontentment, Self-Acceptance, Lost and Found)**

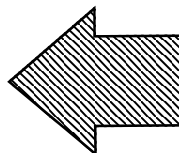
Setting: Hopper's Motive: Writing Techniques: Sensory Imagery Showing Onomatopoeia
Resolution: Writing Techniques: Sensory Imagery Showing Onomatopoeia



1st Adventure: Encounter or Story Complication: trick disasteract of god use of force
Writing Techniques: Sensory Imagery Showing Onomatopoeia



3rd Adventure: Encounter or Story Complication: trick disasteract of god use of force
Writing Techniques: Sensory Imagery Showing Onomatopoeia



2nd Adventure: Encounter or Story Complication: trick disasteract of god use of force
Writing Techniques: Sensory Imagery Showing Onomatopoeia

Circle Story Sequel Activity

1. Planning a new circle story about Hopper reinforces the concept of circle stories. There are different kinds of circle stories. For example: dream, journey, discontentment, self-acceptance and lost and found. Students may decide to have Hopper do one of the following:

- go to sleep and dream about something
- go on a journey somewhere else
- decide he's unhappy living in the plains and move
- decide he's unhappy with his appearance
- get lost in the jungle or lose something special that belongs to him
- travel backward or forward into time

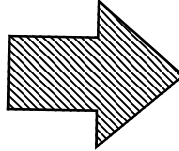
2. Planning a new story is a Bloom's Taxonomy application level activity because the child must take his understanding of a circle story and transfer it to a new situation.

3. Planning where to use the writing techniques of "showing", sensory imagery, and onomatopoeia for this new story is a Bloom's Taxonomy application level activity. The child must take his grasp of placement of writing techniques and transfer it to a new situation.

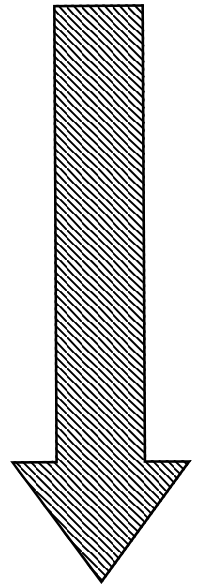
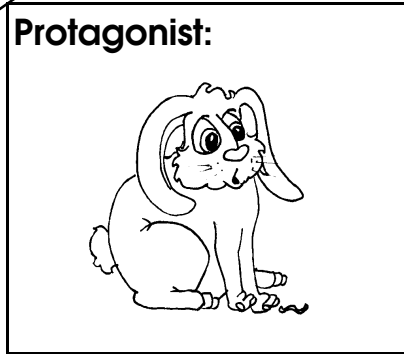
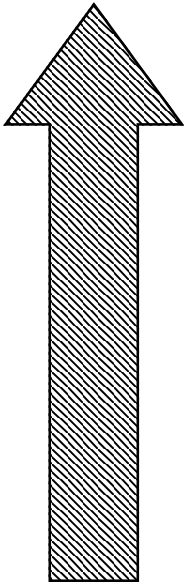
4. Regular planning of stories makes it much easier to think of ideas as well as to have plot choices when deciding what to write about in the future. Stories that are planned do not necessarily have to be written every time. The outlines may be saved and used later for writing or they may be used only to practice planning and explore plot and resolution.

Circle Story Reading Sequel Activity: Hang on Hopper by Marcus Pfister
 (Dream, Time Travel, Journey, Discontentment, Self-Acceptance, Lost and Found)
 Plan your own sequel adventure.

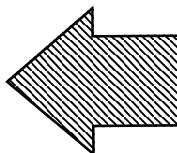
Setting: Motive: Writing Techniques: Sensory Imagery Showing Onomatopoeia
Resolution: Writing Techniques: Sensory Imagery Showing Onomatopoeia



1st Adventure: Encounter or Story Complication: trick disasteract of god use of force
Writing Techniques: Sensory Imagery Showing Onomatopoeia



3rd Adventure: Encounter or Story Complication: trick disasteract of god use of force
Writing Techniques: Sensory Imagery Showing Onomatopoeia



2nd Adventure: Encounter or Story Complication: trick disasteract of god use of force
Writing Techniques: Sensory Imagery Showing Onomatopoeia