

I AM JACK

By Susanne Gervay

Literature Unit

Stage 2 - Term 3 2012

English Values

- V1 enjoys creating a range of spoken and written texts;
- V2 enjoys experiencing and responding to a range of spoken and written texts;
- V3 experiments with different aspects of spoken and written language;
- V4 shows confidence in using language in a variety of contexts;
- V5 shows independence in using and learning language;
- V6 chooses to reflect on and share experiences of texts;
- V7 uses language to support and encourage others;
- V8 understands how language is used to include and exclude others.

Outcomes

- **TS2.1** Communicates in informal and formal classroom activities in school and social situations for an increasing range of purposes on a variety of topics across the curriculum.
- **TS2.2** Interacts effectively in groups and pairs, adopting a range of roles, uses a variety of media and uses various listening strategies for different situations.
- **TS2.4** Identifies common organisational patterns and some characteristic language features of a few types of predictable spoken texts.
- **RS2.5** Reads independently a wide range of texts on increasingly challenging topics and justifies own interpretation of ideas, information and events.
- **RS2.6** Uses efficiently an integrated range of skills and strategies when reading and interpreting written texts
- **RS2.7** Discusses how writers relate to their readers in different ways, how they create a variety of worlds through

language and how they use language to achieve a wide range of purposes.

- **RS2.8** Discusses the text structure of a range of text types and the grammatical features that are characteristic of those text types.
- **WS2.9** Drafts, revises, proofreads and publishes well-structured texts that are more demanding in terms of topic, audience and written language features.
- **WS2.12** Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- **SSS2.8** Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.
- **COS2.1** Uses a variety of ways to communicate with and within groups.
- **DMS2.2** Makes decisions as an individual and as a group member.
- **INS2.3** Makes positive contributions in group activities.
- **PSS2.5** Uses a range of problem-solving strategies.

- **WS2.10** Produces texts clearly, effectively and accurately, using the sentence structure, grammatical features and punctuation conventions of the text type.
- **WS2.11** Uses knowledge of letter-sound correspondences, common letter patterns and a range of strategies to spell familiar and unfamiliar words.
- **WS2.12** Uses joined letters when writing in NSW Foundation Style and demonstrates basic desktop publishing skills on the computer.
- **IRS2.11** Describes how relationships with a range of people enhances well-being
- **SLS2.13** Discusses how safe practices promote personal
- **VAS2.1** Represents the qualities of experiences and things that are interesting or beautiful by choosing among aspects of subject matter.
- **DRAS2.1** Takes on and sustains roles in a variety of drama forms to express meaning in a wide range of imagined situations.

Session	Book Chapters	Teaching and Learning Activities	Resources
1	From the author	<p><u>Getting to know Susanne Gervay</u></p> <ul style="list-style-type: none"> • Read the first page of 'I am Jack', this is a note from the author. • Discuss what the author and her family like and the purpose she wrote the book. • Read Susanne's biography from the notebook file. • Click the link in the notebook to find further information. You may wish to add additional information to the notebook file. <p><u>Writing a Biography</u></p> <ul style="list-style-type: none"> • Jointly construct an autobiography on the class teacher. • Get students to independently write their own autobiography 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- Notebook 0312 - Iamjack</p> <p>- Biography proforma</p>
<u>Teacher Comment:</u>			
2	<p>1 - Mum, will you listen (pp. 1-9)</p> <p>2 - Burping (pp. 10-18)</p> <p>3 - Wipe your bum (pp. 19-30)</p>	<p><u>Introduction to the novel</u></p> <ul style="list-style-type: none"> • Orientation - title, author, spine, publisher, blurb • Watch the video linked to the first page of the notebook document 'I am Jack book trailer' • Discuss with students their predictions about the texts in relation to the following points <ul style="list-style-type: none"> ○ What kind of person do you think Jack will be? ○ What are some of the issues/themes that you think will come up throughout the novel? ○ Chapter titles • Read the last page of the novel (p.126) aloud. Get students to create a comic strip containing a picture to reflect their predictions of the beginning, middle and end of the story. <p><u>Literacy Activities</u></p> <ul style="list-style-type: none"> • Read: Chapters 1-3. Complete a summary of the main points on the notebook slide. • Comprehension questions: Use the questions provided to discuss as a whole class or students can independently answer in their workbooks • Vocabulary: Read through each of the vocabulary words and discuss the meaning of each one. Ask a student to put the word into a sentence. Use the scrambled sentences, to cut and paste the sentences together that contain the vocabulary words from each chapter. • Phonics and Phonemic Awareness: Use the THRASS chart to match the phonemes in the vocabulary words i.e. night n - net, igh - light, t-tap • Fluency: Timed reading in pairs of chapter 1 with stop watches. 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- Notebook 0312 - Iamjack</p> <p>- Student workbooks</p> <p>- Comic Strip</p> <p>- Scrambled sentences</p> <p>- Stopwatches</p> <p>- THRASS charts</p> <p>- Speech marks</p>

