



Hey Jack! The Robot Blues

By Sally Rippin, illustrated by Stephanie Spartels

Learning Outcomes

Students will:

- Design and publish an invitation.
- Create a costume out of craft materials.
- Design a certificate.
- Construct a simple account of an event.

About the Story:

Jack has been invited to a costume party. He's used boxes, paint and his imagination to make an awesome space robot costume. But when it comes time to leave for the party, Jack is no longer sure his costume is awesome. Suddenly it seems silly. While Jack is sure that the other kids will have much cooler costumes, Jack's mom convinces Jack that his costume is cool and unlike anything anyone else will be wearing. When Jack finally musters up the courage to walk into the party, he is pleasantly surprised by other kids' reactions to his homemade costume and learns that it's OK to be unique.

Before You Read the Story:

Read the title of the book aloud. Ask students to predict why Jack is dressed as a robot. Invite students to comment on his robot costume before asking students why Jack would be upset about wearing this costume. Now turn to the back cover and read the blurb aloud. Ask students if anyone correctly predicted the reason behind Jack's blues. Invite students to think about why the other kids at the party would think Jack's costume is odd. Invite students to offer their opinion of Jack's costume before asking them to share their costume party experiences.

Questions and Activities:

Chapter One

- Why is Jack in a wobbly mood?
- What kind of party has Jack been invited to?
- What is Jack dressed as? Why is he worried about his costume?
- "I knew I shouldn't have come!" What does Jack see that makes him say this?

Activity: Ask students to design an invitation for a class costume party. Discuss the features of an effective invitation before placing the details of the party on the board and allowing students to publish and decorate their invitation. Invitations should be displayed and students should have the opportunity to vote on the invitation they deem to be the best. The winning invitation should then become the first page in a book titled: *Our Class Costume Party*.

Chapter Two

- How does Jack's mom convince Jack to attend the party?



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- *Jack shrinks into his costume.* What does this mean?
 - How do the other kids at the party react to Jack's costume? How do their comments make him feel?

Activity: Using a variety of craft materials, allow students the opportunity to create their own costume for the class party. Upon completion, each student should be photographed with their costume on and instructed to write a small description about their costume. An example of a written response might be: *I am dressed as a _____. I made my costume out of _____.* Students should include a sentence about an important or favorite feature or function that their costume has. The children's written work and photograph should be glued on the same page. Pages should be collected to form the next section of the class book.

Chapter Three

- What are the kids at the party asked to vote for?
- Why does Jack consider taking his costume off?
- *Rrrriiiiiipppp!* What makes that sound? How would you feel if this happened to you?
- If Jack is not upset about his costume, what is he upset about?
- Who won the most votes for the best costume? Why do you think this person got the most votes? Why was Jack's prize so funny?

Activity: Ask students to design a certificate for the person who wins the most votes at the class costume party. Discuss the features of a certificate using several printed examples for inspiration. Students should publish and decorate their certificates. Certificates should be displayed and students should have the opportunity to vote on the certificate they deem to be the best. The winning certificate should then become the next page in the class book. Once the party is held, the winner's name can be written on the certificate. Consider asking students to write an account of the costume party, the published and illustrated copies of which could form the last part of the class book detailing this experience.

Teacher Tips adapted from Hardie Grant Egmont.