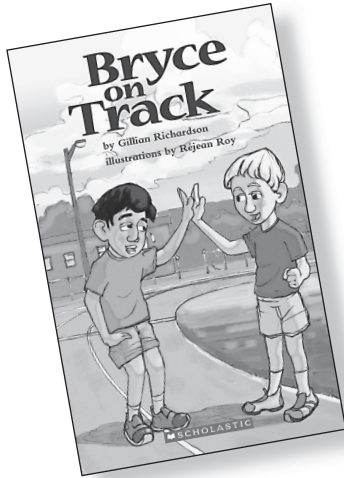


# Bryce on Track



*Written by Gillian Richardson*

*Illustrated by Réjean Roy*

**Text Type:** Fiction: Narrative — Realistic Story

**Guided Reading Level:** P

Note: Do not use this book for both Guided Reading and Reading Club for the same student.

**Summary:** Bryce is unhappy because he is always last. He feels tired, hungry, and thirsty all the time. He doesn't know what is wrong with him. After being diagnosed with diabetes by his doctor, he tries to hide his disease and finds himself in the hospital. The reader learns about diabetes through Bryce and his feelings. The story provides encouragement for people with diabetes and illustrates the importance of managing it.

## Text Features

- ▶ table of contents
- ▶ chapter headings
- ▶ additional information on diabetes

## Text Supports

- ▶ illustrations highly supportive of text

## Possible Text Challenges

- ▶ variety of sentence structures
- ▶ complex verbs with “-ed” endings e.g., *dodged, clattered, grumbled*
- ▶ compound words

## First Session (pages 4-11)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ inferring

#### Working with Words

- ▶ using “-ed” endings to solve multi-syllabic words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions based on text and illustrations
- ▶ make inferences
- ▶ use “-ed” endings to solve multi-syllabic words

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ listening to others



## BEFORE READING

### Making connections: text to self/predicting

#### **Activating and Building Prior Knowledge**

Display the front cover and read to students the title, then the author's and illustrator's names. Direct students' attention to the illustration on the front cover and ask, *Who do you think this story is about? Where do you think it takes place?* Talk about the clues provided in the illustration, including the track, lanes, and the boys wearing running shoes.

Ask, *What do you think the boys are doing?* Encourage students to share experiences they may have had running.

Then ask, *What do you think this story will be about?* Have students make predictions and record these on the board or on chart paper.

### Text features

#### **Overcoming Text Challenges**

Hand out copies of the book and have students turn to the table of contents on page 3. Say, *On which page does Chapter 1 begin? How can you use the table of contents as you read this book?*

### Inferring/text features

Have students turn to page 3. Point out the chapter heading and have students look at the illustration on page 4. Ask, *What is happening?* Talk about the differences between the two boys. Then direct their attention to the boy in the right-hand corner. Ask, *How do you think he is feeling?*

### Word solving and building

Write "He slowed to a walk" on the board. Have students locate this sentence on page 5 and read the sentence aloud. Ask students if they have ever seen or used *slowed* in this way. As they read the text, invite students to look for verbs or action words that are used in different ways.

Ask students to turn to page 6 and read aloud the third line, "With a sneer on his face, Kyle dodged inside." Discuss how the author's choice of words and sentence structure grabs the reader's interest. Ask, *What other way could the author have written the sentence?* Write the sentence suggestions on the board. Then ask students to compare them and decide which sentence is most interesting.

### Predicting

#### **Setting a Purpose**

Remind students of their earlier predictions of what this story is about and have them read to the end of page 11.

**ESL Note:** To support comprehension for ESL students, you may consider either using a BLM, sticky notes, or students' notebooks and have ESL students make a list of the clues the author gives about what is going on with Bryce.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Did you expect that Bryce would be able to run around the track? What do you think will happen next?*

Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread the first two chapters independently or with a partner.



## AFTER READING

### Predicting

When all students have finished reading, have them compare their predictions to the events that have occurred so far in the story. Discuss with students what they think will happen next and add any new predictions to the list.

