



Lightning Chase Me Home by Amber Lee Dodd

Contents

Lesson Plan One

Activity Sheet One: *Lightning Chase Me Home* – Summary of main points of the story

Activity Sheet Two: *Lightning Chase Me Home* – Choosing and describing one of Amelia's disappearances

Activity Sheet Three: *Lightning Chase Me Home* – Considering and identifying the major theme of the story

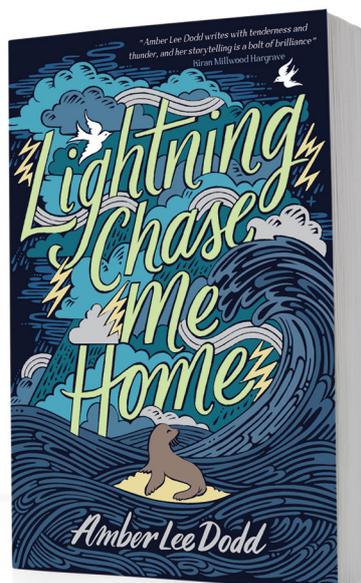
Lesson Plan Two

Activity Sheet Four: *Lightning Chase Me Home*: 'My Day of . . .'

Activity Sheet Five: *Lightning Chase Me Home* – Famous biographies

Lesson Plan Three

Activity Sheet Six: *Lightning Chase Me Home* – Creating and using a list



SCHOLASTIC



Lightning Chase Me Home

by Amber Lee Dodd

Lesson Plan One

Objectives

- To check that the book makes sense to children by exploring their understanding and by debating salient points
- To read and discuss a summary of the main points in the story
- To choose and summarise an exciting section of the story which describes one of Amelia's disappearances
- To formally present their work to the group
- To consider and identify the major theme of the story

Outcomes

- Children will review, write a summary, and present their own account of an exciting section of the story in their own words.
- They will use their knowledge of the story to identify its major theme.

Resources

Prior reading and/or listening to the book *Lightning Chase Me Home* by Amber Lee Dodd

Supporting resource sheets

Activity Sheet One: *Lightning Chase Me Home* – Summary of main points of the story

Activity Sheet Two: *Lightning Chase Me Home* – Choosing and describing one of Amelia's disappearances

Activity Sheet Three: *Lightning Chase Me Home* – Considering and identifying the major theme of the story

Lead in

Provide each child with a copy of Activity Sheet One: *Lightning Chase Me Home* – Summary of main points of the story.

Read, discuss and explore this abbreviated version of the story.

Encourage children to offer additional detail to any of the points mentioned.

Observe that this summary has not included the very exciting sections relating to Amelia's frequent disappearances.





Lightning Chase Me Home

by Amber Lee Dodd

Main task

Invite children to share their immediate recollections of their favourite sections of the story relating to Amelia's disappearances.

Encourage them to offer details of the lead up to the disappearance, the effects it had on Amelia and others, the place that Amelia arrived at, and the object she found there. For example, the binoculars, fossil, pirate flag, sea-worn glass and the compass.

Provide each child with a copy of Activity Sheet Two: *Lightning Chase Me Home* – Choosing and describing one of Amelia's disappearances.

Ask them to write their own version of one of these events.

Differentiation

Ask older or more confident children to imagine and write about a further disappearance for Amelia. One that might take her to another part of the world, searching for her mother, or perhaps, just to Edinburgh, where she later discovers her mother is now living.

Plenary

Ask children to read and discuss their versions of Amelia's disappearances with the whole class.

Extension

Debate with children the best definition for the theme of this story. What is the major description they would use in recommending it to a friend?

Provide each child with a copy of Activity Sheet Three: *Lightning Chase Me Home* – Considering and identifying the major theme of the story.





Lightning Chase Me Home

by Amber Lee Dodd

Activity Sheet One: *Lightning Chase Me Home* – Summary of the major points of the story

Amelia Hester McLeod lives on the Scottish island of Dark Muir, with her father and grandfather.

She and her mother had spent many hours reading together a picture book about women explorers and adventurers, so, when her mother left the island one day, Amelia assumed she had gone off to have exciting adventures in different parts of the world.

On her eleventh birthday, her father takes her out to the formidable black rock called Serpent's Tooth, to perform the traditional 'touching of the rock', which all islanders do on their birthday.

She touched the rock, which felt warm to her hand, and made a wish, saying "I wish I could be with Mum." As she did so, she is sure that the rock moved.

This event seems to initiate a series of extraordinary happenings for Amelia, whereby she simply disappears from one place and ends up in another one. At first these are completely involuntary disappearances, but later, she manages to initiate them herself.

