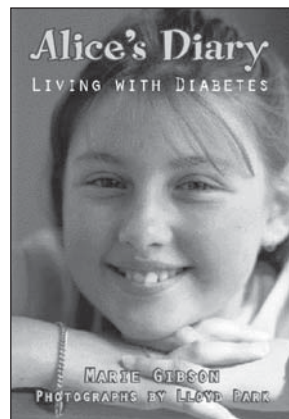


Alice's Diary

by Marie Gibson

photographs by Lloyd Park



Book Summary

Alice is a diabetic. In her diary, she explains how she learned to cope with her illness and why she is still just a “regular” kid.

Features of the Book

- Diary format
- Timetable and charts
- The theme of coping with illness
- The contents page, glossary, and index
- Fact boxes
- Diagrams – food pyramid, flow chart

Purpose

Alice's Diary can be used to introduce and reinforce the following skills:

- S** relating the text to students' own experiences;
- S** interpreting timetables, charts, and diagrams;
- S** discussing a text to generate further questions;
- S** rewriting a story from a different point of view;
- S** retrieving information and displaying it in a different way.

The Guided Reading Lesson

- S** Relating the text to students' own experiences
- S** Interpreting timetables, charts, and diagrams

Introducing the text

Discuss the title of the book, drawing on the students' background knowledge.

- *Who gets diabetes? What is it?*
- *Do you know any diabetics? What do you know about them?*

Look at the cover together.

- *How do you think the information in this book will be presented?*
- *Why would someone write a diary about having diabetes? What do you think Alice's diary is going to tell us?*
- *What do you notice about Alice? How old do you think she is?*

Read the blurb on the back cover to the students.

- *Why might Alice have felt like a freak?*
- *What's a “regular” kid?*
- *What is the metal bracelet in the photograph?*

Now look at the contents page together and discuss the period of time covered in the diary.

- *What does this tell you about Alice's illness?*
- *Does the contents page give you clues about what each chapter will be about?*
- *Where could you find out more information about what is in the book?*

Discuss the index and let the students follow up several references.

- *Read the first diary entry. What makes Alice think that there's something wrong with her?*
- *Which part of the text supports your suggestion?*

Reading and discussing the text

Ask the students to read the diary entry for April 7. Before they begin, look at the fact boxes on pages 7 and 9.

- *Why are fact boxes included in the book?*
- *Would Alice have written this kind of information in her diary?*

After the students have finished reading, discuss the photographs.

- *What do the photographs show? How do you think Alice's mother is feeling?*
- *What might Alice be thinking and feeling?*

Ask the students to read to the end of page 23.

- *Why do you think Alice had to stay in the hospital so long?*
- *What things did she have to learn about before going home?*
- *How has having diabetes changed Alice's life? What things are the same/different?*
- *What made Angela such a good friend?*

Refer the students to the flow chart on page 19. Discuss the chart and confirm comprehension by asking questions. For example:

- *What does the chart show?*
- *Why are there three starting points?*
- *What three things cause low blood glucose/high blood glucose?*

The students can now read the rest of the book independently. As they read, they could think about how Alice might help Tracy and how they could help each other.

When the students have finished reading, ask them to reread the final sentence, "I'm still just a regular kid after all!" Write the sentence on the board. Brainstorm with the students what being a regular kid means to them.



Revisiting the Text

The suggested activities below can be used immediately after the guided reading lesson if appropriate or could be taken as a mini-lesson at a later time.

S Discussing a text to generate further questions

After reading the book, the students may have questions that they would like to ask Alice.

 Ask them to record their questions. For example:


- How do you do your tests?
- How do you feel about doing them at school?
- What happens if you stay at a friend's overnight?
- Are there things you can't do?

Discuss the questions and ask the students whether any of the answers are inferred in the text.


- *Where could we find answers to our questions?*

Suggest that the students write to a diabetes educator at the local hospital or clinic. You may be able to arrange a class talk.

S Rewriting a story from a different point of view

 Ask the students to skim-read the story to make a list of all the people and agencies who provide support for Alice. They could list them under two headings – Medical support and Emotional support.

- *Which people and agencies fit into both columns?*

 Ask the students to write several diary entries from someone else's point of view, for example, Alice's mother or sister.

S Retrieving information and displaying it in a different way

Discuss the flow chart on page 19 and follow each of the possible pathways. Refer the students to "What Do the Test Results Mean?" on page 9.

- *Can you present this information in another way?*

They can use the blackline master on page 79 to help them present this information as a flow chart.