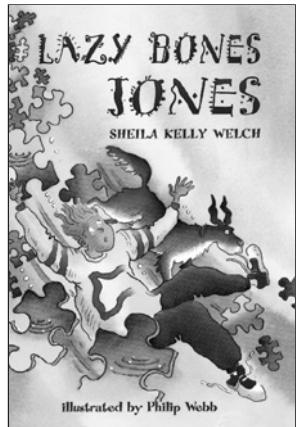


Lazy Bones Jones

by Sheila Kelly Welch

illustrated by Philip Webb



Book Summary

Laurence Bradley Jones (or Lazy Bones, as his sister calls him) is sick of the rain. It's been falling for days. His sister has spent the time doing puzzles, but L.B. thinks that's boring. So he spoils her fun by hiding the last piece of the puzzle and putting it in place when she leaves the room. If only he'd known what that would lead to – he and his dog Klutz slip into another world, where L.B. discovers that he does have an imagination.

Features of the Book

- First person point of view
- Introduction and epilogue in italics
- Text in large, bold type for effect
- The unusual structure of the story line
- The use of cooperation to solve a problem
- The way the puzzle connects events in the story
- The hallmarks of the fairy-tale setting – unicorn, ruined castle, dungeon, girl in the tower
- The idea of the characters meeting again by using another puzzle

Purpose

Lazy Bones Jones can be used to introduce and reinforce the following skills:

- making links with students' own experience;
- discussing the form of narrative fantasy;
- reviewing the use of adverbs;
- looking at the possessive form of singular nouns;
- analyzing the story line.

The Guided Reading Lesson

- Making links with students' own experience
- Discussing the form of narrative fantasy

Introducing the text

Ask the students whether they have ever had a dream that seemed very real.

- *How did you feel when you woke up?*
- *Did you think for a moment that the events in the dream had really happened?*
- *Have you ever read a story that ends up being a dream?*

Look at the cover illustration and the title of the book together. Discuss the illustration and how the boy and the dog seem to be falling. Note the bubbles and ask the students what this tells them.

- *Why do you think there are pieces of puzzle on the cover?*

Now look at the blurb on the back cover and read it with the students.

- *What additional information does this give you?*
(The versions of the narrator's names – Lazy Bones, L.B., Laurence Bradley Jones; the suggestion that something unusual happens when he completes the puzzle.)



Reading and discussing the text

Read the text on page 3 together.

- Why do you think that the first sentence is written in *italics*?
- What is the purpose of this sentence? (It gives the impression that unbelievable events are happening in this story.)

Ask the students to read to the end of chapter 1, where the fantasy begins. As they read, they could make notes about the following question:

- What does this first chapter tell you about the character of the narrator, Lazy Bones Jones?

Discuss the students' suggestions. These may include:

- he is lazy;
- he gets bored easily;
- he has no imagination;
- he likes to play tricks.

- How is L.B. different from his sister?
- What in the text tells you this? (His sister is motivated; she goes into the attic to look for the missing piece; she likes to finish what she has started.)

Look at the bold text on page 9.

- How does the layout make you think that something is about to happen? (The long dash after the word "then" is there to make the reader pause. This heightens the effect of the words in bold.)
- How would you read the last line aloud?
- Can you predict what will happen when you turn the page?

Ask the students to read to the end of page 17.

- Which sentences on page twelve tell you that L.B. thinks he is dreaming? What will happen next?
- Can you tell whether the unicorn is friendly?

The students can now read the rest of the story independently. As they read, they could think about the following question:

- How does Lazy Bones Jones change in the story?

Ask the students to note the place in the story where he had to use his imagination (page 36).

Discuss the change in Lazy Bones Jones.

- What brought about this change? Was it a positive change?

Encourage the students to give reasons for their suggestions.

Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Reviewing the use of adverbs

Ask the students to read to the end of chapter 1, where the fantasy begins. As they read, they could make notes about the following question:

– Does the sentence tell you how they buzzed? Could you suggest a word? (quickly, noisily, annoyingly, slowly)

Look at the students' suggestions and ask them whether they notice anything about the way that these words are spelled (they all have -ly endings). Explain that these words are called adverbs and that they describe how, when, or where something happened.

The students could question each other about how, when, or where things happen in different parts of the story, for example:

- How did L.B. stand up when Jill climbed onto his shoulders? (He stood up slowly.)
- Where did the unicorn step after charging at Klutz? (He stepped backwards.)
- How does the use of these adverbs make the story more interesting?

S Looking at the possessive form of singular nouns

Review the singular possessive form of nouns, using examples from the story.

- Read page nine and find the words that mean "the hot breath of Klutz." (Klutz's hot breath)

Discuss how the use of -'s means "belongs to something or someone." (The hot breath belongs to Klutz.)

- Can you find any other examples like this in the story?

The students can skim-read the text and list what they find. Examples could include: Patty's puzzle, the unicorn's voice, each other's, Klutz's paw, Jill's address.

S Analyzing the story line

The students can use the blackline master on page 70 to help them analyze the fantasy sequence in the story line.