



Hey Jack: The Crazy Cousins

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Learning Outcomes

Students will:

- Categorize activities and events.
- Re-write an event from another character's perspective.
- Explore the concept of mood.

About the Story:

Today is a moochy day. For Jack, it is a perfect day for being quiet and playing all by himself. So when Jack discovers that his noisiest cousins are coming to visit, he is not happy! When they arrive, Jack's cousins can't wait to play with him, but Jack comes up with all sorts of reasons not to join them. So it comes as a surprise to Jack when he learns that his cousins think he is the best and funniest cousin, and that perhaps his noisy, messy cousins are not as bad as he thought. What happens next involves a lot of noise and a lot of mess ... and Jack couldn't be happier!

Before You Read the Story:

Read the title of the book aloud. Ask students to identify behavior that may be described as "crazy." Have students predict the sorts of crazy things that Jack's cousins might do that would make Jack feel unhappy.

Now turn to the back cover and read the blurb aloud. Ask students to define what the term "mooching around" implies. Have students predict whether or not Jack's bad mood will spoil his cousin's visit and, if so, how.

Questions and Activities:

Chapter One

- What kind of mood is Jack in today? What is the only thing he feels like doing?
- Who is coming to visit Jack? Why does the thought of them visiting make Jack so unhappy?
- What does Jack do when he hears the news of his cousin's visit? Do you think the things he thinks he remembers about their last visit are accurate? Do you think the things he imagines will happen during their visit today will really happen? Explain your answer.

Activity: Invite students to brainstorm some of their favorite games and activities and record each idea on a flashcard. Use Jack's preference for a quiet day to ask students to review the list of games and activities and categorize them into two groups: "Noisy Activities" and "Quiet Activities." Now return the flashcards back to the center to the board and invite students to suggest another way these activities may be organized. Ideas may include: "Indoor Activities" and "Outdoor Activities" and "Activities I Can Do By Myself" and "Activities I Need a Friend For."



Chapter Two

- Where is Jack when his cousins arrive?
- Who does Jack wish was with him during his cousin's visit? Why can't this person be there?
- How does Jack respond each time his cousins suggest a game to play?
- Jack learns something that really surprises him. What is it and how does it make him feel?

Activity: Discuss how Jack treats his cousins in the beginning of this chapter. Ask students for their opinion on his cousins' behavior. Now invite students to consider the visit from the cousins' perspective. With guidance, have students re-write the events in this chapter from one of the cousin's point of view.

Chapter Three

- Jack has mixed feelings when he invites his cousins to play with the Lego in his room. What are his worries? How do you feel when people play with your favorite toys?
- How does Jack respond when his cousin breaks his castle? Can you explain his response?
- The castle is now in ruins. So why is Jack laughing the loudest?

Activity: Explore the concept of moods. Make faces in hand-held mirrors to reflect certain moods. Students may assist the teacher to write short descriptions of several moods which are then read aloud at random for students to identify. Students may also explore moods through art and discuss how color, types of print and images can reflect a mood. Students may use these elements to create a class set of mood badges.

Teacher Tips adapted from Hardie Grant Egmont.