

# Harry's Dream

Text Type		Lower 1500–1800 words RA 8.8–9.2	Middle 1900–2400 words RA 9.3–9.7	Upper 2500–3000 words RA 9.8–10.2
<b>Fact</b>	<b>Procedure</b>	Build Your Own Easel	Making a Cheesecake	So You Want to Be a Cartoonist?
	<b>Recount</b> (Explanation)	Ten Milestones in Space	Rail Accidents	Three Terrible Hurricanes
	<b>Information Report</b> (Description)	Mythical Creatures	The World of Caves	Top Towers
	<b>Information Report</b> (Explanation)	A Weather Counting Book	Two Polar Regions	Seven Ancient Wonders
	<b>Interview</b>	Food Science FAQs	Hobbies	Fireflies and Glow-worms
	<b>Biography</b>	Ned Kelly	Mother Teresa: Saint of the Gutters	Edmund Hillary
	<b>Explanation</b>	How Forensic Scientists Work	How Musical Instruments Work	How Solar Energy Works
	<b>Procedural Recount</b>	How I Learned to Be a Nipper	How I Trained for the Junior Triathlon	How I Learned to Snowboard
<b>Fiction</b>	<b>Realistic Fiction</b> (Out of School)	Junkyard Treasure	Outback Betty's	Harry's Dream
	<b>Realistic Fiction</b> (In School)	On the Case	The Real-Life School Project	Ms McMahon
	<b>Historical Fiction</b>	The Wooden Horse Trick	Cheung Saves the Day	The Slave
	<b>Fantasy</b>	The Cloud Washerwoman	Sammy Stevens Sings	Finbar and the Long Trek
	<b>Science Fiction</b>	A New Source of Power	The Intergalactic Race	Eighth Moon
	<b>Humour</b>	The Upstairs Dragon	My Rhyming Grandpa	Catty Bimbar and the New-Age Pirates
	<b>Mystery</b>	Mystery Under the Big Top	The Mystery of Autoplane 500	The Mystery of the Missing Food
	<b>Folktales</b>	The Wicked Witch of the Singing Sands	Gulnara	Momotaro, Little Peachling

We have designed these lesson plans so that you can have the plan in front of you as you teach, along with a copy of the book. Suggestions for teaching have been divided into questions and discussion that you may have with students before, during, and after they read. You may prefer to explore the meaning and the language in more detail before students read. Your decisions will depend on the gap between students' current knowledge and the content, vocabulary, and language of the book they are about to read. The more information students have up front, the easier it will be for them to read the text.



## HARRY'S DREAM

**Upper level fiction**

**Text type: Realistic fiction**

**Reading age 9.8**

**Word count 2,559**

### Before Reading

Ask students to explain what the term *realistic fiction* suggests. *Why do you think authors would use realistic settings, events or characters in these stories?* Guide the discussion so that students understand that this allows authors to create interesting storylines that readers can relate to. Many readers like to imagine themselves amongst the action and enjoy stories where it is easy to identify with the characters.

Activate prior knowledge by asking students if they have read any realistic fiction. Discuss the aspects of these texts that are realistic.

*What generally happens in these stories?*

Guide the discussion to build understandings

that fictional texts usually begin with a problem that is eventually solved. However, an author may not uncover a problem until later in the story, and this element of surprise is an unexpected twist in the plot.

### COVER

#### Before Reading

Read the title and ask the students to consider what this story might be about.

Discussion and question guide:

- *Where is this story set?*
- *What can we infer about the character of Harry?* Guide the discussion so students infer that Harry dreams of travelling. *Where do you think he'd like to go? What do the pictures on his travel book suggest?*
- Read the blurb on the back cover. Discuss the words *realistic fiction*, *unique*, *obstacles* and *travel book*. Guide students to understand that the author has used a realistic plot and setting in this book and that Harry's dreams are his aspirations rather than dreams that occur during sleep.
- Consider the title, illustration and blurb. *What do you think happens in this story?*

### CHAPTER 1

#### During Reading

*Who do you expect to learn about in Chapter 1?*

As you read Chapter 1, think about what type of person Harry is. As you build a mental picture of Harry, jot down words from the story that assist you to see Harry in this way.

Be thinking about the sorts of experiences Harry has had, and how these may influence his dreams.

We don't learn much about Harry's family in Chapter 1. What do you know about them? Be ready to discuss your thoughts.

Is Harry the sort of person you think you'd like to know in real life? Is Harry similar to you in any ways?

