

# The Dreaming Place

PM Level 30

Sapphire

**Text Type** Narrative

**Running Words** 2512



## Preparing for Guided Reading

### Orientation to the Text

- Leah's dreams of becoming an Olympic gymnast are shattered when she loses her arm in an accident. In this book, she tells her story – of coming to terms with her new body, and of meeting a teacher who inspires her to get her dream back.

### Prior Knowledge

- Tell students that the main character dreams of becoming a gymnast. Ask students to share their dreams. Have them make a list of what will be required for their dream to come true, e.g. practice, good health, education, support, income, skills, self-discipline, commitment.

## Building the Balanced Reader

### Grammatical Conventions

- Identify first-person pronouns used in the text. Explain that this story could also have been written in the third person. Have students select a paragraph and read it aloud using third-person narration. Have them compare and talk about the impact of first and third person.
- Locate examples of cause and effect in the text, e.g. *I must have slipped back into sleep, because the next thing I knew, the room was dark.* Discuss the terms *action* and *reaction* and how they are linked to cause and effect.

### Vocabulary

#### Key Vocabulary

ashen, ashamed, auditions, cartwheeled, counselling, demonstrations, embarrassed, gymnasium, gymnastics, horizontal, imaginary, injection, panic, Paralympics, prosthesis, refereed, shattered, somersaulted, spongy, transformed

### Spelling

- Locate words in the text where the letter *g* makes hard and soft sounds, e.g. *gymnastics, judges, strange, games, background.*
- Revise the correct spelling and use of contractions in direct speech, e.g. *We'll, don't, You're, That's*

### Visual Literacy

- Look at the illustrations on pp. 7 and 31. Discuss why these are set in a cloud shape.

### Focusing on the Story – Guided Reading

- Ask students to read to the end of Chapter 2 after setting the focus questions:

*Why does Leah name the orchard her “dreaming place”?*

*What do you think was the cause of Leah's accident?*

- Encourage students to find the gymnastics vocabulary, and try to rearrange the letters to create new words, e.g. *somersault* – *team loss*.
- Discuss the ways that people deal with bad news, e.g. *denial, withdrawal, anger*.
- Ask students to read to the end of p. 23 after setting the focus questions:

*Why didn't any of the visitors mention Leah's arm?*

*What was most important to Leah during her stay in hospital?*

*Why was going home more difficult for Leah?*

*Who does Leah blame for the accident?*

- Encourage students to list topics the counsellor might have discussed with Leah.
- Share students' responses to the focus questions, then discuss the following:

*If Leah's dreams hadn't been shattered, do you think she could have achieved her dream?*

*Fear is an underlying theme in this story. What instances of fear have been highlighted in the story?*

*What are the possible consequences of Leah's accident?*

- Share students' responses to the focus questions, then discuss the following:

*Would you agree with the saying “time heals” in Leah's situation?*

*What is it that Leah likes about Miss Skelton?*

### Comprehension

- Why doesn't Leah tell anyone about her dreams? (*Inferential*)
- Why was it important for Leah to speak openly to her Nana? (*Applied Knowledge*)
- What can true friends offer in a time of loss? (*Applied Knowledge*)

### Follow-up Activities

- Encourage students to recount an event in their life that may help other people to deal with a problem they have encountered.

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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 |
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