

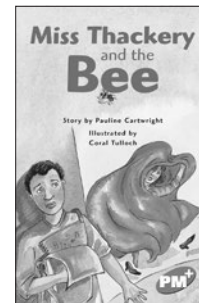
# Miss Thackery and the Bee

PM Level 25

Emerald

**Text Type** Narrative

**Running Words** 1516



## Preparing for Guided Reading

### Orientation to the Text

- Jaron loves music, but he is scared of his piano teacher, Miss Thackery, who never smiles. Then one day, Jaron arrives for his piano lesson, and finds Miss Thackery trembling with fear at the sight of a bee in her apartment. He helps her, and finds that Miss Thackery isn't so frightening after all.

### Prior Knowledge

- Read the title of the book and discuss the blurb. Pass around magazine pictures of people and have the children describe what the people may be like.
- Introduce the saying *You can't judge a book by its cover*. Ask the children whether they think that this saying also applies to people.

## Building the Balanced Reader

### Grammatical Conventions

- Note that this text is written in third person. Identify third person pronouns, e.g. *he, him, she, her*
- Draw students' attention to the use of the words *as* and *while*. Highlight the way that they link two actions that occur simultaneously. Have students re-order the events in these sentences to see whether the meaning is changed.
- Discuss the use of *always, usually, sometimes, rarely* and *never* and the degree of certainty with which they are used in the text.
- Draw students' attention to the use of capital letters for names of people and places.

### Vocabulary

#### Key vocabulary

*allergic, apartment, chords, clarinet, concerned, guitar, labelled, magnet, medication, perfectly, reckon, rippled, tenants, taught*

### Spelling

- Highlight the *ce* letter pattern at the end of some of the words in the text. Discuss how, when placed at the end of the word, the *c* often makes a soft *s* sound. Have students search for words where the letter *c* makes a soft *s* sound, e.g. *voice*.

### Visual Literacy

- Discuss the intercom system pictured on p. 12. Explain that this is a security system for the apartments.

### Focusing on the story – guided reading

- Ask students to read to the end of p. 14 after setting the focus questions: *Why did Jaron enjoy playing Grandma's tunes so much? Why aren't Miss Thackery's tunes as exciting?*
- Encourage students to write a list of symptoms that they get when they are feeling scared. Compare these with Jaron's symptoms.
- Discuss the different sorts of relationships that people have, e.g. very formal, informal, family, friends. Ask students to consider the nature of the relationship Jaron might have with his piano teacher.
- Ask students to read to the end of p. 22 after setting the focus questions:  
*Is Miss Thackery scary?*  
*Or is it just Jaron who is scared of her?*  
*Do Jaron's parents believe him?*  
*How can you tell?*
- Ask students to make a list of the things that make Jaron uncomfortable when he is with Miss Thackery.
- Have students read the rest of the book independently after setting the focus questions:  
*Is Miss Thackery's fear of bees similar to having a fear of spiders? Why? What is strange about the piece that Miss Thackery plays Jaron at the end?*

### Comprehension

- How does Jaron's mother know that something is wrong? (*Literal*)
- What sort of relationship do Jaron and Miss Thackery have? (*Inferential*)
- Why is Jaron scared of Miss Thackery? (*Inferential*)
- Why does the situation with the bee change Jaron's opinion of Miss Thackery? (*Applied knowledge*)

### Follow-up activities

- Body language and gestures show how people are feeling. They can also reveal the relationships between people. Find some examples in the text.

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## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

• \_\_\_\_\_

## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

• \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up