## After Reading

Discuss the students' impressions of Harry. *The author has used lots of adjectives to help us to paint a picture of this story.* Probe students to provide other words with similar meanings to those in the text. *How would you describe Harry?* Guide students to extend understandings of the text to make inferences about Harry's character.

Locate Kalgoorlie and Perth on a map. Discuss what a mining town is.

*What do you know of Harry's family?* Guide students to infer that Harry may not have siblings. *Do you think this may be why he enjoys imaginative play?* Discuss.

*What kinds of things do you think Harry would be great at?* Lead students to infer that Harry's imaginative and creative nature enables him to journey wherever he would like to go. His desire to pretend or imagine himself in different roles enables him to experience things beyond his environment.

## CHAPTER 2

### During Reading

Read Chapter 2. Predict what you think will

happen in Chapter 2. Invite discussion.

As you read Chapter 2, take note of the illustrations. Think about the information contained in the images. What sorts of things do you think Harry would like to see on his travels? What gives Harry his ideas about his trip? Jot down some ideas ready for discussion.

Be ready to chat about what is unusual about Harry's travel book. Think about the tense of the writing and remember that these are Harry's dreams. The blurb told us that Harry was unique. As you read, think about why Harry may be unique.

## After Reading

Discuss responses to the guide questions. Probe for elaboration and clarification as needed. *Compare pages 8 and 9. What do you notice about the tense of the writing? Why do you think Harry chooses a fire engine for his travels?* Invite inferences.

*What did you notice about the way Harry's book is illustrated? Where do you think Harry gets his inspiration for his travel dreams?* Discuss.

*What do you notice about the way this book is written?* Guide students to understand that the way this text is set out, it looks like Harry's dream book. *Harry's illustrations are the backdrop, but the narrator is telling the story. Who would you expect to be telling this story? Discuss why the story may not be told by Harry.*

## CHAPTER 3

### During Reading

Harry will continue to visit places he has always wanted to see. As Harry's journey continues, jot down some words that are used

to describe the places Harry sees. Be ready to discuss how these new places would be different to Harry's home in Western Australia.

As you read, you will learn more about Harry's interests. List the things you discover that are of interest to Harry. These things will give you greater insights into Harry's character.

Note any words or phrases that are new to you or that you would like clarified and note their page numbers. Be prepared to share your thoughts on these new or tricky elements when we discuss Chapter 3.

## After Reading

Clarify any words or phrases that students identify. For each, direct students to the text to reread the sentences surrounding this word or phrase. Discuss the Melbourne Cup, Boxing Day cricket test, old Parliament House, Mount Kosciuszko and the Snowy Mountains (pages 14 to 16), and the Sydney to Hobart yacht race to provide background context if needed.

What have you learned about Harry? Discuss Harry's interest in football, cricket, and racing, as well as his broad interest in other sights and activities. Do you think Harry would be a good travel companion? Explain.

There seems to be a hurried pace to this story. Why do you think Harry's travels are so rushed? Encourage responses.

## CHAPTER 4

### During Reading

As you read Chapter 4, think about the nature and pace of Harry's travels. Record your observations about where he goes, what he sees and what his interests are.

Note the things that Harry does on his trip that you would love to do also. Jot these things down to compare with others.

It is becoming clear that Harry knows a great deal about Australia and has researched places to go and things to do. Think about this and consider how Harry might gather all of this information.

## After Reading

Revisit pages 18 and 19. What are some of the interesting things Harry does in Chapter 4?

Assist students to link the information Harry includes in his captions to the text. What can we tell about Harry from his pictures and captions? Guide students to notice that Harry knows a lot about whales and dolphins. Can you find a reference to this in the text? Direct students to reread page 19 to locate the sentence, *He will know all the answers.*

Do you have as much time as Harry seems to, to research all your interests? How do you think Harry finds the time? Invite discussion.

Reread page 22. Find the funny part.

## CHAPTER 5

### During Reading

Read page 23. What do you think it means that Harry should hurry? Invite discussion.

We are over half way through the book, and Harry still hasn't actually left for the trip. Do you think he will go on the trip in this book? Be ready to explain your thinking.

Consider also who the narrator may be. This person seems to know Harry well and certainly understands what Harry would be interested in doing. Think about how this book is set out. Does it offer any clues? It is Harry's travel book and pictures, but someone else's words. Would you consider this to be unusual?

Note any words or phrases that you need clarified. Reread the sentences around this word or words to help you predict.

## After Reading

Discuss students' thoughts about the guide questions. Encourage students to share their inferences about whether Harry will embark on the trip in this book, who the narrator is, and why the book is set out in this manner.