		<ul style="list-style-type: none"> • Grammar: Draw attention to the use of speech marks in the first chapter. <p>Character Profile (Chapter 1)</p> <ul style="list-style-type: none"> • Using Popplet (http://popplet.com/) create a character profile of Jack. This will be an ongoing activity as information will be added after reading each chapter. <p>Jack's Viewpoint (Chapter 2)</p> <ul style="list-style-type: none"> • Using the information in Chapter 2, draw a comedic landscape of what Jack can see out of his bedroom window. <p>Role-play (Chapter 3)</p> <ul style="list-style-type: none"> • Using the scenario in Chapter 3 get students to come up with a role play of the situation with an ending that helps solve the bullying problem. 	<p>worksheet</p> <p>- Art paper</p>
Teacher Comment:			
3	<p>4 - Late for school (pp. 31-40)</p> <p>5 - Nanna discovers her underpants (pp. 41-51)</p> <p>6 - Karate Kid (pp. 52-60)</p>	<p>Literacy Activities</p> <ul style="list-style-type: none"> • Revise: Chapters 1-3 • Read: Read chapters 4-6. Complete a summary of the main points on the notebook slide. • Comprehension questions: Use the questions provided to discuss as a whole class or students can independently answer in their workbooks • Vocabulary: Read through each of the vocabulary words and discuss the meaning of each one. Ask a student to put the word into a sentence. Skimming - Skim through the text to find what page each of the vocabulary words is on. • Phonics and Phonemic Awareness: Students break up their vocabulary words into phonemes, then isolate those that have digraphs or trigraphs. They then need to use the digraph or trigraph to make 5 new words. For example 'shudder' sh/u/dd/er (dd - is found in addition, sudden, buddy, odd, puddle) (sh - is found in shark, ashamed, bush, shoulder, push) • Fluency: In pairs students read a list of vocabulary words from chapters 1-6 without error as quickly as they can. Students can then test their memory and see how many they can remember in one minute without the list. • Grammar: Tense - students complete the worksheet on tense <p>Collage (Chapter 4)</p> <ul style="list-style-type: none"> • Use a variety of materials to create a collage that reflects a person, scene or action from 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- Notebook 0312 - Iamjack</p> <p>- Student workbooks</p> <p>- Art paper, glue, collage materials</p> <p>- Circle time lesson</p> <p>- Stopwatch</p> <p>- Tense worksheet</p>

		<p>the novel.</p> <p><u>Circle Time (Chapter 5)</u></p> <ul style="list-style-type: none"> • Run a circle time lesson on bullying. See circle time lesson sheet. <p><u>Writing the Ending (Chapter 6)</u></p> <ul style="list-style-type: none"> • Ask students to write their own ending for the book, knowing now what the complication is (bullying). <p><u>Computer activity</u></p> <ul style="list-style-type: none"> • Students explore the website http://www.takeastandtogether.gov.au • Getting a picture of Susanne Gervay and using photo editing software to create an abstract portrait. 	
<u>Teacher Comment:</u>			
4	<p>7- Anna tells (pp. 61-68)</p> <p>8 - Bright yellow sunflower (pp. 69-78)</p> <p>9 - Surf's up (pp. 79-87)</p>	<p><u>Literacy Activities</u></p> <ul style="list-style-type: none"> • Revise: Chapters 1-6. • Read: Chapters 7-9. Complete a summary of the main points on the notebook slide. • Comprehension questions: Use the questions provided to discuss as a whole class or students can independently answer in their workbooks • Vocabulary: Read through each of the vocabulary words and discuss the meaning of each one. Ask a student to put the word into a sentence. Dictionary Definitions - find the definitions for the vocabulary words. • Phonics and Phonemic Awareness: Rhyming words - students find as many rhyming words as they can for each of the vocabulary words. • Fluency: Character match - in pairs students have to read the selected speech in the different voices of the characters. • Grammar: Adjectives and Adverbs - Students complete the adjectives and adverbs worksheet and then work on developing their own use of adjectives and adverbs in their writing. <p><u>Report (Chapter 7)</u></p> <ul style="list-style-type: none"> • Write a full report of all the things that have happened to Jack in relation to bullying to help the Principal with his investigation. <p><u>Make a Sunflower (Chapter 8)</u></p> <ul style="list-style-type: none"> • Follow the procedure on how to make a paper sunflower. Place the sunflowers in a vase inside 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- Notebook 0312 - Iamjack</p> <p>- Student workbooks</p> <p>- Dictionaries</p> <p>- Character match</p> <p>- Adjectives and Adverbs</p> <p>- How to make a paper sunflower</p>

