Springboard

Connect

26a A Crazy Day at the Museum

26b Jiro Ono – Sushi Master

26c Extinct and Almost Extinct

26d Dynamic Dinosaurs!

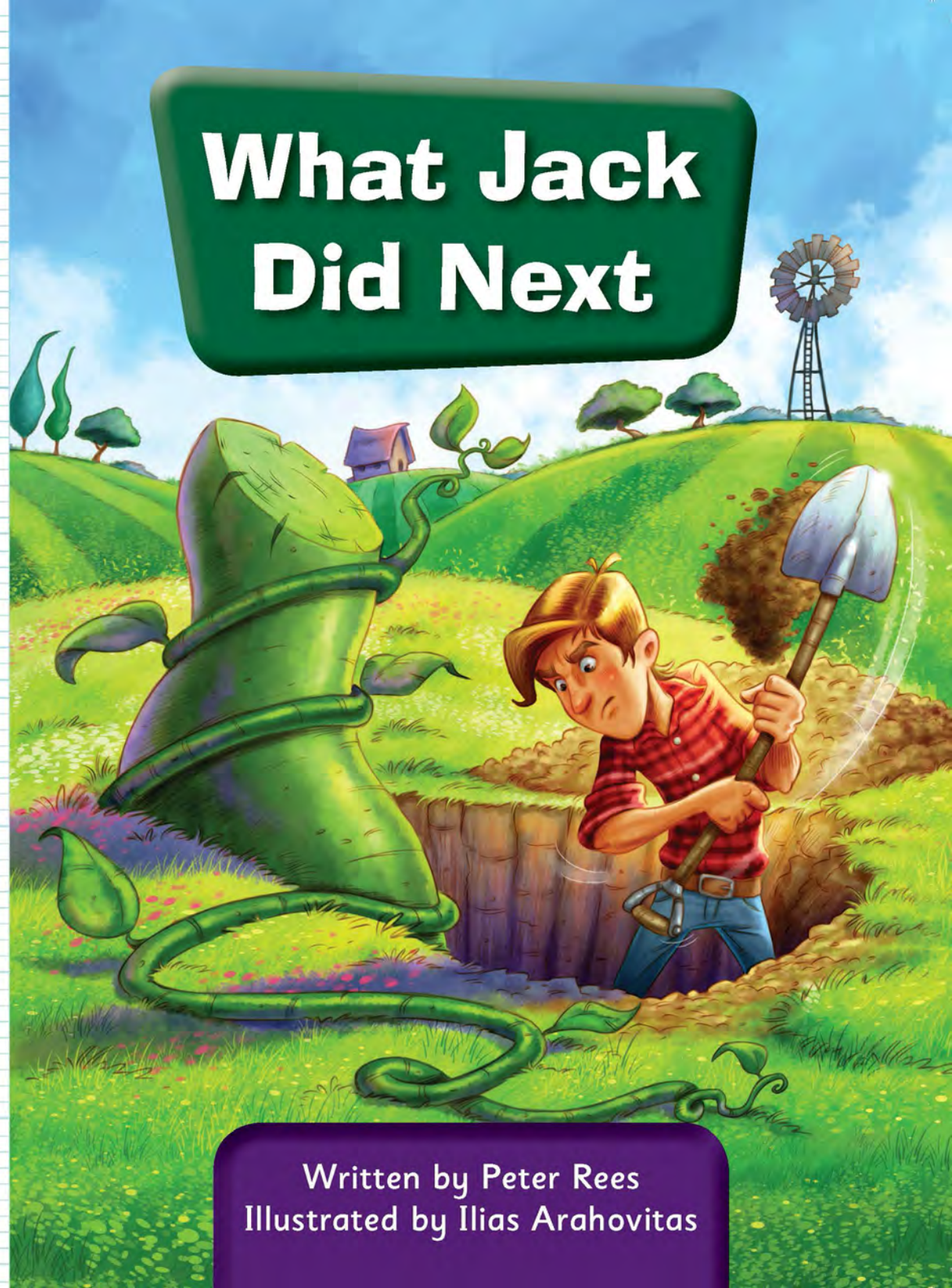
26e What Jack Did Next

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What Jack Did Next



Written by Peter Rees

Illustrated by Ilias Arahovitas

Word Count	784
Text Type	Narrative
High-Frequency Word Focus	home
Content Words	axe, beanstalk, giant, goose, harp, ingredients, roots, shovel
Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge)	superlatives; traditional story opener; past-tense language; three-letter blend *str*

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GETTING STARTED

Activating prior knowledge: Ask students if they have ever read the story of Jack and the beanstalk. If so, encourage them to share brief summaries.

Book introduction and prediction: Using the interactive digital book, or the printed version, read the title to students. Discuss what the boy is doing in the illustration on the cover. Ask students to flick through the book or screens, looking at the illustrations and layout. Have them use the illustrations and structure to suggest the text type and to predict what the book may be about. Identify and discuss any words or features that may cause concern.

Outlining focuses: Explain to students that as well as reading about what Jack does, they will talk about superlative adjectives, traditional story openers, past-tense language, and words beginning with *str*.

DURING THE READING SESSION

Literacy

Modelling: Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

Guiding: Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

Interacting, interpreting, analysing and evaluating: At appropriate intervals and/or at the conclusion of reading, ensure students make meaning from the text by asking questions and encouraging discussion. Why does Jack begin to dig? What unexpected things does Jack discover down the hole? How does Jack solve the problem of being stuck in the hole? Why do you think Jack offers to cook dinner? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

