



Orientation

Ensure that you have read about using the plan in the Program Guide.

Book summary

Read the following summary to the student.

Help! I'm stranded on a desert island, and I want to go home. I need to be rescued – right away!

Is there anybody out there who will find Albert's notes and rescue him?

Introduction

Foster interest and activate the student's background knowledge. Be concise – focus on motivating and involving the student. Encourage prediction by using the text and illustrations on the cover of the book. Discuss new vocabulary and remind the student to use the glossary (when applicable). Also remind the student to ask him/herself questions before, during and after the reading.

Discuss what it would be like to be stranded on a desert island, ensuring that the student understands this concept. What would they miss if they were stranded on a desert island? Why do characters in books who are stranded on desert islands send messages in bottles? (A bottle is waterproof and can float, and they hope someone will find it and send a rescue party.)

Explain that the boy in this book makes it appear that he is on a desert island, but he is really on vacation with his mother and new stepfather. He writes letters describing his situation and asking for help. Discuss how he might be feeling. If appropriate, link the student's experiences to this story.

Conferencing

Check how well the student reads

When you are conferencing, the student reads all or part of the book to you. Then:

- praise, pause, and prompt appropriately;
- check for accuracy (by counting mistakes) and fluency;
- check for understanding by using one or more of the following methods:
 - asking the comprehension questions provided and any others that seem necessary;
 - asking the student to retell the story in their own words;
 - asking questions about and discussing aspects of the story, such as the theme, plot, main ideas, sequence and characters;
 - encouraging the student to confirm the predictions they made during the orientation.

Decide what the student does next

Next recommend that the student:

- practices some more on the same book, with or without the audio;
- completes one of the activities provided that is related to the book;
- practices with another book from the same level; or
- is assessed for promotion to the next level.

Comprehension questions

1. What things doesn't Albert like about being on vacation?
2. What is left in the mailbox when Albert asks for a burger?
3. What did Albert do with his stepfather that he described as awesome?
4. Why do you think the person gave Albert a book and not a handheld game?
5. How does Albert feel about his stepfather by the end of the book? How can you tell?

Answers to the Comprehension questions

1. Accept any of the following: he doesn't like being without a TV, video games, meat, or candy; he doesn't like his breakfast or lunch; he doesn't like swimming in the ocean; he doesn't like walking on the beach.
2. A fish and a loaf of bread.
3. Fishing.
4. Answers will vary.
5. Answers will vary.

Supporting English Language Learners

The following are suggestions for optional lessons to take with your English language learners. See the overview chart in the Program Guide for a summary of the text features of this book.

Purpose

Producing writing that can be understood regardless of the inclusion of inconsistent grammar

Introduce the concept and practice

Writing provides the opportunity to enjoy creative communication as well as to record information.

When the student is familiar with the text, ask them to imagine themselves on a desert island. What would they do to survive, and what would they do to increase their chance of being rescued?

Discuss the different forms of written communication and when and why we use each form. Record this information on a chart. Explain that today, people favor email and telephones to communicate instead of writing letters.

Together, examine the layout of the letters in *Help!*, including the position of the date, greeting, message, and farewell. Ask the student who would they want to write to, and what would they say if they were stranded on a desert island? They can then draft and publish a letter using the text as a model.

As an extension, the student could present their finished letter in a bottle.





Help!

Cloze Activity

STAGE 4

Name: Date:

Introduction: Help! I'm stranded on a desert island, and I want to go home. I need to be rescued – right away!
Is there anybody out there who will find Albert's notes and rescue him?

Errors
M S

Monday, July 20 Dear Finder, Help! I'm stranded on a desert island, and I want to go home. I need to be _____ – right away! There must _____ someone out there. I'm _____ a note under this _____ every day until I _____ help. From, Albert.

Tuesday, July 21 Dear Finder, I _____ haven't heard from you. _____ I mention I'm with _____ mom and new stepfather? _____ say they're from Minnesota, _____ I know it's not _____. I think they're from _____ weird planet in outer _____. Why else have they _____ me to an island _____ has no TV and _____ video games? From, Albert.

Wednesday, July 22 Dear Finder, _____ still waiting to hear _____ you. Wait till you _____ about the food situation! _____ have fruit for breakfast – _____ you believe it? We're _____ allowed to eat meat, _____ there's no candy in _____ house. I've checked everywhere. _____ really, really want a candy bar, but so far, no luck.