		<p>the classroom.</p> <p><u>Debate: Should Jack leave the school? (Chapter 9)</u></p> <ul style="list-style-type: none"> Split the class into two teams (for and against). Students come up with a list of arguments and then the class has a debate. 	
<u>Teacher Comment:</u>			
5		<p><u>BEFORE Visit from the author</u></p> <ul style="list-style-type: none"> Before meeting the author get students to write 5 questions they would like to ask Susanne Gervay when they meet her. Students can also use an image of the author to create a portrait of her using various mediums. The best one from each class to be hung in the library for her visit. This may also be used as a photographic editing activity (see session 3) 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- A3 paper</p> <p>- Art equipment for portraits</p>
<u>Teacher Comment:</u>			
6	<p>10 - Mr Angelou's bald head shines (pp. 88-96)</p> <p>11 - Goodbye to orange cupboards (pp. 97-106)</p>	<p><u>Literacy Activities</u></p> <ul style="list-style-type: none"> Revise: Chapters 1-9. Read: Chapters 10 and 11. Complete a summary of the main points on the notebook slide. Comprehension questions: Use the questions provided to discuss as a whole class or students can independently answer in their workbooks Vocabulary: Read through each of the vocabulary words and discuss the meaning of each one. Ask a student to put the word into a sentence. Graffiti wall - students create a wall of graffiti using the vocabulary words. Phonics and Phonemic Awareness: Syllables - students write the number of syllables that each word has and underline the vowel sounds. Fluency: Timed reading in pairs of chapter 10 with stop watches. Grammar: Punctuation - students edit a piece of writing from the text that focuses purely on capital letters and punctuation marks. <p><u>Photography (Chapter 10)</u></p> <ul style="list-style-type: none"> In groups, provide students with digital cameras to create an entry for a photography exhibition. 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- Notebook 0312 - Iamjack</p> <p>- Student workbooks</p> <p>- Graffiti Wall worksheet</p> <p>- Stopwatches</p> <p>- Editing Passage</p>

		<p><u>Journal Entry (Chapter 11)</u></p> <ul style="list-style-type: none"> Students choose one of the characters in the book and write a journal entry for that character's point of view about what is happening to Jack. 	<p>(Notebook)</p> <p>- Digital Cameras</p>
<u>Teacher Comment:</u>			
7	<p>12 - Jack's back (pp. 107-115)</p> <p>13 - I can fly to Jupiter (pp. 116-126)</p>	<p><u>Literacy Activities</u></p> <ul style="list-style-type: none"> Revise: Chapters 1-11 Read: Chapters 12 and 13. Complete a summary of the main points on the notebook slide. Comprehension questions: Use the questions provided to discuss as a whole class or students can independently answer in their workbooks Vocabulary: Read through each of the vocabulary words and discuss the meaning of each one. Ask a student to put the word into a sentence. Students complete the crossword containing vocabulary words from the entire novel. Phonics and Phonemic Awareness: Use the THRASS chart to match the phonemes in the vocabulary words i.e. night n - net, igh - light, t-tap Fluency: Reading backwards. Students start from the end of the book and literally read backwards for 5 minutes and see how far they get. Grammar: Similes <p><u>Poster (Chapter 12)</u></p> <ul style="list-style-type: none"> Create an anti-bullying poster to be displayed around the school. The teacher should choose the best 5 to be laminated and hung up somewhere in the playground. <p><u>Book Review (Chapter 13)</u></p> <ul style="list-style-type: none"> Write a book review on 'I am Jack'. 	<p>- 'I am Jack' by Susanne Gervay</p> <p>- Notebook 0312 - Iamjack</p> <p>- Student workbooks</p> <p>- Stopwatches</p> <p>- Similes</p> <p>- Crossword</p> <p>- Book Review</p>
<u>Teacher Comment:</u>			

Scrambled Sentences

Cut and paste the following parts together to make sentences using the vocabulary words from Chapters 1-3.

