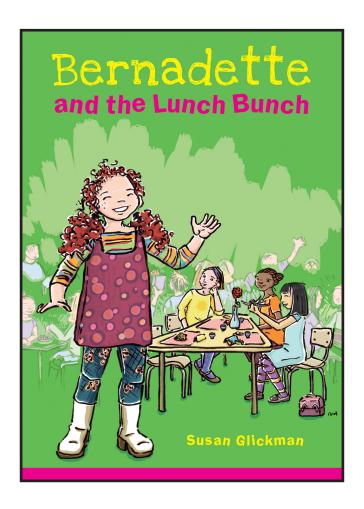
Second Story Press

Intermediate Level ESL

TEACHER RESOURCE GUIDE

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Bernadette and the Lunch Bunch

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Book Summary

Bernadette and the Lunch Bunch tells the story of Bernadette Inez O'Brian Schwartz, a feisty, sensitive, inquisitive little girl who has difficulty coping with the changes in her life. Bernadette is about to start Grade 3, but she is upset because her best friend Jasmine is moving away. Like many children, she feels miserable about the changes in her life: a strict teacher, eating lunch at school instead of at home, and missing her best friend. She is also disappointed because she's too young to participate in the school Science Fair. Bernadette thinks Grade 3 will be the Worst Year Ever until she joins Annie, Megan, and Keisha at their table during lunch. Bernadette and her new friends create the Lunch Bunch, an imaginative, diverse group who invent many ways to make school fun and interesting.

Bernadette and the Lunch Bunch is a fiction chapter book appropriate for native speakers in grades 2 to 4 and easily adapted for ESL students in the same grades. It meets the language arts criteria that require students to make meaningful connections between the literature they read and their daily lives, and to think critically. Teachers can use the book to explore the themes of multiculturalism, friendships, dealing with loneliness, embracing change, and individualism. It was written by Susan Glickman in 2008 and has 123 pages.





Storytelling Vocabulary

Before reading the story, students should know the basic vocabulary of storytelling that will be used in discussion while they are reading the book and in the activities that follow.

Give the students this worksheet.



Understanding Storytelling Vocabulary

a. Here are some words that we use when we talk about stories.

b. Write the each word after the sentence that gives the correct definition.

Directions:

	PLOT	SETTING	AUTHOR
	CHARACTERS	THEME	TITLE
	PROTAGONIST	CONVERSATIONS	
1.	The time and place of a story is the		
2.	The person who writes a story is the	2	
3.	The people in a story are the		
4.	The main idea of a story is the		

5.	The events that happen in a story are called the
6.	When people in a story are talking, they are having
7.	When the author of a story gives it a name, we call that name the
8.	The main character who changes a lot in a story is the



Adapting To Changes: Group Discussion

The main theme of this story is the difficulty experienced by young children in adapting to changes in their lives. The following is a sentence completion exercise for students to do in pairs or groups. The students should understand that there are no right or wrong answers. Their answers should reflect their personal experiences and ideas about adapting to change.

Give the students this worksheet.



Making Changes

Directions:

- a. Make a group with three of your classmates.
- Discuss and finish each sentence. Write your own ideas.
- c. Your group members can help you with new words, grammar, and spelling. Decide on your answers as a group, but make sure that everyone in your group gets a chance to give answers.
- d. We will talk about your ideas as a class when you are finished.

1.	My favourite subject or activity in school is
	because
2	
2.	I usually make friends who are
	because
3.	During lunchtime at school, I like sitting
1	At the hearing of a many guade on cabe al year I feel
4.	At the beginning of a new grade or school year, I feel
	because
5.	Sometimes when I have a new teacher, I feel
	because

	At school, it's easy to make new friends because
-	
	Sometimes it's hard to make new friends because
-	
-	
]	If I can't do exactly what I enjoy or like to do at school, I feel
1	pecause
-	
,	When students or my friends in my class need help, I try to
-	
]	My favourite hobby or talent that I enjoy sharing with everyone is
1	pecause



Reading And Writing Activities



Chapter Questions

Students answer these questions to recall details of plot, character, theme, setting, to make predictions, connections and inferences, and to express opinions. The questions can be used for class and small group discussion, formative writing, comprehension practise, and summative written evaluation.



