

LT3 ■ Henry and Amy
Lower Primary

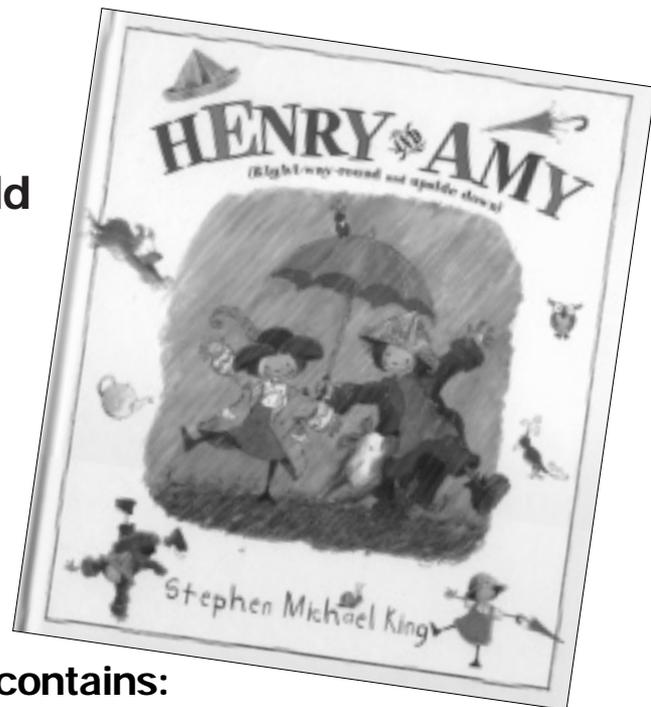


Blake's Topic Bank

Henry and Amy

by Stephen Michael King

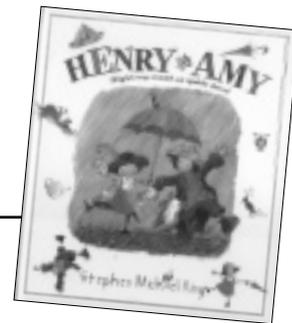
by Merryn Whitfield



Each literature unit contains:

- 8 pages of teaching notes
- Activities to take students into the book, through the book and beyond the book
- Discussion questions
- 10 practical blackline masters
- National Profile outcomes

Introduction



Synopsis

Henry can't quite get things right and everything seems to take an unusual turn. However, Henry still finds enjoyment in life and manages to turn it into an adventure. One day he bumps into Amy and is entranced by her because Amy can do everything correctly. She teaches Henry things that he couldn't do before. Together they build a tree house, using their own special talents. Amy wishes she wasn't so correct about everything, so Henry shows her the joys of his topsy turvy world, and they realise they are best friends who can help each other.

Reading Level

Independent reading 6 to 8 years; read aloud 5 to 8 years.

Overview of Unit

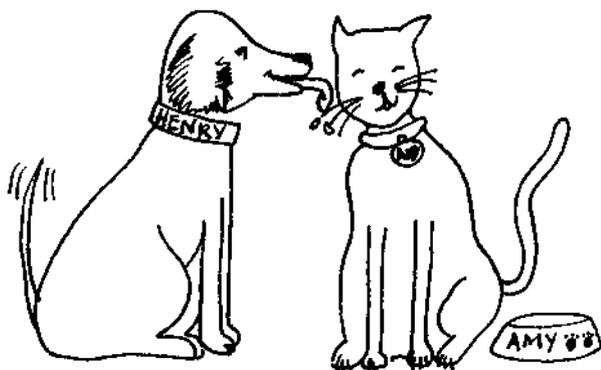
The main aim of the unit is to provide interesting text-related activities which will encourage students to become involved in the story and its themes. Short writing tasks are included such as providing a description, innovating narratives, diary and report writing, and word identification. Character profiles and analysing the pros and cons of a situation are also incorporated, along with some creative and dramatic activities.

Major Themes

Friendship, humour, accepting differences.

Literary Techniques

Third person narration.



Grammar Focus

Use of pauses to create contrasts.

Use of adjectives and verbs to create visual imagery, especially when read aloud.

Useful Resources

Books about children's adventures and friendships, such as *Mona the Vampire* by Sonia Holleyman.

Computer software such as Kid Pix, Print Shop and word processing.

Targeting Text - Lower Primary (Blake Education).

Assessment

Students will:

Talking and Listening

- 2.3 Experiment with different linguistic structures and features for expressing and interpreting spoken ideas and information
- *Understand and experiment with more complex grammatical connectives.*
 - *Try out and interpret sound effects used with spoken texts.*

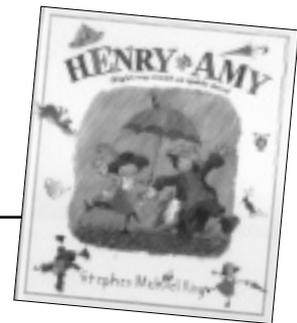
Reading and Viewing

- 2.5 Construct and retell meanings from short written texts and visual texts with predictable narrative structures.
- *Respond to texts.*
 - *Offer an opinion about the story or character's actions making inferences about a character's qualities.*
- 2.8a Use basic strategies for interpreting written and visual texts
- *Use picture cues.*
 - *Use knowledge of narrative structures to predict likely endings.*

