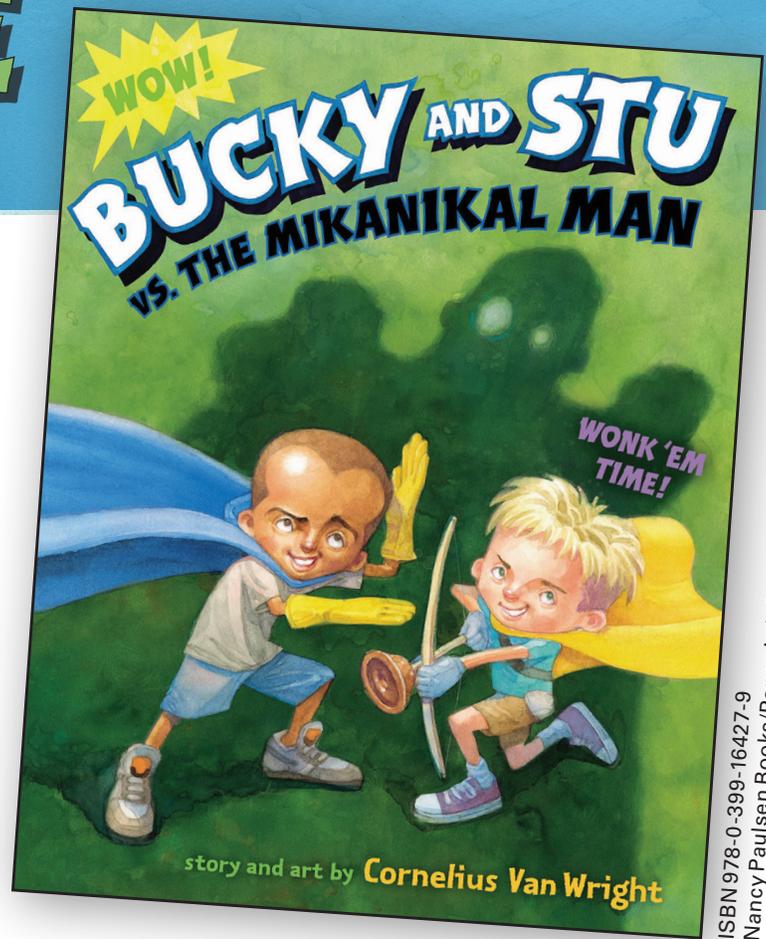


CURRICULUM GUIDE



BUCKY AND STU VS. THE MIKANIKAL MAN

By Cornelius Van Wright



BUCKY AND STU are best friends—and self-proclaimed superheroes. They battle TrashMan, Hose-Nose, Boxman, and super villain Phat Tyre (until Stu’s tummy growls). It’s all in a day’s work for Bucky and Stu, for they are the protectors of their hometown, their planet, and their favorite TV show!

When a lightning storm brings the evil Mikanikal Man to life, our heroes face a powerful foe. Could this be the end?

But wait—whose tummy is growling now?

Cornelius Van Wright’s hilarious illustrations and charming story are a winsome testament to friendship and the power of the imagination.

“Young superhero wannabes will be shouting ‘Wonk ‘em!’ in no time.” —**KIRKUS REVIEWS**

“An appealing choice for young superhero fans not quite ready for Marvel and DC.”

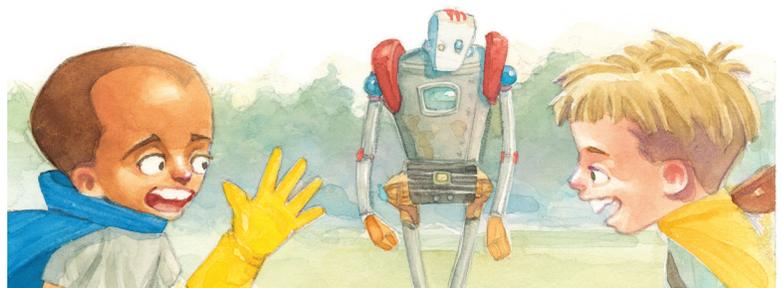
—**SCHOOL LIBRARY JOURNAL**

corneliusvanwright.com

The Common Core State Standards addressed by the discussion questions and activities in this guide are noted throughout. For more information on the Common Core, visit corestandards.org.

DISCUSSION QUESTIONS

-  The story begins with the two main characters preparing for “the great battle ahead.” Who are the “good guys” in the story and who are the “baddies” that will face off in the great battle?
CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1
-  What is the setting for this story? Remember that the setting includes not only where the story takes place but also when in time it takes place. Cite evidence from the illustrations and the text to support your statements about the setting.
CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3
-  Do you think that this story is a fantasy or realistic fiction? Cite examples from the text to support your opinion. **CCSS.ELA-LITERACY.RL.K.5; CCSS.ELA-LITERACY.RL.1.5**
-  Look closely at the illustrations of the “baddies” Bucky and Stu battle. What materials were used to make the “baddies?”
CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7
-  What happens to Stu that causes the great battle to be interrupted?
CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1
-  What is the secret that Bucky shares with Stu after they eat lunch?
CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1
-  Describe what Bucky has hidden under the tarp.
CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1
-  How does the lightning storm change what happens in the story?
CCSS.ELA-LITERACY.RL.K.1; CCSS.ELA-LITERACY.RL.1.1; CCSS.ELA-LITERACY.RL.2.1
-  How do Bucky and Stu’s feelings for Mikanical Man change over the course of the story?
CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3
-  What things do Bucky and Stu pledge to protect along with the help of Mikanical Man?
**CCSS.ELA-LITERACY.RL.K.1;
CCSS.ELA-LITERACY.RL.1.1;
CCSS.ELA-LITERACY.RL.2.1**



