25 Fun and Fabulous Literature Response Activities and Rubrics

Quick, Engaging Activities and Reproducible Rubrics That Help Kids Understand Literary Elements and Use Reading Strategies for Better Comprehension

By Christine Boardman Moen
★ 25 Fun and Fabulous ★

★ Literature Response ★

★ Activities and Rubrics ★

by Christine Boardman Moen
DEDICATION

This book is dedicated to all of my students who have taught me so much throughout the years.

I especially wish to acknowledge the wonderful students at Dakota Junior High and my principal, Deb Keith.
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About the Book

25 Fun and Fabulous Literature Response Activities and Rubrics is a collection of activities I’ve developed and used in my classroom since my first book, Better Than Book Reports, was published in 1992. Many of the activities focus on the literary elements of character, plot, setting, and theme. Others focus on reading and study skills such as summarizing and note taking. Many activities can be used with fiction and nonfiction books, and several encourage the use of poetry and drama.

All of the activities are extremely flexible. They can be completed by individual students, pairs of students, and students working in small or large groups. Some can be done during the reading of a book and others at the completion of the book. All of the students in your class can do the same activity even if they are reading different books. Conversely, each student may choose a different activity even if the entire class is reading the same book. In addition, I’ve found that these activities can be applied to any book at any reading level. This ensures that every student in your class—no matter what their reading level—can participate.

Modeling With Short Stories

A unique feature of this book is the inclusion of a list of short stories (or in some cases short novels) that can be used to model the activity. Using short stories for modeling accomplishes two goals. First, you must read aloud the short story. Reading aloud to students is essential in every classroom and especially important in grades 4–8, when many students begin to devote less time to reading on their own. Secondly, modeling the activity ensures that students will know how to do it on their own.

Teacher Pages

Each teacher page begins with a brief explanation of the activity. Also included are the activity’s objective, a materials listing, and a list of short stories or short novels that are just right for modeling the activity. The suggestions are just that—suggestions. You may prefer to model with stories and novels that you enjoy and are familiar with. At times, you may even want to use students’ social studies and science books.

Each teacher page also features a step-by-step guide to modeling the activity as a whole-class activity. Once again, I encourage you to modify any steps to fit your students’ learning styles and your own teaching style. The On Their Own section tells how students can complete the activity on their own after you’ve modeled it.

Student Pages

Each reproducible student page briefly describes the activity and gives directions for completing it. Once again, you may want to change some of the directions to fit your students’ needs and your instructional goals.

Assessment Rubrics

Each activity is accompanied by an assessment rubric. I give my students the appropriate rubric before they begin their projects so they know how they will be evaluated.

Teacher Note

In most cases, you’ll need an overhead projector when you model an activity.
This activity gives students the opportunity to think carefully about the main character in their book and create a “portrait” of what the character is like on the outside, as well as on the inside. Then they use the portrait to create a Puzzle Person. Each character trait and supporting example is copied onto a puzzle-piece reproducible to create a Puzzle Person.

**Modeling the Activity**

- Read aloud one of the books listed above or any book or story that has a memorable main character. (You could even read a series of picture books that contain a recurring main character, such as Kevin Henkes’ delightful Lilly books.)

- After each day’s reading or after reading an entire short story, ask your students to suggest character traits that describe the main character. Record them on a chart.

- Have students find support for their trait choices in the

**Objective**

Analyze character traits

**Materials**

*For the teacher:*
- Transparency of page 7
- 8 1/2" x 11" drawing of the character you’ll use for modeling the activity

*For the student:*
- Copies of pages 7–9
- 8 1/2" x 11" sheet of construction paper
- Glue, scissors, markers, and colored pencils

**Stories for Modeling**

*Frindle* by Andrew Clements (Simon & Schuster, 1996)

*Crash* by Jerry Spinelli (Knopf, 1996)

*Shiloh* by Phyllis Reynolds Naylor (Dell, 1991)
book, and add the page numbers of where they found the supporting evidence to the chart.

* Once you’ve completed reading the book or story, review and refine with students the traits and examples listed on the chart.

* Place the transparency of the puzzle pieces (page 8) on an overhead projector. Invite students to decide which traits and examples from the chart are the most significant and record these on the different puzzle pieces on the transparency. (Note: While you are writing the character traits on the transparency, have one student copy the examples onto a paper copy of the puzzle pieces.)

* Next, glue the construction paper drawing you made ahead of time and the student copy of the puzzle pieces back-to-back. Cut the puzzle pieces apart.

* Model how to do a Puzzle Person presentation by reassembling the pieces while reading and explaining each trait and example.

**On Their Own**

After you’ve modeled the activity, students can complete it on their own. Provide each student with a copy of pages 7–9, and have them follow the directions on page 7 to create their own Puzzle Person for a book or story they’ve read.

---

**Teacher Tip**

Students can store their puzzle pieces in a paper lunch bag. Ask them to label the bag with their name, the name of the character, and the title of the book.
Puzzle Person

Name ___________________________________________ Date _____________________________

Story/Book Title ___________________________________ Author ___________________________

Main Character _______________________________________

Follow these steps to create your Puzzle Person.

1. Identify some character traits of a main character in your book. Some examples of character traits are “honest,” “courageous,” and “loyal.” (Your character may have unattractive traits as well, such as “dishonest” and “bullish.”)

2. Page through your book or story and find specific examples that support the different traits you’ve identified. Record your information on the lines below. Be sure to include the page number to show where you found your example. (If you need more space, continue on the back of the page.)

3. Review your list of traits and examples and choose eight you feel are the best. Record them on the individual pieces on the Puzzle Person Template. Make sure you write in complete sentences and correctly spell all words.

4. Draw a picture of your character on a piece of construction paper. Glue your drawing and the completed Puzzle Person Template together, back-to-back. Cut the puzzle pieces apart.

5. Prepare for your oral presentation by practicing putting the puzzle pieces together while reading and explaining the trait and example on the back of each puzzle piece.

<table>
<thead>
<tr>
<th>Character Trait</th>
<th>Specific Example(s)</th>
<th>Page Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name ____________________________________________ Date __________________

Story/Book Title _______________________________________________________________________________________

Author _______________________________________________________________________________________________________

Main Character ___________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character traits and support examples</td>
<td>Very insightful traits and detailed support examples</td>
<td>Significant traits and good support examples</td>
<td>Good traits and support examples</td>
<td>Missing traits and/or support examples</td>
</tr>
<tr>
<td>Character image</td>
<td>Very detailed and very well executed</td>
<td>Detailed and well done</td>
<td>Complete, but lacks some detail</td>
<td>Incomplete and sloppy</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Exceptional; spoke clearly, excellent volume, eye contact, pacing</td>
<td>Well prepared; spoke clearly, good volume, eye contact, pacing</td>
<td>Organized; needs to improve volume and pacing</td>
<td>Disorganized; poor volume, eye contact, and pacing</td>
</tr>
<tr>
<td>Effort</td>
<td>Outstanding; used time well</td>
<td>Very good; used time well</td>
<td>Good but needed assistance</td>
<td>Poor; resisted task</td>
</tr>
</tbody>
</table>

Teacher’s Comments: ________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
often story characters, like people in real life, change and grow in wisdom as a result of life experiences. In this activity, students write a poem to help them explore how a character has changed.

**Modeling the Activity**

To introduce the idea of change and developing wisdom, I share with my students the following poem I wrote:
When I was younger, I
sang songs as loudly as I could because
singing made me feel good.
loved root beer and my cat Happy
who got lost when we moved to the city.
wanted to be me
but still be like everybody else.

When I was younger, I believed I had all the time in the world.

Now that I’m older, I
hum when I don’t know the words.
love root beer and my dog named Buttercup
want my daughter to be herself and not like everybody else.

Now that I’m older, I believe that time is precious and priceless.

After reading the poem, have students describe some of the changes they can infer from the poem.

* Have students use page 12 to write their own “When I was younger, now that I’m wiser.” Students who wish to share their examples are encouraged to do so. (Some examples can be delightful. One student claimed she believed leprechauns lived in the tank of her toilet, and since she’d grown older she didn’t believe that anymore—but she claims she still gets a little nervous around St. Patrick’s Day!)

* Once students are aware of some of their own changes, they can apply this awareness to the characters in their stories. Read aloud the story you chose for modeling the activity. As a group, have students supply the information for the “When I was younger, now that I’m wiser” chart as you record them on the transparency of page 12. Then write a poem in the format of the poem you shared with them.

On Their Own

Post a sample poem on the board. Give students copies of pages 12 and 13. Remind students to complete page 12 before they write their poems. Suggest that students read their poems aloud so they can hear the rhythm of the language.
# Now That I’m Wiser

Name________________________________________ Date_______________________

Story/Book Title __________________________________________________________

Author _________________________________________________________________

Character’s Name________________________________________________________

Complete the chart below to show how a character in your story has grown. Record what the character was like at the beginning of the story under the category “When I Was Younger,” and record the changes that occurred in the character during or at the end of the story under “Now That I’m Wiser.”

<table>
<thead>
<tr>
<th>When I Was Younger</th>
<th>Now That I’m Wiser</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
**Now That I’m Wiser**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Followed the poem format</td>
<td>Followed poem format precisely</td>
<td>Slightly varied format</td>
<td>Varied format</td>
<td>Did not follow the format</td>
</tr>
<tr>
<td>Word choice</td>
<td>Dynamic word choice</td>
<td>Outstanding word choice</td>
<td>Appropriate word choice</td>
<td>Awkward word choice</td>
</tr>
<tr>
<td>Examples of younger and wiser</td>
<td>Unique; insightful</td>
<td>Clever; significant</td>
<td>Good; appropriate</td>
<td>Poor or incomplete</td>
</tr>
<tr>
<td>Mechanics (grammar, punctuation, spelling, and capitalization)</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

**Teacher’s Comments:**

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________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
________________________________________________________________________________________
Plot Turning Point Posters

Objective
Categorize plot turning points as discoveries, setbacks, or successes for a character

Materials
For the teacher:
☆ Transparency of page 16
For the student:
☆ Copies of pages 15–17
☆ Posterboard
☆ Scissors, markers, glue
☆ Colored construction paper

Stories for Modeling
Because of Winn-Dixie by Kate DiCamillo (Candlewick Press, 2000)
Riding Freedom by Pam Munoz Ryan (Scholastic, 1998)
Stone Fox by John Reynolds Gardiner (HarperCollins, 1980)

Creating Plot Turning Point Posters helps students explore plot and dig deeply into the minds and motives of the main characters in the stories they read.

Modeling the Activity
☆ Choose a story to use for modeling the activity. Before you begin reading it aloud, tell students to listen carefully for the main character’s discoveries, setbacks, and successes.
☆ Provide each student with a copy of page 15. Give them time to complete it. Then have them form pairs to discuss and combine their lists. Have one member from each pair share the three best ideas for each of the three categories.
☆ As students read their best ideas, record the ideas on the board or chart paper. Once the list is complete, the class votes on each idea with a thumbs-up or a thumbs-down sign. Write the three best ideas for each category in the arrows on the transparency of page 16. Tell students the arrows can be cut out to create a poster.