Writing

- 2.9 Write brief imaginative and factual texts which include some related ideas about familiar topics.
- *List several items of information about a topic.*
 - *Write an imaginative story with two or more events in sequence.*

Into the Book



1 Opposites (whole class)

Ask students what they know about opposites. On a large sheet of cardboard, list all the opposite words that students know. You may use words from *Henry and Amy* to start the list. Ask questions such as:

- What does opposite mean? (doing something different, not the same)
- What words can be opposites? (colours, actions, feelings, positions)

When the chart is complete, use it for role-playing activities. Have students move around the classroom. Tell them that when you ring the bell they must stop and listen. You will say one of the words and students must act it out. When students are familiar with this, change the game to opposites, for example, if you call out 'cry', students should 'laugh'.

Cut up small pieces of cardboard and write one of the opposites on each card. (Make sure that there is one card for each student and that each student will have an 'opposite' partner). Each student is given a word card and, by asking questions of the other students (such as, are you the opposite of happy?), they can find their partner.

Continue to use these words for a reading/language game, asking questions which relate to word identification and grammar recognition. Begin with easy word skills such as:

- Who can show us the word 'down'?

Gradually make the questions more complex, such as:

- Who can find the word which means the opposite of sad?
- Point to a word that is a verb (doing word) that starts with the letter 's'.

2 What makes me special? (individual)

Brainstorm with the class all the things that students like to do in their spare time. Give each student a piece of art paper and ask them to paint a picture of themselves doing something that they like to do. Turn up a flap on the top or bottom so that students can write a brief description of themselves and their favourite activity. Discuss the fact that not everyone is the same.

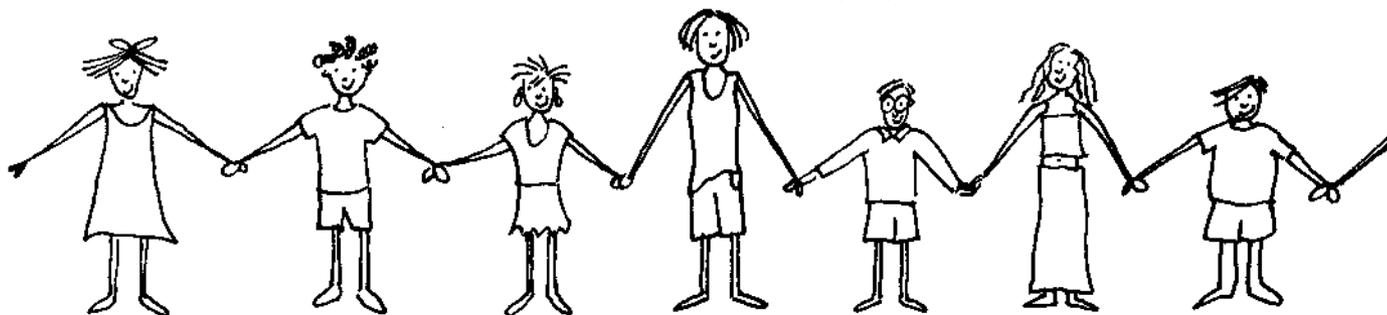
Following this, give students another piece of art paper. Have them trace their hands and decorate the tracings in an individual way using a variety of media, for example, crayons, paint, pencils and magazine collage. In the space around their hands encourage students to write all the things they can do. Ensure that students focus on the positive. Ask for volunteers to share their ideas. This can lead into a discussion on verbs which could be made into a class chart for display.

3 Predicting the text (whole class or small group)

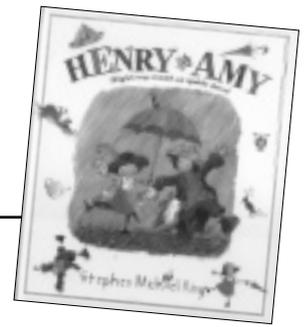
Tell students the title of the book—*Henry and Amy*—and show them the cover. Briefly compare the pictures of the characters with students' self-portraits.

- How are these children the same as you?
- How are they different?
- Is there anything special about them?
- What do you think might happen to these characters?
- What do you think 'right-way-round and upside down' means?

Accept all responses without saying whether they are correct or not.



Reading the Book



Lesson 1

Read the story to students. Briefly compare the text with their own previous predictions, then reread the book to allow students to become more familiar with the story.

Questions

- What was special about Henry?
- How do you feel about Henry? Why?
- Are Henry and Amy similar or different to you? How?
- What was Amy like as a person?
- Why do you think Amy wished that everything she did wasn't so perfect?
- What do you think the title 'right-way-round round and upside down' means now?

Have students work in small groups to create a mind map about each character. They will need to include information about their personalities, appearance, likes, dislikes and talents. Ask a spokesperson from each group to report to the rest of the class. Discuss the similarities and differences between groups. Add any extra information to the mind maps.

Distribute **BLM 1** and explain to students that they are going to develop a character profile of either Henry or Amy. They can use the information provided in the story and their mind maps, but they should also use their imaginations. It would be beneficial to model answering by using complete sentences. There is space for students to draw either Henry or Amy.

