

TEACHER READING GUIDE

**Mac B., Kid Spy:  
Mac Undercover**

written by Mac Barnett  
illustrated by Mike Lowery

This book is from  
the **Mac B., Kid Spy**  
series.



**Essential Question:** How does explaining different characters' perspectives help the reader better understand the text?

**BOOK SNAPSHOT**

Selected from the New Worlds  
Reading Initiative Booklist

**Text Type:** Literary

**Genre:** Adventure, Comedy

**Themes/Topics:** Problem Solving,  
Spies

**Lexile:** 460L

**SKILLS ALIGNED WITH FLORIDA'S ELA  
B.E.S.T. STANDARDS**

**Word Work**

**ELA.3.F.1.3 (b)**

Decode words with the  
common derivational suffix  
-ity.

**Vocabulary**

**ELA.3.V.1.1**

Use grade-level academic  
vocabulary. (Tier 2)

**Comprehension**

**ELA.3.R.1.3**

Explain different characters'  
perspectives.

**BUILDING BACKGROUND**

In *Mac B., Kid Spy: Mac Undercover*, Mac is sent undercover to find a missing item. He predicts that the thief is a KGB officer.

- Explain the KGB.
  - The KGB was the primary security and intelligence agency for the Soviet Union.
  - The Soviet Union was the largest country in the world from 1922-1991.

Ask students to predict who they think the thief is. As more clues are revealed, revisit students' predictions.

**STUDENT LEARNING TARGETS**

**Today I am:**  
identifying different  
characters' perspectives.

**So that I can:**  
explain how their  
thoughts, feelings, and  
actions reveal  
their perspectives.

## WORD WORK – COMMON DERIVATIONAL SUFFIX *-ity*

Students will identify the **suffix** *-ity* and describe how it changes the word's meaning and part of speech when the suffix is added to a **base word**.

- A **base word** is the part of a word that cannot be broken down and has its own meaning.
- When a **suffix** is added to a base word, it changes the meaning and, in this case, the part of speech.

Review the terms *base word*, *suffix*, *noun*, and *adjective* with students.

- Display the suffix *-ity*. Say to students:
- "This suffix is *-ity*. It means *state of*. When I add the suffix *-ity* to a base word that is an adjective, it becomes a noun and changes the meaning of the word."
- Recreate the chart below on the board or chart paper. In the first column, write the word *popular*.
- "The base word *popular* is an adjective." Write the word *popularity* in the middle column.
- "When I add the suffix *-ity* to the base word *popular*, it becomes a noun, *popularity*. *Popularity* means the *state of being popular*." Write the meaning in the third column.
- Clarify that when the base word ends in *e*, the *e* is dropped before adding the suffix *-ity*.

What is the adjective base word?	Add the suffix <i>-ity</i> . What is the noun?	What is the meaning of the noun?
popular	popularity	state of being popular

Repeat the activity with the following words from the book. Use the Gradual Release of Responsibility Instructional Framework to model the activity, support students' learning with guided practice, and provide opportunities for independent practice.

responsibility (p. 2)	activity (p. 14)	security (p. 18)
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### B.E.S.T. Standards Connection

On p. 203 of Florida's ELA B.E.S.T. Standards, there is a list of **common suffixes**. Students will benefit most from learning these suffixes first.

**ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**  
**b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., -ful, -less, -est).**

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**fortress** (p. 27): A **fortress** describes a place that is well-protected and difficult for enemies to enter. The kings and queens of England use the Tower of London as a **fortress** to protect the Crown Jewels.



**entranced** (p. 37): When someone is **entranced**, they are filled with wonder and delight. Mac is **entranced** while looking at the case filled with shiny treasures.



**vital** (p. 57): If something or someone is **vital**, they are very important. The Queen hands Mac a top secret report with **vital** information on the President of France.



**vicious** (p. 129): **Vicious** describes an action that is very harsh and harmful. The KGB Man places Mac in a **vicious** headlock.

**ELA.3.V.1.1: Use grade-level academic vocabulary appropriately in speaking and writing.**

### Vocabulary Extension Activity

- Write a short story using the target words to reinforce students' understanding of the vocabulary.
  - For example:
    - As I walked through the magical forest, I stumbled upon a massive **fortress**. I became **entranced** looking at all the intricate carvings covering its walls. As soon as I touched the door, a snake appeared and almost delivered a **vicious** bite to my arm. Luckily, I was fast enough to get away. The many traps must be protecting the **vital** treasures inside!