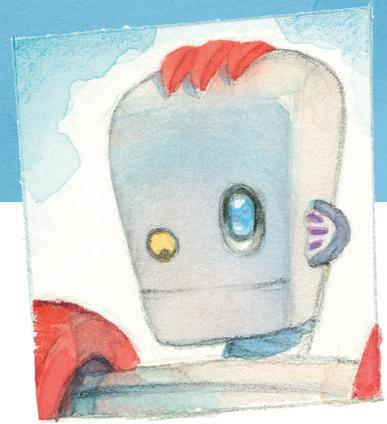
ACTIVITIES

-  Design a friend for Mikanikal Man. Draw a diagram of this friend and label each part used to create this new “good guy.” Give a name to Mikanikal Man’s new friend.
CCSS.ELA-LITERACY.RL.K.7; CCSS.ELA-LITERACY.RL.1.7; CCSS.ELA-LITERACY.RL.2.7
-  Create a restaurant menu that would serve items that would appeal to both Bucky and Stu as well as Mikanikal Man. To help you design a tasty menu, think about what items they ate in the story that helped stop their stomachs from rumbling.
CCSS.ELA-LITERACY.RL.K.3; CCSS.ELA-LITERACY.RL.1.3; CCSS.ELA-LITERACY.RL.2.3
-  On 3 x 5-inch cards, draw pictures of Bucky, Stu, Mikanikal Man, and some of the “baddies” the boys battle at the beginning of the story. Attach each illustration to a craft stick. Meet with a small group to practice retelling the story using the stick puppets. Remember that your retelling should have story events from the beginning, middle, and end of the story.
CCSS.ELA-LITERACY.RL.K.2; CCSS.ELA-LITERACY.RL.1.2; CCSS.ELA-LITERACY.RL.2.2
-  Imagine that Bucky, Stu, and Mikanikal Man really do something to protect their hometown. What might they do to keep everything and everyone in town safe? Write a newspaper article about their bravery that gives details about what the good guys did. Include a headline and quotes from our heroes. **CCSS.ELA-LITERACY.W.K.3; CCSS.ELA-LITERACY.W.1.3; CCSS.ELA-LITERACY.W.2.3**
-  With a partner, study “Bucky and Stu’s Power Moves” on the inside back cover of the book. Act out each position, except for Stu’s Flying Arrow XB12!



The discussion questions and activities in this guide were created by Leigh Courtney, Ph.D. She teaches in the Global Education program at a public elementary school in San Diego, California. She holds both master’s and doctoral degrees in education, with an emphasis on curriculum and instruction.

IF MIKANIKAL MAN COULD TALK . . .



Imagine what Mikanical Man would say if he could speak. Complete the chart below by adding words in the speech bubbles that Mikanical Man might say at each story event. **CCSS.ELA-LITERACY.W.K.3; CCSS.ELA-LITERACY.W.1.3; CCSS.ELA-LITERACY.W.2.3**

STORY EVENT

WHAT MIKANIKAL MAN MIGHT SAY

Uncle Ernie and Bucky build Mikanical Man from old bits and pieces.

Mikanical Man is struck by lightning during a storm.

Bucky and Stu attack Mikanical Man after Mikanical Man comes to life.

Bucky and Stu realize that Mikanical Man is hungry and feed him batteries and anything else they can find.

PUTTING VOCABULARY IN CONTEXT



Cornelius Van Wright, the author of *Bucky and Stu vs. the Mikanikal Man*, uses some interesting vocabulary to tell the tale of the two boys and the “baddies” they battle in the backyard. Read the following sentences from the story. Make a good guess about the meaning of each underlined word using the other words in the sentence to help you. Record your guess in the middle column. Finally, look up the underlined words in a dictionary and record the dictionary definition for each word. Did your guesses match the dictionary definitions? [CCSS.ELA-LITERACY.RF.1.4.C](#); [CCSS.ELA-LITERACY.RF.2.4.C](#)

SENTENCE FROM THE STORY	MY GUESS	DICTIONARY DEFINITION
<p>“They <u>examined</u> the pictures of the most wanted bad guys on the planet.”</p>		
<p>“Fighting pretend bad guys is fun, but what if we could battle a real, live <u>nemesis</u>?”</p>		
<p>“Wait a minute! We’ve <u>pledged</u> to protect our town. Protect our planet—”</p>		
<p>“At the edge of town, Bucky shows Stu a <u>mysteriously</u> covered ... something.”</p>		

WANTED!

Bucky and Stu studied Wanted posters of “baddies” displayed on a fence before beginning the “great battle” in the backyard. Create a new “baddie” and design a Wanted poster for him or her. Include the baddie’s name, a description of the baddie, and an illustration of him or her. **CCSS.ELA-LITERACY.W.K.3;**
CCSS.ELA-LITERACY.W.1.3; CCSS.ELA-LITERACY.W.2.3

