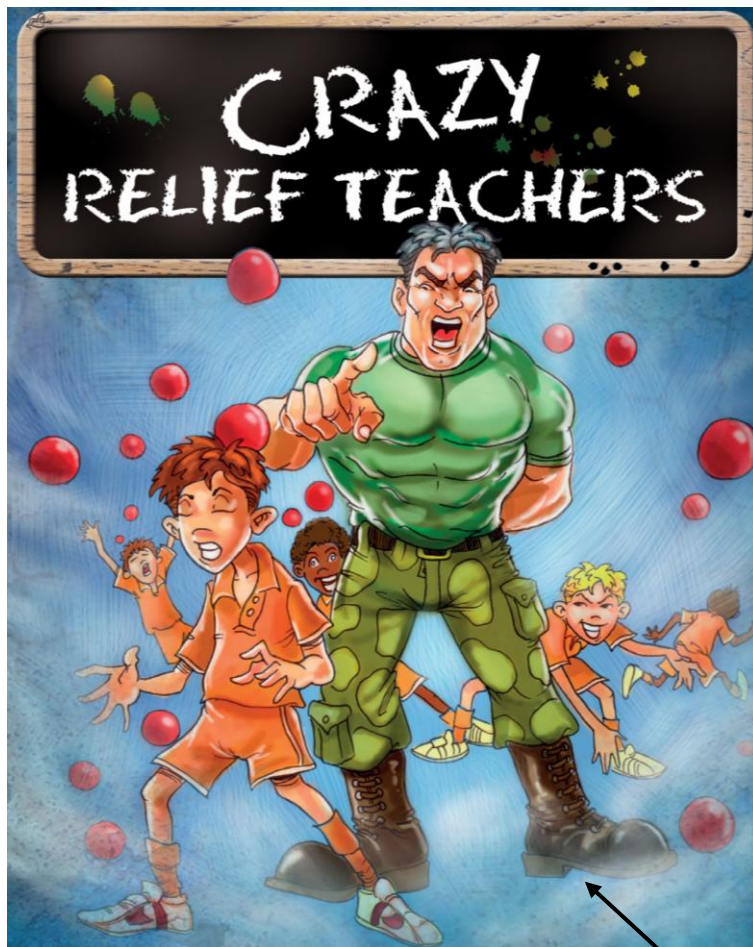


## Mr Sergeant and the Dodgeballs of Doom Teacher Activities

Activity Number	Activity Title	Focus
One	Character Descriptions	Analysing a character's clothes and appearance. Noting key points of a text.
Two	You're the Voice	Highlights that each character has a different speaking pattern.
Three	Similes	Identifies what a simile is and helps students locate similes in the text.
Four	Write Your Own Similes	Writing similes using a scaffold before creating similes independently.
Five	Roll-a-Story	Generating story ideas using a table and a dice.
Six	Rave On!	Using speaking skills to persuade an audience. Using listening skills.
Seven	Make Them Laugh!	Using humour and speaking skills to entertain. Using listening skills.
Eight	Dodgeball Poster	Noting key information from the text and presenting it in another format.
Nine	Adding Detail	Adding detail to stories to increase reader enjoyment.
Ten	Story Scaffold	Using a scaffold to write an action-packed scene.
Eleven	Senses	Highlights the use of the senses in the text and encourages students to use them in their own writing.
Twelve	Short and Sharp	Writing short, sharp sentences to describe a variety of scenes.
Thirteen	Battle Plans	Using imagination and knowledge of characters to create a battle plan.
Fourteen	Extreme Noughts and Crosses	Following rules to increase enjoyment of a game. Interpersonal skills.
Fifteen	PMI	Analysing a character's decision in a text and noting the positives, minuses and interesting points of that decision.
Sixteen	Character Map	Inferring information about a character from the text.
Seventeen	File a Report	Noting the key events of a text and presenting them in a newspaper article.

## Activity 1 Character Descriptions

Mr Sergeant and the Dodgeballs of Doom features many detailed character descriptions. Authors describe a character's clothes and their physical features so readers can create a mental picture of them. These descriptions allow readers to imagine the story as they read, like a movie in their mind. Find descriptions of Mr Sergeant in the book and write them on this page. Draw an arrow from the description to the part of Mr Sergeant being described. One has been completed for you.