Chapter Questions

Chapter 1. The Worst Year Ever (pages 1-14)

- 1. Why is Bernadette's whole name different than most people's names?
- 2. Do you have a long or short name?
- 3. What was Bernadette's first word? What kind of character does she have?
- Why were Bernadette and Jasmine best friends? 4.
- 5. Why does Bernadette feel sad about Jasmine's news?
- 6. Jasmine said, "My mom says life is about change." (page 6) How do you feel when your life changes? Is it easy or difficult for you to understand changes?
- 7. Why is Bernadette worried about being in Grade 3?
- Why is she upset about eating lunch at school? 8.
- 9. How is Bernadette's mother trying to make her feel better about eating lunch at school?
- What are three reasons that Bernadette hates the lunchroom? 10.
- Bernadette says that she is "jinxed." (page 13) What does she mean? 11.
- 12. What school activity does Bernadette really want to do?
- 13. Why doesn't her friend Marcus want to walk to school with her anymore?
- Why do you think friendships between boys and girls sometimes change?

Chapter 2. Bernadette Has the Blues (pages 15-27)

- 15. What does it mean when someone "has the blues?" (page 15) Have you ever had the blues? Why do people sometimes have these feelings?
- Why doe Bernadette liked being called by her whole name? How do you feel when anyone calls you by your whole long name?
- 17. Bernadette has a big dream about "Bernadette's Guide to Everything Important." What does this dream

- show about her personality?
- 18. Why does Bernadette say to her mother, "I'm doomed"? (page 18) What does she mean?
- 19. How does Annie Wang try to make Bernadette feel better about being in Mrs. Hawthorn's class?
- Why does Bernadette feel sorry for Jackie Renfrew? Have you ever had a classmate like Jackie? How would 20. teachers and classmates try to help him?
- 21. How does Bernadette begin to make friends with Jackie?
- Why is the afternoon of the first day in Grade 3 better than the morning? 22.
- 23. Why does Bernadette now think that it is sometimes good to have a strict teacher?
- 24. Why was Bernadette probably bored when she was in kindergarten and grades one and two? Which school activities are boring for you? Which ones are interesting?
- Why does Bernadette's mother hang a prism in her bedroom?

Chapter 3. 14, 15, 19, 3, 9, 5, 14, 3, 5, 6, 1, 9, 18 (pages 28-42)

- Describe Mrs. Hawthorn's rules.
- 27. Do you like a teacher who has a lot of rules, or not? Give some reasons for your opinion.
- How are Bernadette and her teacher similar? 28.
- 29. Why does she hate having lunch at school?
- 30. Why isn't Bernadette allowed to enter the school science fair?
- What do you think about the school's decision to not allow students under Grade Four to enter the Science Fair?
- Explain Bernadette's secret code. Why do you think she invented this code?
- Have you ever had a secret code with a friend or family member? Explain your code.

Chapter 4. The Lunch Bunch (pages 43-53)

- Why do you think Bernadette feels nervous about walking over to Annie's table at lunch?
- 35. How do Annie and the other girls at her table treat Bernadette?
- What idea does the Lunch Bunch have for the next school lunch? 36.
- What are their special Friday strategies?

- What three character traits do all of the girls in the Lunch Bunch have? Name each trait and give an example for it.
- 39. What do you think of Bernadette's new friends? Give your opinion and three reasons.

Chapter 5. The Best Birthday Ever (pages 54-70)

- Why does Bernadette love to cook? 40.
- 41. What do you think of the foods that Bernadette cooks together? What foods would you put together?
- Why does Bernadette love planning parties? 42.
- How would you describe Bernadette's sixth and seventh birthday parties? Would you like to have these 43. kinds of parties, or not? Give your opinion and three reasons.
- 44. What kind of eighth birthday party does she decide to have? What gives Bernadette that idea?
- 45. Make a list of all the activities in Bernadette's birthday party.
- What is Megan's special talent? Who else in Bernadette's family has the same talent? 46.
- Read the descriptions of the families of the Lunch Bunch. (pages 64-66) Is there a family who is almost the 47. same as yours? Which one? How is it similar?
- Why is Bernadette now happier about being in Grade Three? Give three reasons.

