

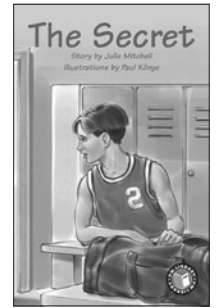
The Secret

PM Level 25

Emerald

Text Type Narrative

Running Words 997



Preparing for Guided Reading

Orientation to the text

- Chris becomes a hero in a basketball game because he scored more points than anyone else, while he was injured. That night, Andrew wakes up with breathing difficulties. The next day, Andrew finds out that he has asthma. The doctor gives Andrew an inhaler but Andrew is embarrassed about using it, so he decides to keep his asthma a secret. At the next game, Andrew doesn't want to use the inhaler in front of Chris, so he leaves it in his bag. During the game, Andrew has an asthma attack and has to go to hospital. Chris comes to visit Andrew and reveals that he has asthma too.

Prior knowledge

- Look at the cover illustration and read the title. Flick through the book and draw students' attention to the illustrations. Explain that the story is about how one of the characters deals with asthma. Encourage students to share what they know about asthma – the cause, its treatment and control – and their personal experiences with it.

Building the Balanced Reader

Grammatical conventions

- Identify and discuss complex sentences, made up of an independent and a dependent clause, e.g. *You'll need to take medication each morning to help prevent further attacks.* Dashes are used on pp. 4 and 12. Draw students' attention to the use of dashes to connect two parts of a sentence (one part of which is often an afterthought) or to add extra information to the main part of a sentence.
- Draw students' attention to the use of personal pronouns – both third and first person. Encourage students to skim Chapter 4 to locate the personal pronouns. List and group these. This could be the basis of a word study session – use sentences from the story and ask students to substitute pronouns for the nouns.

Vocabulary

Key vocabulary

appointment, asthma, breathe, defender, embarrassed, exhausted, inhaler, interchange, panicking, permission, substitute, wheezing

Spelling

- Distinguish between the words *breath* and *breathe*.
- Note the addition of the letter *k* when changing the root word *panic* to *panicking*.

Visual Literacy

- Discuss the features of a basketball game that are evident in the illustrations, e.g. the backboard and ring, the lines on the floor.

Focusing on the story – guided reading

- Read aloud pp. 4–7 while students track the text. Ask them to listen and identify the qualities of Chris, and the name of the person telling the story. Discuss how this story is written in *first person* and explain the features of a text written in *first person* (the use of personal pronouns *I, we, my, me, us, our*, etc).
- Direct students to read silently to the end of Chapter 2. Discuss the signs and symptoms Andrew experienced, and how he felt.
- Direct students to read silently to the end of Chapter 4. Ask what Andrew's problem was and how his attitude contributed to his problem.
- First share the children's responses and then discuss why Andrew admired Chris.

Comprehension

- What treatment did the doctor give Andrew for his asthma? (*Literal*)
- What did Chris mean when he said, *losing to Cooperville would hurt a lot more*? (*Inferential*)
- Why do you think Chris Draper was the focus of the first chapter? (*Applied Knowledge*)

Follow-up activities

- Ask students to reiterate the importance of taking preventative medications. Discuss the saying, *Prevention is better than cure*. Relate this to other situations students may find themselves in, e.g. not leaving toys on the floor that can cause people to trip over.
- Conduct some research to find out how an inhaler assists people with asthma to breathe more easily.

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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