Literature

Responding and examining: Draw attention to the sentences containing the word *biggest* on page 2, *worst* on page 5, and *finest* on page 14. Have students discuss how the author has used these superlative adjectives to establish atmosphere by making the events of the story more dramatic.

Language

If you are using the digital book, invite students to take turns to operate it for the following activities.

Text structure and organisation: Have students reread the first sentence of the text. Ask if they can recall other stories that begin with *once upon a time*. Discuss other traditional openers, such as *long ago*, or *in the Dreamtime*. Ask students what their immediate thoughts are when they read one of these traditional openers.

Explain that Jack is recalling his adventures and therefore past-tense language is used throughout. Use the text on pages 8 and 10 to have students identify and discuss past-tense language.

Expressing and developing ideas: Draw attention to the words *straight* on page 6 and *strings* on page 24. Ask students what similarity they notice in these words. Discuss the sound produced by the three-letter blend *str*. Together, make a list, then use in sentences, other words that begin with *str*.

PUTTING THE LEARNING INTO PRACTICE

Small group/independent activities: Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

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Once upon a time, there was...me. My name is Jack – yes, the same Jack who climbed the beanstalk and beat the giant. I'm sure you've heard how I made it home with the giant's pet goose and the magic harp that played by itself.

"He must be rich," I'll bet you're thinking. "All those golden eggs!" Well, the truth is, my life is a total headache – and it's all my own fault. That's right, forget the golden goose...the biggest goose in this story is me!



