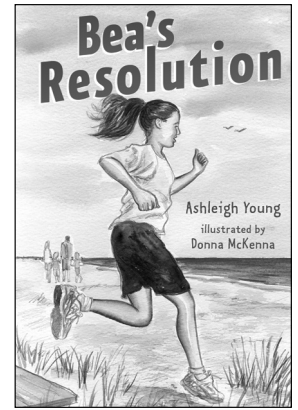


Bea's Resolution

by **Ashleigh Young**

illustrated by **Donna McKenna**



Book Summary

Bea wants to be able to run like the wind. She thinks that if she keeps her resolution to train hard, she'll make the track team. This realistic narrative follows Bea's progress as she realises that she's no superhero.

Features of the Book

- Narrative fiction
- Told in the first person
- Recount or memoir form
- Theme of achieving a goal through determination
- Character development
- Factual information

Purpose

Bea's Resolution can be used to introduce and reinforce the following skills and understandings:

- S** making connections to infer meaning;
- S** identifying the theme of a story;
- S** discussing the importance of a responsible diet and activity plan when taking part in physical exercise;
- S** asking questions to deepen understanding.

Investigation Tools

- Making Connections – Extraordinary Powers, page 29
- What's the Background? – Running Shoes, pages 30–31
- Weighing Both Sides – Running, page 32

The Guided Reading Lesson

S Making connections to infer meaning

S Identifying the theme of a story

Introducing the text

Before showing the students the book, discuss their experiences of setting goals. Share one or two examples of your own to start the discussion.

- *Have you ever decided to do something you weren't sure you could do? What did it feel like?*
- *What helped you to keep trying?*
- *Why do you think some people set themselves goals and others don't?*
- *Have stories of other people's achievements inspired you? Tell us about them.*

Tell the students that the book they will be reading is about a girl who resolves to “run like the wind”. In this lesson, they will be using the connections they make with the text to deepen their understanding and to help them to infer meaning. They can use these connections to identify stories with similar themes. Give the students sticky notes or pencils to mark the text as they read.

Give out the books, and as the students examine the cover, ask them to make connections between this story and their own experiences.

Reading and discussing the text

Ask the students to read the first chapter and identify the characters and the setting. As they read, they can mark where they make a personal connection with the text.

- *Mark the places where Bea has a feeling or an experience that you've had. Look for significant connections rather than everyday examples like owning running shoes.*

Share the connections briefly, and discuss how they help the reader to identify with the character.

- *Did you notice the connections that Bea made? On page 5, she thinks about sailors. How did Bea connect with the sailors' feelings?*
- *On page 7, she makes a connection between her nickname and the slowness of bumblebees. She also connects with a mythical character who could fly. How do Bea's connections help us to understand her better?*

The students can read the rest of the story (page 28), marking where they make connections. Remind them that connections can be made to their own lives, to other information or stories they have read, or to other people, places, and events. Ask them to pause briefly between chapters to share their ideas.

Move around the group, noticing the connections they are making and supporting those students who may have difficulty with this strategy. You may need to model how a student could connect with the text, for example, to show how a shy student might relate to Teena.

Check that the students have made inferences to work out why Bea collapsed after the race. For example, on page 14, we learn that Bea is running twice a day, and on page 18, we learn that she is tired and has no energy.

Discuss the theme.

- *What happened to Bea's resolution? Did she achieve it? What do you think she'll aim for next?*
- *Thinking about the connections you could make with other stories, what might be the theme of this story? Why do you think that?*
- *Was this a good way to convey the theme? Do you think that fictional stories convey a theme as well as true stories? Why?*

Read "Extraordinary Powers" on page 29 with the students.

- *What does the writer mean in the last sentence?*
- *How do the stories of superheroes connect with the theme you've identified for Bea's Resolution?*

The students can read the information on the last pages of the book.


Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Identifying the theme of a story

The students can extend the connections they made with other stories by discussing them in a literature circle. Encourage them to think about themes, such as working to achieve personal goals, and to develop a list of books that explore the theme in different ways. Examples could include biography and picture books, as well as general fiction. Over a period of time, the students could add critical reviews to the book list and publish it for others to use as a reference.

S Discussing the importance of a responsible diet and activity plan when taking part in physical exercise

 In the story, Bea doesn't make a plan for getting fit. Using information in the text and from other sources, the students can complete the blackline master to compare what Bea did with the preparations that she should have made.

S Asking questions to deepen understanding

Why do people compete in sports? The students can discuss the many reasons that people have for competing in sports, using their personal knowledge and experience. They can investigate the issue further, for example, by conducting a survey of their classmates or by interviewing a sports psychologist or a professional athlete or coach.

The students can record the results of their investigation.