On Their Own
In addition to poster-making supplies (see Materials), provide each student with copies of pages 15–17. Tell students they should be prepared to turn in page 15 so you can see how they categorized the various turning points.
Plot Turning Point Posters

Name________________________________________ Date_______________________

Story/Book Title _______________________________________________________________________________________

Author _______________________________________________________________________________________________________

List the turning points that occurred in the story you read.

**DISCOVERIES:** What turning points involved your character making a discovery about him or herself?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**SETBACKS:** What turning points resulted from a setback, challenge, or disappointment your character encountered?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**SUCCESSES:** What turning points took place because of a success, big or small, that your character experienced?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________
Reread your list of discoveries, set backs, and successes. Choose the best ones and record them in the appropriate arrows below. Cut out the arrows and use them to create your poster.

**Discoveries**

**Setbacks**

**Successes**

Name________________________________________  Date_______________________

**Story/Book Title** ____________________________________________________________________________________

**Author** __________________________________________________________________________________________

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# Plot Turning Point Posters

**Name__________________________ Date________________**

**Story/Book Title__________________________**

**Author__________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Completeness of listed ideas</strong></td>
<td>All items completed</td>
<td>All items completed</td>
<td>One item missing</td>
<td>More than one item missing</td>
</tr>
<tr>
<td><strong>Significance of turning points listed</strong></td>
<td>All special and/or stupendous</td>
<td>Almost all special and/or stupendous</td>
<td>Most special</td>
<td>Few special</td>
</tr>
<tr>
<td><strong>Clarity of examples</strong></td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Unclear in many instances</td>
</tr>
<tr>
<td><strong>Examples in correct categories</strong></td>
<td>All in correct categories</td>
<td>All in correct categories</td>
<td>Most in correct categories</td>
<td>Few in correct categories</td>
</tr>
</tbody>
</table>

**Teacher's Comments: _________________________________________________________________

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Character Ties

Objective
Explore character

Materials
For the teacher:
⭐ Transparency of page 19

For the student:
⭐ Copies of pages 19 and 20
⭐ Poster board
⭐ Newsprint
⭐ Glue, scissors, markers
⭐ Construction paper
⭐ Tie pattern (optional)

Stories for Modeling
“Priscilla and the Wimps” by Richard Peck from Sixteen Short Stories by Outstanding Writers for Young Adults (Bantam, 1984)
“Shotgun Cheatham’s Last Night Above Ground” by Richard Peck from A Long Way from Chicago (Dial Books, 1998)
Mick Harte Was Here by Barbara Park (Scholastic, 1995)

The purpose of this fun activity is to help students think carefully about the character(s) in their books and to create neckties with images that are representative of that character.

Modeling the Activity
⭐ After you’ve read the story aloud to students, complete Part 1 of the transparency of page 19 together as a class.
⭐ Ask students to suggest symbols that might represent the things they included on their lists. Complete Part 2 of the transparency. As students complete their sample tie illustration on page 19, sketch a tie on the board, or some newsprint. Incorporate the students’ suggestions. Have students in small groups share their illustrations and tell the significance of each item.

On Their Own
Students will need copies of pages 19 and 20, as well as tie-making supplies (see Materials). Tell students they should fill out and hand in page 19 with their completed ties so you can use it in your evaluation. After they’ve finished their ties, students can give a brief oral presentation explaining the significance of the images they included.
Character Ties

Name________________________________________ Date_______________________

Story/Book Title ____________________________________________

Author _______________________________________________________

Name of Character ____________________________________________

1. List six significant things about your character below. These can include the character’s personality traits, likes and dislikes, fears, ambitions, friends, family, hobbies, or relationships. Be sure to include the page number to indicate the source of your information.

<table>
<thead>
<tr>
<th>Character Description</th>
<th>Example/Support Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
<td></td>
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<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

2. Think about images or symbols you might include on your tie to suggest the things on your list. Use the tie outline below to plan your final tie.

<table>
<thead>
<tr>
<th>Items to be Illustrated</th>
<th>Sample Illustration</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<tr>
<td>4</td>
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<tr>
<td>5</td>
<td></td>
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<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>
# Character Ties

**Category**

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character description</td>
<td>Detailed, insightful examples</td>
<td>Detailed, significant examples</td>
<td>Appropriate examples; some detail</td>
</tr>
<tr>
<td>Support examples</td>
<td>Each related directly to character trait</td>
<td>Well thought-out examples</td>
<td>Appropriate examples</td>
</tr>
<tr>
<td>Number of images</td>
<td>4–6 images</td>
<td>4 images</td>
<td>4 images</td>
</tr>
<tr>
<td>Appearance of tie</td>
<td>Eye-catching; excellent detail</td>
<td>Attractive; very good detail</td>
<td>Neat; some detail</td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

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**Story/Book Title**

_________________________________________________________________________________________

**Author**

_____________________________________________________________________________________________________

**Name of Character**

______________________________________________________________________________________

Name________________________________________ Date_______________________
WHO said WHAT and WHY
(Is It Important?)

The WHO said WHAT and WHY (Is It Important?) activity will help students become more aware of significant dialogue. This, in turn, can help them become more sophisticated readers.

Modeling the Activity

 Begin by reading aloud several quotations your students may know. Ask students to guess who said the famous words and explain why they are important. For example:

Mirror, mirror on the wall, who is fairest of us all? (Snow White’s stepmother)

...One small step for man, one giant leap for mankind. (Neil Armstrong)

Then I’ll huff and I’ll puff and I’ll blow your house in! (Big Bad Wolf)

Read aloud the story you’ve chosen for modeling the activity. Ask students to identify important pieces of dialogue and explain why they are important to the story. As they do, record their ideas on the overhead transparency of page 22.

After discussing the importance of the dialogue students have suggested, they’ll be ready to complete this activity on their own.

On Their Own

Provide students with copies of pages 22 and 23. Suggest that as they read their book, they use sticky-notes to mark pages where they think a character has said something especially important. Then students can follow the directions to fill in page 22.

Objective
Evaluate dialogue and explain its significance

Materials
For the teacher:
★ Transparency of page 22

For the student:
★ Copies of pages 22 and 23

Stories for Modeling
“Baseball in April” by Gary Soto from Baseball in April and Other Stories (Harcourt, 1990)

“The Original Recipe” by Michael Dorris from Help Wanted (Little, Brown, 1997)
WHO said WHAT and WHY
(Is It Important?)

Name________________________________________ Date_______________________

Story/Book Title _______________________________________________________________________________________

Author ___________________________________________________________________________________________________

Record examples of significant dialogue in the spaces provided. WHO is the name of the character saying the dialogue. WHAT is the actual words spoken by the character. WHY is your explanation of the dialogue’s importance to the story.

WHO: ______________________________________________________________________________________________

WHAT: ______________________________________________________________________________________________

WHY: ______________________________________________________________________________________________

____________________________________________________________________________________________

WHO: ______________________________________________________________________________________________

WHAT: ______________________________________________________________________________________________

WHY: ______________________________________________________________________________________________

____________________________________________________________________________________________

WHO: ______________________________________________________________________________________________

WHAT: ______________________________________________________________________________________________

WHY: ______________________________________________________________________________________________

____________________________________________________________________________________________

WHO: ______________________________________________________________________________________________

WHAT: ______________________________________________________________________________________________

WHY: ______________________________________________________________________________________________

____________________________________________________________________________________________

(25 Fun and Fabulous Literature Response Activities and Rubrics © Christine Boardman Moen, Scholastic Teaching Resources)
## RUBRIC

### WHO said WHAT and WHY
(IS IT IMPORTANT?)

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance of examples of dialogue</td>
<td>Most vital dialogue in book</td>
<td>Significant dialogue</td>
<td>Somewhat significant dialogue</td>
<td>Unimportant dialogue from book</td>
</tr>
<tr>
<td>Clarity of explanation</td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Confusing in many places</td>
</tr>
<tr>
<td>Number of items completed</td>
<td>All items completed</td>
<td>All items completed</td>
<td>One item missing</td>
<td>More than one item missing</td>
</tr>
<tr>
<td>Mechanics (grammar, punctuation, spelling, and capitalization)</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

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________________________________________________________________________
A book’s title is one of the first things a student looks at and can determine whether the student will read the book. In this activity, students analyze and evaluate book titles.

Modeling the Activity

☆ Introduce your students to this activity by reading the summary of a book to them—a book they wouldn’t be familiar with. Ask students to suggest titles for the book based on the summary. Then show them the book cover.

☆ Next, show students a book they are familiar with. Ask students to create alternative titles for the book. Record them on the board. Ask students if they agree or disagree that an alternative title can be as effective as the published title. As a class, complete the transparency of page 25. Encourage students to explain their answers.

On Their Own

Provide students with copies of pages 25 and 26. Allow time for students to share and discuss their “Tampered Titles.”
Tampering With Titles

Name________________________________________ Date_______________________

Story/Book Title ___________________________________________________________________________________

Author ____________________________________________________________________________________________

Think carefully about your story or book and its title, then complete each section below. Use the back of this sheet if you need more room.

Give several specific reasons why the title of your story/book should or should not be changed.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Create a logical alternative to your story/book’s title. Explain why the new title is appropriate.

________________________________________________________________________________________

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________________________________________________________________________________________

Create an illogical or opposite title for your story/book. Explain why the new title is not appropriate.

________________________________________________________________________________________

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________________________________________________________________________________________
# Tampering With Titles

**Name_________________________ Date_______________________**

**Story/Book Title ____________________________________________**

**Author _________________________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reasons given for titles</td>
<td>Insightful; all specific</td>
<td>Thoughtful; most specific</td>
<td>Appropriate; general</td>
<td>Poor quality; few given</td>
</tr>
<tr>
<td>Word choice</td>
<td>Dynamic word choice</td>
<td>Outstanding word choice</td>
<td>Appropriate word choice</td>
<td>Awkward word choice</td>
</tr>
<tr>
<td>Creativity of titles and ideas</td>
<td>Insightful</td>
<td>Clever</td>
<td>Appropriate</td>
<td>Unoriginal</td>
</tr>
<tr>
<td>Mechanics (grammar, punctuation, spelling, and capitalization)</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

**Teacher’s Comments: ____________________________________________**

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________________________________________
Most students are familiar with acrostics. The Title-Down Paragraphs activity utilizes the basic acrostic format to help students build an organized collection of important facts they find in a nonfiction story or book.

Modeling the Activity

◆ Choose a nonfiction story for modeling this activity. After you’ve read it aloud to your students, ask them to supply a main topic heading for the selection. (A sample is provided on the reproducible on page 28.)

◆ Record the heading by writing it in bold letters down the left-hand side of the transparency of page 28. Have students generate sentences that provide topic information and record the informational sentences next to the bold letters. (Remind students that their sentences may flow into the next letter in the topic word.)

◆ Be sure students understand that topics may be identified in different ways. For example, “GREAT FIRE” or “CHICAGO FIRE” would both work for Jim Murphy’s book.

On Their Own

Provide students with copies of pages 28 and 29. Students may want to rewrite their Title-Down Paragraphs on a sheet of drawing paper and use creative lettering for the title. Tell students to be prepared to turn in page 28 with their completed paragraphs.

