



STAGE 2 BOOK STUDY
BY SARAH YOUNG

There's a Bully in my Brain – Picture Book Study Stage 2 English	
<p>Unit Overview</p> <p>This unit is designed to teach reading and writing strategies whilst focusing on the theme of having a growth mindset and building resilience.</p>	<p>Duration</p> <p>2 weeks 6 lessons 30-60 minutes each</p>
<p>Outcomes</p> <ul style="list-style-type: none"> • EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts • EN2-3A uses effective handwriting and publishes texts using digital technologies • EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies • EN2-5A uses a range of strategies, including knowledge of letter–sound correspondences and common letter patterns, to spell familiar and some unfamiliar words • EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter • EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts • EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own • EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning 	

Lesson Outline	Comments and Register
<p>Lesson One</p> <p><u>Learning Intention</u> To learn what strong readers do before reading a new book.</p> <ul style="list-style-type: none"> • Today we will read 'There's a bully in my brain' written by Lauren Thompson and Illustrated by Kayla Lee. • Strong readers ask themselves three questions before reading a book, which is what we are going to do: <ol style="list-style-type: none"> 1. Does this book look appealing to me? 2. What is the purpose of this book? (For enjoyment, to inform, to persuade) 3. What is this book going to be about? (Take time looking at the cover and the blurb). • After discussing the above questions, the teacher does a cold read of the book. • After reading, revisit the three questions and have students reflect if they were correct or not. 	

Lesson Two

Learning Intention

To pay attention to the words in the book, adding new words to our vocabulary.

- Today we are going to read 'There's a bully in my brain' again. This time we are going to be focusing on the words.
- As I am reading the book, you are going to write down words on your mini whiteboard that sound interesting or that you want to know the meaning of.
- After reading the text, have students share which words they wrote down. Make a list of these words on the board (can add these to your class word wall).
- Discuss the meaning of any 'tricky' words and how to use these in a sentence.
- Students get into pairs and work together to write two sentences using words from the book. Once they have completed the activity, students share their favourite sentence with the class.
- Key words to explore: bully, obnoxious, constantly, unique, loyal
- Also discuss the word 'affirmation' and the importance of these by looking at the last page of the book.

Lesson Three

Learning Intention

To analyse and discover what the meaning of the book is.

Suggestion – complete this discussion in a circle to promote cohesion amongst the students.

- In the first lesson we discussed the purpose of this book. Today we are going to talk about what the author is trying to teach us. Turn and talk to your partner about what you think this book is teaching us.
- Through our Daily 5 program, we have learned that one of the ways we can read a book is by examining the pictures. Show students each page of the book slowly, getting them to focus on the illustrations and how they change throughout the book. (The bully changes to a friend). We have the power to do this with our brain – it is our Superpower!
- We have lots of thoughts that run around in our heads every day. Doing yoga and practicing mindfulness can help still these thoughts. But it is often very difficult to not be thinking about anything at all. It is important though that we learn how to make sure we have kind and positive thoughts rather than unkind and negative thoughts.
- The girl in the book was having lots of negative thoughts, which is why she said there was a Bully in her brain (pull these words/thoughts out and write them on the whiteboard).
- Ask: are these kind words? Are they words we would say to our friends or family or that we would like them to say to us? Think in your head - what are some unkind words we sometimes say to ourselves?
- This way of thinking is having a fixed mindset which is where you believe you cannot improve or get better at something.

- Select some students who are happy to share their answer.
- What happened halfway through the book? (The girl told her bully to go away). What happened then? (She started having positive thoughts - pull these words/thoughts out and write them on the whiteboard).
- What are some kind words we can say to ourselves so that we don't have a bully in our brain?
- This way of thinking is called a growth mindset which is where you believe that even if you struggle with certain skills, over time and with hard work, you will improve.
- At the completion of this lesson, find some time throughout the day to take a happy and a sad photo of each student. Tell them these are the different ways we feel if we have a bully or a friend in our brain.

Lesson Four

Learning Intention

To examine the writing techniques the author used in the book.

- Every book we read has literary techniques in them. This is something the writer uses to help make their story more interesting. For example, exaggeration.
- Some of the main literary techniques used in 'there's a bully in my brain' are rhyming, imagery and idioms. We are going to learn what each of these techniques are and where we see them in the story.

1. **Rhyming** - Rhyming words are words with the same ending sound. For example, "at" and "bat" are rhyming words. But so are "through" and "blue," even though they end with different spelling patterns.

When working with rhyming words, it's the sounds that count, not the letters.

Examples in book: brain – pain, mind – unkind, day – away, quit – do it.

Ask students if they can find other rhyming pairs in the book. Write all of these on the whiteboard for students to see.

2. **Imagery** – Imagery is when a writer uses very descriptive language, to appeal to all your senses.

When imagery is written well, the reader can see, hear, taste, touch, and feel the text.

Example from the text: 'People think that you're too short and not good at any sport. And I don't like your freckles, your face is covered in speckles.'

Can we think of any other examples of imagery?
Record these on the whiteboard.

3. **Idioms** – Idioms are a phrase that have a non-literal meaning.

For example, 'there is a bully in my brain.' There is not actually a person inside her brain but it is

the negative thoughts that she is referring to as a bully.

Can we think of any other idioms? Record these on the whiteboard.

- Discuss the above techniques with the students, then read through the book again, pointing out these techniques.
- Once finished reading the book, students write the meaning of each technique (copied from the board) with an example in their writing books.

Lesson Five

Learning Intention

To represent the importance of a growth mindset in an artwork.

Prior to this activity – print out the photos taken in the previous lesson.

- Students glue the photos of themselves that were taken prior to this lesson on a piece of A3 paper.
- Above the photo of them with a sad face, students draw their bully that shows up in their brain. Around their picture, students write some of the unkind words their bully sometimes says to them. Explain that when we are thinking like this, we are having a fixed mindset.
- Above the photo of them with a happy face, students draw a warm, soft looking teddy that shows up in their brain. Around their picture, students write some of the kind words their friendly teddy says to them. Explain that when we are thinking like this, we are having a growth mindset.
- If comfortable, students can share some of the words on their paper once they have finished it. Ask them how each of the different words make them feel.
- Place the artwork around the room and have the students refer to them regularly to remember the importance of having a growth mindset.

Lesson Six

Learning Intention

To represent the importance of a growth mindset in a letter to yourself.

- To put together everything the students have learned throughout the text, the unit will be completed with a cultivating activity.
- Ask students to think back through all the prior lessons and share what we have learned by looking at this book. Let them know that we are going to put these learnings into practice.
- Students will write a letter to themselves explaining why it is important to have a growth mindset.
- Encourage students to include rhyming (or another literary technique), pictures to help convey their emotions and clearly outline the importance and meaning of having a growth mindset. They can also include some positive affirmations like at the end of the book in their letter.
- This activity make need to be spread out over a couple of lessons. Students may even like to publish the activity by typing it up on a computer. This letter can then be put into an envelope and displayed near their artwork for whenever they need a reminder of the importance of having a growth mindset.