Page 5: 'Attention!' Mr Sergeant's shiny black boots thudded on the lino.

## Activity 2 You're the Voice

The characters in *Mr Sergeant* and *the Dodgeballs of Doom* all have their own way of speaking. Mr Sergeant likes to assert his authority. Pete raps when he is nervous and Radley likes to use put-downs. Read through the book and find a quote that you think best demonstrates how each character speaks. Copy the quote next to the character's name. Under the quote, write what makes this character's style of speaking unique.

**Mr Sergeant, Quote:** \_\_\_\_\_

\_\_\_\_\_

What makes Mr Sergeant's style of speaking unique? \_\_\_\_\_

\_\_\_\_\_

**Steele Buckle, Quote:** \_\_\_\_\_

\_\_\_\_\_

What makes Steele's style of speaking unique? \_\_\_\_\_

\_\_\_\_\_

**Pete Peterson, Quote:** \_\_\_\_\_

\_\_\_\_\_

What makes Pete's style of speaking unique? \_\_\_\_\_

\_\_\_\_\_

**Radley, Quote:** \_\_\_\_\_

\_\_\_\_\_

What makes Radley's style of speaking unique? \_\_\_\_\_

\_\_\_\_\_

**A character of your choice, Quote:** \_\_\_\_\_

\_\_\_\_\_

What makes this character's way of speaking unique? \_\_\_\_\_

\_\_\_\_\_

## Activity 3 Similes

Similes make a story come to life by making descriptions more vivid. A simile is when an author says one thing is like another thing. An example from *Mr Sergeant and the Dodgeballs of Doom* is on page 9 when Mr Sergeant asks Steele what his name is:

*Spit flew from his lip, splattering on my face like a bug on a windscreen.*

Search through the book and find four more similes. Copy them into the spaces below:

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

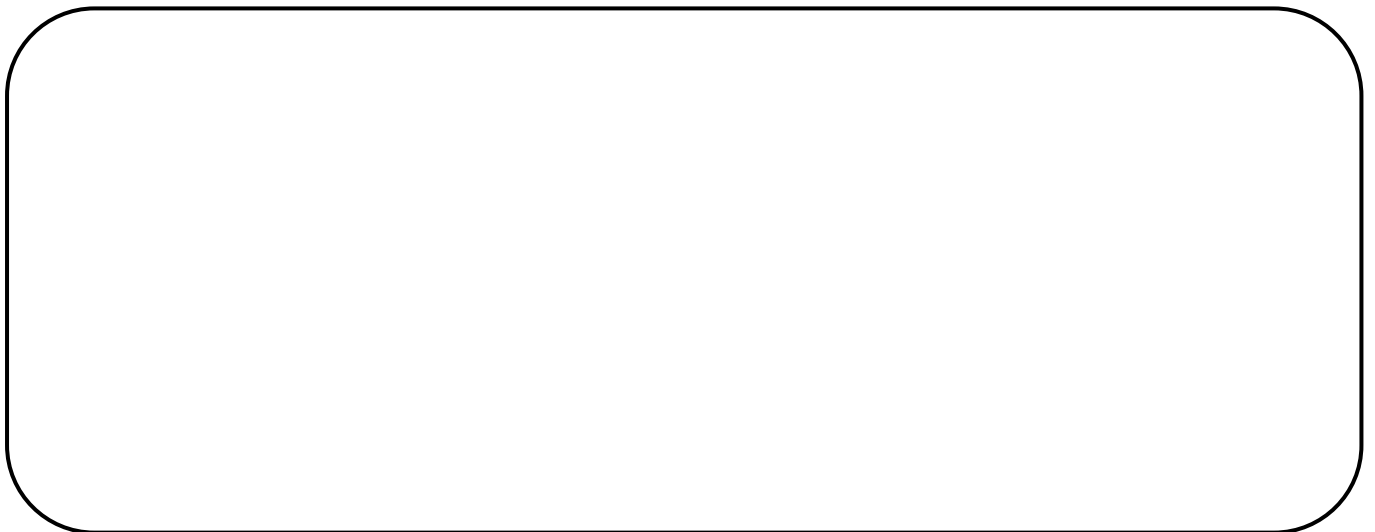
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4. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Draw your favourite simile in this box:



## Activity 4

### Write Your Own Similes

Similes make a story come to life by making descriptions more vivid. A simile is when an author compares one thing to another thing. An example from *Mr Sergeant and the Dodgeballs of Doom* is on page 29, when Steele imagines Pete running across the bridge:

*Pete exploded from the hut and crashed across the bridge, his red hair trailing like a bushfire.*

Create your own similes by finishing the following sentences:

1. Nathan solved the sum like \_\_\_\_\_

\_\_\_\_\_

2. Holly jumped in the air like \_\_\_\_\_

\_\_\_\_\_

3. Mr Sergeant's voice hurt my ears like \_\_\_\_\_

\_\_\_\_\_

4. Blocker Radley's armpits stunk like \_\_\_\_\_

\_\_\_\_\_

5. The Dodgeball flew through the air like \_\_\_\_\_

\_\_\_\_\_

Use the lines below to write your own similes:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Activity 5 Roll-a-Story

To impress Ms Forbes, Mr Sergeant boasts 'Why don't you stick around? I'm about to attempt the world's first one-fingered and one-toed push-up.' Feeling fit? Good! You are going to create and attempt a world first exercise using a dice and this box!

	Column One	Column Two	Column Three	Column Four
<b>1</b>	One	One-armed	Eyes shut	Star-jump
<b>2</b>	Two	Two-fingered	Mouth closed	Push-up
<b>3</b>	Three	One-legged	Ears blocked	Sit-up
<b>4</b>	Four	No-handed	No breathing	Shuttle run
<b>5</b>	Five	Two-toed	Backwards	Burpee
<b>6</b>	Six	No-armed	Cross-eyed	Standing long jump

Roll the dice once for each column to determine your new world-recording breaking exercise. For example if I rolled a four for column one, a three for column two, a one for column three and a six for column four, I would be completing:

**Four, one-legged, eyes shut standing long jumps.**

Proudly read your statement to your adoring audience. Now, try and complete the exercise (under teacher or parent guidance of course. After all, there has to be an adult to verify the world record!)

A table similar to the one above can be used to create story ideas. Fill out the table below using the column headings.

	A Setting	A Job	An Object
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			

Write a story set in the setting you rolled, involving the person in the job you rolled and including the object you rolled.

## Activity 6 Rave On!

Mr Sergeant is a big fan of bricks. In fact, it's probably fair to say he is the biggest fan of bricks in the world! He lectures Grade Six B about all the wonderful things bricks do for people such as being pounded in rebound walls and providing shelter from the wind. Today you are going to become the number one fan of another object. Ask your teacher to cut out the words below and place them into a hat. Each member of the grade must select an object from the hat. Your job is to then write a minute speech convincing people that your object is undervalued and, if we really think about it, the world couldn't go on without it!

Windows	Tables	Taps	Clocks	Cushions
Mirrors	Roof tiles	Buckets	Stairs	Chalk
Drawers	Shoes	Straws	Toothbrushes	Plugs
Concrete	Pens	Letterboxes	Grass	Keys
Cups	Vases	Door knobs	Socks	Air freshener

Give everyone in the grade an opportunity to present the case for their object. Vote for the person who presented their object the best and presented the best arguments.

Now you have recognised a much undervalued object, you can start making it more valued. For example, if door knobs won the vote you could organise National Door Knob Appreciation Day. The grade could make pamphlets explaining why door knobs are so important. You could make a television or radio ad highlighting the hard work door knobs do every day with dirty hands touching them and all the twisting and turning they go through just to let people into rooms!

Activity 7  
Make Them Laugh!

When Steele tells Pete that Mr Sergeant’s brain has gone AWOL, his best mate can’t contain his laughter. However, after a barrelling from Mr Sergeant, Pete learns his lesson and keeps a straight face later when Steele tells him that Mr Sergeant’s head is filled with bricks. How good are you at making people laugh? And how good are you at holding a laugh in? Use the space below to plan a one minute speech to make a classmate laugh.

