



Reflect and Respond

What To Say When You Don't Know What To Say

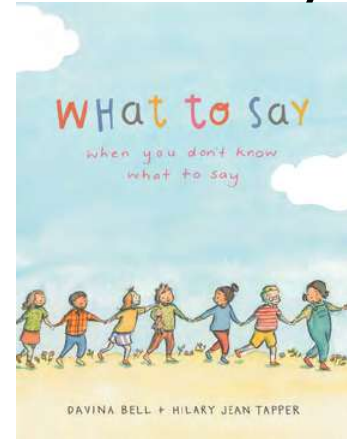
Author: Davina Bell

Illustrator: Hilary Jean Tapper

Storyteller: Tamala Shelton

Publisher: Hachette Australia

Themes: Emotions & Feelings, Social Skills, Friendship, Conflict, Acceptance & Belonging, Courage, Worries, Inclusion & Exclusion, Empathy, Forgiveness, Cooperation, Communication, Change



Year levels: Lower Primary

Learning Areas: Humanities and Social Sciences

Discussion questions:

- Have you ever been in a situation when you've found it hard to find the right words to let someone know how you're feeling? Or a time when you've wanted to help someone but you didn't know what to say? Discuss.
- Which ideas for 'what to say' do you think would be helpful at school?
- How do the illustrations help show how certain characters in the book are feeling? (Look at the facial expressions, gestures and body language)
- Discuss the term 'empathy' and how it involves showing awareness or understanding of someone's feelings. Can you find an example in the book that shows 'empathy'?
- How does showing someone 'empathy' help them?
- Can you find examples of: inclusion, cooperation, forgiveness, acceptance, problem-solving?
- Why do you think the author has written this book?
- What page did you find most helpful in the book? Why?

Story response ideas:

1. Create a 'what to say' poster: Discuss different situations at school that we can sometimes find challenging - times when we feel frustrated, sad, angry, nervous or shy. Make a list of these together as a class. Which ideas from the book, or our own ideas for what to say, could be used to help in these situations?

Invite students to work in pairs and select one of the situations to create a poster that can be displayed in the classroom. Ask them to include an illustration of the situation and 'what to say'. They might like to use the attached template.



Scan the QR code to view the story!





Story response ideas continued...

2. Using our senses to explore and describe tricky situations: Select a situation from the story and invite students to use their senses to help describe how they would feel and respond.

Students can use a **Y-Chart** to note down descriptions of how a chosen situation from the book, would:

- **feel like** - what emotions and feelings might they experience?
- **sound like** - what might they say to help themselves or to help someone else in this situation?
- **look like** - what might they do or what could someone else be doing to help in this situation?

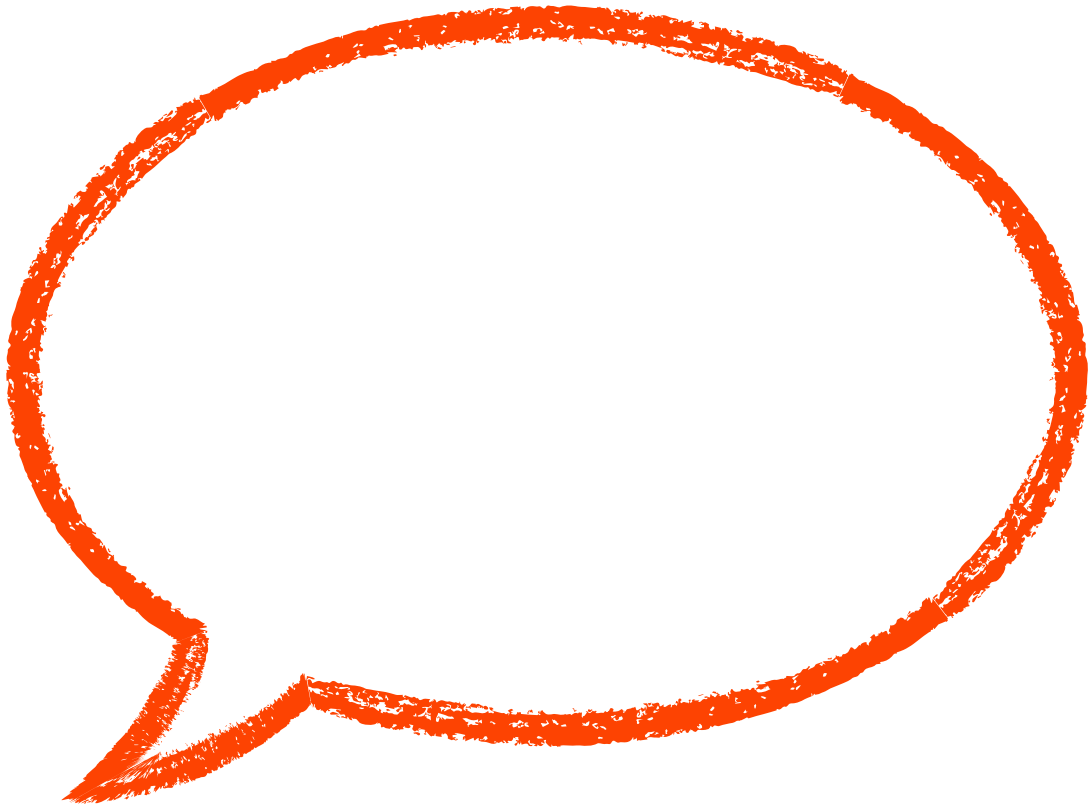
3. Contraction hunt: Ask students if they can remember what a 'contraction' is? Show an example from the story and remind them that a contraction is when two words are shortened to form one word, usually with an apostrophe.