Objective
Select significant facts found in nonfiction text

Materials
For the teacher:
◆ Transparency of page 28
For the student:
◆ Copies of pages 28 and 29

Stories for Modeling
Powwow by George Ancona (Harcourt Trade Publishers, 1993)
Kids at Work: Lewis Hine and the Crusade Against Child Labor by Russell Freedman (Clarion, 1994)
The Great Fire by Jim Murphy (Scholastic, 1995)
Title-Down Paragraphs

Name________________________________________ Date_______________________

A Title-Down Paragraph uses an acrostic topic heading to help you organize information you’ve learned about your topic. Below is a sample Title-Down Paragraph based on information about Harriet Tubman.

MOSES

Moses, or Harriet Tubman, was the most famous conductor on the Underground Railroad.

O ther people who helped Harriet include Thomas Garret of Wilmington, Delaware, and Reverend J.W. Loguen of Syracuse, New York.

S aying the phrase, “A friend with friends,” indicated Harriet was waiting outside a “safehouse” with runaway slaves.

E ven Harriet was scared sometimes, and she knew she had to carry a gun, because once a slave ran away, he or she could never return to the plantation for fear of being forced to tell the names and places of the people involved in the Underground Railroad.

Plan your Title-Down Paragraph by filling in the information below. Use the back of this sheet if you need more room. When you have rewritten and edited your paragraph, copy it onto a separate sheet of paper.

Possible Topic Title_______________________________________________________________________________________

<table>
<thead>
<tr>
<th>Topic Letters</th>
<th>Sentences of Fact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
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<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25 Fun and Fabulous Literature Response Activities and Rubrics © Christine Boardman Moen, Scholastic Teaching Resources
# Title-Down Paragraphs

Name: ___________________________ Date: ___________________________

## Topic Title
_________________________________________________________________________________________________

## Source of Information
__________________________________________________________________________________

## ASSESSMENT RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic title/choice</td>
<td>Insightful; fits the most important facts</td>
<td>Creative; fits the facts</td>
<td>Appropriate; fits most facts</td>
<td>Inaccurate; misses main idea</td>
</tr>
<tr>
<td>Sentences</td>
<td>Varied, complete sentences</td>
<td>Complete sentences; good details</td>
<td>Complete sentences</td>
<td>Incomplete sentences</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
<tr>
<td>Appearance</td>
<td>Eye-catching</td>
<td>Attractive</td>
<td>Neat</td>
<td>Sloppy</td>
</tr>
<tr>
<td>Accuracy of facts</td>
<td>Completely accurate</td>
<td>Completely accurate</td>
<td>Mostly accurate</td>
<td>Somewhat accurate</td>
</tr>
</tbody>
</table>

**Teacher’s Comments:**
_________________________________________________________________________________________________
_________________________________________________________________________________________________
A student’s reading experience is enhanced when she or he identifies with a book’s character or relates to the story’s events in some way. The Telephone Talk activity helps students relate to a character’s emotions.

**Modeling the Activity**

* Ask students to list five emotions on the left side of a blank sheet of paper. Then ask them to reflect quietly about times when they’ve experienced those emotions. Have them briefly identify the time, place, and circumstance for each and add this information in the right column.

* Have students rank the emotional experiences from 1 to 5, with 1 being the most memorable or significant.

* Tell students to write their telephone number (or any telephone number) down the left side of another sheet of paper.

* Tell students they will write about their most memorable experience. Explain that they are to write using only the number of words in each line as indicated by the telephone number. (A zero is like a wild card—it allows students to use any number of words they wish.)

---

**Objective**

Assess characters’ emotions

**Materials**

* For the teacher:
  * Transparency of page 32
  * Pair of dice

* For the student:
  * Copies of pages 32 and 33
  * Paper

**Stories for Modeling**

“The Truth About Sharks” by Joan Bauer from One Experience to Another (Tom Doherty Associates, 1997)

“Final Cut” by Rich Wallace from Lost and Found (Tom Doherty Associates, 2000)

“Victor” by James Howe from Birthday Surprises: Ten Great Stories to Unwrap (Beech Tree, 1995)
Give students individual feedback. Decide if you wish to collect the poems and read some aloud with student permission. (I ask students privately while I’m circulating the room if I can share their poems. I use names only if they give me permission.)

After all of your students have completed their telephone poems, read aloud one of the stories listed (see Stories for Modeling) or one of your choosing. As a class, write a telephone poem about a character in the story by following the directions on the transparency of page 32.

**On Their Own**
Provide students with copies of pages 32 and 33. If students have read the same story or book, they may enjoy working in pairs. Invite volunteers to read their poems aloud to the class.

**Teacher Tip**
Because of the personal nature of this activity, I don’t require students to write their names on their papers unless they wish to do so.
Think carefully about the different emotions your main character experienced during the story, and the events that caused these emotions. Identify and describe those emotions and events below. Use descriptive words.

Character's Emotions ➔ Linked To ➔ Story's Events

1

2

3

4

5

Write a 7-digit telephone number in the left-hand column. Using ideas from above, write a poem about the character’s emotions on the lines provided. The number of words you write for each line of poetry must match the number on the left.
# Telephone Talk

## Rubric

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word choice</td>
<td>Dynamic word choice</td>
<td>Outstanding word choice</td>
<td>Appropriate word choice</td>
<td>Awkward word choice</td>
</tr>
<tr>
<td>Accuracy of word count</td>
<td>Used correct number of words</td>
<td>Used correct number of words</td>
<td>Used almost exact number of words</td>
<td>Very noticeable inaccuracy</td>
</tr>
<tr>
<td>Creativity</td>
<td>Insightful</td>
<td>Clever</td>
<td>Typical</td>
<td>Unoriginal</td>
</tr>
<tr>
<td>Mechanics (punctuation, grammar, spelling, and capitalization)</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

## Teacher's Comments:

__________________________________________________________________________________________

Name________________________________________ Date_______________________

Story/Book Title ___________________________________________________________________________________________

Author _______________________________________________________________________________________________________

25 Fun and Fabulous Literature Response Activities and Rubrics © Christine Boardman Moen, Scholastic Teaching Resources
Objective
Compare and contrast story settings

Materials
For the teacher:
☆ Transparency of page 35
☆ Blank transparency
For the student:
☆ Copies of pages 35 and 36
☆ Markers, colored pencils

Stories for Modeling
The Whipping Boy by Sid Fleischman (Greenwillow, 1986)
Sarah, Plain and Tall by Patricia MacLachlan (HarperCollins, 1995)
Number the Stars by Lois Lowry (Houghton, 1989)

The setting of a story is more than just when and where a story takes place. This activity helps students look more carefully at the setting of a story. They’ll think about the lifestyle of the characters, their jobs, family life, wealth, and outlook on life. Illustrating the setting after analyzing it will deepen the understanding of this literary element.

Modeling the Activity
☆ Tell students they are going to create two different stories about two characters, a girl and a boy, who are their own age. At the top of a blank transparency, write the headings Story A and Story B. Under each heading, list the place, time, family situation, and family income for each story.
☆ Have students supply a simple plot for each story. (This can be done verbally.) Next, have students compare and contrast the two stories by explaining the effect the setting has on each story even though each story has a common denominator: a girl and boy who are the students’ age.
☆ Finally, read aloud a book or story in which the setting is very important such as those suggested above. After you’ve completed your read-aloud, complete the top part of the transparency of page 35 as a class.
☆ Provide students with copies of page 35 and have them complete the bottom half individually. Give students an opportunity to share and discuss their setting drawings.

On Their Own
Students will need copies of pages 35 and 36. Some students may prefer to make larger drawings on a separate sheet of paper. Encourage students to share and explain their drawings.
Sizing Up the Setting

Name________________________________________ Date_______________________

Story/Book Title _____________________________________________________________

Author ________________________________________________________________

List important setting elements from your story below. Be sure to include the page number from your book that shows where you found your information.

<table>
<thead>
<tr>
<th>Setting Elements</th>
<th>Support From Book, Including Page Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Draw your favorite scene from the book in the space provided. Then answer the questions below.

This scene is where ____________________________________________________________

__________________________________________________________________________

It’s my favorite scene because ______________________________________________

__________________________________________________________________________
# Sizing Up the Setting

Name________________________________________ Date_______________________

Story/Book Title ___________________________________________________________________________________________

Author ________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of story</td>
<td>Insightful</td>
<td>Substantial</td>
<td>Familiar</td>
<td>Little understanding</td>
</tr>
<tr>
<td>Clarity of explanations</td>
<td>Clearly focused;</td>
<td>Clear meaning</td>
<td>At times a bit</td>
<td>Confusing in</td>
</tr>
<tr>
<td></td>
<td>completely</td>
<td>throughout</td>
<td>confusing</td>
<td>many places</td>
</tr>
<tr>
<td></td>
<td>understandable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quantity of answers</td>
<td>All answers</td>
<td>All answers</td>
<td>One answer</td>
<td>Few answers</td>
</tr>
<tr>
<td></td>
<td>provided</td>
<td>provided</td>
<td>missing</td>
<td>provided</td>
</tr>
<tr>
<td>Word choice</td>
<td>Dynamic word</td>
<td>Outstanding word</td>
<td>Appropriate word</td>
<td>Awkward word</td>
</tr>
<tr>
<td></td>
<td>choice</td>
<td>choice</td>
<td>choice</td>
<td>choice</td>
</tr>
</tbody>
</table>

Teacher's Comments: ____________________________________________________________________________________________

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_____________________________________________________________________________________________________________
Double-Nickel Stories

Double-Nickel Stories can be used in two significant ways. First, the 55-word story frame can be used to teach students how to write compact stories where—just as in poetry—every word counts. More importantly, however, the 55-word story is an excellent way to check students’ reading comprehension.

Modeling the Activity

*To help your students better utilize this activity, you may want to have your students generate their own original 55-word stories. To do this, use the SWBS method. SWBS stands for Somebody Wants But So, which are the basic elements of most stories. Somebody (the main character) Wants something But something gets in his or her way (the conflict) So the main character solves the problem to get what he or she wants (the resolution).

**Somebody:** The three little pigs
**Wants:** To live happily ever after
**But:** The big, bad wolf tries to eat them
**So:** When the wolf comes down the chimney, the pigs make wolf stew

With a little practice, students usually manage to create interesting, often funny, stories with witty dialogue and surprise endings.

*Read aloud the story you’ve chosen to use for modeling the activity. As a group, write a Double-Nickel story following the directions on the transparency of page 38.*

On Their Own

Provide students with copies of pages 38 and 39. Encourage volunteers to share their summaries with the class.
Write a summary of your story using exactly 55 words. Here are some suggestions: 1) Use pencil so you can erase; 2) Use characters’ names to avoid confusion; 3) Write in complete sentences; 4) Use a variety of sentence types; 5) Write several rough drafts and choose the best sentences and phrases to use in your final summary.