Discuss words or phrases identified by the students for clarification. Include the following:

- *Revisit page 24. Uluru is described as the majestic rock. What is meant by the word majestic? Build knowledge of this word by linking to the word majesty and discussing its meaning.*
- *Read the last sentence on page 25. What do you think it means that Harry will drink in the sounds of the outback? Invite discussion.*

## CHAPTER 6

### During Reading

Ask students to read page 28 and prepare to discuss what this page may mean.

Prompt the following discussion without telling the students anything about the events to come.

*Consider the first sentence. What might that mean? Alert students to the use of the pronoun his. Is that the way you'd write it, or would you say the journey is coming to its end? Read on to the sentence beginning, He knows his time is almost up. Does that sound an unusual way to refer to the trip?*

*Finally, read the last sentence. What do you make of that? Invite discussion about whether Harry will actually go on this trip.*

*Read on and be prepared to chat about what you discover about Harry.*

## After Reading

*What have you learned about Harry?*

Encourage discussion to consolidate students' understandings of what this story is really about. Have students reread the text on page 30 if needed. *How long has Harry been ill?*

*Look at the illustration on page 30. Tell me about Harry. Invite discussion. Look at Harry's parents and doctor. What is the mood of this scene? What does their body language tell you?*

*How do you think Harry might feel about his illness? What makes you think this?*

*Turn back to page 28. Reread this page now that you understand what the story is about. How was it different for you to read that page now that you have greater insight into Harry's condition? Encourage discussion.*

## CHAPTER 7

### During Reading

*Read page 31 and be ready to discuss what is going on. What is happening on this page? Discuss Harry's journey and the parallels between the dream and Harry's life.*

*Read the last page of the story. Be ready to explain what happens. Imagine how you think Harry would be feeling at this time. As readers we feel that we have come to know Harry as a friend. Jot down words and phrases to describe how you are feeling as you learn what happens.*

*Think about what occurs on the last page. Do you believe this could happen? Would you like to think this is what did happen for Harry?*

## After Reading

*How did the story end? What did you discover about Harry's travels?*

What do you think Harry's final thoughts may have been? How do you think he felt? What makes you think this? Encourage student responses and guide discussion so students reflect on Harry's journey throughout the story.

Look back at the words you chose to describe Harry as you read Chapter 1. Knowing what you now know, could Harry really have enjoyed doing all those things? Direct students to read page 31 to clarify that Harry had been in pain since he was seven. What does this tell us about Harry? Does knowing more about Harry's situation change your earlier impression of him?

How do you think Harry's parents might be feeling at this time? What does his mother wish for Harry? Direct students to page 30 to check for the answer.

## ▲ CODE BREAKER

An idiom is an expression or group of words which when used together carry a message that is different from the meaning of each word on its own. For example, people sometimes say "break a leg" to wish someone luck. The words break a leg are not intended to be taken literally. Discuss other idioms:

- over the moon
- kick the bucket
- on top of the world

Turn to page 14. Reread page 14 to find the idiom and think about what it means. The students need to locate the words, *win the race by a nose*. What do you think that means?

Repeat for the idiom *sea legs* on page 19.

## ◻ MEANING MAKER

Stories like *Harry's Dream* trigger deep feelings in the reader. The reader does not fully understand the story until they have finished the book.

Our understandings of stories like this are deepened when we read them again, and consider what is happening, in light of what we know about the ending. *Your feelings and understandings about Harry should be very different as you revisit this story.*

*Reread this text. As you read, think about how your knowledge of the story's end changes the way you feel as you read, and changes your understandings of this story.*

## ◊ TEXT USER

The unexpected complication of Harry's leukemia created a twist in the plot. By creating this complication, the author has kept the real story a secret until the final pages. *Would you have guessed how this story would end? How did the author keep this information from you?*

*Work with a partner to revisit this story. Search for clues in the text that carry meaning of the real story. Jot down some examples. What do you notice about the way the author worded these clues? Guide the discussion so that students notice the subtlety of the clues.*

*Revisit pages 6 and 7. Look at the clues in the pictures. We assumed that this was Harry's room. What do you see now that suggests that this is not Harry's bedroom?*

## ● TEXT CRITIC

In this text, the author carefully constructed the language that was used in the story. This writing was crafted to mislead the reader and

create an alternate understanding of both Harry and the storyline.

*How did you feel while reading the early chapters?* Guide students to understand that it was the author's intent to create that mood and feeling. By presenting Harry as robust and cheerful, we assumed that he was a normal, healthy boy. If Harry had been presented in another way, the ending may not have been so unexpected. The author was very careful in constructing Harry's character.

