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In consultation with:

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### **Lesson Plan- Book #2 “Digging Up Adventure” Battling Boredom**

Plan to spend approx. 30 minutes each day on the lesson until completed – can take place over 1-2weeks.

Focus – Grades 1-3

**Objective:** Students will be able to demonstrate an understanding of the literary text, identify characters and character traits with evidence, and express an understanding of the differences between myths and legends.

### **STANDARDS**

**Reading – Literary Standard a:** Students should be able to recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, and explain how it is conveyed through key details in the text.

**Reading – Literary Standard b:** Students should be able to ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for their answers.

**Reading – Literary Standard c:** Students should be able to describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Reading – Foundation Standard a:** Students should be able to read with sufficient accuracy and fluency to support comprehension.

**Reading – Foundation Standard b:** Students should be able to know and apply grade level phonics and word analysis skills in decoding words. (in this case present, past, and future tense verbs)

Writing Standard a: Students should be able to write opinion pieces on topics or text, supporting a point of view with reasons.

Writing Standard b: Students should use guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

Writing Standard c: Students should use guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Writing Standard d: Students should use guidance and support from adults and technology to produce and publish writing (including keyboarding skills) as well as to interact and collaborate with others.

Writing Standard e: Students should be able to conduct a short research project that builds knowledge about a particular subject.

Language Arts – Speaking/ Listening Standard a: Students should engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on appropriate texts, building on others’ ideas and expressing their own clearly.

Language Arts – Language / Grammar Standard a: Students should demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Language Arts – Language / Grammar Standard b: Students should demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### General Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.

### General Essential Questions

- Can you recognize the characters, settings, plot, and author’s purpose in the story?
- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author’s opinions?

Overview: It is important for readers to be able to recognize the character traits and other elements of the story, as well as understand differences between myths and legends.

Additionally, readers need to be able to express their learning in more complex writing. Expressiveness in writing is a critical element in 21<sup>st</sup> Century learning that students must be able to convey to others. This is also an opportunity to use the critical thinking elements of analysis and synthesis that students need to be confident in using.

Prep: The following materials will be helpful:

- pencils
- crayons or colored pencils
- IPADS, Tablets, or Computers for technology activities
- encyclopedias, trade resource books, anthologies
- Internet access for research (be sure to monitor students for Internet safety)
- copies of **Digging Up Adventure** for each student or group of students
- copies of the Neon Tiki Character coloring pages for the character activities
- brown paper bags for the bag activity
- writing paper for the writing process (several sheets per student)
- construction paper
- chart paper

## **Session 1**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.

### Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

### Session Activities

Students should complete the pretest assessment to prepare for the initial introduction of the book and activities. Younger students or students with special language needs or other educational needs may require the pretest be read aloud to them. (Included at the end of the lesson plan.)

Once the pre-test is completed, students should first do a picture walk through the text and generate a list of predictions and theories about the story. Be sure to give examples of how the students can use the illustrations to think critically about what the characters are trying to express.

## **Session 2**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be able to recognize theme, plot, characters, and setting within the text.

### Session Specific Essential Questions

- Can you recognize the characters, settings, plot, and author’s purpose in the story?
- How can you use what you know about character traits to compare/contrast each of the characters in a discussion?
- Do you recognize the character traits and changes that the main character exhibits? How did he change during the story?

### Session Activity

Introduce or review the importance of traits of character to the understanding of a story. It may be necessary to do a small mini-lesson on the topic if students don’t have any background with this.

Being able to complete a character profile with the resources in the figures will allow for differentiation with abilities, needs, and depth of knowledge. The variety of options will also be helpful depending on the grade level of the student population as well as the time available for the activity.

There is a good video lesson on [www.brainpopjr.com](http://www.brainpopjr.com) (character) that discusses character. The video does a really good job of explaining these concepts at the primary level and still brings in vocabulary and explanations that support depth of knowledge reasoning and analysis. There is also some differentiation available with the quiz for this video. (You have the option of an easy or hard quiz and a printable or online version.)

Select option A, B, or C for students to complete. See the figures for models. The formative assessment rubric will work for A and B, and a separate rubric is available for option C.

Allow students to pick a coloring page from the Tiki website to color and include with their character profile as a cover page, regardless of the option that is selected.