Each disappearance takes her to a spot where she finds something she believes is connected to her mother, and which she thinks will lead her eventually to her mother.

The day after Amelia touched the rock, it seems to disappear. Islanders see this as a bad omen for the island, but her father says it happens as a result of the tides, every seventy years or so. Nevertheless, her grandfather and near neighbours, Hettie and Penny are convinced that the island is in danger.

Until this time, Amelia has been home-taught by her mother, and later her father and grandfather, as she has difficulties reading, but now she is to start school on a nearby island. Her hopes for making lots of friends, do not materialise. Instead, apart from a boy called Tom, she finds she has made an arch enemy of a girl called Blair. The children are ferried there and back each day by boat.

Because of all her disappearances, and frightening experiences, and to save the island from a devastating storm, Amelia decides to give her wish back to the rock. She realises how much she loves her dad, and wants everything to be back to the way they were. Tom, has found out the secret words to restore the rock, and Amelia presses her hand hard against it, saying 'I take my wish back.' But it doesn't work. She then realises that all the items she had found on her disappearances were actually connected more to her father, not her mother, suggesting, she thinks, that the rock had been trying to tell her where she belonged all along.

She reaches to the rock and shouts, "I don't want you to take me to my Mum anymore!"

Immediately, the storm abates.



Lightning Chase Me Home

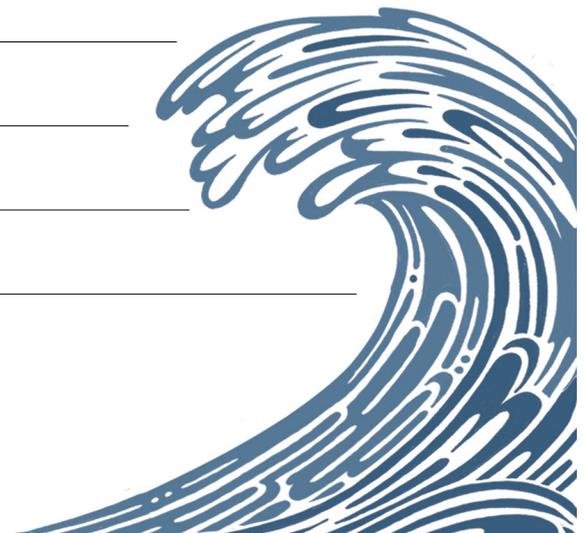
by Amber Lee Dodd

Activity Sheet Three: *Lightning Chase Me Home* – Considering and identifying the major theme of the story

Every story has a major theme running through it. Below are some familiar themes. Consider each one listed on the left of the page, before deciding whether you think there is an element of this theme in the story, circling either yes or no appropriately. On the right, give your reasons for choosing it. At the bottom of the page, choose one of the selected themes as the one you would rate as the major theme for this book.

Theme		Reason
Good against evil	yes/no	
Romance/Love	yes/no	
War	yes/no	
Crime	yes/no	
Courage/Heroism	yes/no	
Magic/Adventure	yes/no	

I think the major theme of the story is





Lightning Chase Me Home

by Amber Lee Dodd

Lesson Plan Two

Objectives

- To encourage understanding of the conventions of different types of writing, for example, writing in the first and third person for diaries, letters, and autobiographies

Outcomes

- Children will write a journal of their own in the first person
- Children will research and write biographies of famous figures from history

Resources

Prior reading and/or listening to the book *Lightning Chase Me Home* by Amber Lee Dodd

Supporting resource sheets

Activity Sheet Four: *Lightning Chase Me Home*: 'My Day of . . .'

Activity Sheet Five: *Lightning Chase Me Home* – Famous biographies

Lead in

Explain to children, that *Lightning Chase Me Home* is told in the first person. Clarify, that although the story is fiction, the author has chosen this particular style, to give the impression that the main character, Amelia, is actually writing the story.

Can children suggest why the author would do this?

Establish that it can give a story a sense of authenticity if it appears to be a true story.

Read together the opening sentence of the book, which sets this form of writing for the book.





Lightning Chase Me Home

by Amber Lee Dodd

Main task

Remind children that on her first day at school, Amelia and her classmates are asked to write a journal. Re-visit page 34.

Provide each child with a copy of Activity Sheet Four: *Lightning Chase Me Home*: 'My Day of . . .'

Ask them to use the sheet to write a first-person account of one day in their life.

Differentiation

Ask older or more confident children to write a more unlikely version of 'One Day in the life of a . . .' Choosing an inanimate object, such as a door, football, aeroplane, or bench, or a creature, such as a dog, horse, or dolphin, but still writing in first person.

Plenary/Extension

Create a book of all the versions. Read one each day, inviting children to guess the author.