____________       ______________       ______________       ______________       ______________       ______________

____________       ______________       ______________       ______________       ______________       ______________

____________       ______________       ______________       ______________       ______________       ______________

____________       ______________       ______________       ______________       ______________       ______________

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____________       ______________       ______________       ______________       ______________       ______________

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____________       ______________       ______________       ______________       ______________       ______________

____________.

25 Fun and Fabulous Literature Response Activities and Rubrics © Christine Boardman Moen, Scholastic Teaching Resources
## Double-Nickel Stories

### RUBRIC

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Word choice</strong></td>
<td>Dynamic word choice</td>
<td>Outstanding word choice</td>
<td>Appropriate word choice</td>
<td>Awkward word choice</td>
</tr>
<tr>
<td><strong>Sentence variety and completeness</strong></td>
<td>Variety of sentences; complete</td>
<td>Some variety of sentences; complete</td>
<td>No variety; complete sentences</td>
<td>Incomplete</td>
</tr>
<tr>
<td><strong>Clarity of meaning</strong></td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Incoherent in many places</td>
</tr>
<tr>
<td><strong>Mechanics (Punctuation, spelling, grammar, and capitalization)</strong></td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

### Teacher's Comments:

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Rick Prestley, a fellow educator and effective reading education advocate, shared his K-W-Cornell idea at a presentation at the March, 2000, Illinois Reading Conference.

K-W-Cornell is a hybrid of the standard K-W-L chart, which is used in many elementary schools, and the Cornell Method of note taking, which is used in many high school and college classrooms. K-W-Cornell, or this “simple idea” as Rick calls it, can yield sophisticated learning results.

### Modeling the Activity

- Begin the session by asking students to tell what they know about the topic of the book you’ll read aloud to them. Using a transparency of page 41, write these items under the “K” column.
- Ask students what they want to learn about the topic. Record these items under the “W” column.
- Read a few sections of the book. As you do so, stop at the end of each page or section and record new information in the “Cornell” section of the transparency. As a closing activity, review with students the “K” and “W” sections to see if any portion of the “Cornell” section affirmed what they already knew or provided answers to questions about topics they wanted to learn about.

### On Their Own

Provide students with copies of pages 41 and 42. This activity works well for textbook reading.
K-W-Cornell

Name________________________________________ Date_______________________

Story/Book/Article Title________________________________________________________________________________

Author_____________________________________________________________________________________________________

Before you read, complete the “K” and “W” portions of this page. As you read, stop at the end of each page, section, or chapter of your book and record in the Cornell section any main ideas, facts, statistics, examples, or quotations that you find interesting and informative. Take special note of any information that confirms the ideas you listed under the “K” column or any information that answers questions you wrote under your “W” column. Use the back of this page for additional items.

K (Tell what you KNOW already about this topic.)

W (Tell what you WANT to learn about this topic.)

CORNELL (Main idea, facts, and examples)

Page Number(s)
## RUBRIC

### K-W-Cornell

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of WANT questions</td>
<td>5 questions</td>
<td>4 questions</td>
<td>3 questions</td>
<td>Less than 3 questions</td>
</tr>
<tr>
<td>Quality of WANT questions</td>
<td>Insightful</td>
<td>Interesting</td>
<td>Appropriate</td>
<td>Facts only</td>
</tr>
<tr>
<td>Quantity of Cornell entries</td>
<td>15 details</td>
<td>13 details</td>
<td>10 details</td>
<td>Less than 10</td>
</tr>
<tr>
<td>Quality of Cornell entries</td>
<td>Insightful</td>
<td>Interesting</td>
<td>Appropriate</td>
<td>Poor</td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

__________________________________________________________________________

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
This activity is based on an idea developed by Dave Morice. In the November-December, 1999, newsletter of Teachers & Writers, Morice described how he developed “poemakers,” which are special drawings that have blank lines for words. According to Morice, these poemakers are “springboards for writing.” I ask my students to create their own central image for a book or story and write a poem in it. The poem should be about the book or story’s theme.

**Modeling the Activity**

- **Tell students** you’re going to create a Theme Shape Poem based on a story. Then display the sample image you created.
- **Read aloud** the story you’ve chosen for modeling the activity. Discuss the story’s theme.
- **Following the directions** on the transparency of page 44, have students generate a list of descriptive words.
- **As a class**, decide on a central image. Then write a poem on the lines in the image, using the descriptive words students suggested and ideas based on the theme discussion.

**On Their Own**

Provide students with copies of pages 44 and 45 as well as the supplies (see Materials). It’s also helpful to make sample Theme Shape Poems available to students.

**Objective**

Create a central literary image for an original poem.

**Materials**

For the teacher:
- Transparency of page 44
- Sample image on a transparency (created by you)
- Blank transparency

For the student:
- Copies of pages 44 and 45
- Paper
- Markers
- Colored pencils

**Stories for Modeling**

“Hamish Mactavish is Eating a Bus” by Gordon Korman from From One Experience to Another (Tom Doherty Associates, 1997)

“Fountain of Youth” by Marc Talbert from Trapped! Cages of Mind and Body (Simon & Schuster, 1998)

“Alligator Mystique” by Barbara Robinson from But That’s Another Story (Walker and Company, 1996)
Theme Shape Poems

Name________________________________________ Date_______________________

Story/Book Title _______________________________________________________________________________________

Author _______________________________________________________________________________________________________

1. Theme Shape Poems are free-verse poems that fit within an important image from a story. Selecting an image and creating a list of descriptive words are important first steps in the creation of a Theme Shape Poem.

Identify six images that are important in your story or book.

1. ___________________________________________ 4. __________________________________________________

2. ___________________________________________ 5. __________________________________________________

3. ___________________________________________ 6. __________________________________________________

2. Brainstorm and record in the space below as many words as possible to describe the character(s), setting, plot, mood, and main idea of your story. (Remember to think about any special words, phrases, or descriptions used in the story, and any important pieces of dialogue.)

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

3. What is the theme of the story?

________________________________________________________________________________________

________________________________________________________________________________________

4. Think carefully about each of your six images. Select an image for your poem and draw a simple sketch on another sheet of paper. Make sure you create lines within your image so you have spaces for your words. When you’ve completed your drawing, think carefully about your list of words and the theme of the story. Write a rough draft of your poem. After you are satisfied with your rough draft, check all words for spelling. Finally, create a larger drawing and poem on a separate sheet of paper.
### Theme Shape Poems

Name ___________________________ Date __________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Central image</td>
<td>Insightful image</td>
<td>Significant image</td>
<td>Appropriate image</td>
<td>Unimportant image</td>
</tr>
<tr>
<td>Word choice</td>
<td>Vibrant word choice</td>
<td>Outstanding word choice</td>
<td>Good word choice</td>
<td>Very weak word choice</td>
</tr>
<tr>
<td>Spelling</td>
<td>All words correct</td>
<td>All words correct</td>
<td>One word misspelled</td>
<td>Several words misspelled</td>
</tr>
<tr>
<td>Appearance</td>
<td>Eye-catching</td>
<td>Attractive</td>
<td>Neat</td>
<td>Sloppy</td>
</tr>
</tbody>
</table>

**Teacher’s Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Objective
Identify facts, statistics, and examples found in nonfiction text.

Materials
For the teacher:
☆ Transparency of page 47
For the student:
☆ Copies of pages 47 and 48

Stories for Modeling
Shoes by Margery G. Nichelson (Carolrhoda Books, 1997)
Where Will This Shoe Take You? by Laurie Lawler (Walker and Co, 1996)

Is That a Fact?

Students often are not quite sure what constitutes a fact, a statistic, or an example. If we can give them a solid understanding of each, it will not only help students read nonfiction more effectively, but also improve their expository writing skills.

Modeling the Activity
☆ Use the transparency of page 47 to explain the definitions of a fact, a statistic, and an example.

☆ Tell students to listen carefully as you read aloud one of the books (see Stories for Modeling) or one of your own choosing. Pause at the end of each page or section and ask students if they heard any facts, statistics, or examples. Record the information they provide in the appropriate spaces on the transparency.

☆ In a follow-up session the next day, pass out copies of page 47 and continue to read aloud several more pages from the book. Again, pause after each page or section so students can record their facts, statistics, or examples. Pair students and have them share and verify the information they’ve recorded. Regroup as a class and have one person from each pair read the pair’s most important fact, statistic, and example. Record the information in the appropriate place on the transparency.

On Their Own
Provide students with copies of page 47 and 48. Students may enjoy working in pairs on this activity.

Teacher Tip
When introducing this activity, pick a topic that’s familiar to students yet still attention-getting.
A FACT is something that can be verified or identified as being real.
Example: The United States is part of the North American continent.

A STATISTIC is numerical information, or information explained using numbers.
Example: Because of immigration, the population of the United States grew from 23.2 million in 1850 to 76.2 million in 1900.

An EXAMPLE is specific information that can be used to represent a group as a whole.
Example: The United States has fifty states, and Illinois is one of them.

Using your book, find and record facts, statistics, and examples in the proper spaces below.

<table>
<thead>
<tr>
<th>Facts</th>
<th>Statistics</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Most Important Fact ____________________________________________
________________________________________________________________

Most Important Statistic _________________________________________
________________________________________________________________

Most Important Example _________________________________________
________________________________________________________________
## RUBRIC

### Is That a Fact?

Name________________________________________ Date_______________________

Story/Book Title ___________________________________________________________________________________________

Author _______________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information in correct categories</td>
<td>All in correct categories</td>
<td>All in correct categories</td>
<td>Most in correct categories</td>
<td>Few in correct categories</td>
</tr>
<tr>
<td>Spelling</td>
<td>All items spelled correctly</td>
<td>All items spelled correctly</td>
<td>Some items misspelled</td>
<td>Several items misspelled</td>
</tr>
<tr>
<td>Quantity of items</td>
<td>Numerous</td>
<td>Several</td>
<td>Many</td>
<td>Some</td>
</tr>
<tr>
<td>Significance of information</td>
<td>Unique, little-known information</td>
<td>Most unknown pieces of information</td>
<td>Many unknown pieces of information</td>
<td>Mostly well-known information</td>
</tr>
</tbody>
</table>

Teacher's Comments: ________________________________________________________________

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_________________________________________________________________________________
The plot of a story consists of those events that lead the story to its logical conclusion. This hands-on activity helps students make sense out of a story’s plot and become aware of how a story’s events fit together and “build” on one another.

Modeling the Activity

verbs
Before reading aloud the story you’ve chosen for modeling this activity, tell students to pay close attention to the events in the story.

verbs
After you’ve finished reading, ask students to identify important story events. Record these on the appropriate lines on the transparency of page 50. Read each of the items aloud and ask students to vote on each event’s importance by raising one to five fingers—five indicating the most important.

verbs
After the voting is completed, choose the six story events students felt were most important. Record them on the building block shapes on the transparency of page 51.

verbs
Guide the modeling session discussion through steps 1, 2, and 3 on the Partner Portion list on page 51. (Note: An alternative is to provide students with the building block student page and allow them to work with partners as you move about the room listening, questioning, and encouraging pairs of students.) Students can complete step 4 on their own.

On Their Own

verbs
Provide students with copies of pages 50–52.
The plot of a story consists of those events that lead the story to its logical conclusion.

Identify and list the 10 most important events in your story. Once you’ve finished your list, think carefully and rate each event on the scale next to it.

