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# Activity Guide

800-788-1121

## It Looked Like Spilt Milk

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### ABOUT THE STORY

Through the simple device of a changing white shape shown on blue background, the young reader guesses, with help from a repetitive text, the shape's true identity—a cloud!

### ABOUT THE AUTHOR/ ILLUSTRATOR

Charles G. Shaw was a noted artist who illustrated several children's books, including *The Guess Book* and *The Winter Noisy Book*. The popularity of *It Looks Like Spilt Milk* is underscored by the fact that it has entertained several generations of young readers since it was first published in 1947.

### INTRODUCING THE STORY

Ask children if they have ever seen a shape that looked like one thing but turned out to be something else. Volunteers might mention scary shapes in their rooms at night that were actually heaps of clothing or toys. Explain that this book shows shapes that turn out to be something other than what they appear.

### READING ACTIVITIES

#### Comprehension/Thinking Skills

- “What does the white shape turn out to be?”
- “What were three of the things the shapes looked like?”
- “Did you guess what the shape was before the last page of the story?” (Make predictions)

#### Vocabulary

Point out to children that on each page the word “wasn't” appears. Identify the apostrophe in the word and explain that its purpose here is to take the place of the “o” in “was not”. Tell children that “wasn't” is a contraction, a shortened version of “was not”. Write the following contractions on the board and review with the group the letters that have been deleted from each and the original form of the words before they were contracted.

isn't                  couldn't                  doesn't  
hasn't                shouldn't                won't

### CROSS-CURRICULAR ACTIVITIES

#### Art: *Sometimes It Looked Like.....*

Have the group extend the book by drawing other shapes the clouds might take. Have each child show his or her drawing to the others. Ask each artist to state, “Sometimes it looked like a (n)\_\_\_\_\_.” Call on another group member to guess the shape's identity.

#### Language Arts: *Anagrams*

Write the word “spilt” on the board and ask the group to rearrange the letters to form another word (split). Do the same with the word “owl” (low). Define these respellings as anagrams. Write the following list of words on the board and have the group rearrange the letters in each to spell a new word.

tool	rats	meat
tone	care	pin

#### Science: *What Makes a Cloud?*

Provide encyclopedias and nonfiction books for children to use in a search for information about how clouds are formed. Children can take notes on the information they find and can write a brief explanation of cloud formation.

#### Language Arts: *Cloudy Poetry*

Ask children to write a poem about looking at clouds. Explain that their poems do not have to rhyme, but urge them to use descriptive words such as adjectives and adverbs to create vivid mental pictures of the clouds they describe. Volunteers can read their poems aloud to the group.

### 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.

#### *A Cloudy Day*

Have children find world weather sites on the Internet using the keyword weather. Ask them to locate one place in the world where cloudy weather is forecast for the following day. They can report on their findings to the class.