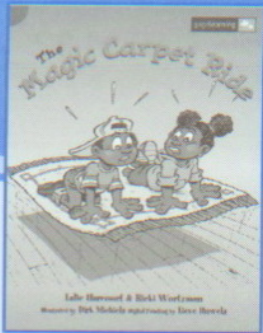


# THE MAGIC CARPET RIDE



## Story Synopsis

This story is about an imaginary carpet ride that takes two children to exciting and exotic places. Trevor and Sophie are stuck inside on a rainy day. Suddenly, the carpet they're lying on lifts them up, and they are whisked to — a faraway planet! Moving on, they, in turn, visit a house in the forest, dive in the ocean, spin back in time to a jungle, and slide downhill in a snowy place. After many surprises, the carpet takes Trevor and Sophie back home. Was the magic carpet ride real or a dream? The different settings and scenarios in *The Magic Carpet Ride* provide a romp for the imagination, as well as a starting point for a variety of movement and role-playing activities.

## Overall Learning Opportunities



Students will:

- demonstrate an understanding of some basic elements of drama
- interpret the meaning of stories, poems, and other material using drama techniques
- solve problems in everyday situations through role-playing



Students will:

- read independently, using reading strategies appropriate for this grade
- express clear responses to written materials, relating the ideas in them (thoughts, feelings, experiences) to their own knowledge and experience
- use writing and other forms of representation to explore learnings

## ACTIVITY MENU

*Exploration: A Mystery Carpet Ride*, page 89

*Guided Reading*, pages 90–91

*As a Group*, pages 92–93



- *We Live Under the Sea*: using role-play to demonstrate knowledge
- *Food, Glorious Food*: creating a feast by using body shapes



- *All Over the World*: completing sentences as a personal response to the story
- *Hang on Tight*: using role-play to demonstrate understanding of the story

*Independent Work*, pages 94–97



- *BLM 33*: creating a picture book (left-hand page)
- *BLM 34*: creating a picture book (right-hand page)



- *BLM 35*: reinforcing understanding of the story's sequence
- *BLM 36*: demonstrating understanding of the story

### LITERACY ELEMENTS

boldface type for emphasis

### CONNECTIONS

#### VISUAL ARTS

exploring and manipulating a range of materials

#### MUSIC

communicating responses to music

### WORDS TO DISCOVER

tired  
excited  
hungry  
curious  
sleepy  
happy  
confused

### ESL CONSIDERATIONS

Ensure that students understand the following words and phrases: *magic, magic carpet, little green "thing," big furry bear, mermaid, huge dinosaur, large wet walrus, jiggles and wiggles.*



# A Mystery Carpet Ride

## LEARNING OPPORTUNITIES

Students will:

- identify ways in which the voice and body can be used to convey thoughts and feelings when role-playing
- describe some basic ways in which the body can be used in space and time
- demonstrate body control when moving like different objects and animals

## YOU WILL NEED

- space for movement
- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- convey thoughts and feelings in a dramatization?
- collaborate to create an extended performance?

## TEACHING tip

While the students are drawing, spend time interviewing. Have a private conversation with each child to learn what they understand about the work that they might not have been able to show you explicitly during the drama. Perhaps you can engage the quiet students in role-play with you when you are talking to them.

## Reading the Story

As you read *The Magic Carpet Ride*, pause after each place and have the children identify and discuss where the carpet went and what happened. Allow time for the children to describe details of each location, what emotion Trevor and Sophie felt on being there, and the events that occurred. Say:

- Where has the Magic Carpet taken Trevor and Sophie?
- What do the children think about being (on a faraway planet/at the bottom of the sea/etc.)?
- What did they do when they got there?
- Did they want to stay there? Why? Why not?

Make sure the children give their opinions on why Trevor and Sophie left the place.

## Starting the Exploration

Invite the children to think of other strange and wonderful places the magic carpet might visit. Make a list on the board or on chart paper.

Divide the class into groups of at least three, and have each group choose a place from the list. Ask the children to create a drama where they are taken to their special place by a Magic Carpet, and have an adventure there. Whenever they are ready, the Magic Carpet will whisk them back home.

## Working on the Drama

To give the children some structure for their dramas, ask:

- When the Magic Carpet lets you land in your special place, what is the first thing you will see?

- Will you see a creature? What kind?
- What will the creature do?
- What will you do then?

Allow the children plenty of time to work on their scenarios. Assist groups in turn. Encourage them to imagine what the creature might be and what it might do to make the children want to leave their special place.

