

# The Coopersville Capers



## Supplemental Activities Packet

This packet contains classroom activity suggestions and worksheets to reinforce concepts from the Playbook® story and to go beyond the story into the content areas of Language Arts, Math, Science, Social Studies, Art, Health, etc., as well as Character Development.

Activities range in age appropriateness and skill level so that teachers can choose activities that best suit their particular students. An Answer Key is provided on the last page.



# Vocabulary Fun

**Directions:** Match the definition to the correct vocabulary word.

- |                       |   |
|-----------------------|---|
| 1. _____ angel kisses | a. an expression of regret (as for a mistake)                     |
| 2. _____ enemy        | b. exhibiting mature qualities at an unusually early age          |
| 3. _____ scowl        | c. a playful or mischievous trick                                 |
| 4. _____ caper        | d. a long, soft-bodied, legless creature that lives in damp earth |
| 5. _____ gooey        | e. to make a frowning expression of displeasure                   |
| 6. _____ earthworm    | f. not straightforward; cunning; deceptive                        |
| 7. _____ confess      | g. an expression for explaining freckles                          |
| 8. _____ secret       | h. one that tries to hurt or seek the failure of another          |
| 9. _____ deal         | i. something kept from others                                     |
| 10. _____ apology     | j. sticky, like glue  |
| 11. _____ devious     | K. to make known (as something wrong)                             |
| 12. _____ precocious  | L. a common agreement   |

Name \_\_\_\_\_

# Focus On Phonics

**Directions:** In The Coopersville Capers, there are many words with the letter "a" in them. With the following words from the story, write whether the underlined letter has a **long "a"** or a **short "a"** sound. For example, the word "**class" has a short "a" sound and the word "capers," has a long "a" sound. On a separate sheet of paper, write your own list of **short "a"** and **long "a"** words!**



1. Ericaa

\_\_\_\_\_



2. angel

\_\_\_\_\_



3. spaghetti

\_\_\_\_\_



4. caafeteria

\_\_\_\_\_



5. Stepanie

\_\_\_\_\_



6. face

\_\_\_\_\_



7. Principal Cole

\_\_\_\_\_



8. David

\_\_\_\_\_

Name \_\_\_\_\_

# Caper Hunt

**Directions:** Let's go on a word hunt! Use the words in the word bank at the bottom of the page to find the words hidden in the word search. All of these words are either in The Coopersville Capers or relate to the story. Be sure to look in all directions!

|   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| F | N | A | E | M | H | V | Y | U | W | O | D | S |
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| V | Z | Y | M | M | E | S | S | P | J | J | L | X |
| P | R | E | V | E | N | G | E | R | R | T | W | M |
| B | T | C | K | L | S | N | Y | U | D | A | J | F |
| G | Z | O | X | E | Y | F | F | P | R | Z | N | W |
| F | U | V | M | Y | U | K | F | S | K | O | S | K |
| L | V | X | B | B | M | A | R | V | E | L | Z | J |
| D | W | E | Y | M | E | N | E | H | C | R | A | U |
| P | R | A | C | T | I | C | A | L | J | O | K | E |
| B | E | T | R | A | Y | S | I | E | W | V | N | J |
| O | O | L | S | E | C | R | E | T | S | K | O | R |



ARCHENEMY  
BETRAY  
MARVEL  
MEAN

MESS  
MISCHIEF  
PRACTICAL JOKE  
PRANK

REVENGE  
SCHEME  
SECRETS  
TRICKS



Name \_\_\_\_\_

# Ready, Set, Draw!

**Directions:** In the box below, draw out your favorite scene from The Coopersville Capers. Write a short explanation below your picture. Make sure to include character's names, where they are, and what exactly is happening.



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Name \_\_\_\_\_



# Do You Know the Coopersville Capers?



**Directions:** Let's see how well you know The Coopersville Capers! After you have read the story, answer the following questions based on what you know from the story. Be careful. Some of the questions may be tricky!

1. Miss Plum accidentally eats \_\_\_\_\_ instead of spaghetti.
  - a. ladybugs
  - b. earthworms
  - c. spiders
  - d. caterpillars
2. Erica and Stephanie get even with the boys by taping a sign on Luke's back that read, " I like to play with \_\_\_\_\_!"
  - a. girls
  - b. Barbie® dolls
  - c. Erica
  - d. Lily
3. What does Tommy call Erica when he gets frustrated with her?
  - a. Freckle face
  - b. Bird legs
  - c. Four eyes
  - d. Slimy toes
4. Who was the one that started everything that happened on the children's first day of school? What did he or she do? What do you think about the situation?

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5. Why do you think Miss Plum decided to give her students another chance instead of having the Principal handle everything?