## **Session 3**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should be able to recognize theme, plot, and setting within the text.
- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.

### Session Specific Essential Questions

- Can you recognize the characters, settings, plot, and author’s purpose in the story?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

- Did any of the characters change during the story? What words or phrases indicated changes?

### Session Activity

Now that the picture walk and the lesson / review on character have taken place, discuss with the children the structure of the text. Remind students that due to the fact that this is literary rather than informational, they should recognize that there isn't a table of contents, glossary, or index. Instead they should understand that it tells a story and is organized in paragraphs. There aren't chapters. There is dialogue. The illustrations are the focal point for each page and the text supports the illustrations. Revisit the discussion on character and allow students to work on their own character analysis scrapbook on one of the characters in the story with the tablet, IPAD, or computer at:

<http://teacher.scholastic.com/activities/scrapbook/>

Once students have completed the activity, you can print out their character analysis scrapbook.

## **Session 4**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that drawing conclusions about the lesson, moral, or message is an important element in gaining the author's perspective.
- Students should understand that authors make intentional choices in an effort to stimulate a particular effect on the reader.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.
- Students should understand that speaking and listening are key elements to learning and expression of opinions.

### Session Specific Essential Questions

- Do you recognize the importance of the message? Can you cite evidence within the story and within real world experiences that can back up the author's opinions?
- How can you use the author's purpose to express the message in your own words?
- What kind of words or phrases describe a character's traits? Feelings? Dialogue? Actions?
- How can you provide evidence from the story that indicates a particular character trait?

### Session Activity

Character traits are something that can confuse children when they don't understand vocabulary or context clues that describes specific language, behavior, attitudes, and feelings of a particular character. Using a model from a previous story that the class has recently studied, model the organization of character traits that a particular character displays using the example found

at: <http://www.scholastic.com/teachers/sites/default/files/asset/file/storia-character-traits-organizer.pdf>

This will allow students the chance to provide evidence of the traits that a character exhibits within the text. It will also provide them the chance to work on writing skills where text evidence is needed to support a claim or idea. Students should complete a partner pair organizer with one of the characters from the text.

## **Sessions 5 - 6**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that illustrations can help establish meaning to text independently or in conjunction with context clues.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should understand that making predictions about text is a key element to synthesizing the information regarding the overall message of the text.
- Students should understand that making connections with a text involves thinking beyond the text and applying the information to comparisons, inferences, or synthesis of ideas.

### Session Specific Essential Questions

- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?
- Do you recognize the importance of the message? Did your predictions aid you in this process?
- Are you able to retell the events in sequence?

### Session Activity

Students should follow along as the story is read aloud (you can do this or choose a student that possesses expressive oral fluency). Encourage the class to think about the predictions they generated previously. During the discussion that follows, post the following questions. Were any of the predictions correct?

Now discuss the terms myth and legend with students. If students do not have an understanding of the difference between myths and legends, a short mini-lesson may be necessary. Start with simple definitions.

Myth – typically traditional with some importance or is highly symbolic (almost sacred) that explains events, people, or phenomena by relating it to something out of this world or even super natural – Think Persephone and the myth of the origin of the seasons - <https://www.readinga-z.com/books/leveled-books/book/?id=1865> Feel free to use another myth if you have a copy of a favorite to share. Generate a list of other myths that can be used later during Session 12.

Legend – typically also traditional, but not considered sacred, usually relating to individuals and their larger than life actions, and passed on from person to person, but has a basis in historical evidence or timelines – Think Daniel Boone - <https://www.readinga-z.com/books/leveled-books/book/?id=1865>

[z.com/books/leveled-books/book/?id=632](http://www.ck12.org/reading/levelled-books/book/?id=632) Feel free to use another legend if you have a copy of a favorite to share. Generate a list of other legends that can be used later during Session 12.

Now ask students to think about Digging Up Adventure. Do the Tikis sound like a myth or a legend? Take a quick survey of hands and then read aloud the two different stories representing myths and legends mentioned above, and then create a Venn Diagram to compare/contrast the two stories to provide a scaffold for students to use as a baseline.

Now, ask the students to think about the survey that was taken about the Tikis. Ask the same question again... Do the Tikis sound like a myth or a legend? How many students changed their opinions?

A website that you can use to help students explore other myths and legends is at: <http://myths.e2bn.org/index.php> Be sure to monitor students Internet access for safety.