I am feeling	is able to do these	not saying please.
That little boy	only be words	today while you're gone.
If you would just	complain one more	I could help you.
Our mortgage	guilty about eating	underneath the house.
No ordinary boy	sound coming from	time, I will scream.
I will avoid	repayment is now	farm animals last night.
Your insults may	collection of old records	the entire cake.
If I hear you	attack on one of the	it makes me so angry.
There is a mysterious	is so rude for	amazing tricks!
I have this awesome	with my family because	we could listen to.
There was a violent	causing any trouble	but they are hurtful.
Please don't interfere	stop being so stubborn	way overdue.

Prediction Comic Strip

--	--	--

Prediction Comic Strip

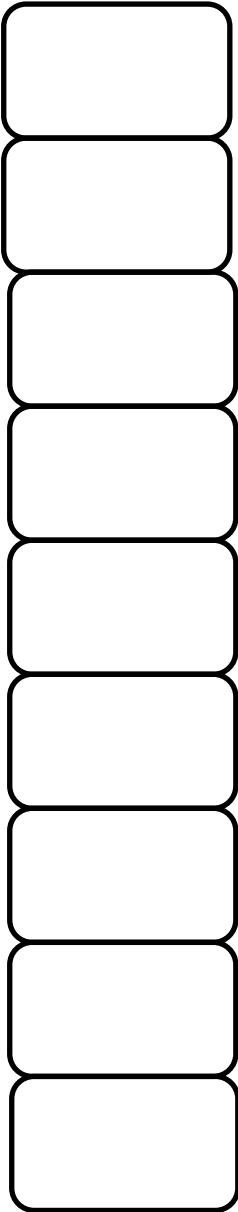
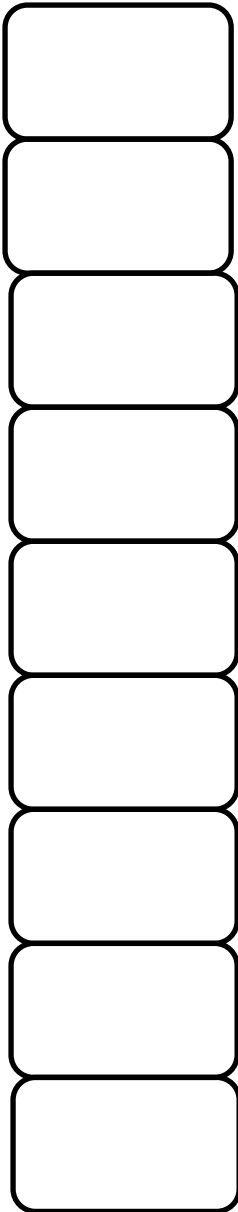
--	--	--