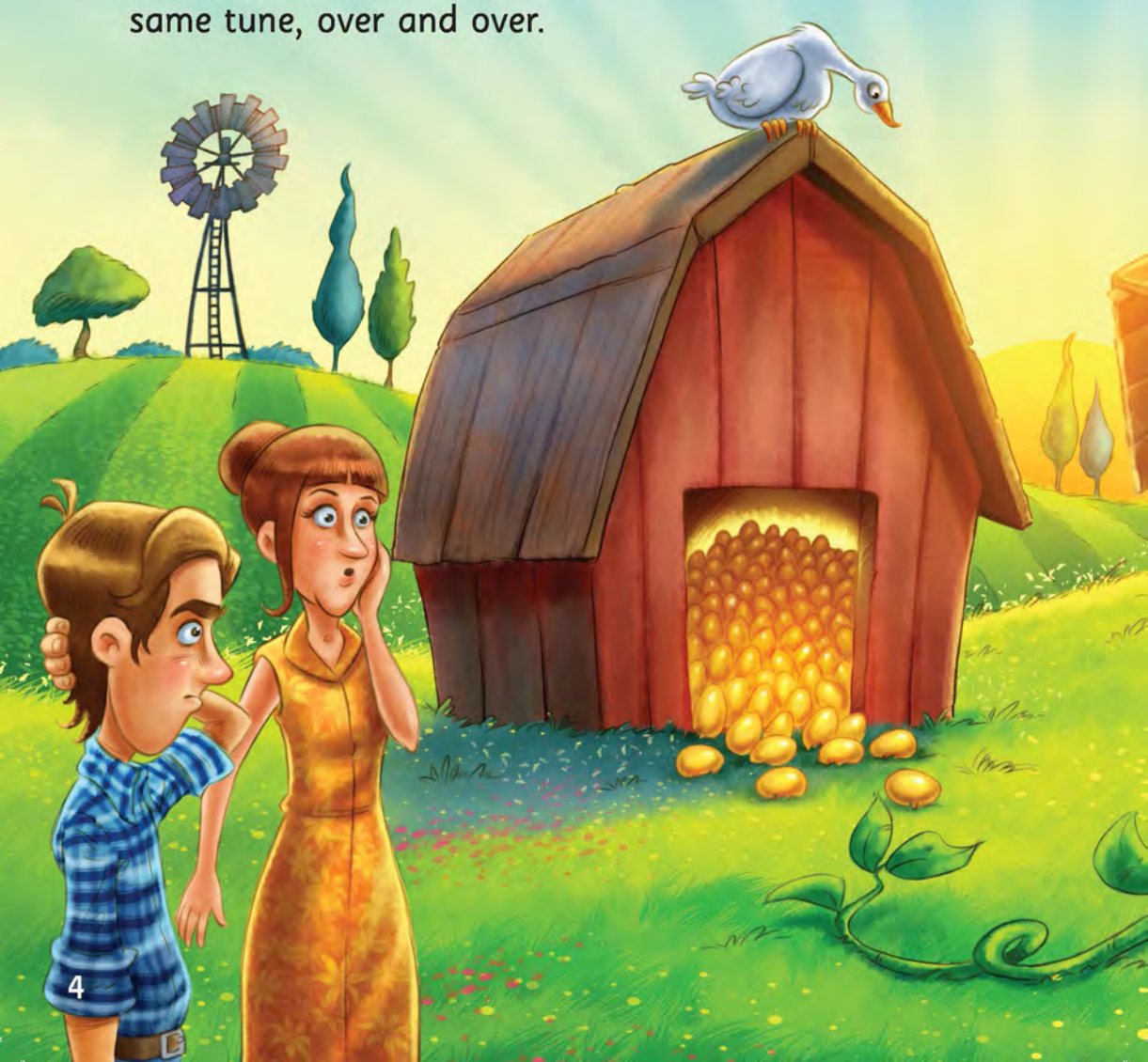




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My troubles began when I took the goose home. It laid so many golden eggs that the price of gold collapsed. Nobody wanted the stuff anymore! My shed filled up with golden eggs that I couldn't even give away. Meanwhile, the harp was driving me nuts, playing the same tune, over and over.



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The worst thing was the beanstalk. When I chopped it down, I didn't dig up the stump. I figured it would rot away soon enough, but it didn't. It grew back. It grew and grew and grew!



Finally, Mum had enough. She gave me a shovel and told me not to come home until that stump was gone.

I started digging. That's the hardest I've ever worked! Before long, I'd dug up all the roots except one. That last root was thicker than my waist and went straight down. I dug and dug, but the root didn't get any thinner.



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