There are 11 different contractions in the story - can they find them? You might like to make a list together as you read through the story.

Using a **T-Chart** - ask students to make a list on the left side of the different contractions in the story. On the right side of the chart they can then write the expanded form - the two words that have been shortened to create the contraction.

E.g. you're | you are

What to say...



Y-CHART

NAME



LOOKS LIKE

A large dashed outline of a Y-shape, intended for drawing or writing.

SOUNDS
LIKE

FEELS
LIKE





Student Task Sheet

Print this page for your students to use during Literacy Rotations

Today, you will be viewing and listening to:

What to say when you don't know what to say

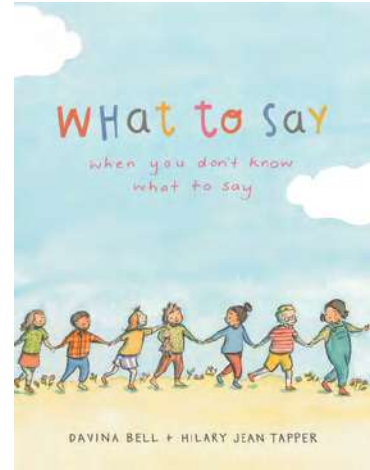
Author: Davina Bell

Illustrator: Hilary Jean Tapper

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Publisher: Hachette Australia

Year levels: Lower and Middle Primary



Learning tasks:

After viewing the story, choose one of the following 3 activities to complete.

a. **Emotions and emojis:** Make a list on the left side of a **T-Chart** of all the different emotions that you noticed in the story. Think about how you might feel in these different situations. Can you think of another word - a **synonym** to describe each of the emotions? Write these down on the opposite side of the chart. Create an emoji to help show this emotion and include this in your chart. *For example:*



c. **Recount a time:** Write a short recount of a time when you have been in one of the situations shown in the story. *For example, feeling shy when joining in with other children.*

Don't forget to include:

- Where you were
- When it was
- What happened
- How you felt
- Why you felt this way

You might like to use the attached template to write and illustrate your recount in.



Scan the QR code to view the story!





Learning tasks continued...

c. **Word hunt:** Search the story to see if you can find the following types of words:

- 2 contractions (e.g. can't, I've)
- 2 adjectives (describing words)
- 2 verbs (action words)
- 2 pronouns (words used instead of a noun, e.g. she, them)

Write each word down on the **List** template.



My recount of a time when...



Name: _____

A large rectangular area with horizontal blue lines for writing. A vertical red line is positioned on the left side, creating a margin.



LIST TEMPLATE

NAME _____



LIST



A series of horizontal dashed lines in blue, green, yellow, and red, providing a template for writing a list.