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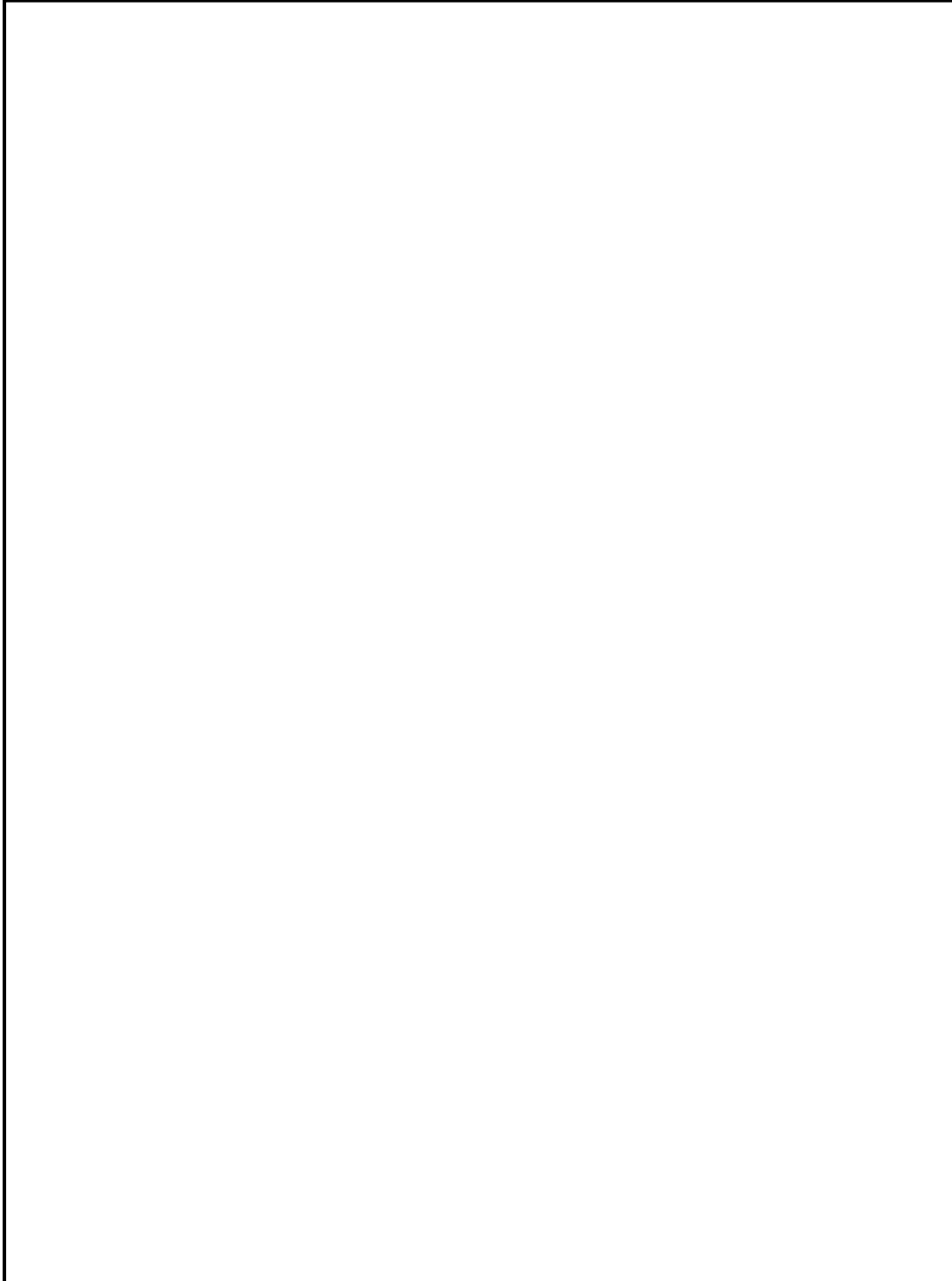
Get into a group of four. Each person will have a job. The jobs are:  
Speech reader (trying to make someone laugh)  
Listener (listening to the speech and trying not to laugh)  
Timer (lets everyone know when time has started and when one minute has passed)  
Spotter (watches the listener to see if they laugh)

Give everyone a go at each job.



## Activity 8 Dodgeball Poster

Mr Sergeant searches through Weasel and Radley's student files. While doing this, a poster for the annual Dodgeball Challenge versus the Dads falls out. Using all the information you know about the Dodgeball Challenge, draw what you think the poster may have looked like. Remember, your poster is aimed at encouraging people to go to the Challenge, so make sure it's eye-catching.