An extension or enrichment activity can include students writing their own myth or legend to share. The website above even has a 'share' component for this self-writing. An example might be if a student wanted to write his/her own version in the form of a myth or legend of why leopards really have spots... etc.

## **Session 7**

### Session Specific Enduring Understandings

- Students should be able to understand and identify the attributes of Digging Up Adventure that contribute evidence to it being a myth or a legend.
- Students should understand how the characters themselves or the plot line contribute to the evidence.

### Session Specific Essential Questions

- Are you able to identify the most important characters and events in the story?
- Are you able to create an argument/opinion persuasive writing piece that provides evidence from the text to support the argument/opinion?

### Session Activity

Once students have a decision about whether the Tikis are myths or legends, give them a chance to explain their reasoning. Students will be writing a 3-5 sentence paragraph providing an argument with details about myths and legends that supports their feelings about the Tikis.

## **Session 8**

### Session Specific Enduring Understandings

- Students should be able to correctly identify subject/verb agreement within a story.
- Students should be able to demonstrate the use of correct verb tenses when speaking or writing.

### Session Specific Essential Questions

- Can you identify the correct verb form to accompany the subject of a sentence?
- Are you able to edit your own writing and provide correctly formed subject/verb agreement using tenses and regular/irregular verbs?
- How would you share the use of correct verbs in the form of a poster for younger students?

### Session Activity

Introduce or review present, past, and future tense verbs. There are a few useful videos to use to support this lesson at [www.brainpopjr.com](http://www.brainpopjr.com) and [www.brainpop.com](http://www.brainpop.com). Verbs, tenses, subject/verb agreement, and irregular verbs are all available on these two sites. Preview and select the video that best suits the needs of your class, or differentiate and select the video lesson based on the needs of each student. These videos are really good if you are using the 'flip classroom' model where you are having students preview the videos before you complete the activity in class. If you aren't using this model, or if students don't have computer access at home, it may be necessary to take time in class to share these videos.

Give a sheet of chart paper and a copy of the Digging Up Adventure story to each student. This can be completed as a center or small group activity if you have a limited number of books to share. Allow students to create their own poster of verbs (past, present, and future). They should identify any verbs that are considered irregular or special with a particular symbol or color.

Examples of Verb Lists – highlighted words are from the story – this is up through page 5. Students can use the entire text to come up with a more complete list. Irregular verbs in the list have an (\*)asterisk beside them.

#### Present

miss  
do  
tell  
try  
talk  
think  
realize  
sit  
hand  
fall

#### Past

missed  
\*did  
\*told  
tried  
talked  
\*thought  
realized  
\*sat  
handed  
\*fell

#### Future

will miss  
will do  
will tell  
will try  
will talk  
will think  
will realize  
will sit  
will hand  
will fall

## **Session 9**

### Session Specific Enduring Understandings

- Students should be developing breadth of vocabulary and apply that knowledge to making sense of the text.
- Students should develop a working knowledge of syntax/language structure, semantics/meaning, and context clues to help in identifying the intended meaning of words and phrases used in a text.
- Students should be able to read familiar text with expression.

- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.

### Session Specific Essential Questions

- Are you able to read the text independently and with fewer than five mistakes?
- Can you read the text with expressiveness and diction?
- Are the other children around you able to understand the meaning of the story while you are reading aloud?
- Are you using the words and punctuation correctly in your oral reading?
- Are you keeping track of troublesome words?

### Session Activity

Students will read aloud the story in pairs. In addition to already hearing the story once, they should be able to use their phonics skills to make connections if they come across difficult words. Be sure to have each student make a list of the troublesome words in a spelling notebook. Later during free time or centers, students can log on to <http://tools.atozteacherstuff.com/word-search-maker/wordsearch.php> and make a word search list of the words they are trying to study for this story. This allows students a 'game' and interactive environment for studying troublesome words. Make a copy of the blank word search and put each inside a plastic sheet protector. Now you have a complete book of word practice resources for students to use in free time or centers using dry erase markers and erasers.

Circulate between pairs to observe expressiveness, fluency, and cooperation during this pair reading time. Small group instruction may be needed for those students requiring differentiation or special needs, so be prepared to join a group that may be experiencing difficulties.