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Name \_\_\_\_\_

# Math with Miss Plum!



**Directions:** You are just in time for Miss Plum's math lesson! She has come up with four math problems, and she wants you to join the class in answering them. Read each math problem and answer them the best you can!

1. After Luke, Tommy, and David were done putting the glue in the girls' milk, it was time to bring all of the milk cartons to their class. If Luke carried 7 milk cartons, Tommy carried 11 milk cartons, and David carried 6 milk cartons, how many milk cartons were they carrying all together?
2. At lunch, the cafeteria started out with 28 spaghetti meals. If there were only 12 spaghetti lunches left after all of the students were served their food, how many students had the spaghetti meal?
3. After deciding that she is going to make a sign to put on Luke's back, Erica searches for a piece of paper and a pen. Erica borrows a piece of paper from Stephanie, but she still needs a pen. Looking through her backpack, she sees many different writing utensils, but does not know which one to use! She finds 3 pencils, 1 pink marker, 4 pens, 2 colored pencils, and 6 crayons. How many utensils does Erica have to choose from?
4. Miss Plum has her books scattered all over her classroom. Before the start of each school day, she likes to gather her books from around the room and put them back on her bookshelf. Miss Plum's bookshelf has 5 different shelves, and each shelf holds 11 books. How many books does her bookshelf hold?



Name \_\_\_\_\_

# Delicious Treats for the Whole Family!

## Worms on a Bun

Fun to make with the entire family

### Recipe Ingredients:

- 1 package of hot dogs (of your choosing)
- 1 package of hamburger buns
- 1 bottle Ketchup
- \*Can serve as many people as you want!



### Directions:

1. Cut the hot dogs into thin slices and cut off the edges.
2. Boil or microwave the hot dogs until the slices curl like wiggly worms!  
Serve three or four worms on a bun. For an extra-icky touch, add a few squiggles of ketchup on top of the hot dog worms.

To find more fun recipes for your family  
to enjoy, visit <http://familyfun.go.com/recipes/>.

# What Makes a Prank?

## A Real Prankster: Hugh Troy

A practical joke or prank is a situation set up usually to produce what the prankster imagines to be a funny outcome at the cost of another person. Practical jokes have a goal to make physical events look silly. The term practical refers to someone doing something (a 'practice'), rather than a spoken joke. A well known practical joker is the illustrator Hugh Troy. Hugh Troy was born in 1906 and died in 1964. He was a painter and an illustrator who was famous for his pranks. One time, he pulled a prank that offended the University's administration and caused him to get suspended from Cornell University. As a result of his suspension, he never graduated and never received his college degree. Many of his practical jokes on campus are legendary to this day. A couple of examples of pranks he pulled while at Cornell University are described below:

- During a winter snowstorm, Troy used a wastebasket made of a rhinoceros' foot borrowed from Louis Agassiz Fuertes, a lecturer at Cornell University, to make rhinoceros' tracks across campus and to Beebe Lake. Troy also cut a large hole in the ice on the edge of the lake, so it appeared that the animal had fallen in. Beebe Lake was the source of drinking water for the area. Many people stopped drinking the water until Troy revealed the prank in an anonymous letter.
- When a Cornell Lecturer was absent from class, Troy took his galoshes and painted human feet on them. Then he covered his handiwork with a black paint that would wash off. When the lecturer used the galoshes in the rain, he looked like he was walking with bare feet.

Do you think there should have been more consequences to his pranks and why? Why do you think he pulled the practical jokes if he knew there would be a consequence? Would you pull pranks even though you knew you would be punished?

**Directions:** Answer the questions above in a short paragraph.

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Name \_\_\_\_\_

# What Should You Do? Part 1

**Directions:** Below is a chart with different situations. Instead of acting upon the situation a certain way, what is another way to respond to it? Write your suggestions in the boxes on the right, and be ready to share your ideas!



| Instead of...   | You should... |
|---|---------------|
| 1. Getting back at someone with a prank or a joke                         |               |
| 2. Calling a person a bad name, when he or she says something mean to you |               |
| 3. Letting someone bully you around all of the time                       |               |
| 4. Fighting constantly with your enemies                                  |               |
| 5. Screaming at someone in order to get what you want                     |               |
| 6. Ignoring things that bother you  |               |
| 7. Talking about people you know behind their back                        |               |
| 8. Lying to someone so that you get what you want                         |               |

Name \_\_\_\_\_

# What Should You Do? Part 2

## Let's role play!

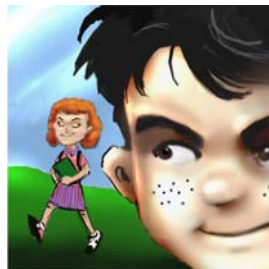
**Teacher Directions:** Have the students form groups of 2.

