

Go, Annie, Go!

by Karen Anderson

illustrated by Paula Novak



Book Summary

Annie has always been teased by her classmates for being different. When she unexpectedly joins in the one-mile race, the other girls mock her until the narrator decides to cheer her on.

Features of the Book

- First-person narrative
- Themes and settings that are familiar to children
- Issues of difference, teasing, and special needs
- Powerful story on an emotional level
- Direct speech
- Hyphenation – *after-school*, *one-mile*
- Colloquial language – *way to go*; *Go, Annie, go!*

Purpose

Go, Annie, Go! can be used to introduce and reinforce the following skills:

- S** making connections between children's experiences and the text;
- S** distinguishing between the narrator and author of a story;
- S** inferring cause and effect relationships;
- S** exploring point of view;
- S** making comparisons within a book.

The Guided Reading Lesson

- S** Making connections between children's experiences and the text
- S** Distinguishing between the narrator and author of a story

Materials needed

- A copy of the text for each child and one for the teacher
- A dry-erase board or chart paper and markers
- Optional: a copy of the blackline master and a pencil for each child

Introducing the text

Before handing out the book, ask the children some of the following questions to establish personal connections with the story.

- Have you ever been teased?
- Have you ever watched someone else being teased? How did it make you feel? What did you do?
- Have you ever tried to stop people teasing someone? Did it work? How did you feel?

Tell the children to think about these questions while they are reading and that they will discuss them with you later.



Reading and discussing the text

This can be taken over two days. If your group can read the book with less support, adjust the lesson plan accordingly.

Day One

Ask the children to read the title of the book and the blurb on the back cover.

- *What do you think this story will be about?*
- *The blurb talks about a winner. What does “a winner” mean to you?*

Look at the contents page.

- *What can we learn from the chapter headings and the picture?*
- *Does Annie look like a winner? Why/why not?*

Tell the children to read chapter 1 silently and then discuss what they have learned about Annie.

- *Why do you think Annie acts like this?*
- *What would you do if you were in Annie’s class?*

Ask the children to name the author of the book and then to reread the last sentence on page 6.

- *Who is talking? Who is “I” in this story?*

Discuss the difference between an author and a narrator. Encourage the children to work out for themselves that Karen Anderson, the author, has written a story as if she were the child telling the story. Explain that she is writing from a child’s point of view.

Tell the children to read chapter 2 silently.

Day Two

Ask the children to predict what might happen in the next chapter and then to read it and discuss it with a partner. When they have shared their ideas, ask the children to read chapter 4.

Ask the children to pretend that they’d been at the track.

- *Would you have been brave enough to start shouting for Annie?*
- *Why do you think the narrator started shouting?*
- *Do you think that the things that happened in this chapter will change life at school for Annie? How?*

Encourage the children to finish reading the book independently. Provide additional support for children who need it.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson or during later reading sessions as mini-lessons or individual activities.

S Inferring cause and effect relationships

Discuss the effects of things that people do or say in this book. On the board, head up two columns with “Cause” and “Effect.” Write up an example, such as the way Annie reacts to the teacher scolding her. (It is often easier to write the effect first and then search for the cause.)

Ask the children to find more examples of something a person does that has an effect on someone else. (children laughing at Annie; children being mean to Annie; Miss Montrose calling “Ready, set, go!”)

S Exploring point of view

Ask the children to find a partner and to discuss the ways in which other characters might have told the story of the race. They can take turns at retelling the story from the point of view of Annie, Georgia, Annie’s mother, and Miss Montrose.

- *How does it feel when you tell the story from another point of view?*
- *Have you heard the expression “to walk in someone else’s shoes”? What do you think the expression could mean?*

S Making comparisons within a book

Remind the children that in chapter 1, Annie gets upset when people laugh at her. At the end of the story, she is not upset at her classmates’ laughter when she shouts “Go, Annie, go!” Ask them to think about other changes that have taken place through the story.

B The children can complete the blackline master on page 82.