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In consultation with:

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Lesson Plan for Tia and the Amazing Mirrors

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 story elements from the story, complete a characterization activity, and express an opinion showing understanding of a positive self image.

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 – Literary Standard d: Students should be able to distinguish their own point of view from that of the narrator or those of the characters.

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 write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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, message (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?
- Do you know the differences between narrative and persuasive writing?

Overview: It is important for readers to be able to recognize the message / theme and other elements of the story, as well as understand characterization and sequence of events in written text.

Additionally, readers need to be able to express their learning in more complex writing. Expressiveness in writing is a critical element in 21st 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, thesaurus, dictionary
- Internet access for research (be sure to monitor students for Internet safety)
- copies of **Tia and the Amazing Mirrors** for each student or group of students
- writing paper for the writing process (several sheets per student)
- Neon Tiki Tribe Coloring Pages
- construction paper
- paper plates
- white coffee filters
- yarn (color isn't important)
- tag board for posters – 8x10 or 9x12 work best
- 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, message, 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.

Sessions 2 and 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, message, or information presented.
- Students should be able to recognize theme, plot, characters, and setting within the text.
- Students should be able to ask and answer questions to demonstrate comprehension of a text, referring to specific examples in support of their conclusions.
- Students should be able to identify character traits within the story and relate those traits to those of themselves.

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 small group / peer discussion?
- Do you recognize the character traits and changes that the main character exhibits? How did Tia change during the story?
- Can you create a character trait analysis on yourself?

Session Activities

Introduce or review the importance of understanding character traits and characterization when reading a story. It may be necessary to do a small mini-lesson on the topic if students don't have any background with this. There is a good video reminder and quiz available at: <https://jr.brainpop.com/readingandwriting/storyelements/character/>.

Additionally, when the video and quiz are completed, conduct a hands-on activity with the students to help them grasp the attributes of characters based on their own knowledge, experience, observations, and ideas.

Create a list of character traits on the board ahead of time that students can use to help them with their portrayal. A list of some suggestions can be found at: <http://character-in-action.com/list-of-character-traits/>. Students should make a list of the traits they've chosen on paper to be revealed at the end of the activity.

Collect an assortment of hats, scarfs, and small accessories into a box. Allow students to work together in groups of two-three students. Each group should collect things from the box to create a character (one of the students will need to serve as the 'model' or 'example'). The other one or two students will need to interact with the 'dressed up' student to help portray the character that they are exhibiting. Have students use limited words / you don't want to give it away. This is almost a form of charades (with a little language).

Once students have created and presented their portrayal, allow the other students to try to guess the character traits that the 'dressed up' student is exhibiting. If someone guesses right, they can then reveal their paper to the class with the list of traits. If no one guesses right, students should hand the list to the teacher and save for a big reveal at the end. Students LOVE this activity. It also gives them some opportunities for movement and collaboration.

At the end of the reveal, hand each student a blank character page (a sample is available in the figures). Each student then needs to complete a character description / analysis of themselves using any words from the list that is on the board. They can also add to the list of traits if they like something more specific, or feel it needs to be added to provide a good analysis of their character. Be sure that students decorate their cutout and list the traits around it for detail. Using recycled craft paper, buttons, and other supplies can help dress up the characters.

Students can also create a brief story map identifying the setting, plot, characters, problem, solution, etc. and making a mobile to hang in the classroom. The top of the mobile is constructed of a coffee filter and colored in red marker to represent the circus tent in the book. (Write the title of the book at the top of the circus tent) Using yarn and tag board, the story elements can hang from the coffee filter (under the big top). Some suggested shapes that you can use to display each element (as it relates to the circus) might be popcorn bag, cotton candy cloud, clown face, mirror (particularly important given the self-image problem), duck from the duck pond, etc. Let the children be as creative as they like in choosing the object they wish to represent each element. The Neon Tiki Tribe coloring sheets can also serve as a model for one of the elements.

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, message, 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 traits 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.

Talk with students about the term self-image. This is a very abstract concept for young children to grasp. A really good website for introducing the concept as a whole to young students is located at: http://kidshealth.org/kid/feeling/emotion/self_esteem.html. I am particularly fond of the poetic questions at the beginning. It really stimulates the thinking process in a way that the children can understand. Once you have the discussion, it will be much easier for most of the students to complete the characterization activity.

Students should now be able to write a description of the character traits that Tia exhibits at the beginning of the story and the end of the story, showing a comparison/contrast of her traits. A Venn Diagram would be useful for this, or two small character cutouts with clear pictures and descriptions of how different the before/after Tia are in character traits (poor self image / positive self image). Both are available in the figures section.