## Activity 9 Adding Detail

Steele and his mates have good reason to be nervous about the Obstacle Course, or more accurately, the number ones who'll be throwing dodgeballs at them while they complete the Obstacle Course! Mr Sergeant tells the number ones to blast the number twos off the course:

*'Don't treat them like your classmates. Picture them as invaders, here to block your sharpeners with broken leads. To dent your rulers so they won't rule straight lines. To use all the ink in your black textas!'*

By reading the passage above you can see Mr Sergeant really wants to fire up the number ones. The detail included makes it sound much better than him simply saying 'I really want you to get them.' You can use this strategy to make readers enjoy your stories even more. Start off by filling in the boxes below:

Reasons why my brother/sister is the most annoying in the world:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Reasons why I deserve the best birthday present ever:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Reasons why I shouldn't have to do any chores at home:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Next time you write a story that includes chores, a birthday present or your brother or sister, you've got excellent details to include. If your story doesn't have those features, do this activity using a feature that is in your story.

# Activity 10 Story Scaffold

*The magpie's beady black eyes zeroed in on his crop of red hair. Its claws stretched towards him. Pete waved his hands wildly above his head like an air traffic controller on red cordial.  
The magpie swooped, intent on planting its beak into Pete's brain. 'HEEEEEELP!' cried Pete.*

Look out! That magpie was an unwelcome surprise at the end of the Obstacle Course for Pete. Using a section of an author's writing is a great way to further develop your own writing. You can use the structure of their text and insert your own ideas. You are going to use the above extract from Mr Sergeant and the Dodgeballs of Doom as a scaffold to write a scene where a frog, instead of a magpie, is attacking Pete.

The frog's \_\_\_\_\_ eyes zeroed in on Pete's  
(an adjective for the frog's eyes) (colour of the frog's eyes)

\_\_\_\_\_. Its \_\_\_\_\_ toes stretched towards him. Pete  
(what part of Pete the frog aimed) (an adjective for the frog's toes)

\_\_\_\_\_ like a \_\_\_\_\_.  
(what Pete did when he saw the frog attacking) (what Pete looked like)

The frog \_\_\_\_\_, intent on \_\_\_\_\_.  
(a verb to describe how the frog attacked) (what the frog wanted to do to Pete)

' \_\_\_\_\_!' cried Pete.  
(what Pete cried as the frog attacked)

Now you've had a go at describing a frog attacking Pete. Choose another animal and write another scene using the excerpt from Mr Sergeant and the Dodgeballs of Doom as a scaffold again.

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## Activity 11 Senses

Whether you are plotting an escape from a POW camp, like Mr Sergeant, or writing a story, the senses are very important. Describing how things smell, taste, feel and sound lets readers immerse themselves in your stories. Read this excerpt from Mr Sergeant and the Dodgeballs of Doom:

*Approaching the dads, a wave of silence hit the class. No niggling. No giggling. Every sound seemed magnified a million times. Gravel crunched. Teeth clinked. Knees clattered. If we wanted to win something had to be done.*

Fill in the shapes below with what your senses would tell you from the following events:

A fireworks show in the middle of a cold night.

See: \_\_\_\_\_

Feel: \_\_\_\_\_

Hear: \_\_\_\_\_

Smell: \_\_\_\_\_

You eat a fizzy lolly in the world's best lolly shop.

See: \_\_\_\_\_

Feel: \_\_\_\_\_

Hear: \_\_\_\_\_

Smell: \_\_\_\_\_

Taste: \_\_\_\_\_

An event of your choice: \_\_\_\_\_

See: \_\_\_\_\_

Feel: \_\_\_\_\_

Hear: \_\_\_\_\_

Smell: \_\_\_\_\_

## Activity 12 Short and Sharp

The dads discover the kids' plan for Mission: Rope-a-dope and fire dodgeballs into the sandpit at the unsuspecting Beta Squadron. The scene is described as follows:

*Balls smacked. Kids screamed. Sand flew. Dads laughed.*

The short, sharp sentences describe the chaotic scene. Varying the length of the sentences in your stories is a great strategy to increase reader enjoyment. Write four two-word sentences describing each of these events:

A drag car speeding down a racetrack.

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A swimmer doing a massive cannonball from the highest diving board.

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A person dropping their lunch-order as they leave the canteen.

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A sports person, shooting/ kicking/ hitting the winning goal.