Comprehension Questions

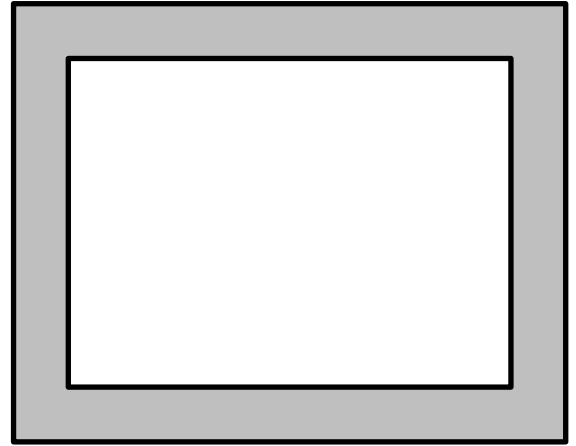
<u>Chapter 1 - Mum, will you listen?</u>		<u>Chapter 2 - Burping</u>		<u>Chapter 3 - Wipe your bum</u>	
<ul style="list-style-type: none"> a) How old is Jack? b) Describe Jack's mum and draw a picture of her. c) Why does Jack's mum call him Prickly? d) List some of the things Jack likes to do? e) Do you think Jack ends up talking to his mum about the problem that day? 		<ul style="list-style-type: none"> a) Do you think Jack was really sick or pretending? Why? b) Why doesn't Jack want other people to know Anna is his best friend? c) What do you think happened to Jack's dad? d) Describe some of mum's special cures. e) Is Jack too young to stay home alone? Why/Why not? 		<ul style="list-style-type: none"> a) Why does Samantha pick up the cat while Rob and Jack are wrestling? b) Do you think it is fair that Jack helps with the washing up? Why or Why not? c) Why doesn't Jack's mum complain about Jack going to the rugby game? d) Is what George Hamel doing to Jack classes as bullying? Why? e) Make up a funny joke of your own or find one that you can share. 	
Irritating Guilty Average	Mysterious Ordinary Collection	Pathetically Mortgage Stubborn	Violent Weakly Soul	Rude Maniac Interfere Avoid	Insults Ignorant Precious Complain
<u>Chapter 4 - Late for School</u>		<u>Chapter 5 - Nanna discovers her underpants</u>		<u>Chapter 6 - Karate Kid</u>	
<ul style="list-style-type: none"> a) Why did Jack want to be late for school? b) What does Jack think is causing his headaches? What do you think? c) How does Jack avoid George Hamel when the recess bell goes? d) Why doesn't Jack tell the teacher about the children calling him bumhead? e) Do you think Jack's friends are aware of how Jack is feeling? Is there some way they might be able to help? 		<ul style="list-style-type: none"> a) What is a Ponto? b) Why did Jack and Samantha get \$5? c) List some of the things Jack, Anna and Samantha see on their adventure by the seaside. d) Jack thinks Anna can't help him. What do you think? e) Think of the person that is most important to you. Write down what you would say to them if today was the last day you would ever see them. 		<ul style="list-style-type: none"> a) Why is the title of this chapter 'Karate Kid'? b) Why doesn't Christopher want to play handball with Jack anymore? c) How did Jack manage to stay out of the playground in the morning? d) What reason does Jack give for wanting to take photos of him, Samantha & nanna? e) Create a brainstorm of all the emotions you think Jack might be feeling by the end of the chapter. 	
Urgently Delirious Shutter	Strategy Sympathetic Harassed	Torture Paralysed Combination	Sensitive Fluorescent Crevasse	Concentrate Subside Revelation	Negotiable Catapult Positive

Chapter 7 - Anna Tells		Chapter 8 - Bright Yellow Sunflower		Chapter 9 - Surf's Up	
<ul style="list-style-type: none"> a) Do you think Anna did the right thing by telling her father? b) Why do you think Jack was hesitant about Rob moving in? c) Are Christopher and Paul true friends to Jack? d) What was the real reason Jack was walking to school every day? e) Do you think Jack will be angry at Anna? 		<ul style="list-style-type: none"> a) "There was silence on the other line. Then a voice. A man's voice..." Who did mum talk to before she hung up? b) What made Jack's head stop throbbing? c) Why did the Principal ask mum to come back in two days? d) If you got to have a day off school to spend time with your mum, what would you do? e) Draw a picture of mum and Jack on the beach. 		<ul style="list-style-type: none"> a) What's a 'scapegoat'? b) Was it fair that Samantha had to go to school without Jack? c) Why's Anna excited when she comes home from school? d) Why isn't Jack happy when he hears about what is going on at school? e) Do you think Jack has warmed to the idea of Rob moving in and becoming his step dad? Why? 	
Pathetic	Pollution	Ridiculous	Warrior	Scientific	Scapegoat
Heave	Startled	Hysterical	Deteriorating	Emotional	Investigation
Genius	Delicious	Suitable	Furiously	Tolerate	Threatening
Chapter 10 - Mr Angelou's Bald Head Shines		Chapter 11 - Goodbye Orange Cupboards		Chapters 12 and 13 - The Ending	
<ul style="list-style-type: none"> a) What is a cemetery? b) Why does the author write 'click' at the end of a descriptive sentence? c) What do you think Mr Angelou's plan might be? d) Do you think George Hamel should be suspended? e) Write down your one of your favourite things you have done with your family, that has made you forget anything bad that had been happening? 		<ul style="list-style-type: none"> a) Why has mum emptied the big wardrobe? b) What is a bully and how do they choose their victims? c) What does Mr Angelou mean by using words as a weapon? d) What is the consequence for bullying another student? e) If you were Jack, how would you be feeling when you were walking to class with Mr Angelou? 		<ul style="list-style-type: none"> a) What's the difference between the teasing the Samantha does and what George Hamel does? b) Why did Mr Angelou make Jack and George work together? c) Describe the food that was eaten for the celebratory dinner. d) Create an anti-bullying slogan. e) Write a description of what I am Jack is about. 	
Executive	Coward	Announces	Capture	Avoid	Suspicious
Partially	Courage	Exhausting	Exception	Fierce	Insanity
Excuse	Hesitate	Routine	Weapon	Remedial	Commotion