Lesson 2

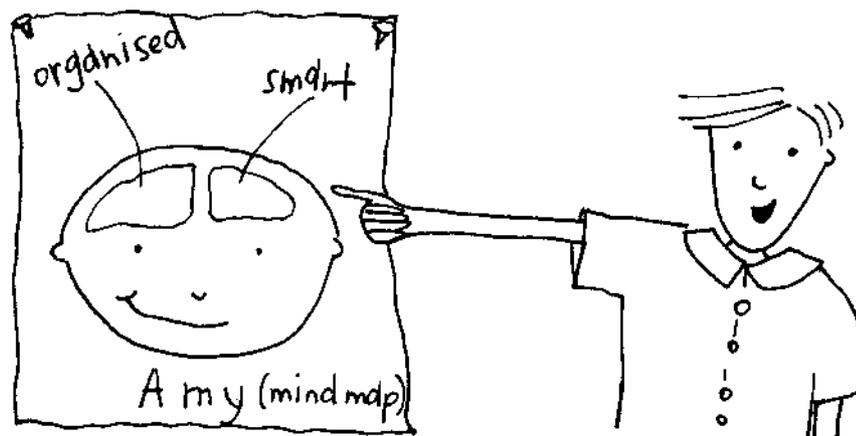
All people are different in one way or another. As a class, discuss the many ways that people can be different including interests, age, appearance and family size. Examine students in the class and graph differences such as language spoken at home, hair colour, favourite foods, sports played or other interests.

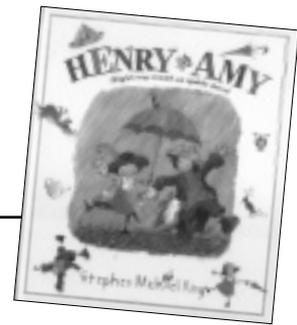
Discuss that even though people are different, we can all still be friends.

Questions

- Are all people the same? Why or why not?
- What are some of the benefits of having friends with different interests to you?
- How are people in our class different?
- Does having different coloured hair or speaking a different language change a person?
- How were Henry and Amy different?
- Why do you think Henry and Amy became best friends?
- How did Henry and Amy help each other?

Distribute **BLM 2** and ask students to think about themselves and their own friends. Examine how they help each other when they are sad, in trouble, or simply for enjoyment. Ask students to draw and write about how they help their friends and how their friends help them. Assist students to explain the reasons why they help each other.





Lesson 3

Discuss with students the clothing that both Henry and Amy wear in the book.

Questions

- What types of clothes does Henry wear?
- What do you notice about Henry's clothes?
- Does Amy wear the same types of clothes as Henry?
Why or why not?
- Why do Amy's clothes change at the end of the story?
- Are their clothes similar to what you would wear?
Why or why not?

Individually or in small groups distribute **BLM 3** and ask students to fill in the missing information in the table. They can use resource material such as books and posters to assist them. They will need to indicate what types of clothes people usually wear in different situations. Students' responses will vary dramatically depending upon their cultural background and socio-economic background, as well as environmental factors.

Share the responses with the whole class and discuss any similarities or differences between the tables and try to explain why these differences might occur.

Set up a clothing corner in the classroom where students can experiment with trying on a variety of unusual clothing and be involved in dramatic and creative play. You may find that students begin to take on the characters of Henry and Amy.

Within the clothing corner, set up the 'Clothing Game'. On two circles of cardboard, draw up rotating clothing wheels with spinning arrows in the centre. One circle will have items of clothing around the circumference, and the other body parts. Students have to spin the two arrows around, and when the arrows stop, follow the instructions. For example, knee and hat. They will have to put a hat on their knee. (This game is similar to Twister).



Lesson 4

Examine with the class what verbs are (doing words). Share read the book again and ask students to locate the verbs. List them on a piece of cardboard.

Questions

- What words can you find in the book that tell you what the characters are doing?
- Who can find the word that tells us how Henry found Amy?
- Find the word that tells us what Henry did to the wrong side of his toast?

Following this discussion, brainstorm students' own verbs from personal experiences. Add these to the list.

Questions

- What are some things that you can do?
(verbs)
- Name some activities that you do at school?
- How can you move your body?
- What do you do at home or on the weekend?

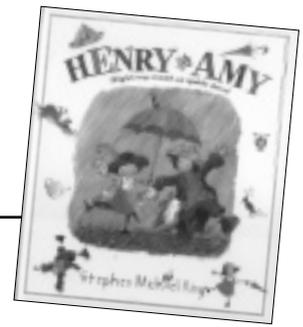
Ask students to locate the nouns (naming words) from the text, and write these on a separate chart. Add nouns from students' own experiences to the chart and display in the room.

Before handing out copies of **BLM 4** to students, model an example on the board. They will need to choose several of their own nouns and verbs and write them in the boxes provided at the bottom of the worksheet. Ask students to cut out these boxes and paste in the correct section to make a flip book of funny sentences. For example:

I can **sleep** on my **dog**.

(verb) (noun)

Ask for volunteers to share their ideas with the class.



Lesson 5

Ask students to recall the things that Henry liked to do. List these on the board; they do not have to be in any particular order.

Questions

- Do you like to do these things?
- What other activities do you like to do?
- Why do you think Henry liked to look down when everyone else was looking up?
- What would happen if you tried to walk backwards?

