

Being Billy

PM Level 30

Sapphire

Text Type Narrative

Running Words 2507



Preparing for Guided Reading

Orientation to the Text

- Billy, who has Down's Syndrome, has always been close to his older brother Andrew. But things change when Andrew goes to high school and does not want to spend as much time with Billy. Billy decides to find something he can do on his own, and wins the lead role in the school play. His success in the play leads to a role in a TV show and a reconciliation with Andrew.

Prior Knowledge

- Explain to students that the story they are going to read is 'realistic fiction'. Ask them to brainstorm some of the features of realistic fiction. Have them share titles of stories they have read that are examples of realistic fiction.

Building the Balanced Reader

Grammatical Conventions

- Locate third person pronouns that are used to refer to people and things, e.g. *he, she, they, their*
- Revise the correct punctuation in direct speech, particularly for broken quotations, e.g. "It's not often that I'm ashamed of you, Andrew," their mother said quietly, "but I am today."

Vocabulary

Key vocabulary

announced, assured, attention, auditioned, autographs, betrayal, characters, complained, contract, determined, disbelief, dramatically, encouraged, energetically, hints, ignored, impact, interview, nastily, rehearsals, scanned, security, steadily, talented, understate

Spelling

- Discuss different generalisations for making past tense verbs from the root word, i.e. adding -e, -ed, e.g. *ignore – ignored; audition – auditioned; double final consonant then add -ed, e.g. scan – scanned*. Locate other words from the text and add them to these groups.

Visual Literacy

- Discuss how the illustrator shows the emotions the characters are feeling.

Focusing on the Story – Guided Reading

- Ask students to read to the end of p. 12 after setting the focus questions:
How have Billy and Andrew enjoyed spending their time growing up together?
Why were Billy's attempts to gain Andrew's attention unsuccessful?
- Ask, *What is a disability?* Discuss what sort of disability Billy has.
- Ask students to read to the end of p. 23 after setting the focus questions:
How does Andrew react to Billy's news? Why?
What evidence is there that Billy is a very good actor?
How does Andrew feel about Billy's meeting with Mr Fox? Justify your answer.
- Share students' responses to the focus questions, then discuss the following: *Do you think Andrew would treat Billy the same if Billy weren't "different"?* *When Andrew speaks to Billy on p. 9, which emotions do the boys experience?*
- Have students reflect on how they judge story characters (the way the character behaves, something he/she says, something said about the character and adjectives selected by the author). Brainstorm character traits that could be used to describe Billy, Andrew and Sally.
- Share students' responses to the focus questions, then discuss the following:
When does Andrew start to feel guilty and why?
The author has been honest in her character development. What things has she included to add this element?
Straight after the performance, Billy's mother goes to find his sports teacher. Why does the author add this piece of information?

Comprehension

- Which part in the school play does Billy decide to audition for? (*Literal*)
- Why does Andrew offer to help Billy learn his lines? (*Inferential*)
- Why does Andrew treat his brother so differently after starting high school? (*Applied Knowledge*)

Follow-up Activities

- Encourage students to write about an occasion when they treated another person poorly. Also ask them to explain how this made them feel and how they went about resolving the situation.

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Learning Intentions

- We are learning to understand that many people share their experiences to help others.
- We are learning to understand more complex language effects in narrative texts.

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Success Criteria

- I can learn from the experiences of others and share my experiences with them.
- I can understand and use more complex language effects when I write narrative texts.

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Guided Reading Notes

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