### Inferring/analyzing

Ask, *How was Bryce feeling when he couldn't open the door to get into school? Did he get angry? How did he feel when he was finally able to run around the track?* Encourage students to find evidence in the text to support their opinions.

### Word solving and building

Ask students to scan the text for verbs or action words that have been used in different ways, e.g., *followed, slowed, ducked, flashed, clattered*, and record these on the board or on chart paper. Point out positive reading strategies you saw during this session, e.g., say, *Tamara covered the "-ed" ending in ducked, read the root word, and then blended them together and read ducked*. Encourage students to use this strategy when reading other action words or verbs in the story.

## Optional Approach

You may wish to have students read the rest of the text independently. Set a purpose for reading and choose a date to come back together to discuss and work with the text using the Optional After Reading session (see page 7). You may choose to do some diagnostic work with students or hold a book discussion halfway through to check their comprehension of the text.

### Predicting

#### **Setting a Purpose**

Before students read pages 12–24, have them predict what they think will happen next based on the events that have occurred so far in the story.

## Second Session (pages 12–24)

### Reading Strategies

#### Comprehension

- ▶ predicting
- ▶ analyzing

#### Working with Words

- ▶ use word parts to solve unfamiliar words

### Assessment Opportunities

Note each student's ability to:

- ▶ make predictions
- ▶ analyze illustrations and text
- ▶ use word parts to solve unfamiliar words

### Oral Language Opportunities

- ▶ retelling
- ▶ responding to questions



## BEFORE READING

### Synthesizing/predicting

#### **Activating and Building Prior Knowledge**

Ask students to retell the main events of the first two chapters, identifying the problem in the story and the events. Have students look at the table of contents page and read the titles of chapters 3, 4, and 5. Then ask, *What do you think will happen next?* Add any new ideas to the list of predictions made in the previous session.

### Word solving and building

#### **Overcoming Text Challenges**

Revisit some compound words from the first session, such as *playground*, *nickname*, *forehead*, and *washroom*. Have students demonstrate how to read these words by looking for words they know. Remind students that they will be coming across other compound words in the next few chapters.

### Analyzing

#### **Setting a Purpose**

Tell students that as they read pages 12–24, they are to find out what happens to Bryce.



## DURING READING

Ask students to read the text independently, thinking about the purpose for their reading.

Observe and listen to students as they read, assisting them with word-solving strategies, vocabulary, punctuation, and comprehension queries. Offer prompts, such as, *Why did Bryce's mother take him to the doctor? Did you expect that Bryce would tell Jason he has diabetes? Why did you think so?*

Note students' successful use of reading strategies and any difficulties they encounter.

Encourage students who finish early to reread pages 12–24 independently and retell the main events to a partner.



## AFTER READING

### Predicting

When students have finished reading, compare students' predictions to the events in the text. Ask, *Did anyone think Bryce was sick? Did anyone think he might have diabetes? Why did you think so?*

### Analyzing

Discuss what happened in the story and then ask, *How did Bryce take the news that he has diabetes? Did he tell anyone that he has diabetes? Do you think he will?*

**ESL Note:** For ESL students, you might consider reviewing different types of emotions by providing these learners with some examples. In addition, have ESL students complete a T-chart. On the left-hand side, they can have the title "Character's Emotion" and on the right-hand side, have them explain changes in emotion.

### Word solving and building

Model positive reading strategies you observed during this session. For example, say, *I noticed when Coreen came to the word bathroom, she recognized both bath and room and blended them together to read bathroom.*

## Third Session (pages 25-40)

### Reading Strategies

#### Comprehension

- ▶ inferring
- ▶ synthesizing
- ▶ analyzing

#### Working with Words

- ▶ use a variety of strategies, such as familiar words and syllabication to solve unfamiliar words and determine word meanings

### Assessment Opportunities

Note each student's ability to:

