

Mary McScary

Mary McScary

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Ages: 4-7; Grades: PreK-2

Themes: Families, Humor

Running Time: 7 Minutes

SUMMARY

Mary McScary will stop at nothing to scare her family, friends, and pets. But nothing she does is scary enough to scare her cousin, Harry McScary. As Mary thinks up scarier and scarier ideas, Harry remains calm, cool, and collected. Until Mary hits on her scariest idea of all... will it work? Viewers will love Mary's outrageous ideas and Harry's too-cool demeanor, and everyone will delight in the simplicity of Mary's final plan.

- Why is it important to find solutions to problems? Give students different scenarios of problems to solve. Give them choices of reasonable and unreasonable solutions. Discuss why some solutions are more reasonable than others. Ask students to suggest other solutions that you did not provide. Tell students to watch for how Mary McScary solved her problem in the movie.

Give students a mini-lesson on making predictions. Tell them that strong readers make predictions about what will happen next in the story, based on clues. Make connections by giving students examples of real-life situations where they can make a prediction (e.g. dark clouds are clues that it might rain). Invite students to talk to partners about predictions that they can make about real-life situations. Then, tell students that they will be watching the movie Mary McScary. Encourage students to watch and listen to see if their predictions are confirmed. Stop the movie periodically to give students time to make several more predictions.

AFTER VIEWING ACTIVITIES

Discuss how Mary solved her problem in the story. Guiding questions:

- What did Mary do to solve her problem?
- Do you think that was a good solution? Why or why not?
- How was Mary's solution different from everything else she had tried?
- Why do you think Mary's solution worked?
- How did Mary's feelings change in the text? What caused them to change?

Culminate the discussion by having students brainstorm other ways that Mary may have solved her problem. (CCRA.R.1, CCR.A.SL.1)

Revisit the discussion about making predictions. Discuss the ending of the book with students. Guiding questions:

- Did the story end the way they thought it would? Why or why not?
- How did R.L. Stine make the ending a surprise?
- How does Mary act differently in the end than how we would expect?
- What do you think Mary will do the next time Harry comes over? What do you think Harry will do?

(CCRA.R.1, CCRA.R.3, CCR.A.SL.1)

Engage students in a text-dependent question focused on the story structure. Focus question: How did Mary's solutions change throughout the course of the story? Use examples from throughout the story to support your answer.

Possible responses:

- Mary's solutions got more and more (crazy, outrageous, unrealistic). She started trying to scare Harry with a scary costume, then spiders, then a gorilla, then snakes, then a hippo.
- Except for the scary costume, the spiders, and the kiss, most of Mary's solutions couldn't really happen. For example, Mary couldn't have a real gorilla or hippo because those are wild animals.

Encourage students to actively listen to each other and build on each other's answers. The following discussion frames may be helpful:

- I agree/disagree with _____ because...
- I'd like to elaborate on _____'s comment...
- I understand what _____ is saying, however...
- _____'s comment supports the idea that...

(CCRA.SL.1, CCRA.R.1, CCR.A.R.5)

Culminate the discussions by having students think of another scary solution that Mary might have tried. Students should illustrate their solution and write 2-3 sentences describing what Mary did and how Harry reacted.

MORE HUMOROUS FAMILY TALES BY WESTON WOODS:

Children Make Terrible Pets - by Peter Brown

Pete's A Pizza - by William Steig

Sylvester and the Magic Pebble - by William Steig

Wolfie the Bunny - written by Ame Dyckman; Illust. by Zachariah OHora

Common Core Connections:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

CCSS.ELA-LITERACY.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.SL.1

Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVES

- Students will discuss problem solving.
- Students will make predictions.
- Students will participate in a text-dependent discussion.
- Students will draw and write alternative solutions to the problem.

BEFORE VIEWING ACTIVITIES

Discuss problem solving with the students. Guiding questions:

- Have you ever had a problem that you just couldn't solve right away? Describe what happened. What did you do?
- Were you able to solve the problem? How did you do it?

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