Have students work in pairs to complete **BLM 5**. Tell them to choose three things that Henry did and try each activity for themselves. Each partner should include their own experiences, as well as those of their partner, when writing down their results. When students have completed their experiments, discuss what happened.

Questions

- How did you feel when you were doing these unusual activities?
- How do you think Henry felt when he was doing these things?
- Did the same results happen to everyone? Why or why not?

Lesson 6

Have students try Henry's method of looking at things by taking students outside to the playground and asking them to walk around an area while looking down. Repeat the exercise, but this time looking up. Discuss and compare the things students could see when they were looking down, as well as the things they could see when they were looking up.

Questions

- What was it like to look down all the time?
- Were there any differences in what you could see when you were looking up?
- Why do you think Henry looked down?
- Are there any benefits in looking down instead of looking up? If so, what are they?

Ask students to go outside again and collect something (like a leaf, stone or feather) while looking down.

Take it back to class and distribute **BLM 6** for students to record information about their collection. Students can add to their physical observations by using rubbings or making prints of their objects.

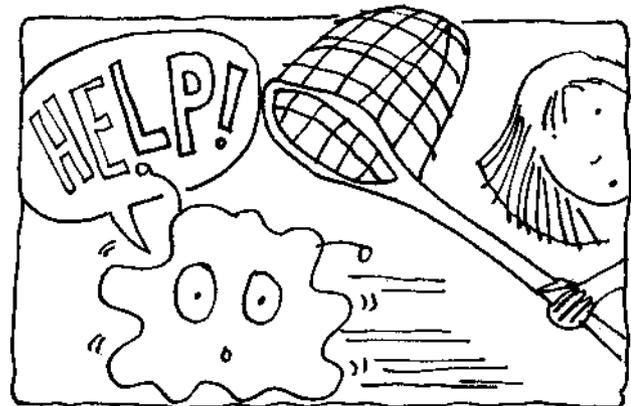
Lesson 7

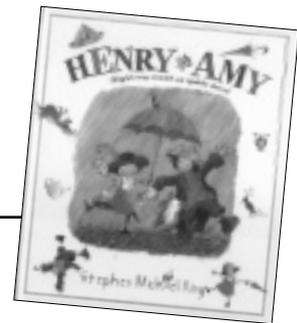
Remind students that Henry saw interesting creatures when he looked down. Ask students to think about features of different types of bugs or insects. List these on a chart. Tell students to imagine the type of minibeast they would like to see if they were looking down and, either individually, in pairs or small groups, students can use these features to create their own minibeast. They will need to draw it, describe what it eats and where it lives, as well as label its special features. Revision in research skills, and locating and organising information may be necessary.

Questions

- What features do most minibeasts have?
- Where do you find minibeasts?
- How is your minibeast going to move?
- What special features are you going to give your minibeast?

Distribute **BLM 7** and ask students, now they have created their own minibeast, to devise a method of catching it. Tell students they should draft a plan as Amy did for the treehouse. They will need to think about where the minibeast lives and how it moves in order to design, draw and even construct the trap. Have students describe their trap and explain how it would work to the class.





Lesson 8

Henry liked to live in an unusual way. Work as a whole class to list all the events that were ‘upside down’, as well as those which were ‘right-way-round’.

Questions

- Who can identify something from the book that was upside down?
- Why was that unusual?
- What is the opposite of upside down?
- What were some events in the book that were right-way-round?
- Who would like to live in a topsy turvy way? Why or why not?

Discuss with students the feelings of both Henry and Amy.

Questions

- Who do you think was the happiest in the book, Henry or Amy?
- Why do you think each character was happy or unhappy?
- What makes you happy or unhappy?

Using **BLM 8**, have students list the pros (advantages) and cons (disadvantages) of living in a topsy turvy world like Henry’s. Ask students to decide which of Henry’s upside down activities they would or would not like to try. Ask for volunteers to share their ideas and discuss the pros and cons of these activities.

Lesson 9

Remind students that Henry and Amy worked together to plan and build a treehouse. Amy drew up the plans and Henry added unusual bits that made both of them laugh.

Questions

- Why did they build a treehouse together?
- Why do you think Amy drew up plans before they built the tree house?
- Why did the squiggly wiggly bits make them giggle?
- Did Henry worry about what he did to the treehouse? Why or why not?

Distribute **BLM 9** and ask students to pretend they are Henry or Amy and they are going to design a new play area. Revise the term ‘adjective’ and how it is used to add information when describing nouns. Have students decide what they will need for their play area, and then ask them to add some squiggly wiggly parts that they would enjoy. Students can share their plans for the play area, its location, and how it will be used, with the rest of the class. As an extension activity, students or small groups could construct their play areas using junk and environmental materials in a visual arts lesson.

Lesson 10

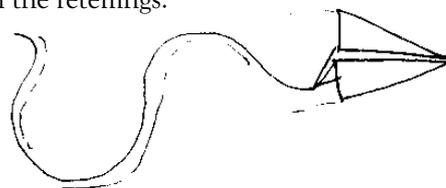
Examine with the class the narrative structure of the story. You may decide to teach or revise narrative text types at this point. On large pieces of cardboard list the main elements of a narrative:

- Orientation (beginning)
 - Complication (problem during events in the story)
 - Resolution (how the problem is resolved in the end).
- Refer back to the text as needed.