Chapter 6. The Talent Show (pages 71-85)

- Why isn't Bernadette excited about the talent show?
- Why does Bernadette feel that all of her Lunch Bunch friends have "talent show" talents, and she doesn't? Have you ever felt the same way?
- 51. How does Bernadette's mother try to help her to feel better about the talent show? How does Bernadette react to her mother's suggestions?
- Why is Bernadette afraid of performing in the talent show?
- 53. Why does Jackie tell Bernadette that he's good at playing the violin?
- How does Bernadette's attitude change? Was it a good idea that she changed? Why or why not? 54.
- What does Bernadette now think about making mistakes? 55.
- How do you feel about making mistakes?

Chapter 7. Making Megan Smile (pages 86-105)

- Bernadette's mother's job is illustrating books? What kind of work does an illustrator do?
- 58. Where do Bernadette and her mother spend time together?
- Why do people enjoy being at a library? 59.
- 60. What are some ways that reading can help us?
- 61. How do we know that Bernadette is a good organizer?
- What is happening in Megan's family? Does the same thing happen to families that you know? How do 62. children feel when this happens?
- Bernadette didn't like it when things didn't stay in the proper categories. (page 93) What does this mean?
- 64. Why does Bernadette think Megan often gets stomach aches? Do you think that she is right? Why?
- What does the Lunch Bunch decide to make Megan feel better? 65.
- What is a mural? Have you ever seen a mural? Have you ever helped to paint a mural? What did it look like?
- Who is Mrs. Garcia? Where does she want the new mural to be?
- Why does Bernadette suggest that all of the grade threes paint the mural? How will her idea help Megan? 68.
- How is "The Lunch Bunch" acting like a team? 69.
- 70. Do you think that it's better to do things with a team or by yourself? Give your opinion and reasons.

Chapter 8. Bernadette's Experiment (pages 106-123)

- What was the new strategy of the Lunch Bunch?
- Why couldn't Annie bring the right food? How does the rest of the Lunch Bunch help her? 72.
- 73. Why does Bernadette feel "left out"?
- Have you ever felt "left out" when your friends were busy doing things? Why do people sometimes feel this way?
- Why doesn't Bernadette want to give Mrs. Hawthorn a Christmas present? 75.
- 76. Why doesn't she feel happy that Jasmine is coming to visit?
- What gets everybody's attention? 77.
- Read page 116. Why would all of this information about the school staff be interesting to students?

- Which exhibits in the science fair would you be interested in? Why? 79.
- Why do you think Bernadette put up the posters? 80.
- Why isn't Mrs. Garcia angry with Bernadette? 81.
- What kind of award does Bernadette get? Why does she get it? 82.
- Do you think the story has a good ending? Why or why not? 83.



Understanding Vocabulary From Context

This activity helps students understand the meaning of new and unfamiliar vocabulary without using a dictionary. Much of this vocabulary consists of idioms and slang that are new for ESL students. This activity is also useful for native speakers who are reluctant readers.

Give this worksheet to students. Please note that there are many examples. Have students complete the activity one chapter at a time and in groups, so that native speakers and ESL students can work co-operatively.



Context Clues Worksheet

Context clues are words in a sentence that you can use to figure out the meaning of other difficult words that you don't know or haven't read before.

When you use context clues, don't use a dictionary to look for the meaning of a word. Instead, guess the meaning from the other words that are around it.

Directions:

Write the meaning, or a synonym of the <u>underlined words</u> in each sentence. Remember, don't use a dictionary to complete this exercise.

Here are two examples.