## **Session 10**

### Session Specific Enduring Understandings

- Students should be able to read familiar text with expression.
- Students should be able to use self-correction when subsequent reading indicates an earlier misreading within the text.
- Students should be able to read the text at an appropriate rate of fluency.

### Session Specific Essential Questions

- Can you read the text with appropriate articulation, breath control, and expression?
- Do you understand what you are reading?

### Session Activity

Conduct an individual running record or fluency assessments on this text to ensure students are reading at the appropriate level of articulation, expressiveness, understanding, and speed. Don't forget to check with your individual district about fluency expectations at your particular grade level.

## **Session 11**

### Session Specific Enduring Understandings

- Students should understand that interpretations of text involve linking key information across the text and determining the importance of the lesson, moral, or information presented.
- Students should understand that writing demonstrates learning, expression, opinion, and connections between self and the text.
- Students should use concise and precise language to present written responses to literature.
- Students should understand the importance of including relevant examples and details in the writing appropriate to the audience and task.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.

### Session Specific Essential Questions

- Do you recognize the importance of the message?
- Can you create an explanation about how the main character benefited from the message the author was trying to convey?
- What do you think would have happened if the main character had not followed the author's message?
- How can you use your knowledge of correct grammar, punctuation, capitalization, and writing conventions to self-edit your explanation? Can you use those same skills with confidence to help a peer with their writing?

### Session Activity

While you are conducting the fluency assessments, students should be writing. The message of the story is "Don't just sit on the couch, get outside and explore!" Based on that message, students will be providing a written explanation of how Greg benefited from doing this. The writing should be 3-5 paragraphs and have a clear introduction and conclusion that supports the message. See the summative rubric.

## **Session 11**

### Session Activity

Once students have completed the individual fluency assessments and written the 3-5 paragraph explanation, post them around the room and give students four post it notes. During this peer assessment, students will use two post it notes for positive comments and two post it notes for constructive suggestions. They need to walk around and read each of the explanations, and post their comments and suggestions on peer writing samples.

This is a really good way to encourage students to read other work, be supportive and encouraging, think about positive ways to share suggestions, and look at other ways to jazz up writing activities.

## **Session 12**

### Session Specific Enduring Understandings

- Students should be able to conduct short research projects that build knowledge about a subject or person.
- Students should understand the importance of including relevant examples and details in the writing appropriate to the audience and task.
- Students should understand the correct uses of capitalization and punctuation in producing writing pieces.

#### Session Specific Essential Questions

- Can you research a particular person or subject and provide clear answers regarding the topic?
- How can you use your knowledge of correct grammar, punctuation, capitalization, and writing conventions to self-edit your research report? Can you use those same skills with confidence to help a peer with their writing?

#### Session Activity

Students will pick a myth or legend to research. The activity will be presented in the form of a paper bag report. The report must include the information listed in the figure, but should be displayed on the bag in a creative way.

**Sessions 13 – 15** Students will participate in formative assessment activities as provided.

**Session 16** – Students will complete summative assessment activities as provided.

Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

The general formative assessment rubric can be modified to accommodate any changes to the activities:

- Students should work independently to create a character profile from options A, B, or C located in figures.
- Students will complete their own character analysis scrapbook on one of the characters in the story with the tablet, IPAD, or computer at: <http://teacher.scholastic.com/activities/scrapbook/>
- Students should complete a partner pair organizer with one of the characters from the text.
- Students will be writing a 3-5 sentence paragraph providing an argument with details about myths and legends that supports their feelings about the Tikis.
- Students will complete a verb poster that displays examples of present, past, and future tense verbs using words from the text. Identifying irregular verbs that don't follow the regular rules is a key requirement.

