

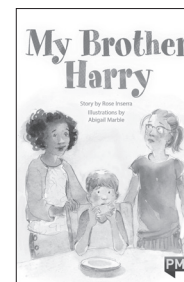
# My Brother Harry

PM Level 26

Emerald

**Text Type** Narrative (Imaginative)

**Running Words** 2183



## Preparing for Guided Reading

### Prior knowledge

- Talk about autism, and some of the difficulties that children with autism face, particularly in communicating with other people. Have students offer thoughts as to how they can be more sensitive towards autistic children, and help them feel comfortable at school.

### Orientation to the text

- In this story, Katie starts at a new school and soon befriends a girl called Jade. Katie is embarrassed to have Jade visit her home because she is worried about how her younger autistic brother Harry will behave in front of her. Katie is very worried when Jade comes to her house to work on an assignment, but they find a way for Harry to help, and all have a good time together.

## Building the Balanced Reader

### Grammatical conventions

- Discuss the use of the ellipses on p. 7, for building tension and expressing how Katie feels. Compare them with the use of the ellipsis on p. 8, which denotes a pause for thought.

### Vocabulary

#### Key vocabulary

*announcement, attention, autistic, caterpillar, friendliest, friends, sometimes, standing, surprised, terrarium, thoughtful, trampoline, trouble, uncomfortable, worried*

### Spelling

- Talk about some of the different sounds produced by the letter combination *gh*, e.g. *enough, though, ghost*. Have students find *gh* words in the story and categorise them by the sound made by these letters.

### Visual literacy

- Discuss the cards on the wall chart, as seen on p. 28, and ask students how they think such clear directions would be a help to Harry.

## Focusing on the book – guided reading

- Talk about the ways in which the terrarium project is a good way for Katie and Jade to get to know each other.
- Do students think Jade would be surprised to learn that Katie has avoided talking about her little brother?
- Ask students to imagine what Katie and Jade could do instead of going to Katie's house. Ask, *If Jade does not accept Harry, is she the type of person Katie should be friends with?*
- Why is it good luck that Jade is wearing green clothes on her surprise visit to Katie's house?
- Ask students how they think Jade's mum feels when the sound of her phone upsets Harry.
- Ask students how they think the cards on the wall help Harry to stay calm and do what he needs to do each day.
- Ask, *Why does the terrarium project prove to be a very good activity for Harry too?*

## Comprehension

- Why didn't Harry go to the same school as Katie? (*Literal*)
- What did Katie mean when she said that loud sounds hurt Harry's head? (*Inferential*)
- What sort of help would Harry receive at his new school? (*Applied Knowledge*)

## Follow-up activities

- Have students draw their own design for a terrarium like the one the girls make in the story, and choose the kinds of insects they would like to live in the terrarium. Have them decide where rocks and plants could go to make it a good home for the insects.
- Discuss why Jade is such a good friend for both Katie and Harry. Have students list the qualities of Jade's personality that make her such a good friend.

## Learning Intentions

- We are learning to understand themes that are explored through events that occur in the text.
- We are learning to make predictions about the text and can use prior knowledge to discuss potential solutions to the problem encountered by the characters.

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## Success Criteria

- I can identify themes that relate to events that take place in the text.
- I can use prior knowledge and experiences to predict a resolution to the problem that occurs in the text.

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## Guided Reading Notes

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