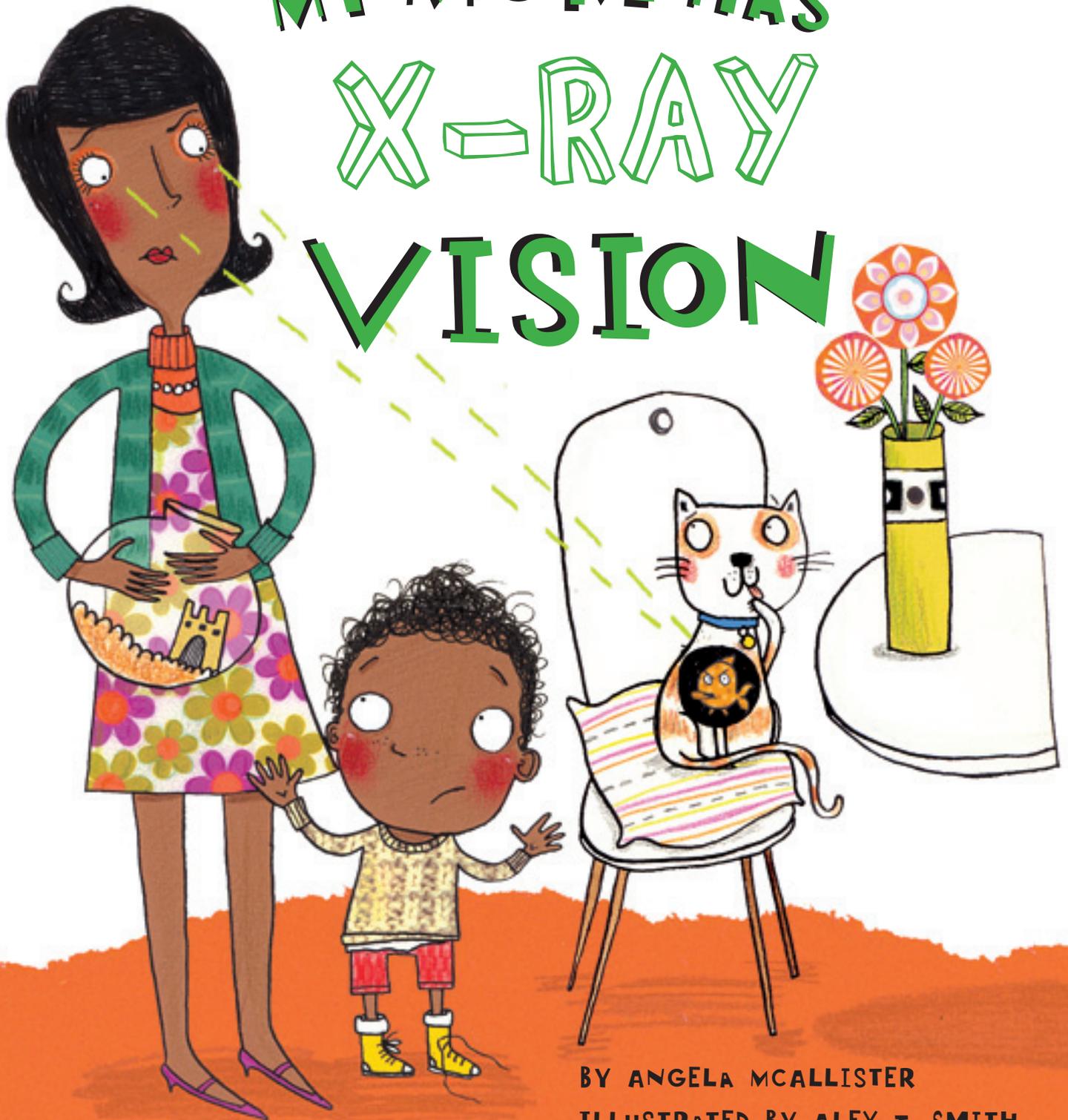


# Teaching and Reading Guide

## MY MOM HAS X-RAY VISION



BY ANGELA MCALLISTER

ILLUSTRATED BY ALEX T. SMITH

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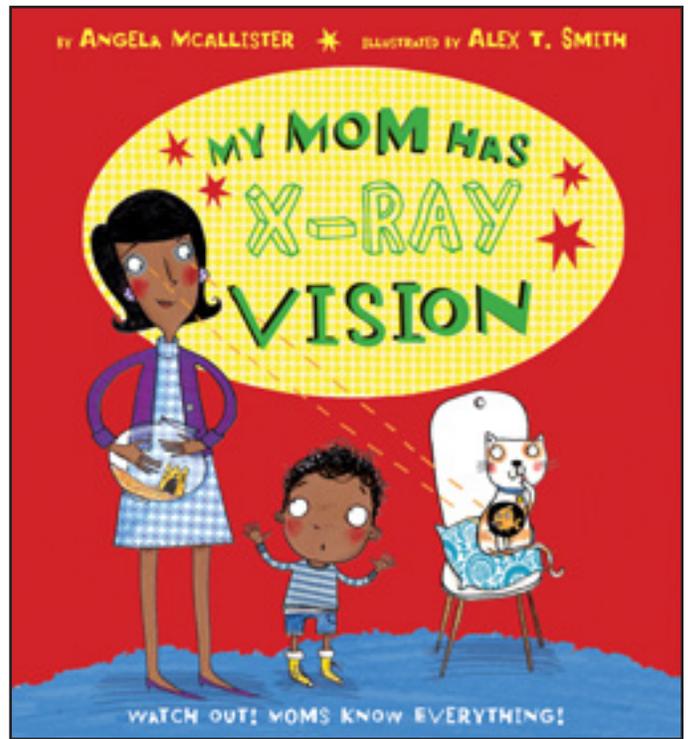
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## Synopsis:

How does Matthew's mom do it? She seems to see everything he's doing, even when they're not in the same room. Matthew thinks that his mom must have . . . x-ray vision! He tries to catch her in action, but winds up waiting in his closet. Meanwhile, Mom is out performing her superhero duties, which involve a whole lot more than x-ray vision! Matthew decides that Mom does not have x-ray vision, after all, but instead has . . . eyes in the back of her head.



## Content Themes:

- **Parents' Care:** Matthew's mom always knows what he's up to. This makes him feel safe, but also suspicious of his mom's powers. Ask: How do your parents take care of you? What do they do to show their love? Does it ever seem like they have superpowers? What kind?
- **Curiosity and Investigation:** Matthew's detective skills are at work! He is not going to rest until he discovers the truth about his mom. We can all investigate the world around us. Ask: What are you curious about? What would you like to investigate?
- **Good Behavior:** The test of good behavior is how we behave when no one is looking. Ask: When are you on your best behavior? What have you done that demonstrates good behavior? For example, have you ever picked up your toys without being asked?

## Extension Activities:

- Design a Hero
- X-Ray Fish
- Transparent or Opaque?



# Activity 1 – Design a Hero

## Objective:

Students will use the diagram of Matthew’s mom at the back of the book to design their own superhero, complete with powers and equipment.

## Materials:

- A copy of the book, *My Mom Has X-Ray Vision*
- Large graph paper
- Crayons and markers

**Time:** 30 minutes

## Directions:

1. As a class, study the diagram at the end of the book depicting Matthew’s mom wearing her superhero suit and accessories. Ask students to point out what they notice, as well as what they can infer based on their imagination and knowledge.
2. Instruct students to chat with a partner and come up with a superhero character of their own. Ask: What sorts of powers might your hero have?
3. When they are ready, have the students design their hero/heroine on the graph paper. Encourage them to make their drawings big and colorful.
4. Students should label their costume’s parts, and have fun deciding what features to give their characters.
5. When they are finished, have them share their heroes with the class.
6. If time permits, the students may pretend to be their character and make up a short vignette with another hero or two. Ask: Who will you rescue? How?



