

# Paul

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photographs by Bruce Foster/Icon

## Overview

This is a photographic, non-fiction text about Paul, a disabled boy who needs a walker to help him move around school. The story, written by one of his classmates, shows how Paul manages at school and the change in children's expectations of his capabilities. The text is short but not predictable, so children will need to use a range of strategies to decode and gain meaning.

**Curriculum links:** social studies, health and physical education

## Text features

(Focus on only one or two per session.)

- the initial consonant blends "cl" and "pl"
- the digraphs "ch" – "chasing", "chance"; "sh" – "shy"; and "th" – "Then", "with"
- the irregular verb "caught"
- the variety of verb forms – "comes", "walks", "played", "hopped", "caught"
- the "ing" ending in the word "chasing"
- the use of commas – "Paul is in our class, now"
- the first-person narration
- the feelings and attitudes conveyed by the text
- the way the text affirms what Paul can do
- the changes in time from the present to the past then back to the present.

## Setting the scene

Show the children the photograph of Paul on page 3. Discuss children with physical disabilities and the ways they can manage in a classroom. *What things make it easier for disabled children to get around the school? How could you help a friend with a disability?*

## The first reading

Read the title and the names of the author and the photographer. Discuss the cover and title page. *Why do you think the picture shows only Paul's head and shoulders?* Draw out the understanding that Paul is a school student just like them. His only difference is his inability to walk without the walker.

Pages 2 and 3 – *What do these pages tell us about Paul?*

Page 4 – Draw out the idea that the timing has changed from the present to the past tense. This page also changes to a more personal style, introducing the feelings of the narrator. *Who is telling this story?*

Note those children who pause at the comma when reading.

Page 5 – *Why do you think the girl felt shy? How does she help Paul?*

Page 6 – *How does the narrator feel now?* Note the contrast between pages 5 and 6.

Paul is fully participating in the game of chasing. Look at the expressions on the children's faces.

Page 7 – What are the children doing? Why are they hopping? Observe those children who notice the “ch” at the beginning of “chance” and “chasing”. If the children need further support with the word “chance”, help them by writing the rhyming word “dance” on the whiteboard.

Page 9 – Some children may say “caught” instead of “caught”. Encourage them to think about what sounds right and to check the end sound of the word.

Page 10 – *What did the children find out about Paul?*

Page 11 – *How do you think the girl feels about Paul now?*

## Ideas for revisiting the text

(Choose only one or two per session.)

Listen to the children reread the text and note the strategies they are using to make meaning.

Focus on any of the initial consonant blends or digraphs that the children may have been unsure of. Locate the words in the text and make a list of other words that start the same way.

Focus on the “th” digraph as a final sound. Ask the children to find a word on page 3 that *ends* with this sound (“with”). Think of other words that end with “th”.

Study the “ed” verbs in the story (“hopped” and “played”). Help the children to work out the root words and talk about the change from one form to the other.

Focus on the verb “caught”. Think of other examples of irregular verbs.

Show on the whiteboard how “chasing” is formed from the root word “chase”. Practise adding “ing” to other words that end in “e”.

Study the “er” ending in “walker”. Think of other nouns that are formed by adding “er” to a verb, such as “helper”, “teacher”, “catcher”, or “player”.

Locate sentences in the text that include commas. Demonstrate to the children how to use a pause when reading a comma.

Discuss the use of the first person narrator and recall other books where this technique is used. Examples at Yellow level include *Keep Trying*; *Oh, no!*; *The Hobboggit*; *T Shirts*; and *Walking the Dog*. An example at Blue level is *King and Queen of the Cats*. Relate this to the children's personal writing.

## Suggestions for further activities

Write a caption for the last picture on page 11.

Find out about access for disabled children at your school. Incorporate the information into a school map, which could be included in the school information pack or website.

Discuss the ways in which the children could help Paul. The children could write and illustrate their ideas and add them to a group chart.