

Teacher Guide The House That Mack Built

Here are discussion questions for The House That Mack Built by Susanna Leonard Hill. Pick and choose which questions are most age appropriate for the whole class, a small group, or an individual.

Pre-reading/Prediction Skills - Show class the book cover. Read the title. Take a "picture walk" looking at the illustrations through the book.

1. What do you think this story is about?

Read the book aloud to the class.

1. What happens in the story? Was your guess right?
2. Who is Mack?
3. What is Mack's job?
4. Do you remember some of the machines from the story?
5. The machines do their jobs one at a time. Do you think it matters what order they go in?
6. What would happen if the excavator tried to dig the foundation before the feller cleared

the trees? Or if the cement mixer poured the cement before the excavator dug the foundation?

- 7. Would you like to operate a large machine like the ones in this story? Which machine? Why?**
- 8. Would you like to build a house? Would you like to climb up high and put shingles on the roof?**
- 9. What is your favorite part of the story? Why do you like it?**
- 10. What is your favorite picture? Why do you like it?**
- 11. Do you have a favorite big machine?**
- 12. Have you ever seen big machines at work? What were they doing?**

Extension Activities for The House That Mack Built

Logical

Brainstorm ideas for other "how-to" stories - how to bake a cake, bathe a dog, dress your baby brother, build a sand castle, plant a garden, groom a horse...anything your students can dream up!

Sequencing: Ask the children why the order of tasks in any of the "how-to" examples matters.

Language Arts

The House That Mack Built is written in rhyme. Give your students a sound/word, then go around the room and let each child try to think of a word that rhymes with yours. Switch words whenever necessary. Some good sounds/words that have lots of rhyming possibilities are: back, ad, ale, bake, all, am, came, camp, an, and, cane, bar, at, bed, beak, eel, eat, brick, bride, boat, doe, bog, bold, bug, bum, cup, but, by.

This is a great opportunity to talk about words that sound the same but have different meanings

- homophones - such as bear and bare, pail and pale.

Visual/Spatial

At the top or bottom of a blank sheet of paper, write: "The House That child's name Built." Make photocopies for the class. Have each child draw a picture of the house they would like to build. Have child write his/her name in the blank. Display.

At the top of a blank sheet of paper write: "Child's name's Marvelous Machine." At the bottom, put a blank line for the title of the machine. Photocopy one for each child. Have them design and draw a machine of any kind they imagine. It should have features that allow it to do its job, whatever that is (e.g. a claw for grabbing trees, spiked wheels for traction, a platform that goes up and down in order to change street lights or spy on bad guys.) It can have as few or as many features as it needs in any combination. Have the child name his/her machine with a name that gives an idea of its job and write that name on the blank at the bottom. Display.