**Student Directions:** Using the "What Should You Do? Part 1" worksheet, pick one of the scenarios that was given. With your class partner, share your answers. Discuss how you want to act out what actually happened. Then act out what you should do. Feel free to use anything that might help you make your role play presentation even better. Have fun with it!

Below are cue cards that you may want to use to help you come up with your ideas.

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Name \_\_\_\_\_

# What Should You Do? Part 3

**Directions:** Create a class "Acceptable Behavior, Unacceptable Behavior" list, and hang it up within the classroom to enforce good conduct. Write your ideas for classroom rules below.



## Our Classroom



| Acceptable Behavior | Unacceptable Behavior |
|---------------------|-----------------------|
|                     |                       |

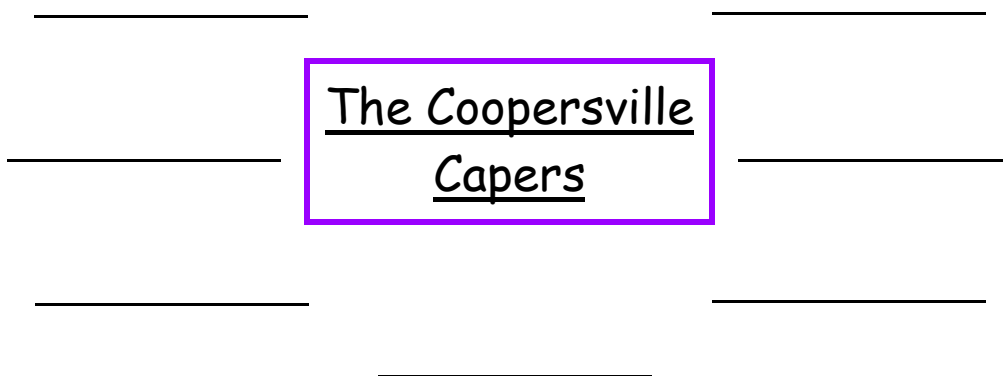
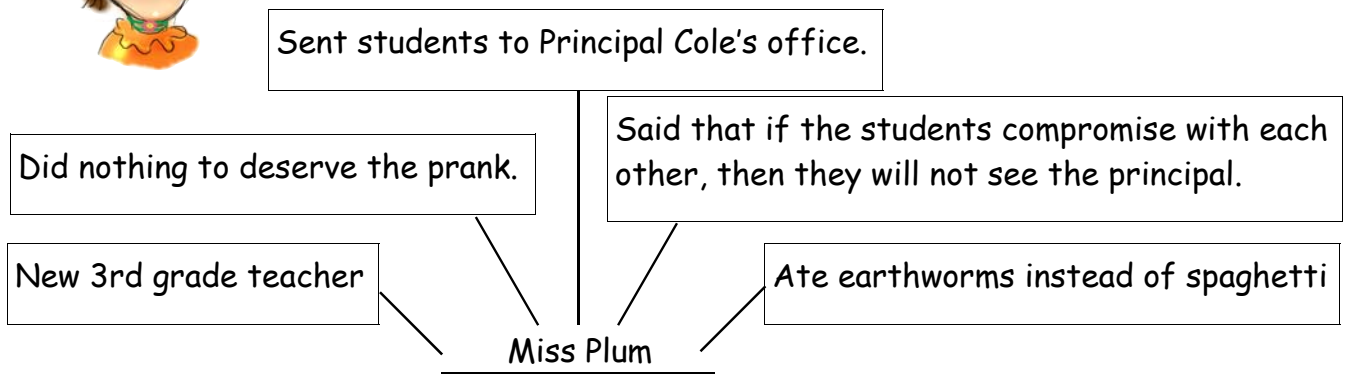
# Discussion Prompt

## For Teacher Use Only

Have the students talk about what they learned after reading the story, and what Luke and Erica both learned from their practical joke experiences. You may also come up with character webs, visuals that have a person's name in the middle with branches of ideas coming off of it to show who did what in the story. The class can come up with ideas for the reason behind each character's motive for his or her actions. Write out the character webs on the board. You can even have the students draw it out themselves on a separate sheet of paper while you draw it on the board.



Example:



# ANSWER KEY FOR TEACHER USE ONLY

## Vocabulary Fun!

- g
- h
- e
- c
- j
- d
- k
- i
- l
- a
- f
- b

## Focus On Phonics

- short "a"
- long "a"
- short "a"
- short "a"
- short "a"
- long "a"
- short "a"
- long "a"

## Do You Know the Coopersville Caper?

- B
- B
- A
- Tommy started everything. He was the one who called Erica freckle-face!
- Answers will vary.

## Math with Miss Plum

- 24 milk cartons
- 16 students
- 16 writing utensils
- 55 books

## Caper Hunt

