



Activity Ideas for *Just One More* All About Kids Publishing (aakp.com)

Language Arts:

Find examples of alliteration in the book. Write your own sentences with alliteration.

Examine the sequence of chained events on the “burp” page. Write a story where one event leads to another and then another...

Describe a bus ride you have had. Include sights, sounds, smells, textures, etc.

Hector’s story stems from a normal “every day” event common to his experience. Think of a common every day experience you have and tell the story of it in writing, art, music, drama, poetry, etc.

Tell the students that the author originally wrote the paragraph of the woman carrying the pig up the steps like this:

“Just down the road the bus stopped again. A roly-poly woman came up the steps with a wiggling pig in her arms.”

Now read the paragraph as it is in the book (“Just down the road the bus stopped again. Hector stared at the grunting pig, squiggling in the arms of the roly-poly woman, who was wiggling her way up the steps”).

Have children examine their writing for simple, straight-forward descriptions of events. Try re-writing them with more colorful word choice or word order.

Science/Social Studies

Where are the Andes? How high are they? What animals live there? What is the climate like? Research other well-known mountain ranges and compare them to the Andes. Color/label the world's major mountain ranges.

How is life different for people in the Andes than in a big city, in the desert or the jungle? Why?

Describe what you think a typical day in Hector's life is like. How does it compare to yours?

Why do you think buses in the Andes allow animals and sticks, etc.? Why do you think they are so crowded?

Art/Music:

Weave colorful paper into placemats (much like the shawls women of the Andes carry on their backs).

Obtain a tape/CD/MP3 of Andean music. Get pictures of the instruments they use (or actual instruments) and compare them to instruments common in our culture.

Math:

Put problems on the board or a paper with a number in the middle and a line on either side. Have the students fill in the lines with the number just one more and just one less than the given number. (adapt to ability level)

_____ 16 _____

_____ 100 _____

_____ 2,679 _____

Estimate how many of a given item will fit into a given container (like people on the bus). Check and see. Then practice estimating by changing the size of container or the size of the items. Explain how you came up with your estimates.

(Example: How many rubber bouncy balls fit in a small box? Then use larger balls such as ping-pong balls, then tennis balls, etc. Explanations might include such things as “Since the ping-pong balls are about twice as large as the bouncy balls I think that half as many will fit in the box” ...)

Have the students write (and then solve) story problems related to the book. Examples: If the bus has 22 seats and each seats hold 3 people, how many people can sit on the seats in the bus? If the mesh bag has 18 chickens and the woman sells 4 of them, how many are left?...

Logical Thinking: Provide the students (in small groups) with a glass jar, some stones and uncooked rice that you have measured beforehand (according to the size of the jar). Ask them to figure out how to get all the rice and all the stones into the jar. (Provide enough stones and rice that if the students put the rice in first and then put in the stones they won't all fit, but if they put in the stones first and then sprinkle the rice in, so that it fills in the spaces between stones, it will fit).