<table>
<thead>
<tr>
<th>Important Events From My Story</th>
<th>Rating Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Very Important</td>
</tr>
<tr>
<td>1</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>2</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>3</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>4</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>5</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>6</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>7</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>8</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>9</td>
<td>5 4 3 2 1</td>
</tr>
<tr>
<td>10</td>
<td>5 4 3 2 1</td>
</tr>
</tbody>
</table>
Record the six plot events you feel are most important in each of the shapes below. Cut out the shapes. Remove and save the Partner Portion at the bottom of the page.

Partner Portion

1. Arrange your Plot Parts in order as you explain your story to your partner.
2. Remove a Plot Part of your choosing and explain how the missing event changes the story.
3. Replace the Plot Part you removed. Now rearrange at least two Plot Parts and explain how this new sequence of story events changes the story.
4. Let your partner complete steps 1–3.
**Pertinent Plot Parts**

Name________________________________________ Date_______________________

Story/Book Title _______________________________________________________

Author _________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completeness of rough draft list</td>
<td>All items completed</td>
<td>All items completed</td>
<td>One item missing</td>
<td>More than one item missing</td>
</tr>
<tr>
<td>Knowledge of story events</td>
<td>Substantial; identified major events</td>
<td>Familiar with most major events</td>
<td>Limited understanding of events</td>
<td>Little understanding of story events</td>
</tr>
<tr>
<td>Working with partner</td>
<td>Listened well; took turns and asked questions</td>
<td>Listened well; took turns</td>
<td>Adequate participation</td>
<td>Off task; uncooperative</td>
</tr>
<tr>
<td>Effort/attitude</td>
<td>Enthusiastic</td>
<td>Appropriate</td>
<td>Adequate</td>
<td>Apathetic</td>
</tr>
</tbody>
</table>

Teacher’s Comments: _______________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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________________________________________________________________________
This activity helps students recognize the point of view in the stories they read. It focuses on the two most common perspectives: first-person and limited third-person. Understanding point of view will also help students to use a consistent point of view in the stories they write.

Modeling the Activity

One of the best ways to help students recognize how authors use different points of view is to read the first page of several novels. Students quickly learn to recognize the first-person point of view because the author uses the pronoun “I.” At the same time, students quickly learn to recognize when the author tells his or her story through the eyes and emotions of a main character who doesn’t directly address the reader using “I.”

After sharing several examples of points of view, the next step is to help students transfer this knowledge to their own writing. Students can do this by rewriting the first paragraph or the first page of a story or novel. Share with

Objective

Compare and contrast literary points of view

Materials

For the teacher:

- Transparency of page 55
- Transparency of first paragraph of the story you choose to model the activity

For the student:

- Copies of pages 55 and 56

Stories for Modeling

First-Person

“Duel Identities” by David Lubar from Lost & Found (Tom Doherty, 2000)

Dovey Coe, A Novel by Frances O’Roark Dowell (Atheneum, 2000)

Limited Third-Person

“On the Bridge” by Todd Strasser from Visions (Bantam, 1987)

“A Wolf at the Door” by Tanith Lee from A Wolf at the Door (Simon & Schuster, 2000)
students this paragraph from *Dovey Coe, A Novel*, written in first-person.

*My name is Dovey Coe, and I reckon it don’t matter if you like me or not. I’m here to lay the record straight, to let you know them folks saying I done a terrible thing are liars. I aim to prove it, too. I hated Parnell Caraway as much as the next person, but I didn’t kill him.*

※ Then share the same paragraph rewritten using the limited third-person point of view.

*Twelve-year-old Dovey Coe didn’t care whether people liked her or not. She didn’t care about the terrible things people were saying about her. She didn’t care that people thought she had killed Parnell Caraway. She knew they were wrong. Dead wrong—just like Parnell himself.*

※ Have students compare and contrast the two versions and tell which they think is more attention-grabbing.

※ Share the story you chose to model the activity. After you’ve finished reading it aloud, display a copy of the first paragraph on an overhead transparency.

※ Have students rewrite it using a different point of view. When students are done writing, have those who wish to share, do so. Once again, have students compare and contrast the different versions and decide which one is more attention-grabbing.

**On Their Own**

Provide students with copies of pages 55 and 56. Students can follow the directions on page 55 to complete this activity.
Name __________________________ Date ___________________

Story/Book Title
_________________________________________________________________________________________

Author
_______________________________________________________________________________________

The following questions will help you determine what point of view an author is using to tell a story.

QUESTION 1: Does one of the characters tell the story and speak directly to you using the pronoun “I”?

Example: I was alone at night in my bed when suddenly I heard a loud noise. I jumped out of bed and ran to the window. My heart was pounding so hard, I could hear it in my ears.

Answer: If the author uses the pronoun “I” in this way, she or he is using the first-person point of view.

QUESTION 2: Do you “see” the story through one particular character’s eyes and emotions, but this character doesn’t talk directly to you using the pronoun “I”?

Example: Sam was alone in bed one night when he suddenly heard a loud noise outside his window. He sprang out of bed and ran to the window. His heart pounded so loudly that he could hear the thumping in his ears.

Answer: If the author tells his or her story through one character’s eyes and emotions but doesn’t have the character talk directly to the reader using the pronoun “I,” then the author is using the limited third-person point of view.

Answer the questions below. Then use the back of this page to rewrite the introductory page of your book or story from a different point of view.

This story/book is written in __________________________
(Identify either first-person or limited third-person point of view.)

I know this book is written in this point of view because __________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________
## RUBRIC

### Point of View

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Point of view correctly identified in original story</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Explanation of point of view indicates understanding</td>
<td>Thorough explanation</td>
<td>Complete explanation</td>
<td>Adequate explanation</td>
<td>Lacks understanding</td>
</tr>
<tr>
<td>Rewrite uses consistent point of view</td>
<td>Completely consistent</td>
<td>Almost completely consistent</td>
<td>A few errors in consistency</td>
<td>Several errors in consistency</td>
</tr>
<tr>
<td>Rewrite of first page complete</td>
<td>Complete in all details</td>
<td>Complete in almost all details</td>
<td>Complete in all details except a few</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

Teacher's Comments: ____________________________________________________________

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Reading Review

This reading review activity is a fun, quick way to help students review all types of reading material.

**Modeling the Activity**

- Provide each student with a copy of page 58, which is a review chart for “Snow White and the Seven Dwarfs.”
- Tell students they have 3 minutes to find a student who knows the answers to one or two items on the chart.
- Each student is allowed to put his or her initials on only two squares of another student’s chart and may sign the same square only twice. (Sometimes I have students tape the charts to their backs!)
- When time is up, students come together as a group. Ask students who have initials in square one to raise their hands. These students then call on the person who has initialed his or her paper. That student gives the answer. To continue, you (or a student) move on to the next question. (Students learn very quickly not to initial a square if they don’t know the answer because they realize they will be called on to supply the answer!)
- Read the material you’ve decided to use as a model. Together as a class, write questions in the boxes on the transparency of page 59.

**On Their Own**

Provide students with copies of pages 59 and 60. After students have completed page 59, create a class master review chart. Provide students with a copy of the class chart to use for the answering/initialing part of this activity.

**Objective**
Review fiction and nonfiction text

**Materials**

For the teacher:
- Transparency of page 59
- Tape (optional)

For the student:
- Copies of pages 58–60
- Copy of class master review chart

**Stories for Modeling**
Any 2–3 page magazine article or biography
Any chapter from a science or social studies textbook

**Teacher Tip**
I’ve found that this activity works best if I have a small group of students demonstrate it to the rest of the class.
Reading Review chart for “Snow White and the Seven Dwarfs.” Find a person who can...

| Tell what put Snow White into a deep sleep. | Tell how Snow White escaped her execution in the woods. | Name all seven dwarfs. |
| Tell the occupation of the dwarfs. | Tell the reason Snow White was marked for death. | Tell how the stepmother’s disguise represented her true nature. |
| Hum any part of a song from the movie version of Snow White. | Tell how Snow White awoke from her sleep. | Compare and contrast Snow White with Cinderella. |
Name________________________________________ Date_______________________

Story/Book/Article Title________________________________________________________________________________

Author_____________________________________________________________________________________________________

Write a review statement in each square below. Be sure to use active words to begin each review item. Some active words are: name, explain, compare, contrast, describe, tell, define, summarize, create, predict, conclude, organize, and evaluate.
### RUBRIC

#### Reading Review

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity of items</strong></td>
<td>Completed all assigned</td>
<td>Completed all assigned</td>
<td>Completed most assigned</td>
<td>Many left incomplete</td>
</tr>
<tr>
<td><strong>Clarity of review items</strong></td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Unclear in many instances</td>
</tr>
<tr>
<td><strong>Use of active words</strong></td>
<td>Used active words with all items</td>
<td>Used active words with almost all items</td>
<td>Used active words with many items</td>
<td>Few active words used</td>
</tr>
<tr>
<td><strong>Significance of review items</strong></td>
<td>All related to important ideas from material</td>
<td>Almost all related to important ideas</td>
<td>Many related to important ideas</td>
<td>Few related to important ideas</td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

_________________________________________________________________________

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_________________________________________________________________________
Flashback is a literary device that authors use to give readers information that happened prior to the story’s opening scene. The author may have a character recall an episode (“I remember the time when…”) or experience a dream such as the one Ebenezer Scrooge experiences with the Ghost of Christmas Past in *A Christmas Carol*.

This activity will help students recognize a flashback and demonstrate how it is used as a connecting device to bridge a story’s past with its present.

**Modeling the Activity**

- Begin by first explaining what flashbacks are and how and why authors use the device in stories. Ask students to tell about television shows or movies they’ve seen that contain flashbacks.

- Read the story you’ve chosen for modeling the activity.

- Distribute copies of page 62 and let students work with a partner to complete the chart. When the entire group reassembles, have three different partner pairs tell the information that should be listed under each category as you record it on the transparency of page 62.

**On Their Own**

This activity will only work with books that include flashback. Provide students with copies of pages 62 and 63.

**Objective**

Explain and describe the use of flashback

**Materials**

*For the teacher:*

- Transparency of page 62

*For the student:*

- Copies of pages 62 and 63

**Stories for Modeling**

*Help! I’m Trapped in the First Day of School* by Todd Strasser (Scholastic, 1994)

*Crash* by Jerry Spinelli (Knopf, 1996)
Authors use a technique called a “flashback” to give readers information that happened before the story’s opening scene. Often the author will have the main character recall an episode or even experience a dream to give the reader the necessary information. As the story continues, the past and present events are woven together and brought to a satisfactory conclusion.

Complete the chart below. When you are done, fold the paper along the dotted lines so the arrows match up. This will show you how the story’s present and past are brought together.

<table>
<thead>
<tr>
<th>As the story opens, these are the things happening in the present. (Be sure to identify characters, place, and time.)</th>
<th>In the flashback, I learn the following information.</th>
<th>The past and present events come together in the end. (Tell how past events relate to present ones.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
**RUBRIC**

It Happened in a Flash (Back)!