*Revisit the words you wrote to describe your early impressions of Harry. Use a different coloured pen to write any new words you think describe Harry. Are there any words from the early list that you think need to be change? Be ready to discuss them.*

## USING MULTIPLE INTELLIGENCES

**Map:** Draw a map from your home to places you like to go. (I, S)

**Label:** Label your home, placenames and street names you know, and other significant landmarks. (V, I, S)

**Sort and Record:** Make two headings: *Natural* and *Man-made*. Record your notes about each place beneath the appropriate heading. Describe the appearance of each place and write about what there is to see and do there. Describe your feelings about going to each place. (N, V, I)

**Compare:** Find a partner or small group. Take turns sharing your favourite places. Compare your lists to see whether you share favourite places with others. (V, P)

**Explain:** Show your map and explain how to get to these places from your home. (V, S)

## MULTIPLE INTELLIGENCES

The theory of multiple intelligences was developed by Howard Gardner, a professor of education at Harvard University. Howard Gardner's theory suggests that the current view of intelligence, as measured by IQ tests, is far too limited and discriminates against students who think in different ways. He proposes taking a broader perspective and has identified eight different intelligences. These are:

- verbal-linguistic intelligence – word smart
- logical-mathematical intelligence – number/reasoning smart
- visual-spatial intelligence – picture smart
- bodily-kinaesthetic intelligence – body smart
- musical-rhythmic intelligence – music smart
- interpersonal intelligence – people smart
- intrapersonal intelligence – self smart
- naturalist intelligence – nature smart

Multiple intelligences have enormous potential as a tool in furthering reading and language development. Traditionally, the teaching of language and reading has focused mainly on two intelligences: logical-mathematical and verbal-linguistic. This means that many students who possess different intelligences do not receive the necessary opportunities, encouragement, instruction, or reinforcement to succeed with reading as well as they might.

# Harry's Dream

Name \_\_\_\_\_

On the map below draw Harry's journey. Use a different colour for each chapter's travels. Label the places that Harry visits.



What was the problem in this story?

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How did Harry solve the problem?

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# Harry's Dream

Name \_\_\_\_\_

An idiom is an expression or group of words that, when used together, carry a message that is different from the meaning of each of the words on its own.

Write the meanings of these idioms.

Crikey!

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---

win the race by a nose

---

---

sea legs

---

---

over the moon

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Complete the table about words from the story.

Word	Dictionary meaning	Other words that mean the same thing
pristine		
majestic		
azure		
stunning		
grand		



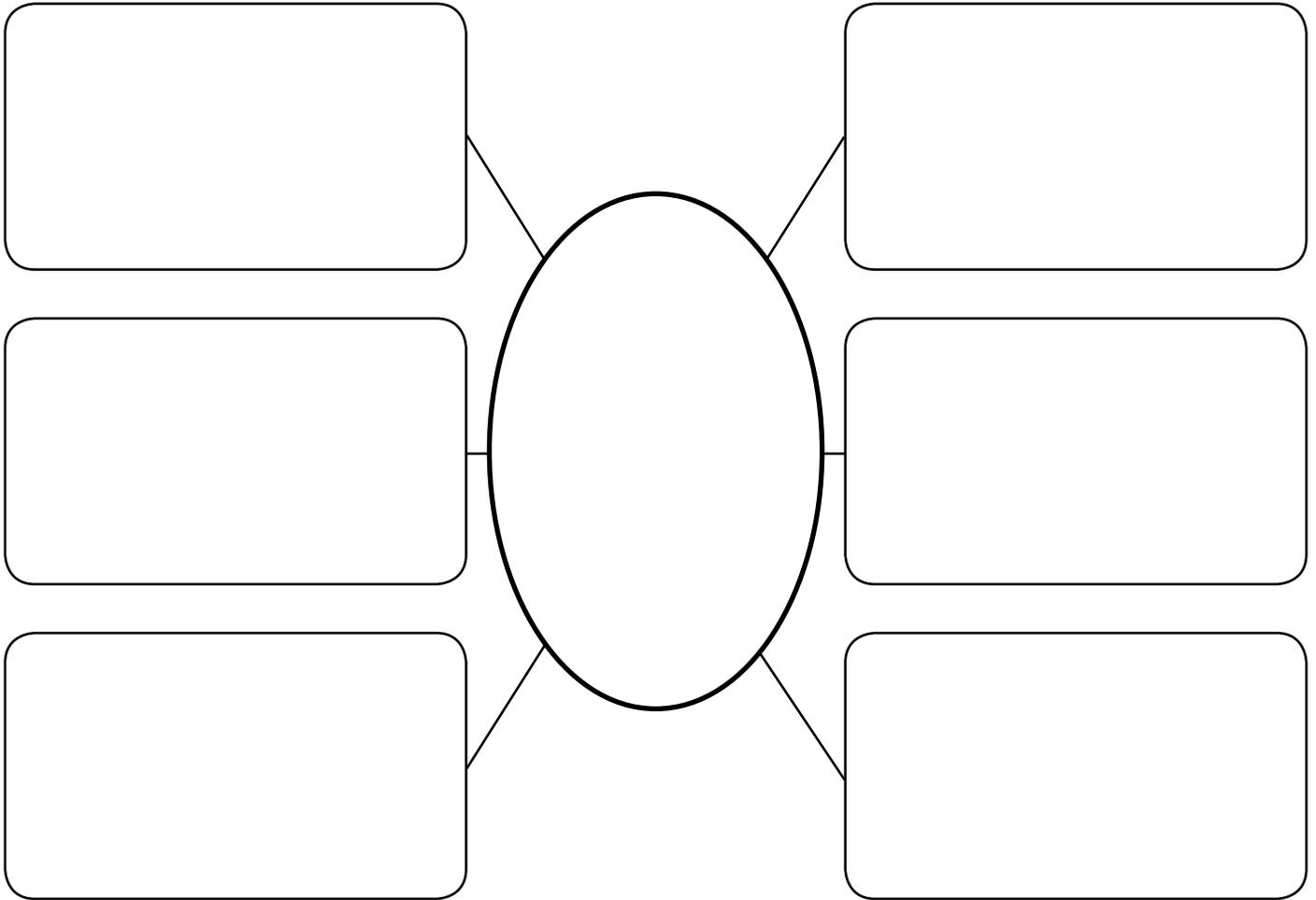
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# Harry's Dream