### Quick Tip

Differentiate the vocabulary extension activity by having students write individual sentences with the target words rather than a cohesive paragraph.

## READ FOR MEANING – DIFFERENT CHARACTERS' PERSPECTIVES

**ELA.3.R.1.3: Explain different characters' perspectives in a literary text.**

- Clarification 1:** The term **perspective** means "a particular attitude toward or way of regarding something." The term **point of view** is used when referring to the person of the narrator. This is to prevent confusion and conflation.

**ELA.3.C.1.3: Write opinions about a topic or text, include reasons supported by details from one or more sources, use transitions, and provide a conclusion.**



### Before:

The purpose of this read aloud is to identify and explain different characters' perspectives in *Mac B., Kid Spy: Mac Undercover*.

- Introduce the story and the purpose.
- Explain the term **perspective**.
  - Perspective** refers to one's attitude toward or way of thinking about a particular topic.
- Discuss students' perspectives toward different topics.
  - Suggested topics: fruits, books, or board games
  - Ask a student to explain their thoughts and/or feelings toward the topic.
    - Other students will identify the student's perspective toward the topic.

# READ FOR MEANING – DIFFERENT CHARACTERS’ PERSPECTIVES



## During:

Recreate the table below on the board or chart paper. Discuss and record Mac’s and the Queen’s perspectives for the following topics:

- Chapter 1: The Queen chooses Mac for the task.
  - Chapter 5: The spoon is missing.
  - Chapter 14: Mac wants to quit.
- **Model (I Do):** Chapter 1: The Queen chooses Mac for the task.
    - Read ch. 1, and display the topic.
    - Say:
      - “Mac’s **perspective** is that the Queen chooses the wrong person for the task. I know this because he asks, ‘Why me,’ which shows he does not understand why he was chosen for the task.”
      - “Mac also says he is ‘just a kid,’ which shows he is not confident in his abilities to complete the task.”
      - “The Queen’s perspective is that Mac is the obvious choice for the task. I know this because she calls Mac’s question (‘Why me?’) a stupid question. She thinks the answer is obvious and does not understand why he would ask that question.”
      - “Also, the Queen claims that Mac is the smartest kid in his class, which supports her decision to choose him, and in turn, supports her perspective.”

Topic: The Queen chooses Mac for the task.		
Character	Mac	The Queen
<b>What is their perspective?</b>	<i>Mac’s perspective is that the Queen chose the wrong person for the task.</i>	<i>The Queen’s perspective is that Mac is the obvious choice for the task.</i>
<b>What are their thoughts, feelings, and/or actions that reveal their perspective?</b>	<ul style="list-style-type: none"> <li>• Mac asks, “Why me?”</li> <li>• Mac says he is “just a kid.”</li> </ul>	<ul style="list-style-type: none"> <li>• She calls Mac’s question (“Why me?”) a stupid question.</li> <li>• She claims Mac is the smartest kid in his class.</li> </ul>

- **Guided Practice (We Do):** Chapter 5: The spoon is missing.
  - Guide students in identifying and explaining each character’s perspective with the following prompts.
    - How does Mac feel about \_\_\_\_\_ (topic)?
      - What does he say or do to show his perspective?
    - How does the Queen feel about \_\_\_\_\_ (topic)?
      - What does she say or do to show her perspective?
    - How would you feel if you were in Mac’s situation?
- **Independent Practice (You Do):** Chapter 14: Mac wants to quit.
  - Students will recreate the table and independently identify, explain, and record each character’s perspective.
  - Ask students to share their responses. Record their answers on the board or chart paper.



## After:

- Review the table with students to answer the essential question on p. 1 of this guide.
- Writing prompt: Write an argumentative paragraph explaining Mac’s opinion on one of the topics above.
  - Guide students to connect that Mac’s perspectives are also his opinions.
- Argumentative paragraph guidelines:
  - A sentence stating Mac’s opinion on the topic
  - Two reasons from the text supporting his opinion
  - Explanation of how the reasons support his opinion