# Activity 2 – X-Ray Fish

## Objective:

Students will further explore the notion of x-ray vision by learning about the x-ray fish, also known as the *Pristella Tetra*. These fish are unusually transparent, making students feel like they have x-ray vision when they look at them!

## Materials:

- A picture of an x-ray fish from a book or the Internet
- Scissors
- White chalk
- Black and blue construction paper
- Clear contact paper
- String



**Time:** 45 minutes

## Directions:

1. Gather the students on the floor and introduce them to the x-ray fish. Show them the photo of the fish and ask what they notice.
2. Point out the transparency of the fish. Ask: What is transparent? Can you think of anything else that is transparent? (This answer will come in handy for the last activity.)
3. Give them each a fish-shaped stencil. (A simple fish shape, such as an oval with a triangular tale, will do.) The stencil should take up about half a page.
4. Have them trace the fish with chalk onto black construction paper and cut it out. Once they've cut out the fish, they should fold it in half and cut shapes out of the middle, much like a paper valentine. The more holes they cut, the better.
5. After unfolding the fish, they will place it onto clear contact paper. They can wrap the contact paper around the fish to cover both sides.
6. Students should trim any excess contact paper.
7. Finally, they will glue their fish onto blue construction paper or hang it from a string to fully appreciate the "x-ray" style of their creation!



# Activity 3 – Transparent or Opaque?

## Objective:

Students will conduct a scientific investigation into which objects in the classroom are transparent and which are opaque.

## Materials:

- Notebook paper
- Pencils
- Transparent objects: a drinking glass, plastic wrap, sunglasses, certain fabrics and papers (tracing), etc.
- Opaque objects: wood, foil, paper, metal, certain fabrics and papers, etc.
- Classroom items (whatever's around!)

## Directions:

1. Before the children arrive, scatter the transparent and opaque objects you've brought from home around the classroom, so that the students can find them later.
2. Show the students two kinds of paper, one that is transparent and one that is opaque. (Kids love the word "opaque.") Ask: What is the difference? What can we see through, and what can't we see through? Clear things make us feel like we have x-ray vision!
3. Show them other transparent and opaque objects until all grasp the concept.
4. Pass out notebook paper and pencils.
5. Tell the students that today they are going to be detectives. Their assignment is to search for both transparent and opaque objects in the classroom. Ask them to draw a chart that looks like a "T" to record their observations. On one side of the chart, they'll list the transparent objects they've found. On the other side, they'll list the opaque items. Students can draw the objects if they are pre-writers.
6. Then let them explore the room.
7. Once they've finished, gather them together and discuss their findings. Ask: Why are certain things transparent? Why are certain things opaque? Why do you think the x-ray fish is transparent?
8. If time permits, children can tally up the number of transparent items and number of opaque items. They can create bar graphs and/or pie charts showing their results.



# More Fun Activities

## Related Reading:

- *Amazing X-Rays: Wild Animals* by Jacqueline A. Ball
- *Jessica's X-Ray* by Pat Zonta
- *X-treme X-Ray* by Nick Veasey



## Bulletin Board Idea:

Display your x-ray fish with some colorful seaweed made from green paper. Title it: “We have X-Ray Vision!” Include a print-out about the x-ray fish, and perhaps some pictures of various animals’ x-rays.

## Journal/Notebook Question:

What superpower would you choose to have, and what would you do with this power?

## P.S.:

Kids love the idea of superpowers. They also love x-rays. See if any of them have x-rays of broken bones that they can share with the class. It’s always fascinating to see these pictures and find the fractures. You can talk about how doctors use these special pictures to help people. With the right equipment, these heroes—doctors—really DO have x-ray vision!