1	Everyone agreed	that Barnadatta	Inoz O'Brian	Schwartz was a most	unusual child	(nage 1)
1.	Everyone agreed	mai bernadelle	mez O brian	Schwartz was a most	unusuai chiid.	(page 1)

special

2. Bernadette was <u>disappointed</u> that her teacher didn't know all the answers, but she tried to be glad about going to Junior Kindergarten anyway. (page 3)

sad and angry

Now, join a small group of your classmates to complete the activity.

Chapter 1 (pages 1-14)

1.	Besides, Bernadette had known Marcus all her life, and he was usually a <u>scaredy-cat.</u> (page 3)
2.	In Grade Two, they discovered cooking and made a different kind of magical mystery food at
	each other's houses every Sunday for three months. (page 4)

3.	But we can be pen pals and invent a secret code so that nobody else can read our letters. (page 5)
4.	She was going to have Mrs. Hawthorn this year, and Mrs. Hawthorn was famous for being the strictest teacher in Garden Road Elementary School. (page 6)
5.	She got a tiny blue notebook attached to a silver key chain, which was extremely cool, and useful as well. (page 8)
6.	The lunchroom is <u>a total ZOO.</u> (pages 9-10)
7.	It was game over. (page 11)
8.	"If you start the year with a bad attitude, <u>you'll jinx yourself.</u> " (page 13)
9.	"Don't be such a <u>crybaby</u> ," said Marcus. (page 14)
C h	"I'll only have to last for two and half hours, and then I can have a <u>nervous breakdown</u> in the <u>privacy</u> of my own <u>room."</u> (page 15)
2.	Please stop making such a fuss. (page 16)
3.	Bernadette herself didn't mind, because she liked things to be absolutely_clear. (page 17)
4.	She stared at the ground and practised being invisible until the principal, Mrs. Garcia, called out, "Welcome to Garden Road Elementary School, boys and girls." (page 18)
5.	" <u>I'm doomed,"</u> Bernadette groaned. (page 18)
6.	"Hang in there, Bernadette," her mother replied. (page 19)
7.	That was to test their reading <u>comprehension</u> . (page 21)

8.	Mrs. Hawthorn hung a prism of clear glass in the window to teach them all about the <u>properties</u> of light. (page 24)
9.	Then a mean boy who was sitting behind her punched Bernadette in the shoulder and called her <u>a show-off</u> , so Mrs. Hawthorn made him <u>apologize</u> and stay in for recess to erase the blackboard and empty the wastebasket. (page 26)
Cł	napter 3 (pages 28-42)
1.	Sometimes Mrs. Hawthorn was kind of <u>bossy</u> . (page 28)
2.	So she <u>appreciated</u> the way Mrs. Hawthorn organized the classroom. (page 29)
3.	Then she left everything in her lunch box along with the crumpled-up napkin so that her mother would get the message. (page 31)
4.	And on Friday, Mrs. Hawthorn gave everyone sitting there a <u>detention</u> —even Bernadette, who had been as quiet as a mouse. (page 31)
5.	There were <u>displays</u> in the gym and prizes given by judges from the university, and the winner go to represent the school in a big city-wide <u>competition</u> in the spring. (page 33)
6.	And she was determined to win. (page 34)
7.	"Unfortunately a Grade Three student from another school got burned doing an experiment at the city finals and as a result, the school board has decided that the science fair should be restricted from Grades Four to Six from now on." (pages 35-36)
8.	But she said she wasn't allowed to <u>make an exception</u> for one student. (page 37)
9.	She planned to send these notes to Jasmine eventually, but in the meantime, no one else could read what she was writing. (page 40)

Chapter 4 (pages 43-53)