Have each group present its drama, while the others are the audience. Encourage the children to offer advice, or come up with more ideas, for each presentation.

## Sharing

Have the children discuss any changes they want to make to their scenarios as a result of the feedback. Then invite the groups to perform a Class Magic Carpet Ride, going from one scenario to the next. You can be Narrator, saying a few words to connect one scenario to the next. If possible, videotape the performance.

## Extension

Have the children create a class picture book that reflects the ideas they enacted. They can use **BLM 33** to show and tell of their arrival at their special place, and **BLM 34** to show and tell why they left.



Page 94



Page 95

This Exploration works well with Stand-Alone Activity 6: "Outer Space Motion" on page 126 and Stand-Alone Activity 28: "Dream Creatures" on page 148.

## LEARNING OPPORTUNITIES

Students will:

- reread all or parts of a written piece to clarify their understanding of its meaning
- express their thoughts and feelings about a story
- listen to others' ideas and opinions

## OBSERVING FOR ASSESSMENT

During independent reading, does the student:

- finger- and/or voice-point?
- move through the text at what appears to be an appropriate pace to sustain fluency and meaning?
- sustain focus on the reading task?

## Setting the Scene

Talk with the children about magic — what the word means, magic tricks, and so on. Turning to the book, tell the children the title of the book and have them look at the picture. Say:

- What do you think this magic carpet might be able to do?

Encourage a variety of responses and then say:

- Let's find out what happens. Open your books to page 2.

## Reading the Text

Have the children look at the picture. Ask:

- Why are the children inside? Yes, because it's raining.
- What are the children doing? Do they look as though they're enjoying themselves? Read this page to find out how they're feeling.

Look at the picture on page 3. Ask:

- Where have you seen this picture before? That's right. It's the same picture you saw on the cover.

Say:

- All of a sudden the carpet jiggles and wiggles. Read this page to find out what happens then.

Turn to page 4. Say:

- Look at the picture. Where are Trevor and Sophie now? How do you know?

- How can you tell this is a dream and not real?

- Read this page to find out how they're feeling now.

Look at the picture on page 5. Say:

- Just as Sophie was climbing into a hole to hide, what jumped out?

- Read this page to find out if Sophie wants to stay.

Turn to page 6. Say:

- Trevor and Sophie are now past a forest — do you see it in the background? Now they're beside a funny house.

Ask:

- What makes this house different from most houses?

- Something is being cooked inside. How do you know?

- Read this page to find out how it smells and how the children are feeling now.

Look at the picture on page 7. Say:

- Trevor knocks on the door and... Well, read this page to find out what they do.

Turn to page 8. Say:

- Now they've gone diving into the ocean. Read this page to find out how they feel when they swim around the sunken ship.

Look at the picture on page 9. Say:

- Read this page to find out what happens when Sophie finds and opens a treasure chest.

Turn to page 10. Say:

- Now the children are in a strange jungle. Read this page to find out how they're feeling now.

Continue to ask questions and to guide the group through the text to the bottom of page 13. Then say:



➤ Look at the picture on page 14. Where are Trevor and Sophie now? That's right. They're back on the carpet and they're looking at each other. Read these two pages to find out how they're feeling now.

➤ What question are they asking? Yes. They don't know if their adventure was a dream or if it was real.

Ask:

➤ What do you think?

Encourage each child to respond with a reason for the answer. Then say:

➤ Look at the bottom of the picture. We can't see this corner of the rug. Turn the page to see what we're missing.

Read to the children, "Was it a dream? Or was it their first magic carpet ride?"

## Independent Reading

Invite the children to read the story again on their own, with a minimum of assistance.

## After Reading

Invite the children to talk about a time when they went somewhere special and how they felt. Ask:

- Where did you go?
- How did you get there?
- What did you do (*see/eat*) there?
- Did you want to stay there? Why? Why not?

## Revisit the Story

Discuss the story using open-ended prompts such as:

- Could this story really happen? Why or why not?
- If it were possible to go on a magic carpet ride, would you go? Tell us why you would or why you wouldn't.

➤ If you did go, would you like to choose where you'd go or would you like to be surprised? Why?

Engage the children in recalling specific information from the story. Ask:

- Of all the places that Trevor and Sophie went to, which place would be your first choice? Why? Which place would be your last choice? Why?
- Who remembers *all* the places the magic carpet took the children?