My Graffiti Wall



My Autobiography



First Name _____

Middle Name _____

Surname _____

Nickname _____

Date of Birth _____

About my family...

Where I live...

My likes and dislikes...

My aspirations...

Direct Speech

Quotation marks surround direct speech (what is actually being said).

Punctuation marks go inside the quotation marks. For example:

"I am so full after eating that ice-cream," whispered Janet.

Nina said, "Don't forget to put sunscreen on."

Rewrite each of these using quotation marks with correct punctuation.

a) Samantha yells what are you laughing at? Just go away.

b) Mum please don't call me darling, we have had this discussion before.

c) Do you think it is something you have eaten asked mum.

d) You're a complete idiot Jack replied Anna.

e) I've got to go to work. Will you be alright my darling questioned mum.

f) Samantha butts in and says Jack was alright today, Mum.

Make up two of your own pieces of direct speech that would fit the story.

a) _____

b) _____

Circle Time - Bullying

Rules: State the rules or get students to list them.

- Listen when others are speaking
- Push ups only, no put downs
- You may pass

Greeting: Teacher starts by choosing a hand movement and students then follow. Once everyone is copying the teacher will move around the outside of the circle and secretly tap someone. The person who is tapped needs to count to 5 in their head and then start a new hand movement. Once everyone is copying the teacher will tap someone else.

Change Places: Students stand up and change places if:

- You are friendly to others
- You have seen someone in this class be unkind to another person
- You have friends in this class
- You have had someone be unkind or unfriendly to you at school
- You have been unkind to another person

Sentence Completion: Students fill in the gaps

1. Someone has been unkind to me by...
2. I have been friendly to someone in this class by...
3. The most important thing you need to do to be a good friend is...

Activity: Brainstorm a list of things that make us different and a list of things that make us the same. Discuss each one upon completion.

Think-Pair-Share: Talk about what it means to be a bystander to bullying. In pairs students come up with a way to help someone who is being bullied.

Show students the website <http://www.takeastandtogether.gov.au> which they can use to help tackle bullying issues.

Checkout: My name is _____ and one thing I can do to stop bullying is...

Closure: Pass the squeeze. Everyone holds hands and passes a squeeze around the circle.

Past, Present and Future Tense Verbs

Draw a circle around the action verb in each sentence. Then on the line write if it is past, present or future. For example:

Jack played basketball with Anna	<u>past tense</u>
Mum works at the supermarket every Saturday	<u>present tense</u>
I will do the dishes later mum.	<u>future tense</u>

1. Mum is stroking my head. _____
2. Last night Rob came over. _____
3. I slide onto the kitchen stool next to Samantha. _____
4. Rob gave me a placemat. _____
5. "Don't do that Jack, you will fall" _____
6. I am going to tickle you. _____
7. She used to squeeze the oranges for us. _____
8. Nanna tidies the kitchen. _____
9. I know I'll be rich. _____
10. I had a big plate of chips and a t-bone steak. _____
11. Lots of people would marry my mum. _____
12. I worked on mum's car with Rob. _____
13. Samantha found the ball. _____
14. I ran upstairs to get my camera. _____
15. Samantha's singing in the shower. _____
16. Maybe I will finger jab one of them in the kidneys. _____
17. Christopher whispers in my ear. _____
18. I eat my sandwiches running up the stairs. _____
19. I head for the middle cubicle. _____
20. I grab my stuff and race out of the dressing rooms. _____

Character Match

Read the following pieces of text to your partner, using appropriate vocal expression and intonation.