Name________________________________________ Date_______________________

Story/Book Title ___________________________________________________________________________________________________________

Author_____________________________________________________________________________________________________

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of story events</td>
<td>Substantial</td>
<td>Familiar</td>
<td>Limited</td>
<td>Little understanding</td>
</tr>
<tr>
<td>Coherency of listed items</td>
<td>All listed items related to story as a whole</td>
<td>All listed items related to story as a whole</td>
<td>Many items related to story as a whole</td>
<td>Few items related to story as a whole</td>
</tr>
<tr>
<td>Quantity of listed items</td>
<td>6 or more items</td>
<td>5 items</td>
<td>4 items</td>
<td>3 items or less</td>
</tr>
<tr>
<td>Clarity of meaning</td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Confusing in many places</td>
</tr>
</tbody>
</table>

Teacher's Comments: __________________________________________________________

____________________________________________________________________________

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____________________________________________________________________________
“Mind Mapping” can be an especially useful tool for students who favor a more visual learning approach, have difficulty creating linear outlines, or have trouble taking notes. In one respect, Mind Mapping is a sophisticated form of webbing, a learning tool with which many students are already familiar.

This Mini Mind-Maps activity combines some of the elements of Mind Mapping with scrapbooking, resulting in a fun, creative activity.

**Modeling the Activity**

To introduce this activity, have students tell the story of “The Three Little Pigs.” While they relate the story, draw the face of a wolf in the middle of a transparency. On “paths” branching from the wolf, sketch the houses of each of the pigs. In an arc above the three houses, write, “Not by the hair of my chinny chin chin. We will not let you in.” Underneath the face of the wolf, write, “Then I’ll huff and I’ll puff, and I’ll blow your house in.”
Explain that the unifying element (or main element that relates to all three pigs) is the wolf, so its image is placed in the center of the page. The three houses are minor story elements, so they appear around the wolf. Finally, the two quotations are essential information that add to the understanding of the story.

Ask students to suggest ways this Mind-Map image could be transferred and transformed as a scrapbook page. One suggestion might be to use images of houses students have drawn or cut out from magazines. They might also add borders. (It may be helpful to have various samples of scrapbook supplies in your room so students can see what kinds of materials are available.)

Finally, read the story you’ve chosen to use for modeling the activity. As a group, complete the transparency of page 66. Then have students draw a sketch of a proposed scrapbook page.

**On Their Own**
Provide students with copies of pages 66 and 67. Tell them to be prepared to submit page 66 along with their final Mini Mind-Map Scrapbook to you.
Complete this planning page to help you outline your Mini Mind Map.

Identify two possible unifying elements: _____________________ and _____________________

Identify four possible minor elements. As you do, explain the visual representation (picture or symbol) you could use to represent the element and identify examples and/or quotations that support and explain each of the minor elements. Be sure to include the page number of where you found your support.

Minor Element __________________________________________

Possible Visual _________________________________________

Quotation/Example ______________________________________ Page ____________

Minor Element __________________________________________

Possible Visual _________________________________________

Quotation/Example ______________________________________ Page ____________

Minor Element __________________________________________

Possible Visual _________________________________________

Quotation/Example ______________________________________ Page ____________

Minor Element __________________________________________

Possible Visual _________________________________________

Quotation/Example ______________________________________ Page ____________

Use the back of this page to draw a sketch of your Mini Mind-Map Scrapbook.
## Mini Mind-Map Scrapbook

**Name________________________________________**  **Date_______________________**

**Story/Book Title ________________________________________________________________**

**Author__________________________________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unifying element</strong></td>
<td>Insightful; imaginative</td>
<td>Creative image</td>
<td>Good image</td>
<td>Not story’s central image</td>
</tr>
<tr>
<td><strong>Minor elements</strong></td>
<td>Insightful imaginative images; 3–4 images</td>
<td>Creative images; 3 images</td>
<td>Good images; 3 images</td>
<td>Not related; less than 3 images</td>
</tr>
<tr>
<td><strong>Appearance</strong></td>
<td>Eye-catching; excellent detail</td>
<td>Attractive; very good detail</td>
<td>Neat; some detail</td>
<td>Sloppy; incomplete</td>
</tr>
<tr>
<td><strong>Examples/quotations</strong></td>
<td>Significant; best possible</td>
<td>Related to elements</td>
<td>Some are not related</td>
<td>Not related; insignificant</td>
</tr>
</tbody>
</table>

**Teacher’s Comments: ____________________________________________________________**

______________________________________________________________________________

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______________________________________________________________________________
The Answer Is...

The Answer Is…” activity is an excellent way to review fiction and nonfiction books and an easy way for you to check reading comprehension. In this activity, one student supplies the answers, and that student’s partner or group members supply the question(s) that correctly match the answers.

Modeling the Activity

♦ Read aloud the story you’ve chosen to use for modeling the activity. When the story is finished, tell students that you are going to supply an answer, and they will have to supply a question that correctly matches the answer. Here is an example for the story “Under the Wire.”

The Answer Is…A bag full of oranges, apples, and candy.
The Question Is…What did the conductor gently drop from the train for Roberto and his sister?

♦ Write the answers in the squares of the transparency of page 69. As students supply questions, write them on the transparency also.

On Their Own

Provide students with copies of pages 69 and 70.

If students decide to work with a partner, each student must read the same book. (Here is an opportunity for struggling readers to “buddy read” the same book with another student.) After the pair is done reading, one student writes answers for the first half of the book, and the other student writes answers for the second half of the book. Student pairs then take turns providing the questions.

Students who work in a larger group also read the same book. When they are done reading, members divide up the book and write answers and questions for their assigned pages. Within the group, members take turns with their answers and refer to the book for clarification.

Objective
Review fiction and nonfiction text

Materials
For the teacher:
♦ Transparency of page 69
For the student:
♦ Copies of pages 69 and 70

Stories for Modeling
“Under the Wire” by Francisco Jimenez from The Circuit: Stories from the Life of a Migrant Child (Scholastic, 1997)
“Testing” by Tamora Pierce from Lost and Found (Tom Doherty Associates, 2000)
<table>
<thead>
<tr>
<th>The Answer Is...</th>
<th>The Answer Is...</th>
<th>The Answer Is...</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Question Is...</td>
<td>The Question Is...</td>
<td>The Question Is...</td>
</tr>
<tr>
<td>The Answer Is...</td>
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<td>The Answer Is...</td>
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<td>The Question Is...</td>
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<td>The Answer Is...</td>
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</tr>
<tr>
<td>The Question Is...</td>
<td>The Question Is...</td>
<td>The Question Is...</td>
</tr>
</tbody>
</table>
# The Answer Is...

## Teacher's Comments:

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantity of answers</td>
<td>Completed all assigned</td>
<td>Completed all assigned</td>
<td>Completed most assigned</td>
<td>Most incomplete</td>
</tr>
<tr>
<td>Clarity of answers and questions</td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>Some unclear</td>
<td>Unclear; confusing in many areas</td>
</tr>
<tr>
<td>Significance of answers and questions</td>
<td>All related to important ideas from the book</td>
<td>Almost all related to important ideas</td>
<td>Most related to important ideas</td>
<td>Few related to important ideas</td>
</tr>
<tr>
<td>Accuracy of answers and questions</td>
<td>All matched</td>
<td>All matched</td>
<td>Most matched</td>
<td>Few matched</td>
</tr>
</tbody>
</table>
Getting students to improve and increase their vocabulary (whether it’s for reading, writing, or speaking) is every teacher’s goal. After all, almost every book a student encounters in a school setting has new words that can be learned.

The Thirty-Second Vocabulary activity will help students increase and retain new vocabulary words from the books they read. This hands-on, no-holds-barred activity is entertaining, enlightening, and educational.

**Modeling the Activity**

STAR: As you read aloud the story you’ve chosen for modeling the activity, use sticky-notes to indicate one or two pages that contain words you wish to go back to at the end of the story. After finishing the story, explain to students that the tagged pages contain words that you would like them to know well enough that they become a part of their reading and writing vocabularies.

**Objective**

Increase vocabulary

**Materials**

For the teacher:
- Transparency of page 73
- Sticky-notes
- Thesaurus

For the student:
- Copies of pages 73–75
- Blank transparency
- Thesaurus
- Art supplies

**Stories for Modeling**

“Hacker” by Sinclair Smith from *Thirteen Tales of Horrors* (Scholastic, 1991)

Mary on Horseback by Rosemary Wells (Dial, 1998)

“As True As She Wants It” by David Skinner from *Thundershine: Tales of Metakids* (Simon & Schuster, 1999)
Read the sentences containing the words. Record them on the synonym strip portion of the transparency of page 73.

Have one group of students supply synonyms for the vocabulary words using only context clues, while another group of students uses a thesaurus to supply synonyms. Record synonyms for each of the vocabulary words on the transparency. Have students read each sentence aloud, inserting a synonym directly after they say the vocabulary word. This repeated reading helps students link the new vocabulary word with a synonym they already know.

The second portion of this modeling session is to “teach” one of the new vocabulary words by using or explaining the word in a song, poem, skit, game, or riddle, or by using any of the 35 other ways listed on page 74. (You may want to post a copy of the list on a bulletin board.)

Model a few ways to teach a word within a 30-second time frame. The more examples students see, the more likely they will be to use a variety of activities when they share their own vocabulary words.

On Their Own
Provide students with copies of pages 73 and 75. Also have on hand supplies they might need for the projects listed on page 74.
Thirty-Second Vocabulary

Name________________________________________ Date_______________________

Story/Book Title ___________________________________________________________________________________________

Author ___________________________________________________________________________________________________

Follow the steps below to complete this activity.

As you read your book, be on the lookout for unfamiliar words that you’d like to learn. When you come across one, put a sticky-note on that page so you can return to the word after you’ve finished reading. Remember: Being on the lookout for new words shouldn’t interfere with your reading enjoyment—so don’t tag every word or every page!

After you’ve finished your story or book, go through your tagged pages and select three words. In the spaces below, copy the sentence that each word appears in and write three synonyms for each of your words. (The synonyms should be words you know.)