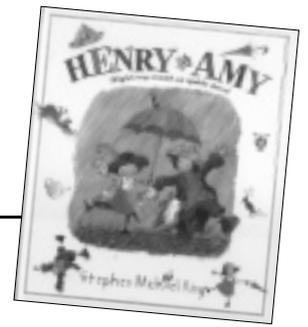
Questions

- What did the story tell us in the beginning? (Who? When? Where?)
- Did the illustrations give us more information? If so, what?
- What was the problem in the story? How do you know?
- Did the problems continue to the end of the story?
- How were the problems solved?
- How was the ending of the story special?

Have students, individually or in small groups, work through **BLM 10** and ask them to summarise the main events in each stage of the narrative. Ask students to draw an illustration to depict one of these events. Share these with the whole class and look at similarities between the retellings.



Beyond the Book



1 Diary

Tell students to imagine they are either Henry or Amy. Discuss what they might have thought during events in the book, for example, meeting each other, building the tree house, trying out new activities and becoming best friends. Model a diary entry with the class, demonstrating language structure and features, and how to sequence events and thoughts. Ask students to select a day from *Henry and Amy* which they will use for their own diary entries; some students may select more than one day or series of events. Encourage students to read or describe the diary entries to the class. They can be published using word processing and displayed.

2 Research

As part of a library programme, encourage students to use their information skills to find other books written by Stephen Michael King. They can read them to each other and compare them with *Henry and Amy*. Students may then respond to these by writing book reports, creating their own finger puppets to role-play the book or using visual arts techniques to represent their favourite part of the story. Encourage students to examine the reasons why they like or dislike a text and what makes a good story.

3 Innovation

This can follow on from the narrative activities. Remind students of the structure of narratives. Break down the three elements into more definable characteristics of texts.