Accuracy Chart (Exact word replacement only)

Words Entered	Score	Level
More than 11 correct		Independent
10 or 11 correct		Instructional
Fewer than 10 correct		Frustration

Errors

M = Meaning (makes sense) ____ **S** = Syntax (sounds right) ____

Heard Seen Unseen

Comments:





Help!

Text-Sequencing Activity

STAGE 4

Dear Finder,

Help! I'm stranded on an island, and I want to go home. I need to be rescued! There must be someone out there. I'm leaving a note under this rock every day until I get help. I still haven't heard from you. Did I mention I'm with my mom and new stepfather?

I think they're from a weird planet in outer space. Why else have they taken me to an island that has no TV and no video games? Wait till you hear about the food situation! We have fruit for breakfast, we're not allowed to eat meat, and there's no candy.

Please leave a burger and a candy bar in the mailbox, marked X on the map, as soon as possible. I still need to escape, and I need games. Please help, or I'll go nuts! A book is not the same as a handheld game, but thanks anyway. Life is so boring. Today it's been raining.

I stayed inside out of the rain and read the book you left about racing cars, and it was pretty cool. We made a fire on the beach in the evening. It was OK. I think my stepfather's not so bad after all. Please send chocolate – fast! This morning, I went fishing with the line you left in the mailbox.

My stepfather came, too. We had an awesome time. I'm starting to have fun, but today we're going back to Minnesota. They're taking me home against my will. I'm powerless to resist ...

From,
Albert





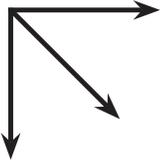
Help!

Word Search Activity

STAGE 4

Name: Date:

Words can be found in these directions:



The letter in each square can only be used in one word.

i	e	v	e	r	y	b	e	l	i	e	v	e
h	s	p	l	a	n	e	t	f	h	a	v	e
r	e	l	n	s	t	r	a	n	d	e	d	t
o	m	l	a	o	l	u	n	c	h	r	c	a
c	e	e	p	n	t	p	l	e	f	t	a	k
k	a	v	s	c	d	r	f	i	s	h	r	e
w	t	e	p	o	t	o	i	m	a	p	e	n
a	u	n	o	m	s	m	r	n	n	e	e	d
i	a	i	k	i	e	i	a	b	s	b	u	t
t	n	n	e	c	n	s	c	e	d	i	t	o
i	d	g	n	s	d	e	i	a	o	a	d	i
n	p	l	e	a	s	e	n	c	n	w	y	e
g	e	s	c	a	p	e	g	h	m	e	e	s

Words to find:

- | | | | | |
|----------|--------|---------|---------|--------|
| and | beach | believe | but | care |
| comics | days | escape | evening | every |
| fish | have | help | inside | island |
| left | lunch | map | me | meat |
| need | not | on | planet | please |
| promise | racing | rock | send | spoken |
| stranded | taken | to | waiting | we |

Use the letters that are left to make the word that tells what Albert has for breakfast on the island.....





Help!

Board Game Activity

STAGE 4

- ★ Spin the numbered spinner.
- ★ The highest number starts.
- ★ You need to spin the exact number to move onto the END square.

START
 Help! You're stranded on an island, and you want to go home.

1

2 You leave a note under a rock every day until you get help. Go forward three spaces.

3

19

20 Life on the island is very boring. Go back four spaces.

21

22

4

18

END
 Your parents are taking you home against your will. You're powerless to resist ...