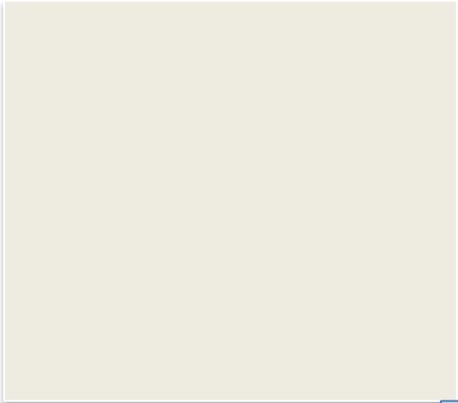
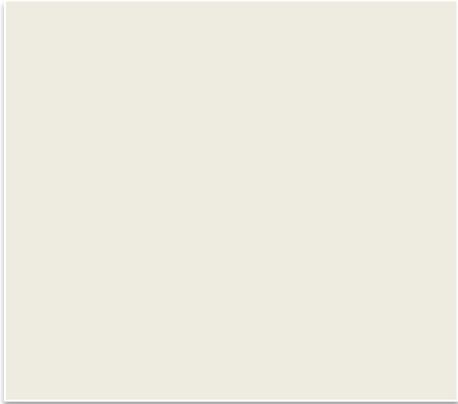
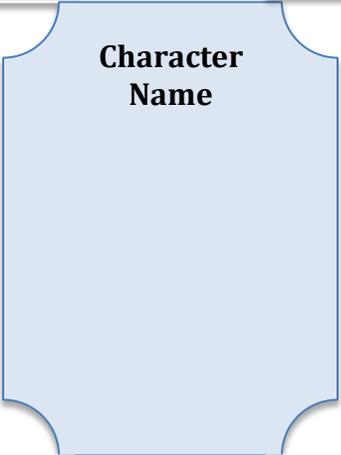
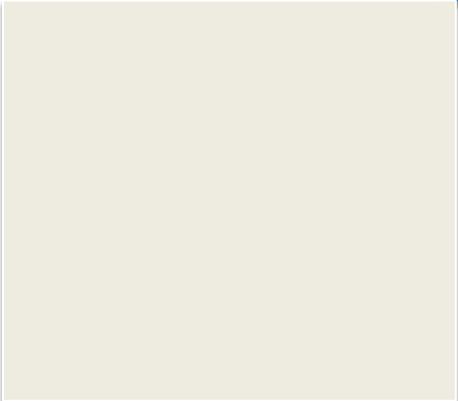
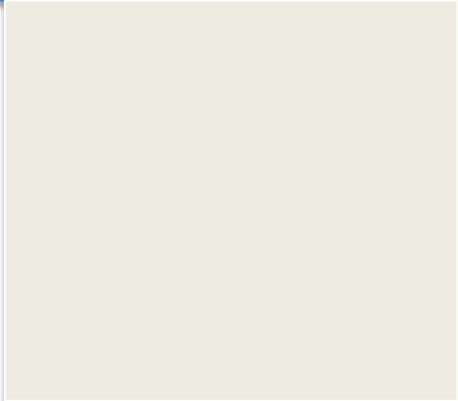
Formative Assessment Rubric

<b>Assessment Name</b>	<b>Score – 0</b>	<b>Score – 1</b>	<b>Score -2</b>	<b>Score - 3</b>
Character Profile	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Character Analysis Scrapbook	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
Partner Pair Character Trait Organizer	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail
3 – 5 sentence opinion paragraph	Student did not complete assignment or did not follow directions	Student attempted to follow directions wrote only a sentence or two in support of an opinion.	Student followed directions and provided details to support the opinion with at least 3 sentences.	Student wrote at least 4 sentences in support of an opinion and provided details to back up the claims.
Verb Poster	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little understanding	Student followed directions and showed good understanding of skill	Student showed complete understanding of skill / was able to explain their work in detail

Fluency Assessment	Student performed at the 0 – 25% of grade level expectations.	Student performed at the 26 – 50% of grade level expectations.	Student performed at the 51 - 75% of grade level expectations.	Student performed at the 76 -100% of grade level expectations or above.
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Figures