Characters

Setting/place

Time

Complication/series of events

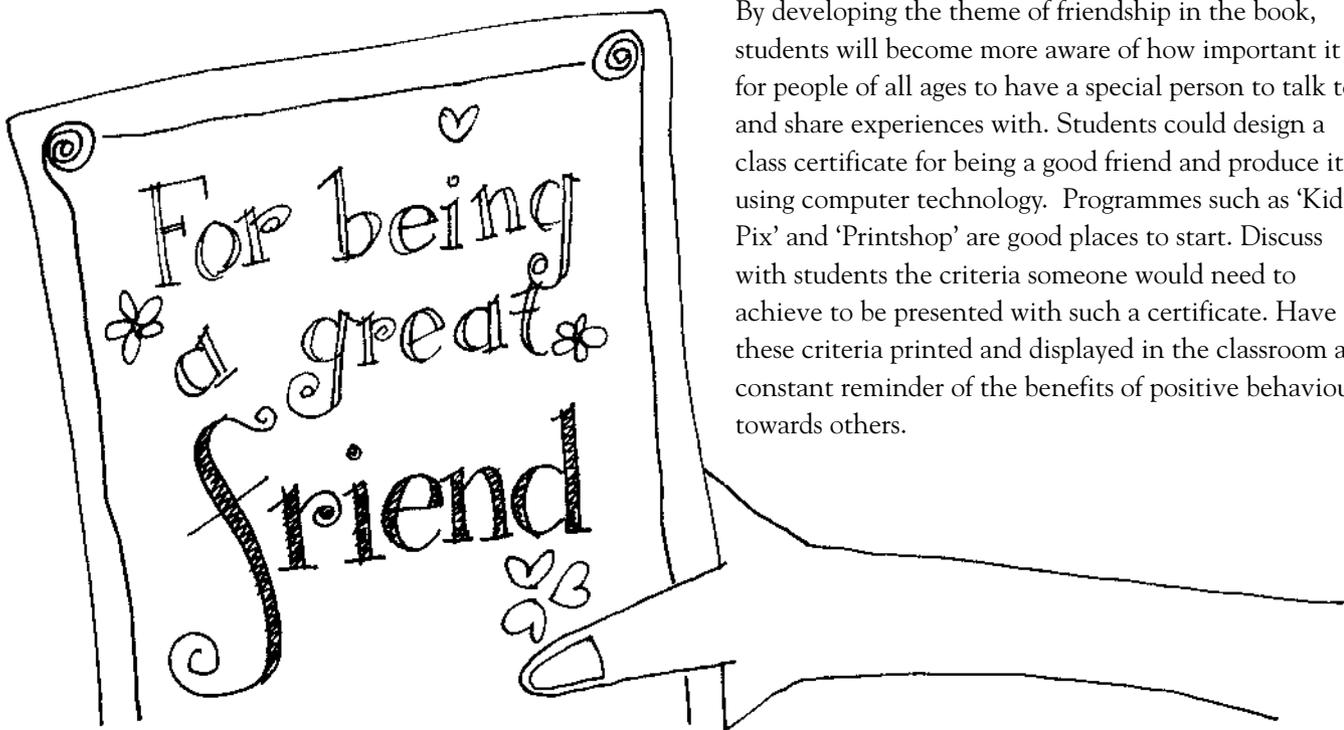
Resolution

Ending

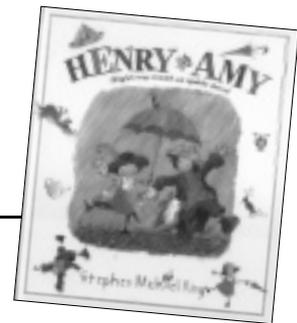
Using a matrix format, list the components of 'Henry and Amy'. In a whole class or small group discussion, have students innovate or change these components to make a completely new story that students will 'own'. For example, rename the human characters and make them animals—Scaredy Bear and Runaway Rabbit. Ask students to use the matrix as a retrieval chart and rewrite the components into a full narrative. Some students may be able to attempt this activity on an independent basis, while others may work better with teacher assistance or peer modelling in a small group situation.

4 Certificates

By developing the theme of friendship in the book, students will become more aware of how important it is for people of all ages to have a special person to talk to and share experiences with. Students could design a class certificate for being a good friend and produce it using computer technology. Programmes such as 'Kid Pix' and 'Printshop' are good places to start. Discuss with students the criteria someone would need to achieve to be presented with such a certificate. Have these criteria printed and displayed in the classroom as a constant reminder of the benefits of positive behaviour towards others.



Integrated Activities



1 Maths

Position

Henry knows positions like back-to-front but Amy helps Henry to learn left and right. Label different positions in the classroom. For example, the teacher's desk is at the front, students' tables are in the middle and the computers are at the back.

Ask students to describe the position of each object in relation to themselves, allowing students to move to different areas of the classroom. Encourage students to use language such as front, back, left, right, behind, next, beside, walking forwards, walking backwards.

Have students describe the position of one object or set of objects in relation to another object.

Using clothing and accessories from the clothing corner develop the concepts of left and right. Students could be asked to hold a hat in their left hand and an umbrella in their right hand, and then pass the items to a student on their right. The earlier activity involving position in the classroom could serve as an introduction to the concepts of left and right.

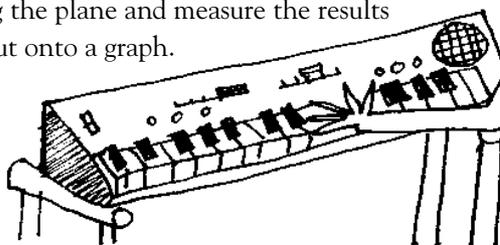
2 Music

Henry was a little bit topsy turvy, always doing things in an unusual way. Provide students with a variety of musical instruments, or they can make their own using environmental materials, and ask them to create some topsy turvy music.

3 Science

Henry and Amy rolled down the hill sideways. Examine how different objects move and if they slide or roll. Set up planks or ramps for students to estimate and test their ideas.

Henry and Amy also learnt to fly. Ask students to make their own paper aeroplanes, challenging them to see which one can fly the furthest. Discuss the procedure for making the plane and measure the results which can then be put onto a graph.



4 PE

Henry and Amy were very active, rolling down hills, walking backwards and being topsy turvy. Using gymnastics equipment and floor mats, have students experiment with ways of moving their bodies including rolling, cartwheeling and climbing.

5 Health

The characters in the book were best friends. Discuss interpersonal relationships with students. Develop with students a network of friends and known adults they feel comfortable talking to and who they would contact if they had exciting news to share, but who would also listen to them if they were feeling sad.

6 Creative and Practical Arts

Drama

Allow students to work in small groups to role-play the book. They could use small props to develop the characters.

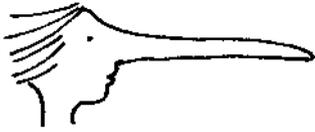
Have students create their own unusual movements and use these in a class game of 'Simon Says'.

Visual Arts/Craft

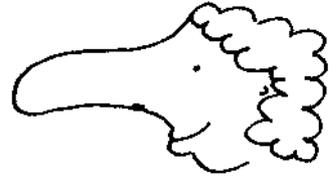
Have students represent mixed-up images in a collage by using a variety of media. For example, students could use a magazine picture of a head, a layered tissue paper body, 3D environmental material for other features and wiggly painting techniques similar to Henry's.