23

5

17 There's no candy, and you want a burger and a candy bar. Miss a turn.

30

24 You make a fire on the beach. It's OK. Spin again. Go forward that number.

6 You're on the island with your mom and new stepfather. Go back to 3.

16

29

25

7

15

28 You're starting to have fun on the island. Go on to 30.

27

26 In the morning, you go fishing. It's awesome. Spin again. If you spin a 5 or 6, go on to 30.

8

14 You have to eat fruit for breakfast. Spin again. Go back that number.

13

12

11

10

9 There's no TV or video games on the island. Name two numbers. If you spin one of them, go back to 7.





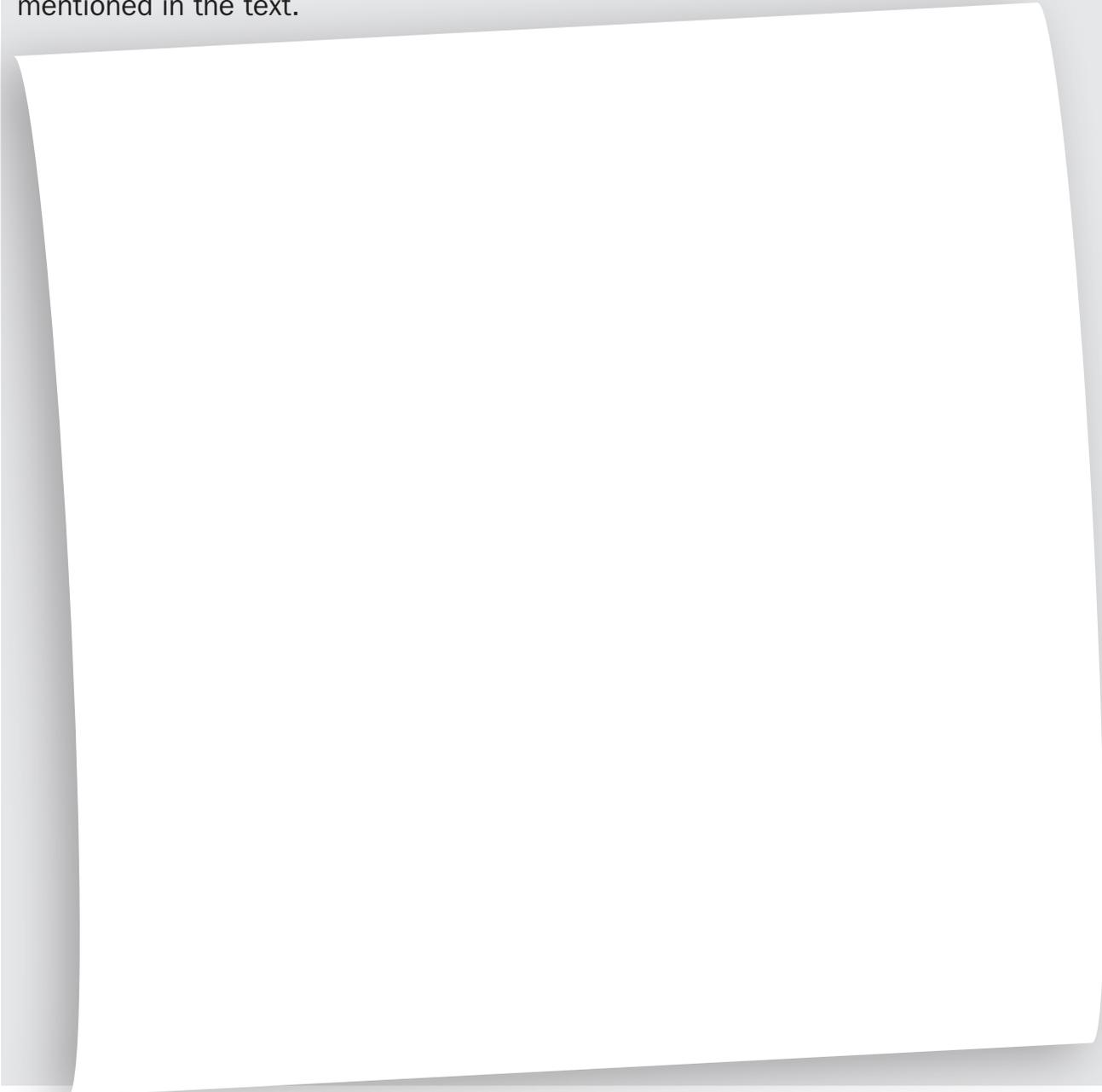
Help!

Writing Activity

STAGE 4

Name: **Date:**

Draw a map of the island that Albert is staying on and label the places that are mentioned in the text.



Write on the back of this page if you need more space.

REMEMBER

Label the following areas: the rock Albert leaves the notes under, the house, the mailbox, the place Albert goes swimming, the route they walk along the beach, the place they make the fire, and the place they go fishing. Label your map clearly.