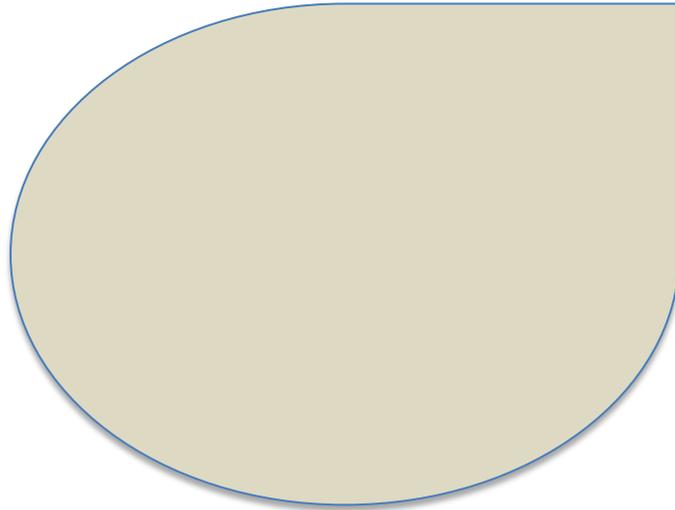
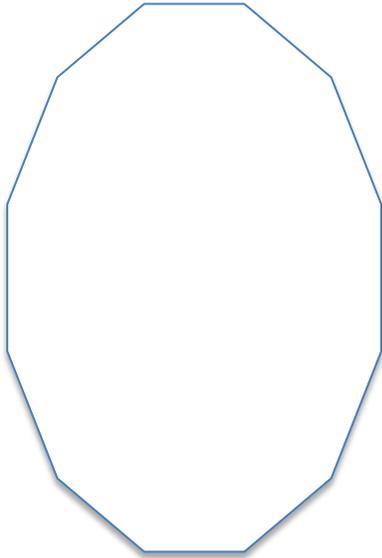
Character Profile Option A – write as a list of words or phrases

<b>Feelings</b>		<b>Actions</b>
		
		
<b>Words</b>		<b>Traits</b>
		

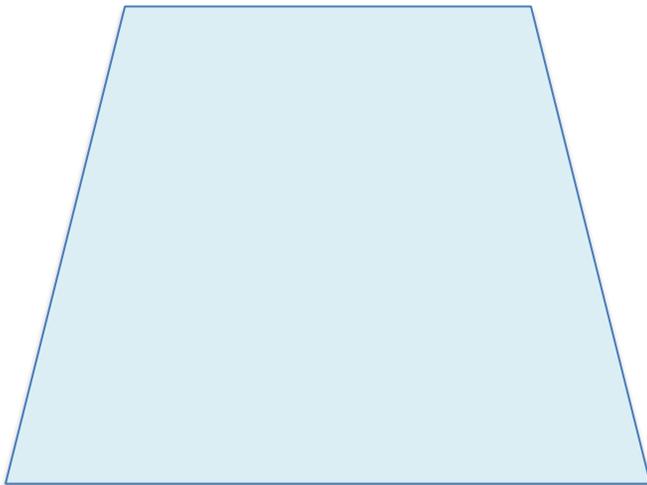
Character Profile Option B – write in complete sentences

**Dialogue Examples**

**Portrait**



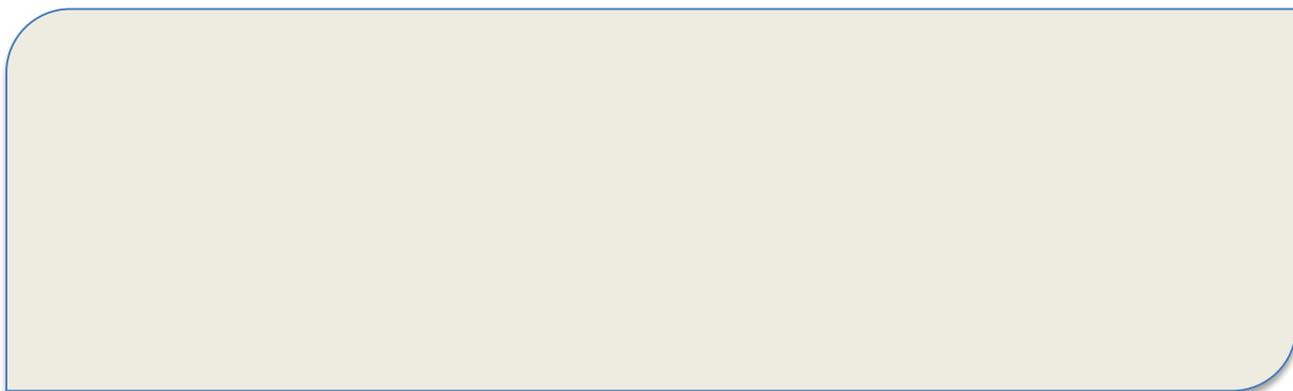
**Description**



**Actions at the Beginning of the Story**



**Actions at the Ending of the Story**



## Character Profile Option C

Students can complete an indepth character analysis with the following attributes:

- Name and description of the character including an illustration to back it up
- Listing of the traits that the character exhibits throughout the text
- Setting description that lays the foundation for the character's environment
- A 5-10 sentence summary of the story as it relates to the character
- A 2-3 sentence conclusion that reflects on whether or not the character changed or evolved during the story

Students can display the information listed in the form of:

- a poster
- a flap book
- a fold out

### Rubric for Character Profile

<b>Element Name</b>	<b>Score - 0</b>	<b>Score - 1</b>	<b>Score -2</b>	<b>Score - 3</b>
Character	Student writing is not related to the character.	Student writing briefly mentions the character.	Student writing is based on the character but does not include an illustration.	Student writing is clear, the character is described in detail with an illustration to support the description.
Traits	Student writing does not provide traits.	Student writing has only one or two traits.	Student writing has at least three traits.	Student writing has five or more traits.
Setting	Setting description is not provided.	Setting is provided with very limited details.	Setting is provided with good details, but lacks imagery.	Setting is provided with clear details and imagery.
Summary	Student writing does not reflect the events of the story.	Student writing provides only events with no details relating to the story.	Student writing provides a very basic summary of the events in the story.	Student writing provides a clear, summary of the events in the story.

Conclusion / Reflection	Student writing does not show a reflection related to the character.	Student writing briefly mentions the character and does not reflect any changes.	Student writing is based on the character and provides minimal detail about the changes.	Student writing is clear, and the changes that the character went through are detailed.
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Paper Bag Report Criteria

- One side needs to display the name of the myth or legend being researched and include an illustration.
- One side needs to display resources that were used during the research including title and author of books, addresses of websites, etc.
- One side needs to be a written description of why the myth or legend exists.
- One side needs to be a written statement about whether or not the student agrees with the myth or legend and why.

Summative Assessments

- Students will be providing a written explanation of how Greg benefited from following the author’s intended message. The writing should be 3-5 paragraphs and have a clear introduction and conclusion that supports the message. See the summative rubric.
- Students will pick a myth or legend to research. The activity will be presented in the form of a paper bag report. The report must include the information listed in the figure, but should be displayed on the bag in a creative way. See summative rubric.
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

Rubric for 3-5 paragraph explanation

<b>Element Name</b>	<b>Score - 0</b>	<b>Score - 1</b>	<b>Score -2</b>	<b>Score - 3</b>
Introduction	No introduction	Unclear introduction	Introduction with limited detail	Clearly written introduction
Supporting Details	No supporting details	One supporting detail	Two supporting details	More than three supporting details
Conclusion	No conclusion	Conclusion does not restate the introduction	Conclusion restates the introduction only	Conclusion restates the introduction and provides a clear feeling

Organization	Not organized	Some limited organization into one paragraph	Two clear paragraphs and logical order of transitions	Well written paragraphs and supporting details in order
Mechanics and Conventions	Six or more mistakes in capitalization, punctuation, and spelling	Three to five mistakes in capitalization, punctuation, and spelling	One to Two mistakes in capitalization, punctuation, and spelling	No mistakes in capitalization, punctuation, and spelling

Rubric for paper bag report

<b>Element Name</b>	<b>Score - 0</b>	<b>Score - 1</b>	<b>Score -2</b>	<b>Score - 3</b>
Identifies the myth or legend by name or description	Student writing is not related to the myth or legend and does not have an illustration.	Student writing briefly mentions the myth or legend and has an illustration.	Student writing is based on the myth or legend but does not provide details about its origin.	Student writing is clear, the myth or legend is described in detail with an illustration to support it.
Resources	Student writing does not provide resources.	Student writing has only one resource that was used.	Student writing has at least two identified resources.	Student writing has at least three identified resources.
Why or How	A description of why or how the myth or legend exists is not given.	The description of why or how the myth or legend exists is not valid.	The description of why or how the myth or legend exists does not provide details.	The description of why or how the myth or legend exists is complete with details.
Statement	Student writing does provide a statement of support or rejection.	Student writing provides a statement of support or rejection without details.	Student writing provides a statement of support or rejection with few details.	Student writing provides a clear, explanation of support or rejection for the myth or legend.

## Pre/Post Assessment for Digging Up Adventure

(First grade or students with special needs  
may benefit from having this read to them orally.)

