



Activity Guide

800-788-1121

Muncha Muncha Muncha

Live Oak Readalongs are protected by copyright. The components in Live Oak Readalongs may not be reproduced in any form by any means without prior written permission.

ABOUT THE STORY

Mr. McGreely has worked hard on his garden, and it is full of the ripest vegetables. But three bunnies are drawn to its lovely smells and tastes, and Mr. McGreely builds a fence to keep them out. It doesn't work, and Mr. McGreely's fences get taller and thicker until it would seem they'd keep any bunny out. Or would they?

ABOUT THE AUTHOR

Candace Fleming has written several children's picture books and an award-winning biography, *Ben Franklin's Almanac*. She lives with her husband and two sons near Chicago, Illinois.

ABOUT THE ILLUSTRATOR

G. Brian Karas was born in Connecticut. He went to the Paier School of Art and worked at Hallmark Cards for three years. After his first children's book was published in 1983, he went on to illustrate more than fifty books for young readers. He lives in Rhinebeck, New York, with his family.

INTRODUCING THE STORY

Ask children if they know what rabbits like to eat. Write their suggestions on the chalkboard. Then tell them that the book they will read is about a gardener and the hungry rabbits who discover his garden.

READING ACTIVITIES

Comprehension/Thinking Skills

- a. "What happens when Mr. McGreely's vegetables begin to grow?"
- b. "What does Mr. McGreely do after the first visit by the bunnies?"
- c. "What does Mr. McGreely do after the fourth visit by the bunnies?"
- d. "What does Mr. McGreely find in his basket at the end of the story?"
- e. "Why do you think Mr. McGreely ends up sharing his vegetables with the bunnies?"

Vocabulary

Write these words from the story and their definitions on the board. Have children copy the lists and draw lines matching the word to its definition.

sowed	new plants
gnawed	a ditch
blossoms	planted
sprouts	flowers
trench	chewed

CROSS-CURRICULAR ACTIVITIES

Science: Growing Vegetables

Divide children into small groups and give each group a paper cup with potting soil in it. Provide groups with bean seeds to plant. Have them water the seeds daily and set them on a windowsill to grow. Groups can watch their seeds sprout just as Mr. McGreely did.

Art: Build a Wall

Have children work in groups to build their own fences. Provide chicken wire, glue, popsicle sticks, toothpicks, or small stones. Groups can choose a material and build a small section of a fence, as Mr. McGreely did. Then they can compare the fences and discuss how strong each would be.

Math: Vegetable Survey

Have children work together to create a class vegetable survey. Children can create a large chart on posterboard with a column for each kind of vegetable they can think of. Any child who eats a vegetable can write his or her name in that column. When all the children have written their names under each kind of vegetable they eat, they can determine which are the most and least popular vegetables in the class.

Science: Plant Parts

Draw a large plant on the chalkboard and label its parts: root, stalk, leaf, flower. Then assign each child a vegetable that people eat. Ask them to find out which plant part of that vegetable is the part people eat. Some possibilities are broccoli (flower), celery (stalk), lettuce (leaf), and potato (root). Write the names of the vegetables on the board beside the labeled part that is eaten.

INTERNET ACTIVITY

Before you send children to do research using any of the keywords listed below, you may wish to try them yourself to be sure the sites are suitable.

Strange Vegetables

Have children use the keywords *unusual vegetables* to find out about different vegetables that people eat around the world. Each child can learn about and report on one unusual vegetable. If possible, children can print out pictures to accompany their reports.