Look at the biographies of female figures from history at the back of the book, and on Activity Sheet Five: *Lightning Chase Me Home* – Famous biographies. Ask children to research historical figures themselves, and write a biography on them.





Lightning Chase Me Home

by Amber Lee Dodd

Activity Sheet Five: *Lightning Chase Me Home* – Famous biographies

In *Lightning Chase Me Home*, Amelia is named after two female explorers – Amelia Earhart and Lady Hester Stanhope. Look at the biographies of both these two women, and other female explorers throughout the ages.

Can you write a biography about another female explorer, in the third person?

AMELIA EARHART



July 24th 1897 – July 2nd 1937

A spirit of adventure burned bright in **Amelia Earhart** from childhood – she was a tomboy who loved to be outside climbing trees and riding her sled fast downhill.

She would grow up to become the first woman to fly solo across the Atlantic, a huge and dangerous undertaking. On May 20th 1932 she took off from the Canadian island of Newfoundland and landed safely in Ireland nearly fifteen hours later, despite facing strong northerly winds, icy conditions and mechanical problems. That same journey would take four-and-a-half hours in a plane today.

Amelia was a passionate believer in equality and independence for women and encouraged many to fulfil their dreams of becoming pilots and soaring into the sky.

In 1937 Amelia Earhart and her navigator Fred Noonan were on one of the last legs of an epic around-the-world-flight, when their plane vanished over the Pacific Ocean. They have never been found and this disappearance has become one of history's great unsolved mysteries.

LADY HESTER STANHOPE



12th March 1776 – 23rd June 1839

A true rule breaker, **Lady Hester Stanhope** disguised herself as a middle-aged man and travelled incognito across the Middle East, at a time when women were expected to sit quietly and meekly at home.

She was born into the aristocracy and could easily have spent her life cosseted by comfort and luxury. Instead, she chased adventures – these were often fraught with danger, such as the time she survived a terrible storm at sea and a shipwreck in which she lost all her possessions.

She had a particular interest in archaeological digs and unearthed some wonderful treasures. Lady Hester went where she wanted and did as she pleased – she was bold and fearless and was always in search of new, exciting horizons.



Lightning Chase Me Home

by Amber Lee Dodd

Lesson Plan Three

Objectives

- To understand the value of creating a list as a means of sequencing major points in a larger piece of writing such as a story, letter, factual account or article

Outcomes

- Children will create a list as a memory aid, to help them to go on to complete their chosen topic on a separate piece of paper

Resources

Prior reading of selected parts of *Lightning Chase Me Home* by Amber Lee Dodd.

Supporting resource sheets

Activity Sheet Five: *Lightning Chase Me Home* – Creating and using a list.

Lead in

Point out to children that Amelia, who has difficulty in writing, finds it easier to compile lists.

Revisit and discuss some of the many lists in the story. For example, on pages 16, 36, 64, 71, 101, 111, 133, 146, 184, 208, 212, 237, 241.

Dear Mum, I wrote.

Here are all the people I know who have disappeared:

- Peng Jiamu, 55, a Chinese biologist who disappeared in a desert. Some say he found a lost temple, others say he vanished in a sandstorm.
- Percy Fawcett, 58, went into the Amazon jungle never to return. Possibly eaten by jaguars.
- Amelia Earhart, 39, my namesake, who disappeared trying to fly solo across the globe.

And me, Mum. Last night I disappeared. I don't know how or why and no one will believe me. I don't even know if it will happen again.

71



Lightning Chase Me Home

by Amber Lee Dodd

Main task

Provide each child with a copy of Activity Sheet Five: *Lightning Chase Me Home* – Creating and using a list.

Ask children to choose one of the topics suggested for writing. For example: A letter; a fictional story; a factual account of something you have experienced; a factual article for a newspaper or magazine.

Remind children that for this type of writing, the list is essentially to help them to organise and sequence their work.

Consequently, when they have finished their list, they should review it, and either cross out items or rewrite the list if they decide the order should be changed, by placing the item higher or lower in the list.

Differentiation

Encourage children who choose to write a factual article, to research their chosen topic, and make their lists as they do so.

Younger or less confident children could compile a simple list of items, such as:

- Their favourite toys, in order of preference.
- The sequence of dressing themselves, by listing first to last, clothing.
- A list of things to take on holiday, in order of importance.

Older or more confident children could plan a fictional story by compiling a list which might include headings such as: Intended readers; Initial ideas; Characters; Plot; Quest; Climax; Resolution.

Plenary/Extension

Re-group to discuss with children how far creating a list before writing their chosen topic has helped them in the process of writing sequentially, and/or as a memory aid in constructing their article or story.