Name: \_\_\_\_\_

Circle one ( Pretest Post-test )

Concept/ Skills Questions - Place an x on the line before the correct answer.

1. What is a myth?

- a. a story based on facts
- b. a story that is drawn in the sand
- c. a story based on something symbolic or traditional
- d. a lie that is told

2. Which story is not a legend?

- a. Johnny Appleseed
- b. Persephone
- c. Daniel Boone
- d. Robin Hood

3. What is the character trait identified in the context clues of this sentence?  
'He didn't want to hurt his Grandma's feelings though, so he always tried to sound excited when he talked to her on the phone.'

- a. considerate
- b. confused
- c. stubborn
- d. frustrated

4. What does the word muscles mean in the sentence below?  
"Here's proof!" Mowah said as he pointed to his big muscles.'

- a. being mean and pushing your way through
- b. a type of sea creature
- c. something you eat
- d. parts of the body that support movement and protect bones

5. What are some good examples of transition words that can be used specifically in opinion writing samples?

- a. first, second, third
- b. for example, to explain
- c. instead, furthermore
- d. all of the above

6. Which sentence uses the verb correctly?
- a. "Let's head into town and introduce you guys to the island folk."  
 b. "Ooooh, I can got on board with that," said Sam.  
 c. "Good, cause we has some unfinished business to take care of."  
 d. "To took over this cruddy island!"
7. Which word is a synonym for medallion?
- a. circle  
 b. bracelet  
 c. medal  
 d. pin
8. Which sentence needs a question mark for its end punctuation?
- a. "Like what"  
 b. "Relax hot head"  
 c. "Oh yeah, and all your video games"  
 d. "Time to take you down"
9. Which of the following describes the word defeated?
- a. it was a piece of cake  
 b. winning the race  
 c. basking in glory  
 d. losing the battle
10. Which word is an irregular verb?
- a. missed  
 b. encouraged  
 c. sat  
 d. defeated
11. Which sentence DOES NOT correctly use the word 'catapult' in context?
- a. The girl wanted to catapult her money.  
 b. I will catapult over my bed.  
 c. The catapult accurately launched the rock into the fort.  
 d. The large catapult was built of wood and screws.

12. What type of verb is the word exploring?

- a. past tense
- b. future tense
- c. irregular
- d. present tense

13. Which word is not a compound word?

- a. moping
- b. necklace
- c. underneath
- d. backyard

Short Response/Critical Thinking Questions

Write two or three sentences that correctly respond to the question or prompt.

14. If you sit on the couch and do nothing, you lose out on opportunities to explore the outdoors. Explain reasons why you should take a break from the couch and explore the outdoors. Provide supporting details.

15. Describe a situation where sitting on the couch would be the best thing to do. Give specific reasons and details about circumstances that would require you to sit on the couch instead of exploring the outdoors.

16. How can myths and legends help you learn about the culture or society they are related to? Name a myth or legend that is related to your culture and explain why it is important.

Answers and Rubric (questions are worth 6 points each)

- 1. c
- 2. b
- 3. a
- 4. d

5. d
6. a
7. c
8. a
9. d
10. c
11. a
12. d
13. a

### Short Response / Critical Thinking

14. ex.: taking a break from sitting on the couch gives you the chance to get fresh air and sunshine; going outside and exploring can help you make new friends and learn new things about nature; taking a break from sitting on the couch helps to keep you healthy; written in complete sentences
15. ex.: a situation that would be a reason for sitting on the couch might be if you were ill or had a broken leg; sitting out the couch instead of exploring the outdoors might be necessary if you were playing indoors because of the weather; written in complete sentences, indicating that there is a time and place where sitting on the couch might be the best choice
16. ex.: some cultures and societies have myths and legends about events and people that are important to their history; a particular myth that might be important to my culture is the myth of St. Nicholas or Santa Claus-important because it sets the tone for gift giving traditions in my family; a particular legend that might be important to my culture is the legend of John Henry that he carved roads out of the mountains of the Virginia/West Virginia wilderness with the strength of his steel hammer that machines could not keep up with-important because he helped my family travel back and forth across the mountains; written in complete sentences, indicating the legend or myth and why it is important to the culture or society

Rubric for 14-16 (each question is worth 5 points)

Response is written in 2-3 complete sentences. 3 points

Response gives key details or reasons that are listed. 3 points