Jack - "I'm not hungry, Mum."

Mum - "Dinner, hot and delicious. Roast Chicken!"

George - "Bum head, bum head."

Jack - "I want you to be happy Mum, that's all."

Anna - "You know I wouldn't have done it if there was any other way"

Samantha - "Does that mean you will be getting married mum?"

Mum - "Thank you, Rob. I mean that. I do, but I'll go to the school with Jack. Just me and Jack."

Jack - "Nanna should be here. She'd love this."

George - "Jack hasn't got a dad."

Nanna - "Jack, I'm just in time to help."

Mum - "Anna told her parents everything. Everything. Mr Napoli spoke to me, Jack. Mr Napoli spoke to me, Jack. Mr Napoli!"

Jack - "What do you get when you cross a marshmallow with your mouth?"

Anna - "I am your best friend, remember that."

Nanna - "Come on and try this on. I'll buy another one if it fits. It was half price."

Jack - "Nanna. I am busy."

Mum - "I WILL see the Principal. I will see him NOW. I trusted your school with my Jack. I trusted your school but it isn't safe."

Rob - "Get your swimmers on"

Come up with three of your own examples of things that you think each character might say.

How to make a Paper Sunflower

Materials: Glue, cardboard, green tape



1. Use a compass to draw two circles on a piece of dark brown card stock or construction paper. Make your circles 2 to 3 inches in diameter for a small flower and 5 to 6 inches in diameter for a larger flower.

2. Use a pen or pencil to draw a petal shape onto a heavy piece of cardboard. The petal should resemble a football with one rounded end and one pointed end.



3. Draw a leaf shape onto a piece of heavy cardboard. Make sure that the size of the leaf is in proportion to the rest of the flower ' approximately 2 inches in length for a small flower and 3 inches for the larger version. Draw a small stem at the bottom of the leaf.

4. Use scissors to cut out the circles, petal and leaf.



5. Place the petal onto a piece of bright yellow card stock or construction paper. Trace around the petal with a pencil. Make 12 to 14 tracings and use scissors to cut out each one (just inside the pencil lines).

6. Place the leaf onto a piece of green card stock or construction paper. Trace the leaf four or five times and cut out the tracings.



7. Use a glue stick to apply a small amount of glue to the rounded end of one petal. Keep the glue as close to the petal's edge as possible. Affix the petal to the edge of one of the brown circles.

8. Repeat step 7 until all the petals have been glued along the edge of the circle. Overlap the petals slightly.

9. Use transparent tape to glue your leaves onto a piece of florist wire or a thin wooden dowel. Space the leaves along the stem as desired.



10. Wrap green floral tape or green crepe paper around the length of the wire or dowel. Make sure to cover the taped portions of the leaves as you wrap. Secure crepe paper at both ends of the wire or dowel with transparent tape or a bit of glue.



11. Affix the stem to the back of the flower with a bit of tape or glue. Apply glue along the edges of the second brown circle and affix it to the back of the flower as well. Allow the glue to dry thoroughly.

Read more: [How to Make Paper Sunflowers | eHow.com](http://www.ehow.com/how_16357_make-paper-sunflowers.html#ixzz20BZqxub4)

http://www.ehow.com/how_16357_make-paper-sunflowers.html#ixzz20BZqxub4

Adjectives or Adverbs?

Adjectives describe nouns. Adverbs describe verbs.

Nanna's crinkly face smiles.

The 'crinkly' describes the face which is a noun. So crinkly is an adjective.

Jack frantically runs up to the library.

The 'frantically' describes the runs which is a verb. So frantically is an adverb.