SYNONYM STRIP 1  Word:________________________________________

Sentence: _________________________________________________________________

________________________________________________________________________

Three synonyms:___________________ ____________________________ ____________________________

SYNONYM STRIP 2  Word:________________________________________

Sentence: _________________________________________________________________

________________________________________________________________________

Three synonyms:___________________ ____________________________ ____________________________

SYNONYM STRIP 3  Word:________________________________________

Sentence: _________________________________________________________________

________________________________________________________________________

Three synonyms:___________________ ____________________________ ____________________________

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### Thirty-Second Vocabulary

You have 30 seconds to teach each of your words to your classmates. You may use the following methods or another one with the approval of your teacher:

<table>
<thead>
<tr>
<th>Method</th>
<th>Method</th>
<th>Method</th>
<th>Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>song</td>
<td>poem</td>
<td>skit</td>
<td>musical piece</td>
</tr>
<tr>
<td>dance</td>
<td>illustration</td>
<td>joke</td>
<td>riddle</td>
</tr>
<tr>
<td>game</td>
<td>video</td>
<td>demonstration</td>
<td>pantomime</td>
</tr>
<tr>
<td>object</td>
<td>costume</td>
<td>diagram</td>
<td>poster</td>
</tr>
<tr>
<td>advertisement</td>
<td>banner</td>
<td>cartoon</td>
<td>chart</td>
</tr>
<tr>
<td>debate</td>
<td>display</td>
<td>film strip</td>
<td>graph</td>
</tr>
<tr>
<td>list</td>
<td>mobile</td>
<td>newscast</td>
<td>painting</td>
</tr>
<tr>
<td>photograph</td>
<td>puppet show</td>
<td>rap</td>
<td>scrapbook</td>
</tr>
<tr>
<td>experiment</td>
<td>sculpture</td>
<td>sports analysis</td>
<td>story</td>
</tr>
<tr>
<td>symbols</td>
<td>time line</td>
<td>picture dictionary</td>
<td>encyclopedia entry</td>
</tr>
</tbody>
</table>
# Thirty-Second Vocabulary

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completion of student page</td>
<td>All items completed</td>
<td>All items completed</td>
<td>One item missing</td>
<td>Several items missing</td>
</tr>
<tr>
<td>Effort/Attitude</td>
<td>Enthusiastic</td>
<td>Appropriate</td>
<td>Adequate</td>
<td>Apathetic</td>
</tr>
<tr>
<td>Synonyms</td>
<td>Excellent examples</td>
<td>Very good examples</td>
<td>Good examples</td>
<td>Poor examples</td>
</tr>
<tr>
<td>Performance</td>
<td>Extremely well-organized;</td>
<td>Very well organized;</td>
<td>Good organization;</td>
<td>Unorganized; ineffective</td>
</tr>
<tr>
<td></td>
<td>effective</td>
<td>effective</td>
<td>adequate</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________
___________________________________________________________________________

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25 Fun and Fabulous Literature Response Activities and Rubrics © Christine Boardman Moen, Scholastic Teaching Resources
Howard Gardner’s Theory of Multiple Intelligences, which he describes in his book *Frames of Mind: The Theory of Multiple Intelligences* (Basic Books, 1983), supports the idea that people are “smart” in different ways. (The saying that is shared at many teacher workshops is: Don’t ask how smart you are but rather ask how are you smart.) Gardner believes there are many intelligences. So far, he has identified the following: linguistic, logical/mathematical, naturalist, spatial, bodily/kinesthetic, musical, interpersonal, and intrapersonal. The Person-Pouch Performance activity attempts to tap into as many intelligences as possible, but it especially fosters the linguistic, interpersonal, and spatial intelligences.

Modeling the Activity

* This is the only activity I’ve included in this book in which you don’t read the book prior to modeling the activity for students. It is much more dramatic to walk into the classroom carrying your Person Pouch filled with artifacts and proceed to address the class as Nellie Bly than it is to read portions of the book and then try to present a first-person performance.
Because it takes a lot of time to prepare a Person-Pouch Performance, choose a person about whom you’d like to know more. (Also, try to choose a person with whom students are not familiar and who is not already a part of the curriculum.) Follow the steps on page 78.

After your performance, use the transparencies of pages 78 and 79 and explain exactly what you did to prepare for the day’s performance. This “Think Aloud” will help students have a better idea of what they will need to do in order to prepare their own Person-Pouch Performance.

On Their Own
Provide students with copies of pages 78–80. This is a long-term activity. Allow adequate time for students to read their books and prepare for their performances.

Teacher Tip
The Person-Pouch Performance activity can be used with fictional books as well. Students “become” the main character in their books and tell the events of the story from the character’s point of view.
A Person-Pouch Performance is a 5–10 minute first-person presentation in which you assume the identity of the person you read about. During the presentation, you show artifacts or objects that relate in a special way to your person. To prepare your Person-Pouch Performance, follow the steps below and complete the planning information on the next page.

1. Read an interesting biography or autobiography of the person you’ve chosen. To help you keep track of special events, names, and important facts, create a time line on a series of note cards (or a piece of paper) by stopping at the end of each chapter to record your information.

2. After you’ve finished reading your book, go through your note cards and decide on the important details that you’d like to share with your audience. Remember: You will be talking to the audience in the first-person as if the audience has gathered as a group in a living room to hear this person speak about his or her life.

3. Create or find artifacts that you can use during your performance to explain your person’s life. For example, if you are portraying Abraham Lincoln, you might make a stovepipe hat out of black construction paper. You should plan to have at least five artifacts to use during your performance.

4. Plan what you are going to say by going through your note cards. It’s important that you relate only the important events and details of your person’s life and concentrate on his or her most important accomplishments.

5. Rehearse your presentation several times. Practice in front of a mirror so you can see yourself. Ask a friend or a parent to watch your performance to be sure you are speaking loudly and clearly enough, and to be sure all the information in your presentation is organized correctly.

6. Put your artifacts into a bag, pouch, backpack, or box and take it to class on the day you are scheduled to do your performance. Relax and have fun giving your presentation!

(Remember to get approval from your parents and teacher for the artifacts you plan to bring to school.)
Person-Pouch Performance
(continued)

Answering the questions below will help you prepare for your Person-Pouch Performance.

1. During what time period did this person live?

2. In what country or region of the country did this person live?

3. How will the time period, country, and region where this person lived affect my performance? Will I use any special words or terms? Will I use an accent?

4. When I’m pretending to be this person during my performance, how old will I pretend to be? How will I let the audience know my age?

5. What special events will I include in my performance? (Some possible topics to include: date and place of birth, family members, education, travel, special obstacles or setbacks, achievements, historical events that affected this person’s life, any special sayings for which this person is noted, date and place of death.) Remember: Your performance should not be a listing of events. You should let your audience know the feelings of this person as well.

6. What possible artifacts or objects can I use during my performance that will let the audience know more about this person? (You should include at least five objects.)

My rehearsal schedule is below:

By myself _____ For a friend _____ For a parent or other adult _____

25 Fun and Fabulous Literature Response Activities and Rubrics © Christine Boardman Moen, Scholastic Teaching Resources
# Person-Pouch Performance

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Exceptional</td>
<td>Well-prepared</td>
<td>Needed more rehearsal</td>
<td>Not prepared</td>
</tr>
<tr>
<td>Organization of information</td>
<td>Clearly focused;</td>
<td>Clearly focused;</td>
<td>Confusing in a few parts;</td>
<td>Unorganized;</td>
</tr>
<tr>
<td></td>
<td>excellent choice of details</td>
<td>very good choice of details</td>
<td>good details</td>
<td>few details</td>
</tr>
<tr>
<td>Use of significant artifacts</td>
<td>5 objects; each</td>
<td>4 objects; each</td>
<td>3 objects; each</td>
<td>Less than 3</td>
</tr>
<tr>
<td></td>
<td>well-chosen</td>
<td>important</td>
<td>good</td>
<td>objects; not significant</td>
</tr>
<tr>
<td>Use of student planning sheet</td>
<td>Thorough use</td>
<td>Significant use</td>
<td>Adequate</td>
<td>Little use</td>
</tr>
</tbody>
</table>

Teacher’s Comments: __________________________________________________________

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__________________________________________________________________________
Succinct Sentences

The Succinct Sentences activity demands that students be active listeners and meaning-makers. Students must carefully listen to each chapter as it’s read aloud and then create a one-sentence summary. At the completion of the book, students will have a complete overview of the book written in a few succinct sentences.

Modeling the Activity

* Demonstrate what a summary sentence is by asking students to create a summary sentence of “The Three Little Pigs.” (An example might be: “The Three Little Pigs” is a story about a wolf who tries to catch and eat the little pigs by destroying their houses but who is himself eaten in the end.) Write suggested sentences on an overhead transparency and edit until the class is satisfied with its sentence. (This step will help you model editing techniques.)

Objective

Listen actively and compose succinct summary sentences

Materials

**For the teacher:**
- Blank transparency
- Transparency of page 83
- Tape recorder (optional)

**For each student:**
- Copies of pages 83 and 84

Stories for Modeling

*Number the Stars* by Lois Lowry (Houghton, 1989)

*Call It Courage* by Armstrong Sperry (Macmillan, 1940)

*Nightjohn* by Gary Paulsen (Delacorte Press, 1993)
Explain that each day you will read a chapter from the selected book and require students to write a one-sentence summary after that day’s reading. Tell students to keep their sentences together on one page and leave several lines between each sentence for rewriting and editing. (Note: You may want to tape-record your oral reading so students who are absent can listen to the tape when they return to class.)

After each day’s reading and writing, introduce a rewriting and/or editing strategy. The strategies you choose will depend upon the needs of your students. For example, you might wish to emphasize some of the following:

- writing in the active voice;
- placing prepositional phrases correctly;
- using verb tenses consistently;
- using descriptive, precise words;
- punctuating all sentences correctly.

On Their Own

Provide students with copies of pages 83 and 84. I ask students to put the final draft of their sentences on another sheet of paper. I also tell them to be prepared to turn in page 83 for review and/or assessment.
Succinct Sentences

Name________________________________________ Date ______________________

Story/Book Title_______________________________ Author ____________________

Summarize each chapter in the book you are reading by writing one succinct sentence. You can use this page for writing, rewriting, and editing your sentences. Don’t erase! Instead, cross out words and add others. These corrections will show your teacher what you have done to improve your work. Finally, write your revised succinct sentences on the lines labeled SS. If your book has more than five chapters, use the back of this page to continue your work.

Chapter 1 ______________________________________________________________________________________

SS _____________________________________________________________________________________________

Chapter 2 _____________________________________________________________________________________

SS _____________________________________________________________________________________________

Chapter 3 _________________________________________________________________________________________________

SS __________________________________________________________________________________________________________

Chapter 4 ____________________________________________________________________________________________________

SS __________________________________________________________________________________________________________

Chapter 5 ____________________________________________________________________________________________________

SS __________________________________________________________________________________________________________
## Succinct Sentences

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity of sentences</td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Incoherent in many places</td>
</tr>
<tr>
<td>Editing and revising</td>
<td>Skillful use of editing and revising</td>
<td>Significant editing and revising</td>
<td>Some use of editing and revising</td>
<td>Few instances of editing and revising</td>
</tr>
<tr>
<td>Accuracy of chapter main ideas</td>
<td>Each chapter's sentence is insightful</td>
<td>Each chapter's sentence states main idea</td>
<td>Most sentences state main idea</td>
<td>Few sentences state main idea</td>
</tr>
<tr>
<td>Mechanics (grammar, punctuation, spelling, and capitalization)</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

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A story told through the eyes of two or more characters can be very intriguing. This type of story allows students to see how people can be affected very differently by the same set of events. The Personal Perspective activity encourages students to recognize various perspectives and analyze why characters react the way they do to circumstances.

**Modeling the Activity**

✧ One of the best ways to introduce students to what “perspective” means is to perform “Honeybees” from Paul Fleischman’s delightful *Joyful Noise: Poems for Two Voices* (Harper, 1988). In this poem, two honeybees, one a worker and the other a queen, tell what it’s really like to be a honeybee. Of course, they lead entirely different lives while living in the same hive.

