



Smarty Activity

Reading Strategies

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APP: *Tractor Mac: You're a Winner!*

Activity Title: Reading Strategies
Approximate Grade Level: Pre School – 2nd Grade

Subject(s): Language Arts

Discussion Questions with Deeper Thinking

- **Text-to-Self – Deke beats Tractor Mac, and Tractor Mac feels like crying. We can't always be winners, and when we lose, we sometimes feel sad. When was a time that you didn't win and felt like crying? Mac turns his sad feelings into happy feelings by helping others be happy. How does he do this?**

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What is one way that you could help someone else be happy? How would that make you feel?

- **Text-to-Text** – The little bulldozer encourages Tractor Mac by saying, “Do your best!”
Do you know another story/movie that encourages a character to do his or her best?
What is its title?
How does one character encourage another character?
- **Text-to-World** – If everyone lived by the motto “Do your best,” how would the world be a better place?
Think about the following words and explain how they would be better if we ALL did our best.
 - Fights**
 - Hunger**
 - Homework**
 - Sickness**
- **Main Idea** – One lesson that you learn from the story is “You don’t have to win a contest to be a REAL WINNER.”
What does this mean?
What is a REAL WINNER?
- **Author’s Purpose** - What do you think the author is trying to teach us with this story?
How does he want us to feel about
 - winning?**
 - losing?**
 - sadness?**
 - helping others?**

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- **Cause/Effect** – At the end of the day, only two tractors are left in the contest: Tractor Mac and Deke. Deke laughs and says, “Don’t hurt yourself, Mac.” The bulldozer says, “Do your best!”

What effect (result) does Deke’s comment probably have on Tractor Mac? How do you feel about this?

What effect (result) does the little bulldozer’s comment probably have on Tractor Mac? How do you feel about this?

Bullying is when one kid is physically or verbally mean to another kid like hitting, kicking, pinching, or telling lies about someone. Although Deke isn’t actually a bully, he isn’t very nice.

What should Deke have said to Tractor Mac instead of saying, “Don’t hurt yourself, Mac”? In addition, how would changing what he says make Tractor Mac feel?

- **Visualizing** – (What do you see?)
Look closely at the picture on the page that begins with “The big event was almost here.”
The illustrator drew many little details that you may not have noticed the first time that you read the story. As you now look closer, choose one thing that you had not seen before, and finish these sentences:
The _____ makes me think of ...
I wonder why ...
This _____ makes me feel _____ because ...
I think the illustrator drew this because ...
- **Questioning** – **Look closely at the carousel on the page that begins with “The carousel stood still and quiet.”**
Often carousels have many horses that are painted different colors. This carousel is different.

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What is different about it?

Which animal would you choose to ride? Why?

- **Music** - *Teacher needs to provide students with musical choices. Pond5.com has a good children's music section. (You do not have to purchase the music selection but can listen to short clips.)

Carousels are amusement merry-go-rounds with brightly painted animals that have seats for riders. Although carousels are beautiful, a big part of the fun of riding on the carousel is the music that plays as you ride.

The story says, "Mac throttled up, the belt spun, and the music played!"

Study the pictures of the carousel in this story. With the help of your teacher or parent, listen to music choices. Choose a song that you would like to hear play the next time you ride a carousel.

- **Compare/Contrast** – Our facial expressions tell others how we feel. Look closely at the page that begins with "Mac had been beaten!"
Notice Deke's facial expression. What does this tell you about how Deke feels? Why?
Notice Tractor Mac's facial expression. What does this tell you about Tractor Mac feels? Why?
Now look at the page that begins with "For the rest of the day" Notice Tractor Mac's facial expression. What does his facial expression now tell you about how he feels?
- **Illustrating** – Think about these words in the story's title: "You're a Winner."

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Think about a time when you were a winner. You may not have won a contest, but you did something that was good – something to help someone else.

What did you do?

Now create a picture that says, “I’m a Winner!” at the top and draw a picture of what you did to help someone else.

Show your picture to someone and explain why you were a winner.

- **Personification** – Throughout the story, objects and animals that are not human appear to be human. They have facial expressions, they talk, and they have feelings.

Look at the book’s illustrations and read/listen to the story.

(1)What type of person does each of the following objects appear to be?

(2)Why? Support your answers with the story’s pictures or words. Is it a facial expression, or is it something that is said, or is it how they feel?

- **Tucker Pickup**
 - **Margot the cow**
 - **Fetch the dog**
 - **The little bulldozer**
 - **Deke**
 - **Tractor Mac**
-
- **Verbs** – The author often chooses verbs that help us “see” the action of the story.
For example, when describing Tractor Mac’s pulling the load, the author writes, “The load inched forward....”
The subject of the sentence is “load.”
What is being said about the “load”?

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It “inched.” “Inched” is the Action Verb.

What do you “see” when you read the verb “inched” in this sentence?

Is the load moving quickly or slowly?

Why do you think this?

Find another sentence that has a verb that shows ACTION.

Common Core Standards:

- **RL.1, RL.2, RL.3, RL.4, RL.6, RL.7, SL.2, L.3, L.4**

Bloom’s Taxonomy:

- **Remembering: tell, describe, relate, write, recall, and draw.**
- **Understanding: explain, discuss, predict, restate, compare, and visualize.**
- **Applying: illustrate, complete, change, and apply.**
- **Analyzing: examine and identify.**
- **Evaluating: choose, decide, recommend, critique, and defend.**
- **Creating: create, compose, predict, and imagine.**

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