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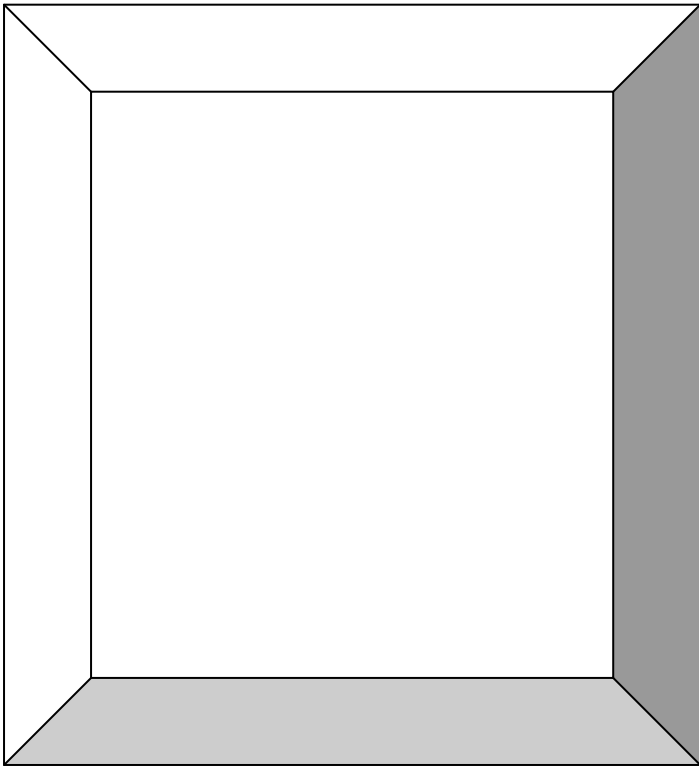
Make up one of your own \_\_\_\_\_

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# Activity 13 Battle Plans

Rope-a-dope and Shock-and-awe are two of the missions Grade Six B complete to defeat the dads in the Dodgeball Challenge. Using the blackboards (to draw X's and O's to represent the teams) and the lines (to write instructions) below, plan two missions that you think Grade Six B could've used to help them defeat the dads.



