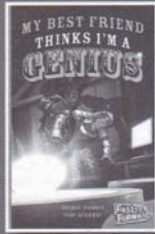


# My Best Friend Thinks I'm a Genius



## Before Reading

### Motivation / Purpose

The purpose of this text is to entertain the reader with another story about Miles and his best friend Gary. Gary thinks Miles is a genius because he invents things.

### Text Type

Draw students' attention to the:

- title
  - illustrations
  - chapter headings and blurb.
- Ask, "What type of book is this?" (Narrative).

### Visual Literacy

Look at the front cover of the book. What do students think will be the subject of the book? Discuss the content of the illustration: what expressions are on the boys' faces? Compare the mood of the illustration with the title of the book. Does the title match the illustration? What do you think might be the reason for this?

### Background Knowledge

Recall the characters, setting and plot of *My Best Friend's A Genius* (Level 21). Which character do you think will be telling this story? (Miles) What do you predict this story will be about?

### Phonological Awareness

Ensure students know these phonological patterns:

- **long u:** *computers* (p.4), *few* (p.7), *future* (p.21)
- **/ear/:** *disappear* (p.7), *near* (p.14), *clearing* (p.16)
- **/or/:** *sure* (p.4), *towards* (p.13), *dinosaur* (p.17)
- **/s/:** *sci-fi* (p.6), *press* (p.7), *accidentally* (p.18)

Revise these sounds: **/j/:** *genius* (p.4), *suggests* (p.5); **/oo/:** *stood* (p.10), *shouldn't* (p.12); **/e/:** *friend* (p.5), *guess* (p.12); **long i:** *guy* (p.5), *eyes* (p.17)

Write the above phonological patterns on separate charts. Ask students to scan the text to locate three words containing each phonological sound. Ask students to write the words onto the charts and underline letters that represent each phonological sound.

Write *few* and *blew*. Ensure students are able to distinguish between the sounds represented by the ew

## Vocabulary

actors, bald, blaze, clearing, costumes, device, electronics, engulfed, eyebrows, guy, headset, idea, jungle, matter, planning, platform, razor, screeching, squinted, teeth, tested, travelling, Tyrannosaurus Rex, wires, zappy

pattern: *few* – long u, *blew* – long oo. Ask students to suggest other words that contain each sound: long u – costume, you, knew, due; long oo – blue, who, do, crew.

## High Frequency Words

**accidentally, agreed, all right, become, belonged, blew, chanted, disappear, enter, greatest, hopefully, impossible, instant, reappear, somewhere, suggest, surrounded, towards, wide**

Write words onto cards. Show students a word card and have them use the word in a sentence. Challenge students by showing them two or more words to read and combine into a sentence.

Identify base words in the list. How do the prefixes *im-*, *dis-* and *re-* change word meanings? List other words beginning with these prefixes and discuss changes in word meanings.

## During Reading

### Vocabulary in Context

Discuss the meaning of each vocabulary word. Write *sci-fi*. What is the expanded form of this abbreviation?

Locate words in the text containing apostrophes. List the words in two groups – those with apostrophes indicating possession (e.g. *Mum's*, p.5) and those indicating a contraction (e.g. *it's*, p.8). Locate plurals ending in *s*: *aliens* (p.4), *actors* (p.6). Ask students to explain why these words do not need apostrophes.

### Checking for Meaning

#### Literal:

What is Gary's idea? (Gary's idea is a matter transporter, or MT for short.)

What happens when Gary and Miles test the MT? (Miles is transported to the jungle in the time of the dinosaurs.)

What has Miles actually invented? (Miles has invented time travel.)

What did the people in the future tell Miles? (They told him that he was the world's greatest inventor.)

#### Inferential:

What does Miles mean when he says: "Oh, it's a lot better than that." (p.24)?

Why does Miles now think that he might be a genius?

#### Response:

What do you think could happen when Miles tells Gary what actually happened?

Do you think time travel could ever be possible?

Would time travel be a good invention?

## Grammatical Patterns

Make sure students understand these components of a narrative:

- Orientation – introduces the main characters and setting: *Miles explains that his best friend, Gary, thinks he is a genius because he invents things.* (pp.4–5)
- Complication – the sequence of events develops a problem for the main character: *Gary suggests that Miles should invent a matter transporter. Gary accidentally hits the computer keyboard and Miles travels to the past and the future.* (pp.6–21)
- Resolution – the problem is solved and things return to normal: *Miles gets back to the shed but Gary thinks Miles has invented a matter transporter. Miles thinks he might be a genius.* (pp.22–24)
- Use of nouns to refer to characters and things: *Gary* (p.4), *invention* (p.5), *matter transporter* (p.7), *past* (p.21), *future* (p.21)
- Use of adjectives to build noun groups: *a shaking finger* (p.10), *a screeching sound* (p.17), *an earth-shattering roar* (p.19), *a strange device* (p.21)
- Use of adverbs and adverbial phrases: *after months of planning and building* (p.10), *accidentally* (p.18), *in another blaze of light* (p.21)
- Use of verbs and verb groups: *invent* (p.4), *travel* (p.7), *reached out* (p.10) *was engulfed* (p.11)
- Use of speaking verbs and phrases: *answered* (p.8), *agreed* (p.13), *chanted together* (p.20)

## Fluency / Punctuation Patterns

These punctuation patterns occur in the text:

- Use of capital letters to stress particular words for effect: *ZAP* (p.7), *ROAR* (p.19)
- Use of punctuation to indicate direct speech: *"You invented time travel," said the woman, "3000 years ago."* (p.20)

- Use of dashes to indicate more information is to follow: *What I just saw was impossible – a dinosaur!* (p.17)

In this text, longer phrases and word groups build story information: *at the second platform beside the computer* (p.12), *in the middle of a clearing* (p.16), *a sound coming from the jungle* (p.17), *lots of bald people with no eyebrows* (p.20). Demonstrate reading these words as a group. Have students echo your reading.

Ellipses indicate some text has been left out or interrupt the text to build drama: *"Well ..., I started to say, (p.9), I tried to run ... but I couldn't move. (p.19)* Demonstrate reading these sentences, pausing at each ellipsis.

## Critical Literacy

Look back at the word groups and phrases that build descriptions and story information. How do they help to make the story more exciting to read? How do they help you to picture what is happening?

## Linking Visual and Written

Look at Gary's and Miles' expressions on page 12. Why does Miles look so uneasy? Should he trust Gary? Why or why not?

After everything that's happened, why does Gary look so perplexed on page 24?

## After Reading

Have students retell the story, keeping the details of the characters and the plot. Imagine this story was narrated by Gary rather than Miles. What elements would change? What would Gary's view of events be?

## Activities

Students will:

- answer comprehension questions about the story
- write words from the text containing specified phonological patterns
- change base words to fill gaps in sentences
- write a retelling of the story.

Comprehension (meaning)    Vocabulary (structure)    Phonics (visual)    Writing (structure)