Name _____ Date _____



Character Profile



Name: _____

Age: _____

Address: _____

Description: _____

Interests: _____

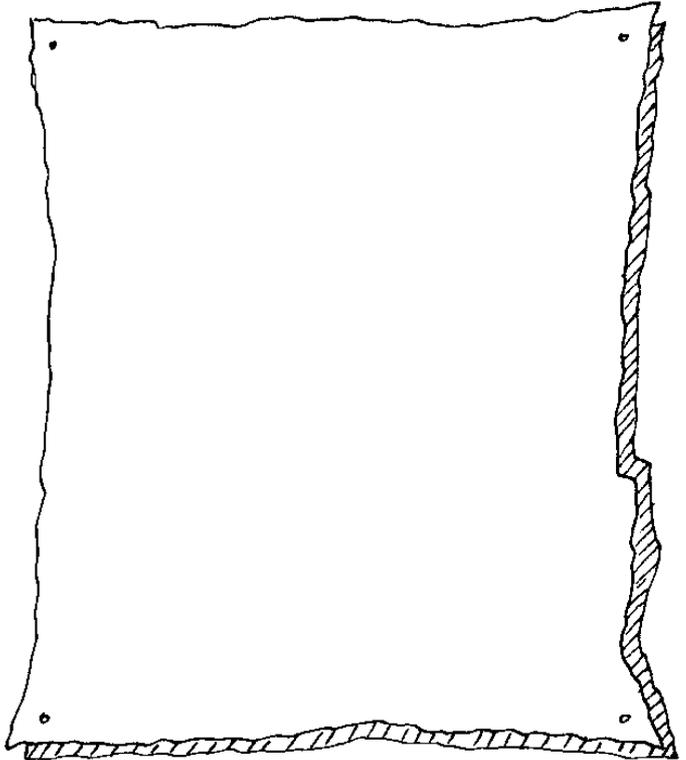
Hobbies: _____

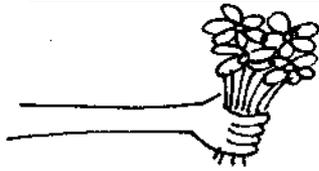
Likes: _____

Dislikes: _____

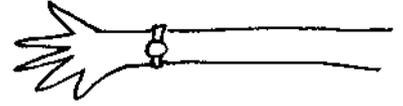
Other interesting features: _____

On the back of the sheet, draw a picture of what you think this character's house or bedroom might look like.





Being a Friend



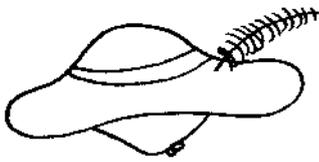
We all have friends, either at school or near where we live. Friends help each other, just like Henry and Amy do.

⇒ Draw a picture of you helping one of your friends and write an explanation about what happened and why you helped them.

⇒ Draw a picture of one or more of your friends helping you. Write an explanation of how they helped you and why they did it.

Name _____

Date _____

BLM 3

Clothing Capers



Henry and Amy wore lots of unusual clothes. Decide what clothing people might wear on different occasions and use ticks to complete the table below. Discuss with friends, and add some of your own clothing ideas to the table.

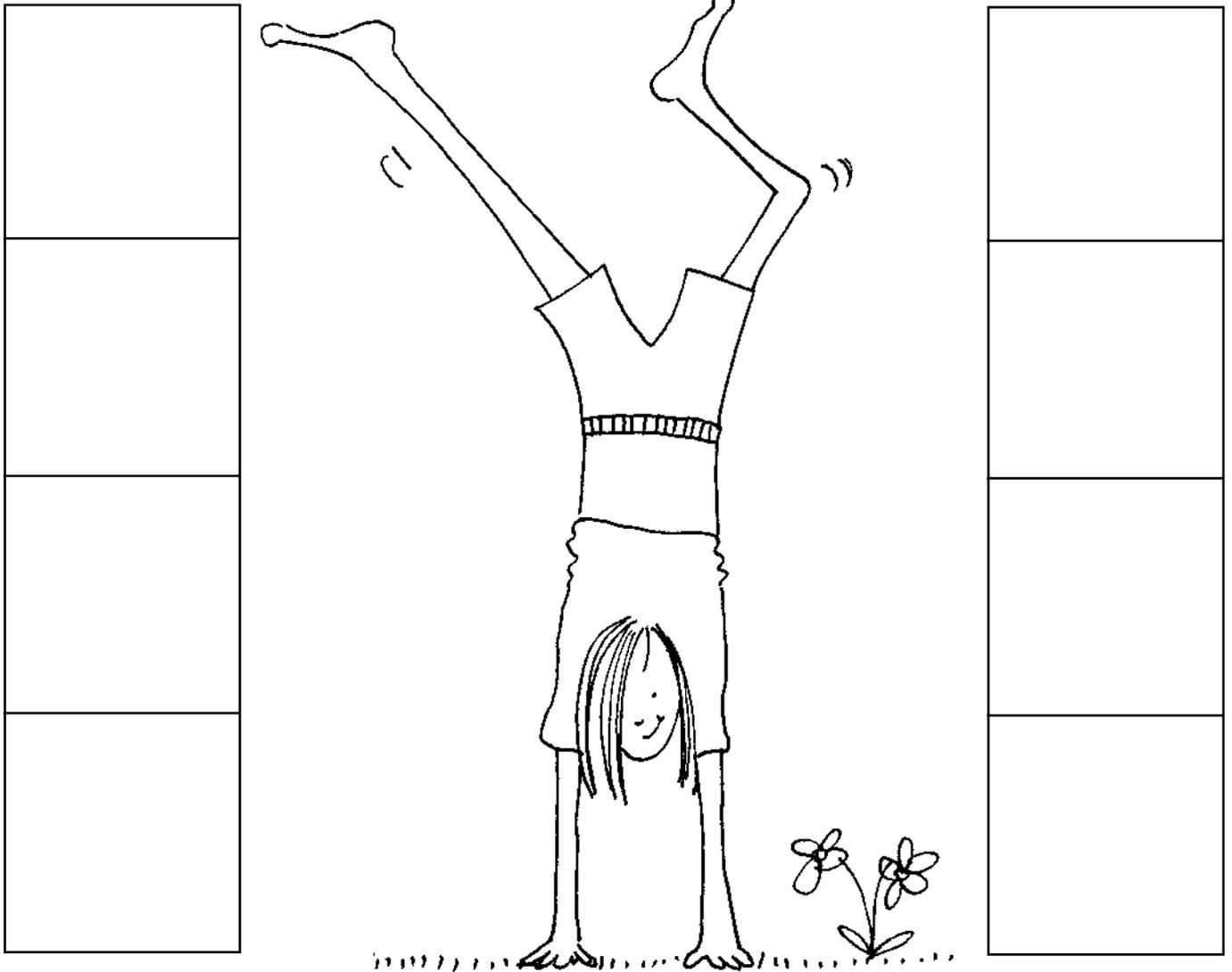
	at the beach	going to bed	at school	playing outside	
socks					
sneakers					
thongs					
T-shirt					
shorts					
dress					
hat					
jumper					
costume					
skirt					
pyjamas					