Mission: \_\_\_\_\_

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Mission: \_\_\_\_\_

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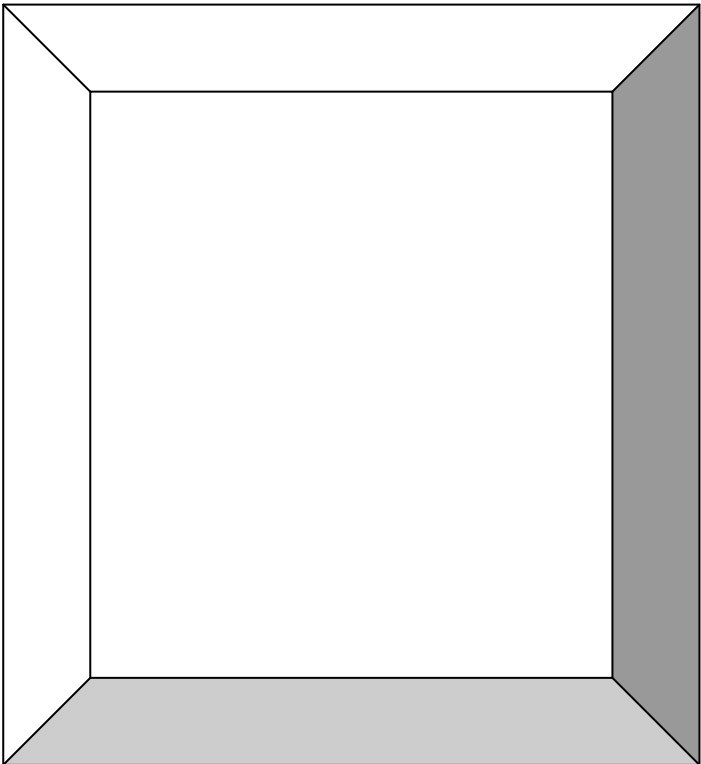
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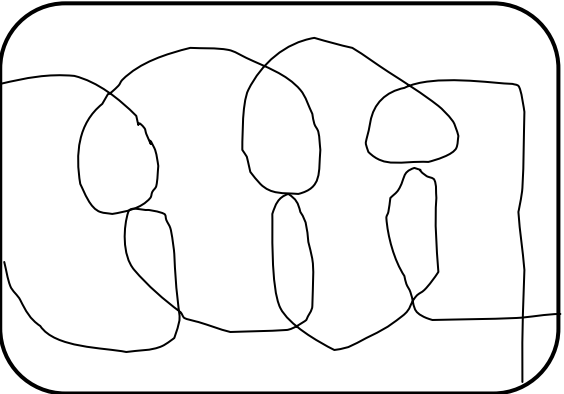
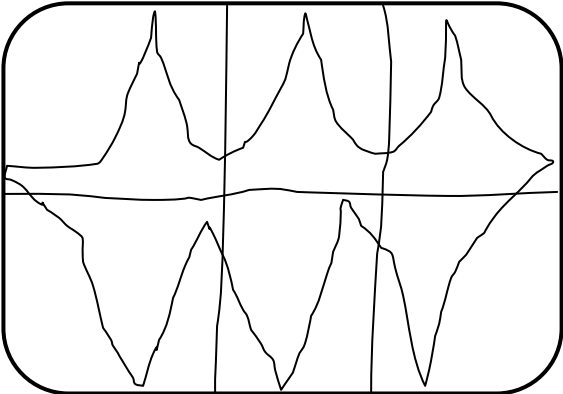
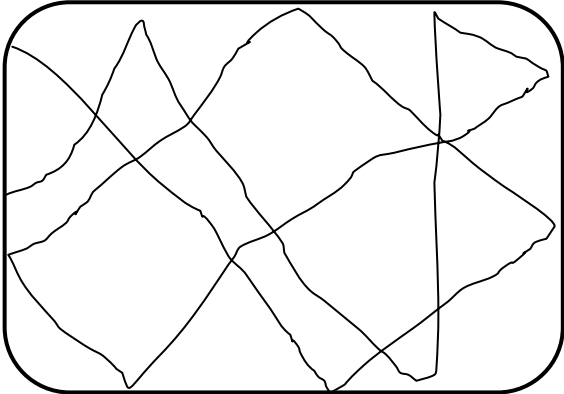
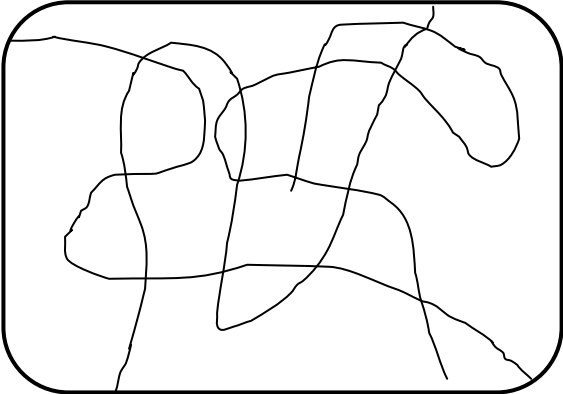
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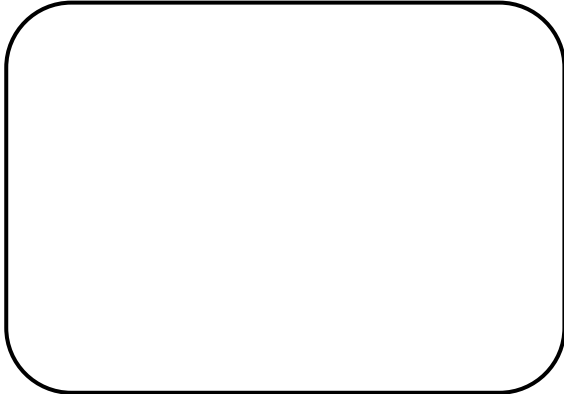
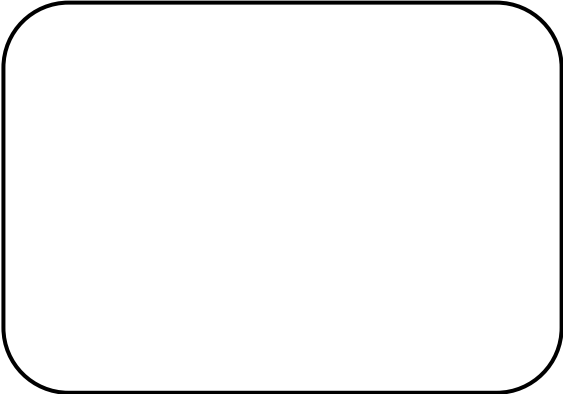
# Activity 14

## Extreme Noughts and Crosses

Is it an octopus with a black eye? Or a weather map for Pluto? Maybe it's a sum caught in a tornado? No, it's a game board for Pete's favourite game, Extreme Noughts and Crosses! Use the game boards below to play against a classmate. Extreme Noughts and Crosses has the same rules as the normal game.