1.	So, figuring that she <u>had nothing to lose</u> , Bernadette took a deep breath and walked over to where Annie was sitting with two other girls from their class, Megan MacDonald and Keisha Clark. (page 43)
2.	"We could invent strategies to make lunchtime exciting," said Bernadette. (page 46)
3.	As soon as Bernadette got home from school she <u>raided the fridge</u> . (page 47)
4.	Bernadette's mother <u>rummaged around</u> a little and came up with the following menu: lentil soup, whole wheat bread, a box of raisins, and some chocolate chip cookies. (page 49)
5.	First of all, Bernadette persuaded the others that they should save their special strategies for Fridays so they would have something to look forward to all week. (page 51)
	apter 5 (pages 54-70)
1.	"A kitchen is just like a <u>laboratory</u> ," she declared. (page 54)
2.	These were <u>complicated dishes</u> like tomatoes stuffed with vanilla ice cream, or baked potatoes stuffed with peanut butter and jam. (page 55)
3.	Everyone agreed that the beach party was <u>brilliant</u> , and so was Bernadette. (page 57)
4.	"Arg," said her mother. "Why are you so fierce?" (page 60)
5.	Everyone in the Lunch Bunch seemed <u>spectacularly talented</u> to her. (page 64)
6.	First they used sheets and chairs and pillows to make a tent, so they could pretend they were stranded on a desert island. (pages 67-68)

Chapter 6 (pages 71-85)

1.	Having to eat lunch at school every day started out <u>terribly</u> , although that <u>turned out</u> OK because of the Lunch Bunch. (page 71)
2.	But apart from swimming, Bernadette Inez O'Brian Schwartz was always so busy with various projects, hobbies, and experiments that she didn't have time to <u>develop</u> any talent-show kinds of talents. (page 74)
3.	"What fun will it be to just sit and watch everybody else?" said Bernadette in a very grumpy voice (page 75)
4.	"Well, as long as you have such a bad <u>attitude</u> , Bernadette, I don't see how I can help you!" (page 78)
5.	But the more excited the other girls got, the more <u>left out</u> Bernadette felt. (page 79)
6.	A bright blue bubble of happiness floated up from her stomach, <u>lifting her spirits</u> with it. (page 83
7.	The Kindergarten girls messed up their ballet, but nobody cared because, after all, they were only in Kindergarten. (page 84)
Ch	napter 7 (pages 86-105)
1.	The children's section had a <u>cozy</u> sofa covered in red velvet, and extra small tables and chairs, and books on low shelves for little hands to reach. (page 87)
2.	"It would be kind of embarrassing reading out loud on a bus, or sitting in a coffee shop, don't you think?" (page 89)
3.	But at school things were more complicated. (page 91)
4.	They were probably going to get divorced. (page 92)

5.	"Imagine if your dad moved out of your house. You might start to act a little weird too." (page 95)
6.	"So we have an important mission," said Annie. "It's our job to cheer her up." (page 96)
7.	"We need some kind of <u>fantastic</u> project that will maker her want to be here every day." (page 97)
8.	"How can anyone expect to keep children happy and <u>productive</u> in such a <u>gloomy</u> environment?" (page 99)
9.	"Now let me get this straight," said Bernadette's mother. (page 99)
10.	"OK, fire away," said Mrs. Garcia. (page 100)
11.	"Since Megan is by far the best artist in Grade Three, she will <u>automatically</u> end up being one of the kids who does it." (page 102)
12.	"I am so glad to come to school today!" exclaimed Megan. (page 105)
13.	Bernadette wrote," mission accomplished." on a piece of paper and passed it to Annie. (page 105)
Ch	apter 8 (pages 106-123)
1.	Keisha had a lead role in the Christmas <u>pageant</u> at her church, so she had to go to a lot of <u>rehearsals</u> . (page 108)
2.	Everyone had agreed that her design of cats, dogs, and birds playing musical instruments was amazing, but it was so complicated it was taking a long time to finish. (pages 108-109)
3.	"And you have to <u>admit</u> that you are learning a lot of science in Mrs. Hawthorn's class." (page 111)
4.	Ms. Chin was so <u>impressed</u> by their hard work she brought them homemade cookies and lemonade. (page 114)

5.	These facts <u>inspired</u> the children to ask all sorts of questions, and they discovered some amazing things. (page 115)
6.	Thursday morning there was a <u>traffic jam</u> outside of Garden Road Elementary School. (page 115)
7.	"You're not the only one who has been observing things around here, young lady!" (page 118)
8.	"In fact, we're creating this new award especially for someone from Kindergarten to Grade Three, and it will be given to a <u>deserving</u> student every year from now on." (page 121)



Creating A Story Map

A story map is a graphic organizer that helps students remember and comprehend important details of the stories they read. There are many templates and exercises for story maps available online or in textbooks.