1. Write at the end of each sentence if the word underlined is an adjective or an adverb.

a) Anna and Samantha are quickly collecting shells. _____

b) Mum cries hysterically as she hugs me. _____

c) I nod and mum pours me some fresh lemonade. _____

d) Mum loves the wobbly coffee table I made for her. _____

2. Write three sentences about 'I am Jack' that contain an adjective. Underline the adjective and circle the noun.

a) _____

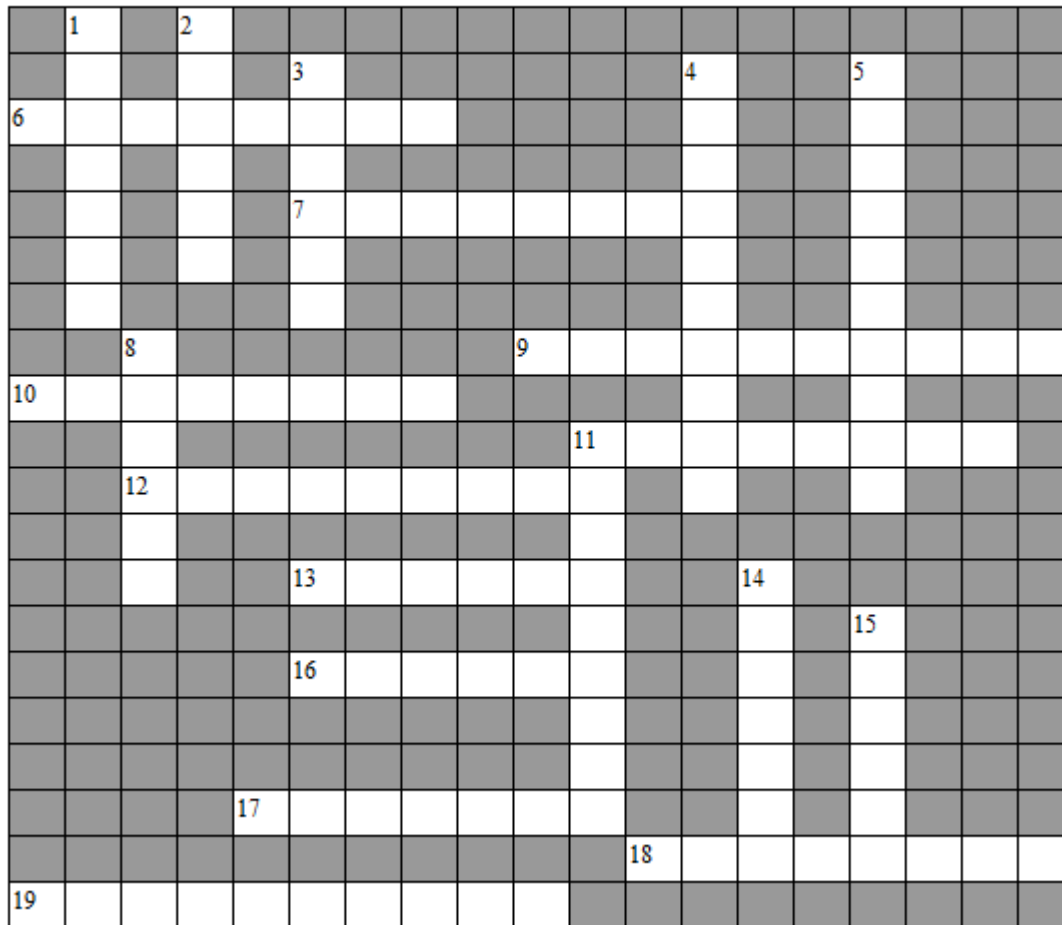
b) _____

3. Write three sentences about 'I am Jack' that contain an adverb. Underline the adverb and circle the verb.

a) _____

b) _____

Vocabulary Crossword



ACROSS

- 6. plain or undistinguished
- 7. lacking in knowledge or training;
unlearned
- 9. causing annoyance
- 10. of high price or great valu
- 11. fixed or set in purpose or opinion
- 12. to take part in the affairs of others
- 13. to trouble by repeated attacks
- 16. compelling or requiring immediate
action or attention
- 17. the act of inflicting excruciating pain
- 18. miserably or contemptibly inadequate

DOWN

- 1. a person who shows great courage
- 2. having committed an offense
- 3. an overly enthusiastic person
- 4. obscure in nature
- 5. the act of revealing or disclosing
- 8. a person having an extraordinarily high
intelligence
- 11. easily pained or annoyed
- 14. causing harm by great force
- 15. to serve as an apology or justification
for something

Similes

A simile is a figure of speech in which two unlike things are compared using the words like or as.

For example: Mum swirled around **like** poppies in a storm.

Mr and Mrs Napoli worked **like** hyperactive ants.

Go to the following pages in the book, find the simile and write it down.

Page 28 - _____

Page 34 - _____

Page 57 - _____

Page 59 - _____

Page 68 - _____

Now make up three of your own similes about something or someone from 'I am Jack'.

a) _____

b) _____

c) _____
