



Level 24

Book a

Jackson's Bear

Pancakes

Extreme Racer

About Milk

Big Greg's First
Ski Lesson

Blue Morpho
Butterflies

A Clever Trick

How Animals Move



Level	24
Word Count	683
Text Type	Narrative (Fantasy)
High-Frequency	answer, colour
Introduced Word/s	



We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with the students before, during, and after they read. However, you may prefer to explore the meaning and language in more detail before the students read. Your decisions will depend on the gap between the students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information the students have up front, the easier it will be for them to read the text. However, this does not mean that you should read the text to them first.

We have addressed four areas we think are important in developing good readers. As well as comprehension and decoding, we have addressed the issue of the students being able to analyse and use texts they read. The symbols below guide you to the type of question or discussion.



*This symbol relates to decoding
(code breaker)*



*This symbol relates to use
(text user)*



*This symbol relates to comprehension
(meaning maker)*



*This symbol relates to critical analysis
(text critic or analyser)*

BEFORE READING

Have the students read the title and the name of the author and illustrator on the front cover. Ask the students – *What does the illustration on the front cover tell you about this story? Can you guess where this story may take place?*

DURING READING

Set the students a purpose for reading, with a focus question for each page or several pages. Explain to the students that you will be asking a question before they read the text, and that they should read silently. They should be ready to answer when they have finished reading the page or pages.

Before the students read each section, ask –

Pages 2–3 *What is the setting of this story? (That is, where does the story take place?)*

Pages 4–7 *Two unusual things happen in this section. What are they?*

Pages 8–13 *Where does Jackson take Bear at lunchtime?*

Pages 14–17 *What adventure does Bear have during the lunch break?*

Pages 18–21 *What made Frog sad? How could Jackson help Frog?*

Pages 22–24 *Why is Jackson happy at the end of the day? What does he plan to do the next day?*

AFTER READING

Read pages 2–4 to the students, modelling changes in voice intonation when characters are speaking.

Ask the students to work with a partner. Each student should reread aloud half the book, focusing particularly on voice intonation and expression.

CODE BREAKER



Developing Specific Skills

Apostrophes – Explain the rules of the possessive apostrophe – Jackson's Bear
Explain the use of apostrophes in contractions – page 6 – that's, wasn't, don't, won't

Find other examples in the text and complete the BLM.

TEXT USER



Jackson is at a new school in a new country. Ask the students how he would be feeling on his first day. Ask – *Do you remember your first day at school? How did you feel on that day?*

MEANING MAKER



Explain that this is an imaginary story. Ask – *Why do you think Jackson has created his new friends? When Jackson is showing Bear around the adventure playground, what is Jackson finding out himself? What is the special thing that Jackson must do to make the drawings come alive?*

TEXT CRITIC



Ask the students – *What do you think is the main idea of this story? How does the author make this story seem believable? Do you think the story is a convincing way to express the main idea?*

24a Jackson's Bear

Name _____

There are two reasons why we use apostrophes –

1. To show that someone owns something. For example, Jackson's Bear – this means that Jackson owns the bear. Use apostrophes in the examples below. The first one has been done for you.

The paw belongs to the bear the bear's paw

The pencil belongs to the teacher _____

The lunch belongs to the child _____

The toes belong to the frog _____

2. To show that one or more letters have been left out of a word. For example, *that's* – this means *that is*. Use apostrophes in the examples below. The first one has been done for you.

was not wasn't

is not _____

do not _____

can not _____

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Name _____

Story Map

A story map shows the main events that happen in a story.

Draw pictures in the boxes below to show the main events in the story *Jackson's Bear*.

In the classroom	Colouring Bear	Bear comes to life
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In the playground	Colouring Frog	Frog comes to life
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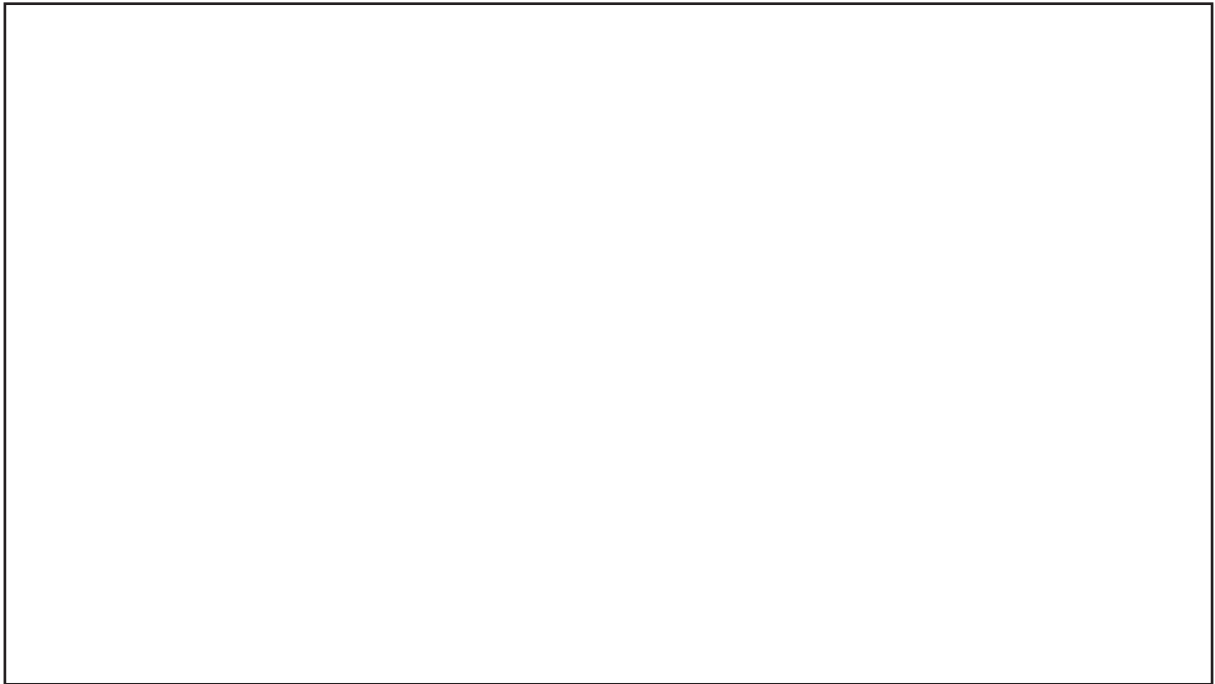
On a separate sheet of paper, draw a story plan like the one above to plan what happens to Jackson, Bear, and Frog the next day.

Then write your story on the back of this sheet. Try to use some words with apostrophes in your story.

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Name _____

Draw Bear and Frog in the boxes below. You can either colour Bear and Frog the same as in the story or choose your own colours.



Bear



Frog