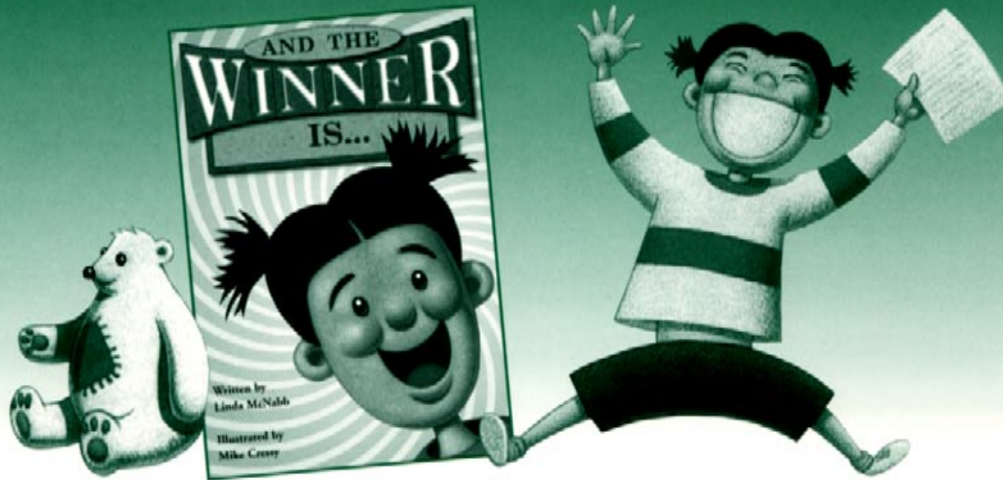




And the Winner Is . . .



OVERVIEW

Alicia has been entering every contest she can for as long as she can remember, but she has never won, at least not until today. In order to collect her prize, she has to choose just one other person to help her. She can't decide, and so she sets up a contest to choose her partner, with disastrous results. After Alicia breaks her leg, it seems that her "rotten little sister", Jenni, will get to collect the prize. But maybe Jenni isn't as rotten as Alicia thinks!

LEARNING OUTCOMES

During this unit, the students will:

- compose and complete a contest form
- locate and discuss a range of speech indicators
- plan an argument
- understand how chapters are organized
- discuss the causes and results of events
- discuss character development throughout the story

WORDS TO WATCH FOR

| | | |
|-----------|--------------|--------------|
| aisle | announced | collapsed |
| creek | definitely | determined |
| disbelief | disinfectant | educational |
| followers | gigantic | photographer |
| skidding | squinted | squirt |

INTRODUCING THE BOOK

- Read the title to the students and discuss their experiences with contests. Ask, *Have you ever entered a contest? What was the competition? What were the prizes? Did you win?*
- Discuss the cover illustration and what it says about the character. The students could begin their responses: *She looks...* List their suggestions.

BEFORE READING

- Point out and read the chapter headings on the contents page. Discuss the progress of the story, as revealed by the chapter headings.
- Discuss the chapter 1 heading. Talk about the ellipsis and complete the saying. Ask, *What experience have you had of succeeding after you tried again?*
- Read the first paragraph on page 5 of the text to the students. Ask, *What do you think will happen in the story?*
- Discuss entry forms for competitions. Choose a fictional sponsor and competition and demonstrate how to set out a form. For example:

Sponsor: Handy Hampers
Prize: Fully laden picnic basket
Competitor: Red Riding Hood
Age: 8
Entry (25 words or less): My grandmother could really use that picnic basket. She is sick. I have a merit award in orienteering and could easily take it to her.

READING THE TEXT: COMPREHENSION

Read with any
students needing help.

Chapters 1–2 (pages 5–17)

- Say, *Read to the end of page 7 and learn more about the characters.* Discuss the way different characters are portrayed through their speech and actions.
- Remind the students of the value of rereading to check meaning. Say, *Read to the end of page 11 to find out about the club and what arrives for Alicia.*
- Ask the students to discuss what they think has arrived for Alicia, and Jenni's reasons for not giving the envelope to her sister.
- Encourage them to discuss how Jenni felt about the club.
- Ask the students to read chapter 2. Provide a guideline such as the following: *Find out what is*

in Alicia's letter, and the problem she faces. Then ask the students to discuss who they think Alicia will choose to help her, and why.

Chapters 3–4 (pages 18–37)

- Talk about how authors use chapters to organize the plot. Help the students to summarize and compose a sentence or two for the first two chapters. For example:
 - Chapter 1: We find out about Alicia, her friends, and her relationship with her little sister.
 - Chapter 2: Alicia receives a letter and has to make a difficult decision.
- Discuss the information the reader needs to write a summary for a chapter.
- Ask the students to read independently to the end of chapter 4, using guidelines such as the following:
 - Chapter 3: Find out how Alicia plans to choose her partner, and what happens to her as a result.
 - Chapter 4: Discover which partners collect the toys.
- Discuss what the students discovered in each of the chapters, and how the guidelines helped their reading.

Chapter 5 (pages 38–44)

- Review the events of the story to date. Discuss Jenni's character and how Alicia's perception of her may be changing. Ask the students to predict how the story might end, and any surprises that might be in store for Alicia.
- Ask the students to read independently to the end of the story and discuss the conclusion in terms of their earlier predictions.
- Ask the students to review chapter 4 to find a clue to what made Alicia decide to collect the stuffed toys. Discuss any other examples of foreshadowing the students have noticed as they read the text.

AFTER READING

- Ask the students to read the information from the author and from the illustrator. They could discuss why these pages are included.
- Review the students' understanding of the text, and the way the author organized the chapters. Then discuss the students' use of rereading when establishing or checking meaning.
- Ask the students to discuss the part the illustrations played in their understanding of this story.
- Where appropriate, ask the students to recall and discuss any previous work on planning or writing an argument. Talk about the importance of providing convincing supporting statements.
- Photocopy and enlarge the **copy master** at the end of these notes. Choose a character from the story and demonstrate how to plan an argument to support selecting that character as helper on the toy grab. For example: I think Alicia's mother should help with the toy grab because:
 - she deserves to because she looks after Alicia
 - she is an adult, so she is strong
 - Alicia can tell her what to choose
 - she won't choose baby things
- Highlight the author's use of different words to indicate speech. Make a list of some of these from the first chapter. For example: *called, asked, shouted, said, cried*.
- Challenge the students to talk about why the author may have chosen those particular words and what alternatives were available.
- Discuss the kinds of clubs the students might belong to. Ask, *How are clubs organized?* (They have rules, membership lists, and so on.) Ask, *What is the main thing you know about clubs?* (They include some people, and exclude others.)

INDEPENDENT ACTIVITIES

The students could try these activities.

- Search the rest of the text for other examples of speech indicators, then choose a particular speech indicator and write why they think it was appropriate, or why they think the author could have used an even better one.
- Experiment with a range of speech indicators in their personal writing.
- Write about the toy they would take with them to hospital.
- Decide on and describe a safer competition that Alicia could have used to choose her helper.
- List in order the toys they would choose at a toy grab.
- Write rules for a club and its members.
- Complete the **copy master** by selecting another character from the story and planning an argument to support the choice of that character to help Alicia with the toy grab.
- Develop a contest entry form, stating a sponsor, a prize, and the conditions of entry. Exchange forms with a partner and write the prize-winning entry.

The Toy Grab

1. Select the character you think Alicia should choose for the toy grab.
2. Plan an argument to support your point of view. Write as many supporting points as you can.

I think _____ should help Alicia with the toy grab because:

-
-
-
-
-
-