

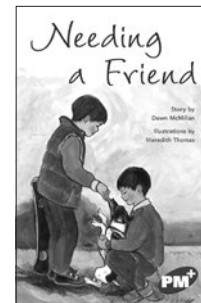
# Needing a Friend

PM Level 27

Ruby

**Text Type** Narrative

**Running Words** 2262



## Preparing for Guided Reading

### Orientation to the text

- Jamie is a new boy at school, and he has Asperger Syndrome. Jamie is very good at maths and knows a lot about animals. Tony and Jeff try to help him settle in, but Jamie's illness means it is hard for him to make friends. When Tony's dog has an accident, Jamie knows exactly what to do, and becomes a great friend.

### Prior knowledge

- Discuss the topic of 'special needs', e.g. someone with a disability may need a ramp rather than stairs to gain access a building. Debate whether we (society) hold stereotyped images of people with special needs, and whether these are fair.

## Building the Balanced Reader

### Grammatical conventions

- Draw students' attention to the use of adverbs – single words, usually ending in *ly*, which help describe how an action is performed. Have the students suggest other places where adverbs could appear (before verbs) and which adverbs would be appropriate.
- Discuss the author's use of adverbial phrases, which help to explain how something is done, where something happened, why something happened or when something happened, e.g. *He scuffed his feet as he went up the sidewalk toward the classroom.*

### Vocabulary

#### Key vocabulary

*accept, confused, experts, fastened, intelligent, invitation, leash, loose, principal, reassured, recover, routines, schedule, shrugged, solution, spine, supporting, surgery, stiffened, trailing, whimpered*

### Spelling

- Explain to students the difference between the words *accept* and *except*. Encourage them to use each word correctly in sentences to show they understand the correct usage.

### Visual Literacy

- Discuss the vignette under each of the Chapter headings. How do these relate to the content of each chapter?
- Study how the Illustrator has shown the characters' body language. How does Jamie interact with Susie?

### Focusing on the story – guided reading

- Ask students to read to the end of p. 14 after setting the focus questions: *What two things can the class do to help Jamie settle in? What is the first problem that Tony and Jeff encounter?*
- Discuss how friendships are established, e.g. things in common. What are the characteristics of a good friend?
- Ask students to read to the end of p. 20 after setting the focus questions:  
*Which common interest might the boys share?*  
*Which unusual facts about Susie did Jamie know?*
- Share students' responses to the focus questions, then discuss the following: *Who is the most active in trying to help Jamie settle in? Do all people with Asperger Syndrome have the same behaviour?*
- Discuss the words *help* and *hindrance* with the students and then have them think of situations that would be helpful for Jamie or could be a hindrance for him.
- Share students' responses to the focus questions, then discuss the following:  
*Did Jamie leave the basketball game sulking? Explain your observation.*  
*Did Jamie ignore Tony's invitation? Explain how you came to your conclusion.*

### Comprehension

- What are Jamie's special talents? (*Literal*)
- Why did Jamie's mother ask Mrs Hogart to share information about Jamie with the class before he arrived? (*Inferential*)
- Which of Jamie's actions may the boys have misinterpreted if Mrs Hogart hadn't shared information about Jamie first? (*Applied Knowledge*)

### Follow-up activities

- Discuss how to include students with special needs in group activities. Explain that everyone has different needs and it is important to be sensitive to these.

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## Learning Intentions

- We are learning to understand a range of themes that we encounter in everyday life, and understand the impact of stereotyping in our society.
- We are learning to make predictions about the text based on our knowledge of the structure of the text type, and the typical vocabulary.
- \_\_\_\_\_

## Success Criteria

- I can identify themes in the text that we encounter in our lives, and can understand how stereotyping affects the way people think and behave.
- I can use prior knowledge about the text type and vocabulary to make predictions about the text.
- \_\_\_\_\_

## Guided Reading Notes

Student's name	Reading focus	Observations/notes	For follow-up