Design your own game boards in the bottom squares before playing!



Activity 15  
PMI

Mr Sergeant finds a poster for the annual Dodgeball Challenge versus the dads when he throws Radley and Weasel's student files to the ground. The students are then forced to decide whether to allow Mr Sergeant to train them for the battle or not. Use the table below to list the positives, minuses and interesting points of the students' decision to join Mr Sergeant.

Positives	Minuses	Interesting

Using the points you have recorded in the table, do you think Grade Six B made the right decision? Justify your decision.

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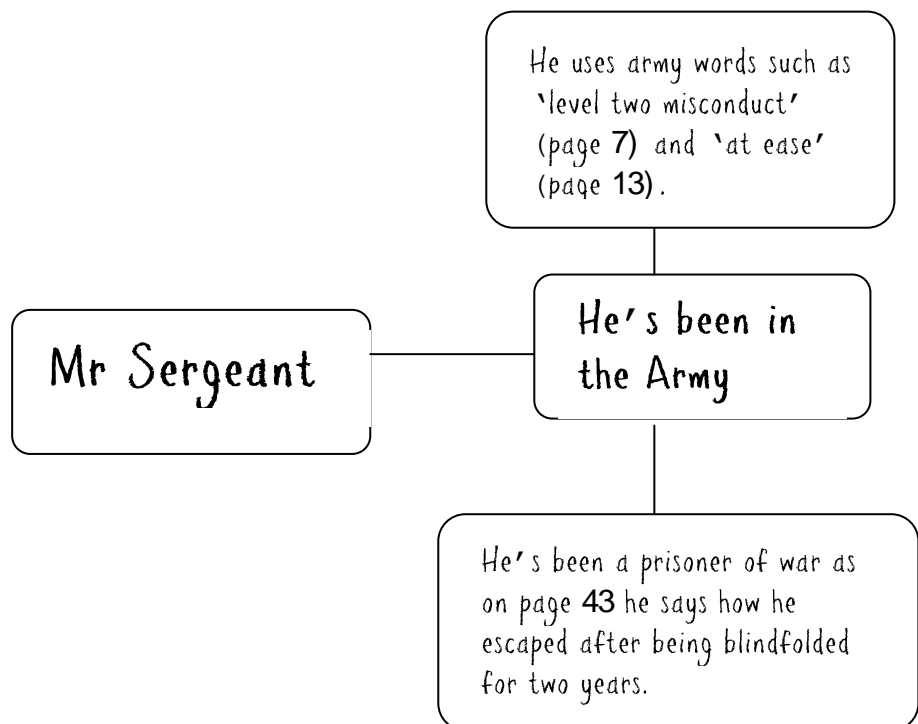
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## Activity 16 Character Map

'We're reading for nine hundred hours?' whispered Pete, struggling to lift his head from the floor. I hoped not. Though it would've given me time to finish my Mr Tickle book report from grade one.

Steele hasn't finished his book report from grade one, that's very late! I hope you're not that late finishing this character profile. After reading Mr Sergeant and the Dodgeballs of Doom, you should know a lot about the title character. Use the information you've learnt to compile a character map of Mr Sergeant. Include evidence from the text to support your thoughts.



Activity 17  
File a Report

Today you are going to be a reporter for the Outback Primary School newspaper, The Outback Primary Times. Your job is to file a report on the Dodgeball Challenge. Your report must contain the 'who, what, why, where and when' of the event.

- WHO – was involved?
- WHAT – happened?
- WHY – why did it happen?
- WHERE – did it happen?
- WHEN – did it happen?

# The Outback Primary Times

(your headline)



(a picture to accompany your article)

Multiple horizontal lines for writing the report text.