

## Set 2:5 LESSON PLAN

RA 8-9 years SJ Part 2 Number 2 2005

## A HELPING HAND

by Linda Dawley

### STORY SUMMARY

A game of softball turns into a frightening experience for Michelle when she misses the ball and has to retrieve it from a paddock containing a very large and grumpy bull.

### SPECIAL FEATURES

- A first-person narration of an event with a problem and a very tense climax / resolution.
- Strong literary devices used to convey tension in the second half of the story.
  - Short sentences - "One foot. The other foot. One step. Another step."
  - Colourful verbs - rustled, ooze, pawed, lunging, scrambling, heaved, trembling
  - Imagery - "fear began to ooze out of my skin", "my eyes were glued to the bull", "the ground rose up to meet me", "as if their feet had sprouted roots".

**LEARNING OUTCOMES** choose from the list on page 54 according to the needs of your students

### PREREADING DISCUSSION

1. Accessing prior knowledge and personal experiences  
Share experiences about being really scared. How did you feel? How did your body react to being really frightened?
2. Clues from the title  
A HELPING HAND - what clues are there in this title?  
Brainstorm possible characters and story problems.

### GUIDED SILENT READING using THE THREE STEPS

For each chunk of text ...

#### STEP 1: Read Silently

Make sure you understand all the information

#### STEP 2: Detailed Retelling

Use "I think that means ..." and the DEEP FIVE comprehension strategies

#### STEP 3: Add new information to your Story Web (see suggestions below)

**Setting:** Karl and Sarah's place (a farm).

**Characters:** The storyteller (Michelle), Karl and Sarah (brother and sister), Kevin (another friend).

**Problem:** Michelle had to go into the bull paddock to get the softball.

**Feelings:** She is very frightened but didn't want to admit she was scared.

**Action:** When the bull charges she freezes, unable to move. Her body takes over and she runs.

**Outcome:** She gets over the fence all by herself.

**Theme:** Don't put yourself in danger because you are afraid of what others will think of you.

When you are frightened you can do things you couldn't normally do.

### AFTER READING DISCUSSION - Story Evaluation:

"What has the author done to try and make this a good story?"

**Possible Responses:** Great description of the bull chasing Michelle - lots of imagery, describing words which made it very exciting and scary. I felt like it was happening to me.

"What do YOU think of this story? Give it a rating out of 10 and say why?" (Activity 9)

### FOLLOW-UP ACTIVITIES

- Go through the ACTIVITIES sheet with your students
- Brainstorm and discuss ideas, model activities where necessary
- Assign activities or allow choice depending on time constraints and / or the needs of your students

The Lesson

# A Helping Hand

by Linda Dawley



## Set 2:5 ACTIVITIES

School Journal  
Part 2 Number 2 2005

### KNOWLEDGE - What are the facts

1. Make a list (or draw pictures with labels) of the characters in the story. Write down words from the story that tell you something about them.


### COMPREHENSION - Show that you understand the story

2. What did Karl mean when he said "That's your question answered" ?
3. Choose 3 words from the story that are new, difficult, or interesting to you. Write a sentence for each one showing that you understand what it means.

### APPLICATION - Using what you know from the story

4. Make a sign to go on the gate to the bull paddock, warning people about the behavior of this bull.  
*Your sign should have words and pictures to get attention.*
5. Write a poem or a rap song about Michelle's time in the bull paddock.

### ANALYSIS - Windows into the story

6.  You are looking through a window at the most important event in this story. Draw what you see. Explain what is happening. Give a reason why you think this is the most important event.

### SYNTHESIS - Coming up with new ideas

7. Design something that you could wear into the bull paddock to protect you from the bull **OR** some sort of invention that could get the ball back without having to go in the paddock at all.  
*Label your drawings or write descriptions to explain your interesting ideas*

### EVALUATION - Sorting out the good from the bad

8. Make a list of the good things (Yellow Hat thinking) and the bad things (Black Hat thinking) about being brave and taking dangerous risks.

Yellow Hat Thinking (Good)	Black Hat Thinking (Bad)

9. Give this story a rating out of 10 depending on how much you enjoyed it. Write down a reason for giving the rating you did.

10-----5-----1  
This was a great story      This story was OK      I didn't like this story