Instruct students to make sure they include these elements: author, main characters, protagonist, setting (time and place), plot (beginning, middle, and end), and theme (main idea).



Fact and Opinion?

Understanding the difference between fact and opinion is an important critical thinking skill. This worksheet is specifically about the book. You may wish to introduce your students to more generic fact and opinion activities that are available online before doing this activity.



Fact or Opinion?

A FACT is a true statement or sentence.

You can prove a fact by using your senses: hearing, seeing, tasting, touching, or smelling.

You can also prove a fact by counting or measuring numbers.

Here are some examples of FACTS. Why is each sentence a FACT?

- 1. It is a sunny and hot day today.
- 2. My best friend is eight years old.
- 3. Lemons are sour.
- 4. This book has 100 pages.
- 5. Our teacher cleans our class whiteboard every day.

<u>AN OPINION</u> is a statement or sentence you speak or write when you want to say what you think or how you feel.

Another person can either agree or not agree with your opinion or feeling.

Here are some examples of OPINIONS. Why is each sentence an OPINION?

- 1. I think that math is harder than reading.
- 2. I thought that my math test was easy.
- 3. I don't like the taste of carrots.
- 4. The bulletin board in our classroom has interesting displays on it.
- 5. My classmate has a beautiful singing voice.

Here are some sentences about *Bernadette and the Lunch Bunch*. Decide whether each sentence is a fact or an opinion. Write F if it is a FACT and O if it is an opinion.

1.	Bernadette has a long name.
2.	Bernadette's best friend from kindergarten to the end of Grade 2 is Jasmine.
3.	Bernadette's mother made her eat lunch at school because she was being mean.
4.	Bernadette's new Grade 3 teacher is Mrs. Hawthorn.
5.	Mrs. Hawthorn is too strict and unfair to her students.
6.	It is hard for Jackie Renfrew to learn new things.
7.	Mrs. Hawthorn loves to do interesting science experiments with her students.
8.	Bernadette sometimes gets impatient and frustrated with people like her teacher and mother.
9.	I think that Bernadette asks too many questions.
10.	The Lunch Bunch children are very creative and intelligent.
11.	I don't think that Bernadette's parents help her enjoy her life and do things well.
12.	When Megan paints the mural at school, she can forget her family problems and feel better.
13.	Bernadette isn't excited about the talent show because she doesn't have the same kind of talents as her friends.
14.	I feel that at first Bernadette acts like a baby because she can't show off a talent and has to be in the audience while her friends are performing.
15.	Jackie Renfrew plays the violin very well.
16.	Bernadette's house is messy because there are a lot of papers.
17.	I would hate to live in a messy house.
18.	Bernadette loves to visit the library.
19.	Bernadette's experiment in the science fair motivated everyone to be interested in science.
20.	Bernadette got a special prize at the science fair.

We will take up your answers. Try to explain why each sentence is a FACT or an OPINION.



Writing Facts and Opinions About Themselves

As a follow-up to the previous activity, have your students write facts and opinions about themselves.

This can be a summative evaluated assignment. The completed assignments can also be a bulletin board display.

If the computer technology is available, the students can record their work on a class website or blog.



Facts and Opinions About You

Directions:

- a. Write five sentences that are true facts about you. They could be about what you look like, your family, or your culture.
- b. Write five sentences that are opinions that explain what you think or how you feel about different things. Your opinions can be about things you like or don't like, and things that are boring or interesting to you.

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	ARE FIVE OF MY OPINIONS.
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1 2 3 4	



Identifying Active Verbs

This activity would help ESL students who are learning grammatical structure, but also native speakers who sometimes write sentences without verbs.

You could introduce verbs by having students complete more generic exercises easily available online. In this activity students identify active verbs from the book.