- ▶ make inferences based on the text and illustrations
- ▶ analyze the text for information
- ▶ synthesize new information with prior knowledge to create understanding
- ▶ solve unfamiliar words using a variety of strategies, such as familiar words and syllabication

### Oral Language Opportunities

- ▶ discussing with a group
- ▶ discussing with a partner
- ▶ dramatic retelling



## BEFORE READING

### Synthesizing/analyzing

#### **Activating and Building Prior Knowledge**

Ask students to retell the main events of the first five chapters. Ask, *What was the main problem in the story?*

### Text features/predicting

Have students turn to the table of contents and read aloud the titles of the remaining three chapters. Ask, *Based on what we know about the chapter titles, do you think Bryce tells anyone he has diabetes? Do you think Bryce will accept having diabetes and be comfortable with others knowing he has it? Why do you think so?*

### Word solving and building

Point out the word *injection* on page 30 and ask students to describe the strategies they used to read the word. Encourage students to look for familiar words or to divide the word into syllables. Explain that there will be other examples of compound and multi-syllabic words in the story.

### **Setting a Purpose**

#### Analyzing

Tell students to read the rest of the book to find out if Bryce tells anyone he has diabetes, and whether he learns to manage it.

**Teaching Tip:** Write the purpose for the reading on the board or chart paper so students can refer to it during the reading. Students need to know the purpose for their reading so that they are “tuned in” as they read.



## DURING READING

Ask students to read the rest of the book independently, noting their ability to use context cues to make sense of what they read. Offer prompts, such as, *When does Bryce use a sugar pill? How does the blood glucose meter help him?*

Note students’ success in using reading strategies and any difficulties they encounter.

If students finish before others have completed the reading, ask them to go back and reread, then discuss the series of events with a partner.



## AFTER READING

#### Analyzing/infering

Ask, *Has Bryce accepted the fact that he has diabetes? How do you know? Does he tell anyone he has diabetes? How do they react?*

#### Infering/synthesizing

Have students turn to page 35 and ask, *How does Bryce feel when he learns that diabetes could cause him to lose his sight? How do you know?*

**ESL Note:** Be sure to encourage ESL students to first illustrate at least three emotions Bryce exhibited in different parts of the story. They can then describe the situation.

### Word solving and building

Ask students to explain how they solved any words they found difficult in their reading.

# Optional After Reading

## Analyzing/synthesizing

If students have completed the text independently, use the following After Reading discussion and activity suggestions to support comprehension, word solving, and good reading strategies.

Ask, *Why did Myrna say that Jason was a good friend? What did he do? How does that show Bryce that Jason cares about him?*

## Analyzing/inferring

Have students look through the book and identify the signals that Bryce's blood sugar was too high or too low. Discuss how paying attention to these signals would have changed Bryce's story.

## Evaluating

Ask, *What do you think the title of this book means? Is it a good title?* Remind students to be prepared to explain their opinions.

## Rereadings

Provide opportunities for each student to reread the book independently or with a partner.

## Focused Follow-ups

The following activities are optional. Choose those that best meet the needs of your students.

## Synthesizing

### **Story Organizer**

Provide students with a copy of the BLM. Ask them to write about each of the four headings. Ensure that students understand the headings "Characters," "Setting," "Problem," "Events," and "Solution" before they record on their story organizer.

## Synthesizing

### **Drama**

Have small groups of students act out the roles of the different characters. Assign each group a chapter and have students practise reading their parts using expression and fluency. Students can act out each chapter for the rest of the class.

## Making connections: text to world

### **Discussion**

Refer students to "Learn More about Diabetes" on pages 38-40. Discuss how knowing this information might help someone who had just been diagnosed with diabetes.

## Word solving and building

### **Find the Verbs**

Students can hunt through the story to find words like *trembling* that create an action in their minds.

# Story Organizer

Name: \_\_\_\_\_

**Characters:** \_\_\_\_\_

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**Setting:** \_\_\_\_\_

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**Problem:** \_\_\_\_\_

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**Events:**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

**Solution:** \_\_\_\_\_

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