Name \_\_\_\_\_

Draw yourself in the middle of the concept web. Insert all the places you would like to go and things you would like to see. Choose the place you would most like to visit. Using the lines at the bottom, give reasons for your choice.



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# Harry's Dream

Name \_\_\_\_\_

In most stories, the problem is identified early in the book. However, when an author creates a twist in the plot, the reader learns new and important information at the end.

How would this story have been different if the problem was identified at the beginning, rather than the end of the book? Record your ideas below.

First	<hr/>
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Then	<hr/>
------	---

Finally	<hr/>
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# Harry's Dream

Name \_\_\_\_\_

1. Does the title of the book state the theme? Explain.

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2. Did the title, cover illustration and blurb make you to want to read this story? Give reasons.

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3. What was the problem in this book?

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4. What was different or unusual about this book?

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5. Could you relate to this story? Give reasons.

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6. Why do you think the author wrote this story?

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7. What will you remember about this book?

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8. Is there a message in this story? Explain.

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# Harry's Dream

Name \_\_\_\_\_

Think about how you felt as you read this story. The author carefully chose the words and events to make you think and feel a particular way.

1. What sort of mood did the author create for this story?

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2. Think of some words that describe how you felt as you read the first three chapters. Find words in the story that made you feel this way.

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3. How did your feelings change as you read the story? Did the author intend to make you feel this way?

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4. Why do you think the author limited the characters in this book, and focused attention on Harry?

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5. Are there ways that you are like Harry? Explain.

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7. Did the author intend to surprise you with the twist in the plot at the end of the story? Explain.

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8. How did the author want you to think about Harry? Did this make you like or dislike him?

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# Harry's Dream

Name \_\_\_\_\_

Multiple Intelligences (intrapersonal, verbal-linguistic, visual-spatial, bodily-linguistic)

Use these question starters to think of questions you would like to ask Harry.

What? \_\_\_\_\_

\_\_\_\_\_

When? \_\_\_\_\_

\_\_\_\_\_

Where? \_\_\_\_\_

\_\_\_\_\_

Why? \_\_\_\_\_

\_\_\_\_\_

How? \_\_\_\_\_

\_\_\_\_\_

Gather materials to design, draw, build or create something special for Harry.

Write about your special gift. What is it? How did you come up with the idea? Why do you think it would be special to Harry?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# Harry's Dream

Name \_\_\_\_\_

Complete the details about the story.

Title	Setting (when /where)	Problem	Main Character (name and qualities)	Other Characters (name and qualities)

Interesting Places in the Story	Interesting Words in the Story	Complication	Unexpected Event	Solution



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