Say:

- As you tell me, I'll make a list.
- Who remembers what scared Sophie when they were on a faraway planet? After pausing for a few seconds to give the children some recall time, say:
  - Check page 5 to see if you remembered correctly.
  - Who remembers what came out of the treasure chest? Check page 9 to see if you remembered correctly.
  - Who remembers what scared Trevor inside the strange house in the forest? After a few seconds say:
    - Who can tell us the page where we can check our thinking? That's right, page 7.

Focus the children on the way the story is told through language. Say:

- Turn to page 3. What are two rhyming words on this page? That's right, *more* and *floor*.

With the children, think about other words that rhyme with *more* and *floor* (for example, *door*, *store*, *core*, *pour*, *tore*, *roar*, and so on).

## Reinforce the Story

Have the students complete **BLM 35** to reinforce the story's sequence.



## TEACHING tip

You may want to chart the words as the students think of them. Or you may wish to wait until the students have thought of all the words they can, and then have them recall the words as you record them. Focus the students on the different ways of representing the spelling patterns in several words, such as *more*, *floor*, *pour*, and *roar*.



# As a Group

## LEARNING OPPORTUNITIES

Students will:

- demonstrate control of their bodies when moving like different animals
- demonstrate an understanding of different points of view

## YOU WILL NEED

- background music
- space for movement

## OBSERVING FOR ASSESSMENT

Does the student:

- experiment with movement within his or her movement range?
- join in a conversation in role?

## Activity: We Live Under the Sea

Reread pages 8–9 of *The Magic Carpet Ride*, then engage the children in a discussion of the sea. Talk about what the sea looks like, what kind of creatures live there, what it's like to swim in the sea. Extend the discussion to cover deep-sea diving, submarines, mermaids, etc.

Have the children find a place to stand, and invite them to create a sea creature by making a shape with their bodies. Ask them to show you how this creature moves. Play music quietly (see *Grade 1 Audio CD Track 17*) as they move around the room. Use your voice to direct their movement. Say:

- Show me your sea creature looking for food.
- Show me your sea creature resting.
- Show me your sea creature in a happy mood.

Ask the children to choose a different sea creature, and repeat.

## Extension

Have the children sit in a circle. Tell them that you are all going to pretend to be merpeople who live under the sea. You are the queen or king of the merpeople. Tell them (briefly) about your day.

Encourage the children to speak in role about where they live, what they do with their time, an adventure they have had, etc.

This Extension works well with Stand-Alone Activity 7: "Extra-Terrestrials" on page 127.

## LEARNING OPPORTUNITIES

Students will:

- communicate their responses to a variety of stimuli
- demonstrate control of their bodies when moving like different objects

## YOU WILL NEED

- space for movement
- chart paper and marker

## OBSERVING FOR ASSESSMENT

Does the student:

- move energetically and expressively?
- show respect for other students' ideas?

## Activity: Food, Glorious Food

Have the children look at page 16 of *The Magic Carpet Ride*. Ask them to suggest what kind of food is dripping onto the Carpet (porridge/cereal from the Three Bears scene, pages 6–7). Ask:

- What would it feel like if you stepped on that?

Have the children spread out around the room. Ask them to imagine that they are walking in bare feet on marshmallows; taffy; chocolate; and ice cream. Then have them pretend to be swimming in hot noodles, then jumping from hamburger to hamburger.

Now ask the children to pretend to be a bowl of rice, a birthday cake, etc. (Let the children make food suggestions.)

Have the children make a Class Feast. "Bodystorm" (like brainstorming, except that children make a shape with their bodies) a menu, and list the items on chart paper. Ask the children to choose a food from the list — there can be more than one cake — that they will pretend to be. Make a list of these selections, and ask for help in putting the items in the order in which the Feast will be eaten.

Have everyone sit down. Then, in turn, the dishes can come forward to be praised and applauded.

## Extension

Children can write out the menu and decorate it with pictures of the food at the Feast.

## LEARNING OPPORTUNITIES

Students will:

- apply some of the basic rules of participating in working with others
- express opinions and give simple explanations

## YOU WILL NEED

- art materials (crayons, paint, paper)
- scissors and glue

## Activity: All Over the World

Have the children sit in a circle so they'll be able to listen and respond to one another around the group.

Beginning with a volunteer, invite each child to complete the sentence starter, "If I could go on a magic carpet ride to anywhere in the world, I would go to..."

When the child completes the sentence and embellishes in any way he or she wishes, ask:

- Why would you go there?

Add other questions, such as:

- Would you take anyone with you? Who? Why?
- How long would you want to stay?
- What would you do while you were there?

## Extension

Invite the children to use art materials to make a picture of themselves on a magic carpet in their place of choice.