✧ Ask students to provide other examples where two characters may view the same event “through different eyes.” Record this list on the board.

✧ Once students have a general idea of what perspective means, read aloud portions of one of the suggested books (see Stories for Modeling) and have students compare and contrast the characters’ different perspectives and record their ideas on the transparencies of pages 86 and 87.

**On Their Own**

Provide students with copies of pages 86–88.
Different characters can be involved in exactly the same events and have two entirely different perspectives. Think of two people riding together in the front car of an enormous roller coaster. One person loves roller coasters and has a wonderful time. The other person is horrified and becomes ill with fright from the experience. Same seat. Same roller coaster. But the two people will tell their friends very different stories about their experiences because each had a very different perspective.

The book you’ve read tells a story told from the different perspectives of various characters. Explain these characters’ perspectives by answering the questions below.

The common event that the characters share is ____________________________________________________
__________________________________________________________________________________________
__________________________________________________________________________________________
In the space provided, identify each character and explain HOW the event affected that character and WHY the event affected that character the way it did.

Character’s Name ____________________________________________________________

HOW: ____________________________  WHY: ____________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

86
Personal Perspective
(continued)

Character’s Name ________________________________

HOW: ____________________________________________

WHY: ____________________________________________

Character’s Name ________________________________

HOW: ____________________________________________

WHY: ____________________________________________

Character’s Name ________________________________

HOW: ____________________________________________

WHY: ____________________________________________
# Personal Perspective

**RUBRIC**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common event is described accurately and completely</td>
<td>Accurate; with complete details</td>
<td>Complete; accurate</td>
<td>In general terms only</td>
<td>Incomplete and/or inaccurate</td>
</tr>
<tr>
<td>HOW event is accurate with detail</td>
<td>Accurate; detailed</td>
<td>Accurate; complete</td>
<td>Mostly complete and accurate</td>
<td>Vague description; little detail</td>
</tr>
<tr>
<td>WHY event is accurate with detail</td>
<td>Accurate; detailed</td>
<td>Accurate; complete</td>
<td>Mostly complete and accurate</td>
<td>Vague description; little detail</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Skillful use of mechanics</td>
<td>Very few errors in mechanics</td>
<td>A few errors in mechanics</td>
<td>Several errors in mechanics</td>
</tr>
</tbody>
</table>

**Teacher's Comments:**

________________________

________________________

________________________

________________________

________________________

________________________

**Name________________________________________ Date_______________________**

**Story/Book Title __________________________________________________________**

**Author________________________________________________________________**

---

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It’s a common practice in many classrooms for the teacher to ask all the questions, and for students to provide the answers. With the Quality Questions activity, students not only answer the questions, but they create them as well. Asking good questions will help them review information and discover any topic areas they need to explore in more depth.

Modeling the Activity
* The five question types I teach students to ask are quantity questions, compare-and-contrast questions, questions about feelings, opinion questions, and “what if” questions. Examples are provided on the next page and on student pages 91 and 92.
* To introduce students to the different types of questions, select a familiar topic. For example, you may want to pick a topic such as “Eating at McDonald’s.”
* To begin the session, list the different categories of questions on an overhead transparency and ask students to generate questions for each category. (See the example questions that follow for the “Eating at McDonald’s” topic.)

**QUANTITY QUESTIONS** ask students to list things.

*Example: What are the different types of sandwiches you can buy at McDonald’s?

**Objective**
Review fiction and nonfiction text by asking five types of questions

**Materials**
For the teacher:
* Transparency with category listings (see page 91)
* Transparencies of pages 91 and 92

For each student:
* Copies of pages 91–93

**Stories for Modeling**
Topic for Grades 4–6:
Fossils
* Stone Girl, Bone Girl by Laurence Anholt (Orchard, 1999)
* Fossil Feud: The Rivalry of the First American Dinosaur Hunters by Thom Holmes (Messner, 1998)

Topic for Grades 6–8:
Greek Mythology
* Greek Myths and Legends by Anthony Masters (Peter Bedrick Books, 2000)
* Greek Myths: Ulysses and the Trojan War by Anna Claybourne (EDC Publishing, 1999)
COMPARE AND CONTRAST QUESTIONS ask students to tell how two things are alike (compare) and how they are different (contrast).

Example: How is the hamburger that you buy at McDonald’s alike and different from the one you make at home?

Note: Compare-and-contrast questions can also be forced association questions, such as: How are the drinking straws used at McDonald’s alike and different from roadway tunnels?

FEELING QUESTIONS ask students to tell their personal feelings about a topic.

Example: Which McDonald’s give-away toy excited you the most and why?

Note: Feeling questions can also involve personification. For example: How would a McDonald’s trash can feel at closing time?

OPINION QUESTIONS ask students to give their opinions about a topic.

Example: In your opinion, should McDonald’s restaurants stay open all day and all night?

“WHAT IF” QUESTIONS ask students to open up their thinking and imagine “what if.”

Example: What would happen if McDonald’s became so famous and overcrowded that children could only eat in the restaurants between 3:00 P.M. and 5:00 P.M. during the week and never on Sundays?

* Once you feel your students are familiar with the different types of questions, distribute copies of pages 91 and 92 and identify the book or story about which they are to write questions. (If students need more practice, choose a book, but continue helping students to generate the different types of questions.)

* As a final activity, gather and redistribute student pages, and invite student groups to discuss the answers to the questions.

On Their Own

Provide students with copies of pages 91–93. If pairs or groups of students have read the same book, have them exchange question sheets and answer one another’s questions. Allow time to discuss answers.
Quality Questions

Name________________________________________ Date_______________________

Story/Book/Topic Being Reviewed______________________________________________

Author______________________________________________________________________

Write five questions for each question category.

Quantity questions are brainstorming questions that ask you to list things.

Example: List as many Greek heroes as you can.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________

Compare-and-contrast questions ask you to tell how things are alike (compare) and different (contrast).

Example: Tell how rivers and roadways are alike and different.

1. ____________________________________________
2. ____________________________________________
3. ____________________________________________
4. ____________________________________________
5. ____________________________________________
Quality Questions
(continued)

Feeling questions ask you to tell what your personal feelings are about a topic.

**Example:** How would you feel if the main character in this book invited you to his or her birthday party?

1. 
2. 
3. 
4. 
5. 

Opinion questions ask you to give your opinion about a topic.

**Example:** In your opinion, were the main character’s decisions wise or unwise? Why?

1. 
2. 
3. 
4. 
5. 

“What if” questions ask you to open your mind and imagine “What if…”

**Example:** What if this story had an entirely different setting?

1. 
2. 
3. 
4. 
5.
## Quality Questions

**Name________________________________________**  **Date_______________________**

**Story/Book Title ______________________________________________________________**

**Author_______________________________________________________________________**

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantity of questions</strong></td>
<td>Completed all assigned</td>
<td>Completed all assigned</td>
<td>Completed most assigned</td>
<td>Most left incomplete</td>
</tr>
<tr>
<td><strong>Clarity of questions</strong></td>
<td>Clearly focused; completely understandable</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Unclear in many instances</td>
</tr>
<tr>
<td><strong>Significance of questions</strong></td>
<td>All related to important ideas from the book</td>
<td>Almost all related to important ideas</td>
<td>Most related to important ideas</td>
<td>Few related to important ideas</td>
</tr>
<tr>
<td><strong>Questions in categories</strong></td>
<td>All questions fit correct categories</td>
<td>Almost all questions fit categories</td>
<td>Most of the questions fit categories</td>
<td>Few of the questions fit categories</td>
</tr>
</tbody>
</table>

**Teacher’s Comments: __________________________________________________________**

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**Dialogue Play**

This activity helps students to comprehend the importance of dialogue in advancing a story line and in developing a character.

**Modeling the Activity**

- Explain to students that in the hands of a skillful author, dialogue usually follows some basic rules, such as:
  - It advances the action of the story in some way;
  - It is consistent with each character’s personality;
  - It is conversational.

- Dialogue also provides clues to a character’s emotions. For instance, note how the different use of tag lines changes the meaning of the following dialogue:


- Before you read aloud the story you’ve chosen for modeling the activity, perform the Dialogue Play on the next page. (Suggestions: Take nine students into the hall and give each one a card with his or her line of dialogue. Rehearse quickly. Next, while the students wait outside the classroom door, enter the room, sit at a table, and pretend to eat something from a bowl. Students enter the room one...
at a time, approach the table where you’re sitting, stop, say their lines, and then walk to the back of the room.)

Dialogue Play

Student 1: Oh! (Surprised. He’s surprised he’s come upon someone eating.)

Student 2: What? (Questioning. He wonders what’s in the bowl.)

Student 3: No! (Disbelief. He can’t believe he’s seeing what he’s seeing.)

Student 4: Yikes! (Frightened. She thinks she may have to eat some, too.)

Student 5: Hmmm. (Wondering. She wonders if the food combination tastes good.)

Student 6: Hey! (Somewhat angry. He was planning to eat that bowl of food!)

Student 7: Why? (Questioning. He wonders why anyone would eat such a combination.)

Student 8: Well? (Questioning. He wonders if the person likes the food.)

Student 9: Ugh! (Disgusted. He is grossed out by the food combination.)

Teacher: Sauerkraut and Pudding! (Happily.)

After the play is done, read aloud the story you’ve chosen for modeling. Have students create their own dialogue plays. Tell students to use one-word lines, as you and the students did in the sample dialogue play. You may want to list possible words on the board (see Teacher Tip). Students should work in pairs or small groups.

Stress to students that, like the sample dialogue play, their dialogue play must tell a story. After students perform their play, ask audience members to explain what was going on. Invite them to suggest changes for clarity.

On Their Own

Provide students with a copy of page 96. Have them work in pairs or small groups to write dialogue plays based on the book or story they’ve read. Encourage students to perform their dialogues for the class.

Teacher Tip

Provide students with a list of words such as: oh, what, yikes, ummm, hey, why, well, ugh, where, when, yes, no, them, this, that, good, me she, us, so, go, how, her, and it.
## RUBRIC

### Dialogue Play

<table>
<thead>
<tr>
<th>Category</th>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
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</thead>
<tbody>
<tr>
<td>Clarity of meaning</td>
<td>Clearly focused; completely</td>
<td>Clear meaning throughout</td>
<td>At times a bit confusing</td>
<td>Confusing in many places</td>
</tr>
<tr>
<td></td>
<td>understandable</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effort/attitude</td>
<td>Enthusiastic</td>
<td>Appropriate</td>
<td>Adequate</td>
<td>Apathetic</td>
</tr>
<tr>
<td>Word choice</td>
<td>Dynamic word choice</td>
<td>Outstanding word choice</td>
<td>Appropriate word choice</td>
<td>Awkward word choice</td>
</tr>
<tr>
<td>Significance of events mentioned</td>
<td>Most vital events mentioned in</td>
<td>Significant events mentioned</td>
<td>Some events important</td>
<td>Unimportant events mentioned</td>
</tr>
<tr>
<td>in dialogue</td>
<td>in dialogue</td>
<td>in dialogue</td>
<td>in dialogue</td>
<td></td>
</tr>
</tbody>
</table>

Teacher's Comments: ____________________________________________

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