



HC 978-0-316-32038-2

***Bad Magic* by Pseudonymous Bosch**

FOCUS ON COMMON CORE ANCHOR STANDARDS

Every book can meet most if not all Common Core State Standards. However, we have found that some books address certain standards with particular strength. These activities seek to make the connections between a given text and the Common Core College and Career Readiness Anchor Standards—leaning on this text’s literary strengths.

CCSS.ELA-Literacy.CCRA.R.2

This standard asks students to determine central ideas and to summarize texts. *Bad Magic* has a complex plot that will challenge students to predict what might happen next. Students can more fully understand the central ideas in the plot by filling out a KWL chart. Have them create a five-column chart, with the columns labeled as follows:

What I Know (or Think I Know)	Details that Support My Knowledge	What I Want to Find Out	What I Learn	Details that Support My New Knowledge

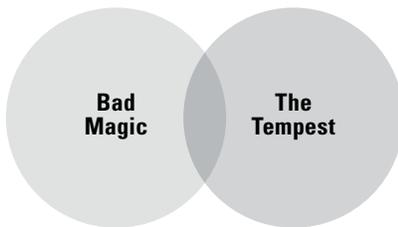
They can use the chart to track the plot as a whole or to follow certain aspects of it, such as the meaning of the SOS Clay sees when he first comes to the island or the identity of the girl in the library. As they read, they can fill in the chart with information they learn and evidence that supports the information. By incorporating details from the text to support their knowledge and understanding, students will be able to piece together the vital plot elements in the story. Alternately, if the classroom has the technology available, students can post the information they collect on Padlet (<http://padlet.com>).

CCSS.ELA-Literacy.CCRA.R.1, CCRA.R.2; CCRA.W.6, CCRA.W.9

These Reading standards ask students to make inferences and to determine central ideas or themes in a text. Early in *Bad Magic*, Clay is given this assignment: “Discuss the role of magic in THE TEMPEST. Why does Prospero break his staff and drown his magic book at the end? If you had magic powers, would you do the same?” Addressing Writing standard W.9, ask students to write a response that Clay might give at the end of the book, showing how the events have changed the way he might have answered the question from the beginning of the book to the end. If possible, have students write their responses in the form of a blog entry by Clay and publish them online at a blogging site such as Pen.io (<http://www.pen.io>). Remind them to include evidence from the text to support their responses.

CCSS.ELA-Literacy.CCRA.R.9

This standard asks students to compare and contrast stories in similar genres. *Bad Magic* refers often to William Shakespeare’s play *The Tempest*, and has many similar plot points and characters. Have students find a summary of *The Tempest* online, such as the one at www.absoluteshakespeare.com/guides/summaries/tempest/tempest_summary.htm, or if time permits, have them read a version of the play as a class. Some versions for younger readers include *The Tempest for Kids* by Lois Burdett or Shakespeare’s *The Tempest for Kids* by Brendan P. Kelso. Students can work in small groups to compare and contrast the plots of *Bad Magic* and *The Tempest*, noting the differences and similarities between the two tales. Encourage them to show the difference and similarities in a Venn diagram like the one below.



CCSS.ELA-Literacy.CCRA.R.5, CCRA.R.6; CCRA.SL.4

With these Reading standards, students assess how text structures relate to the text as a whole and analyze point of view and purpose. The narrator includes a series of footnotes throughout the book that give additional information or make humorous observations about what is happening in the story. Have students look back at the text and choose two footnotes that they think contribute to the text in some way. Ask them to read the footnotes they have chosen to the class and, in an oral presentation that reflects Speaking and Listening standard SL.4, explain what they think the notes add to the text and why they believe the author included them.

CCSS.ELA-Literacy.CCRA.L.4, CCRA.L.5

These Language standards require that students determine word meaning by analyzing word parts and demonstrate understanding of word relationships. The author of *Bad Magic* defines the term “portmanteau word” on page 65 to explain the word *vog* (“volcano + fog”). Have students look up the following portmanteau words and write down the words that are blended and the meaning of the new word. Then ask them to work in pairs to create a portmanteau word of their own and have the class try to define it.

Portmanteau Word	Words That Are Blended	Meaning
Blog		
Brunch		
Motel		
Infomercial		
Fanzine		
Sitcom		
Ginormous		