With the children, make a bulletin board display of their artwork titled, "We're On a Magic Carpet World Ride."

## LEARNING OPPORTUNITIES

Students will:

- use intonation, facial expressions, and gestures to communicate
- demonstrate engagement with the creation of representations

## YOU WILL NEED

- space for movement
- background music

## OBSERVING FOR ASSESSMENT

Does the student:

- convey messages verbally and non-verbally?
- participate willingly in the learning experience?

## Activity: Hang on Tight

Set aside an area of the floor that can be your Magic Carpet (if you have a real carpet, you can use it for this drama). As well, you'll need floor space around "the carpet" for the children to go into role.

With all the children standing on the carpet, begin reading *The Magic Carpet Ride* on page 3; substitute the phrase *the children* for *Trevor* and/or *Sophie*. Have the children pretend to be Trevor and/or Sophie. For example, as you read "Then...the carpet jiggles and wiggles and jiggles some more," the children can jiggle as though they were sitting on such a carpet, and as you read, "It lifts the children right off the floor," the children can spread out their arms as if they're balancing themselves.

As the carpet lands in each of the places, the children should, in role, step off the carpet and explore the various landing spots (as Sophie and Trevor do).

When you begin to read page 14, have the children balance themselves on the carpet as they prepare to land.

Choose some background music (see *Grade 1 Audio CD Track 24*) to play while the children are "in flight." Stop the music as a signal that the carpet has landed.

Have the students complete **BLM 36** to reinforce their understanding of the story.



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## Extension

Take the children on another journey to places other than those mentioned in the story. Tell a story of children who went to, for example, the zoo and wandered all over to see the different animals until...a zebra chased them back to their magic carpet and up, up, up, up they went, headed for...

This Extension works well with Stand-Alone Activity 5: "Packing the Suitcase" on page 125.

# The Magic Carpet Ride

My name is \_\_\_\_\_

We landed \_\_\_\_\_

### Extension

Invite the children to use art materials to make a picture of themselves on a magic carpet in their piece of choice.

With the children, make a poster board display of their artwork titled "We're On a Magic Carpet World Ride."

### Activity: Hang on Tight

Set aside an area of the floor that can be your stage (carpet if you have a real carpet, you can use it for this drama). As well, you'll need floor space around "the carpet" for the children to go into role. With all the children standing on the carpet, begin reading *The Magic Carpet*. Read on page 1; substitute the phrase "the children for Trevor and/or Sophie" for "the children pretend to be Trevor and/or Sophie." For example, as you read "Then...the carpet jiggles and wiggles and jiggles some more," the children can juggle as though they were sitting on such a carpet and as you read, "It lifts the children right off the floor," the children can spread out their arms as if they're balancing themselves. As the carpet lands in each of the places, the children should, in role, step off the carpet and explore the various landing spots (as Sophie and Trevor do). When you begin to read page 14, have the children balance themselves on the carpet as they prepare to land.

### Extension

Take the children on another journey to places other than those mentioned in the story. Tell a story of children who went to, for example, the zoo and wondered all over to see the different animals until... a witch chased them back to their magic carpet and up, up, up they went... headed for...

This Extension works well with "Stand-Alone Activity 3: Making the Sultans" on page 122.

# The Magic Carpet Ride

BLM 34

My name is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_. Let's get out of here!

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# The Magic Carpet Ride

BLM 35

My name is \_\_\_\_\_

**Cut and put in order.**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

The carpet lifts Trevor and Sophie right off the floor.

They land beside a funny house.

They land on a faraway planet.

They land in a strange jungle.

They land on the bottom of the ocean.

They land in a snowy place.

The carpet lands Trevor and Sophie back on the floor.

# The Magic Carpet Ride

BLM 36

My name is \_\_\_\_\_ .

## Yes or No?

- |  |     |    |
|--|-----|----|
| 1. Trevor and Sophie are so tired of being inside.                     | Yes | No |
| 2. The carpet lifts Trevor and Sophie right off the floor.             | Yes | No |
| 3. Sophie and Trevor zip by a nearby planet and land on the moon.      | Yes | No |
| 4. Sophie and Trevor zoom past a forest and land beside a funny house. | Yes | No |
| 5. A furry bear pops out of the treasure chest.                        | Yes | No |
| 6. A little dinosaur walks over and looks at Trevor.                   | Yes | No |
| 7. Trevor and Sophie slide up the snowy hills.                         | Yes | No |
| 8. Sophie and Trevor land back on the floor.                           | Yes | No |