Finding Verbs

VERBS are words that describe ACTIONS.

Every sentence needs one, or more than one, verb. Verbs paint clear pictures of what people are doing, saying, or feeling.

Look at the words that are the verbs in these sentences:

- a. I am talking to my best friend right now.
- b. She **ran** quickly down the street.
- The boys **play** basketball every afternoon in the summer.
- d. My little sister **cries** hard when she **wants** my mother **to give** her candy.
- e. I **don't need** any help **to do** my math homework.

Directions:

Find and circle the verbs in these sentences from Bernadette and the Lunch Bunch.

Make a list of the verbs that you circle.

- "I don't want anything to change, ever!" 1.
- 2. None of these things tasted as good when you brought them to school.
- On the first day of school, Bernadette refused to put on her new jeans, even though she had begged and 3. begged for them and they were kind of expensive.
- 4. When they got to school, all the kids were yelling and screaming and hugging each other.
- 5. When a sunbeam passed through the prism, beautiful colours shone out of it, sparkling and swaying over all the desks and chairs.
- 6. So she appreciated the way Mrs. Hawthorn organized the classroom.
- Because she enjoyed cooking so much, Bernadette also loved parties. 7.
- 8. She hated making mistakes more than she hated no cherries in her fruit cocktail.
- 9. A bright blue bubble of happiness floated up from her stomach, lifting her spirits with it.
- Megan listened to the announcement and began to smile.



Writing Sentences With Verbs

As a follow-up to Activity 8, have students write their own sentences using some of the verbs they found.



Extension/Enrichment Activities



Idioms Word Wall

A lot of the vocabulary from Activity 4 consists of idioms. Once Activity 4 is completed and checked, create an IDIOMS WORD WALL. Have individual students print the idioms on strips of paper along with their definitions and post them on the wall. If the computer technology is available, have students create the word wall on a class blog or website.



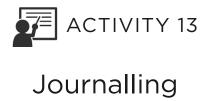
Creating A Lunch Bunch

Encourage students to create their own lunch bunches. Model by having a class lunch around a holiday or a specific theme, such as Halloween, Thanksgiving, or Valentine's Day. Students participate in the planning by suggesting themes, making lists, and dividing responsibilities paralleling the LUNCH BUNCH in the book. The goal is to have your students interact and make new friendships with children they may not otherwise have spoken to.



Lunch Bunch With Special Needs Students

Jackie Renfrew is an endearing character who has severe learning challenges, but extrordinary musical ability. As the story progresses, Bernadette grows to respect and appreciate him. Have a discussion with your students about Jackie's challenges and gifts. If your school has a special needs program, organize a Lunch Bunch, integrating your students with special needs children. Again, as much as possible, have them plan the lunch and any activities or games that they might like.



Either electronically or in journal notebooks, have students record their opinions or feelings about the book, while you are reading it or when you are finished. Here are some examples of journal writing prompts.

- 1. What is one of Bernadette's personal qualities that you liked the most? When did she show that quality?
- 2. What is one of Bernadette's personal qualities that you did not like? When did she show that quality?
- 3. How would you feel if your best friend moved away and left your school?
- 4. What are different ways that we can meet new people and make new friends?
- 5. What is one way that Bernadette changed by the end of the story? How did she change?
- 6. What is the best birthday party that you ever had? Describe that party. What did you eat? What games or activities did you have?
- If you had your dream or wish, what kind of birthday party would you love to have? Describe the food, 7. decorations, activities, and games that you would want.
- 8. What is your opinion of Mrs. Hawthorn, Bernadette's teacher? Do you think she is a good teacher? Why or why not?
- 9. Do you have a special talent or hobby that you enjoy? That talent could be dancing, singing, playing a musical instrument, art, playing a sport, or a being great at a school subject. Describe that talent. Why do you do it? Why do you love doing it?



Mini Oral Presentation

To differentiate instruction and encourage oral presentation skills, students can do short (two-minute) oral presentations using the prompts in Activity 13.

ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to <u>info@secondstorypress.ca</u>.

FEEDBACK

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