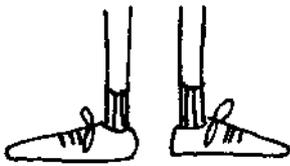
What would happen if you could wear anything to school? Write a short story about the funny things that could happen to you.

Mixed Up Sentences

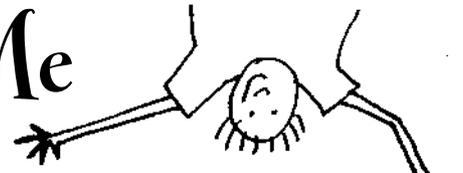
In the boxes below, list some nouns (names of things), and some verbs (things that you can do). Cut them out and glue or staple the word (so it can be turned as a flap) to the sentence sheet. Turn them over, one at a time, and read them to your friends. See who can make the most unusual sentence!

I can	(verb)	on my	(noun) .
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Topsy Turvy Me



Henry lives a very different life. He tries to do all sorts of strange activities. Using the book, find three things that Henry did and try them for yourself. Work with a partner and write down what happens when you and your partner pretend to be Henry.

1. Henry's activity: _____

When I tried to do it _____

When my friend tried to do it _____

2. Henry's activity: _____

When I tried to do it _____

When my friend tried to do it _____

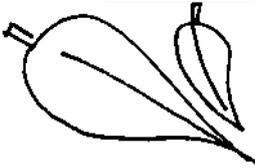
3. Henry's activity: _____

When I tried to do it _____

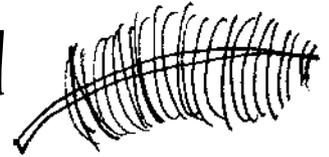
When my friend tried to do it _____

On the back of this sheet, list some other activities that you would like to try in a topsy turvy world. Share your ideas with a friend.

Name _____ Date _____



Found on the Ground



What is it? _____

Where was it found? _____

Why was it there? _____

Draw a map to show where you found it

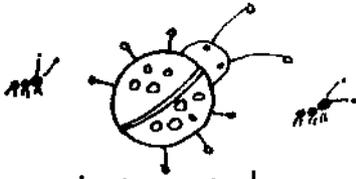
Description _____

Illustration of what you found

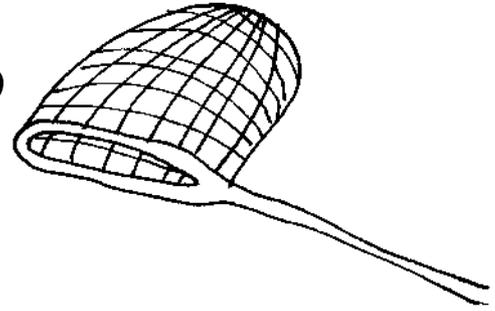
Interesting information _____

Name _____

Date _____



Insect Trap



You have just created your own minibeast.

List three interesting facts about your creature:

1. _____
2. _____
3. _____

Design and draw a special trap to catch your insect. Label its parts.

On the back of this sheet write an explanation of how your insect trap will work.



Pros and Cons



List the advantages (good points) and the disadvantages (bad points) of living in a topsy turvy world like Henry did.

Pros (good points)	Cons (bad points)

If you were Henry,

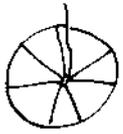
I would like to _____

I would not like _____

Some new topsy turvy things I would try: _____

Name _____

Date _____



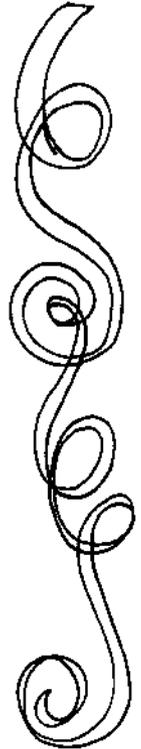
Design a Play Area



Henry and Amy built their own tree house. You need to design your own play area. Think about what you will use and any special bits and pieces you could add to make it interesting.

I will need

Interesting bits to add



My Design

On the back of this page, write a description of where you would put your play area and how you would use it with your friends.



Narrative Structure



Orientation (beginning)

Who are the characters? _____

When/where did it happen? _____

Complication



What was the problem? _____

Resolution (ending)



How did Henry and Amy solve their problems? _____

Using the space below, draw one of the events you have described.