

# A TEACHER AND A FRIEND



## Characters

**Captain Keller**

**Helen**

**Annie**

**Narrator 1**

**Narrator 2**

**Mrs. Keller**

## Setting

This reader's theater takes place in the Keller home in the 1880s.



Helen



Annie

## Act 1

**Captain Keller:** This is the story of two American heroes.

**Helen:** I inspired millions with my courage.

**Annie:** While I stayed by her side as her teacher and friend. I dedicated my life to my student.

**Helen:** And I gave my teacher the home she never had.

**Narrator 1:** This is the story of Annie Sullivan and Helen Keller.

**Narrator 2:** Here is how it began.

**Narrator 1 and Annie:** Thump, bang, crackle, clatter!

**Mrs. Keller:** "Oh no, not the gravy!"

**Narrator 2 and Helen:** Rattle, clang, crash, splatter!

**Mrs. Keller:** "Help! She snatched the mashed potatoes!"



# Friendship Lesson Plan

## Objectives

- **Fluency:** Students will deliver oral presentations and read passages fluently with practice using recorded materials.
- **Content Area:** Students will understand the elements of biographies.

## Summary

This script is based on the true story of Helen Keller and her teacher, Annie Sullivan. Helen and Annie develop a special friendship as they learn and grow together and teach one another about the world.



## Materials

- *A Teacher and A Friend* script booklets
- *Friendship Character Masks*

## Introduce the Literature

This script can be used to introduce any biography of Helen Keller. Performing this script will give students some background information about Helen Keller's life and her relationship to Annie Sullivan.



## ELL Support

Your second-language learners may identify with Helen Keller's communication challenges. Take time to explain that because Helen could not see or hear, it was very difficult to understand and communicate with people. Ask students to share their experiences learning a new language. Ask them to share with the class how they learned to communicate in a new language. Then, invite other students to share their experiences communicating with a person whose first language is not English. To scaffold support for lower-level ELL students, rephrase the questions in sentence frames and have students complete them orally or in writing. For example, write on the board, "When I speak in English, I feel frustrated when . . . ." or "I like learning English best when . . . ."

## Involving All Students

While this script has only six roles, there are many ways to involve all of your students. For this reader's theater experience, assign the main roles to six of the students. As they practice their parts, have the rest of the class read the script in teams of six. A few days before the performance, audio tape the "secondary teams" reading the script. Play these recordings for the performance group so that they have the opportunity to hear the lines read in different ways. The recordings may help the performance group add some much needed expressions to their reading.