Session 5

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, message, or information presented.
- 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 express the message in your own words?
- Can you create a poster that encourages others to have a positive self-image or self confidence?
- Can you create an 'I am / I can' graphic organizer to encourage yourself when you feel like Tia did?

Session Activity

Persuasive activities usually impact the reader in a way that causes them to think about something or to change an idea. It might be a good idea to share some persuasive posters for students with limited experience as a way to give them some foundational starting

points... be sure to preview or save any posters in advance. Sometimes websites change material unexpectedly.

<http://www.zazzle.com/children+kindness+posters>

<http://www.zazzle.com/self+esteem+posters>

<http://www.zazzle.com/helping+hand+posters>

<http://www.kidsknowit.com/free-educational-posters/free-motivational-posters.php>

<http://www.reallygoodstuff.com/motivational/c/f7/>

Instruct the students to create their own chart paper posters for positive self-image or self confidence that include persuasive messages or illustrations that might cause people to think about the way they treat others and the way they need to be treated to feel good about themselves. The students may need 2-3 days to work on these during free time or centers (quality is important). Once the posters are complete, ask for volunteers to share their poster and the reasons why they chose a particular path to persuade their readers.

Here is a sample of an I Can/I Am organizer that students can create as a tool for future use. This is a really beneficial way for students to rebuild or refresh their self-esteem and self-image when they feel unworthy about an event or other issue. Students love to keep these in their private writing journals or diaries.

I can...	I am...
Help others	Kind
Draw	Helpful
Smile and make others feel good	Smart
Keep trying until I'm satisfied	Willing to keep learning new things
Laugh and try to look beyond an embarrassing moment.	Capable of learning from my mistakes.

Sessions 6 - 8

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, message, 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.
- Students should understand that writing a narrative involves telling a story in sequence.

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?
- Can you make a list of the main events in Tia's story and put them in the correct order?
- Can you write a narrative story that tells of a character that experiences a self-esteem or self-image problem?

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?

Students should first use paper to list all of the important events from Tia's story in the order that they occurred. They can use peer checking/editing to ensure that they have the events in the correct order before making a final copy to turn in.

Once students have created the list of events correctly, they should now write a draft of a narrative story (remind them that narratives are stories in sequence that can be fiction) describing a character that had problems with self-esteem and had to overcome the problems, learning to appreciate their own character traits, faults, and strengths. Students will work on editing, proofreading, and revising this story for the next two sessions. Be sure to include peer conferencing and teacher conferencing in the process.

Share your expectations with students in advance so that they understand what they need to be focusing on in their writing. A really good Narrative rubric is available at: <https://www.teachervision.com/tv/printables/07AAAM17.pdf> that you can tailor to meet the needs of your student population. Another example is located at: <http://www.rcampus.com/rubricshowc.cfm?code=L36474&sp=true&>.

Session 9

Session Specific Enduring Understandings

- Students should be able to understand and identify words that the author used instead of 'said'.
- Students should understand the importance of using sensory language and literary language to improve writing.
- Students should be able to explain their use of more dynamic terms instead of using plain words repeatedly.

Session Specific Essential Questions

- Can you find all of the words in the story that the author used instead of 'said'?
- Do you see any other figurative language, sensory language, or literary terms that make the story more enjoyable to read?

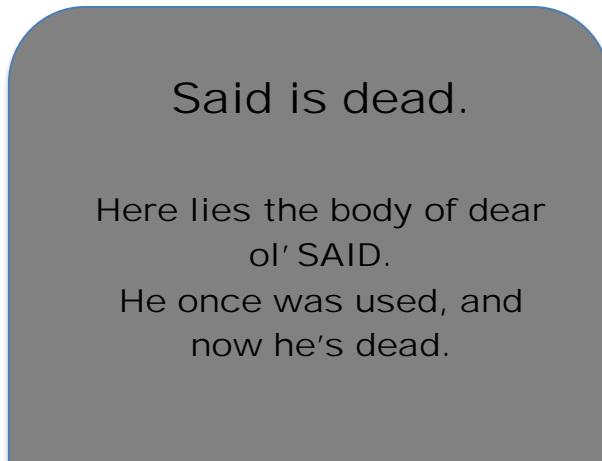
- Can you use this same practice to self-edit and revise your own writing?

Session Activity

Students should work in groups to find all of the words in the story that the author used in place of 'said'. Once they have a list, students should then use the template located in the figures to list and find other synonyms for the word choice. It may be necessary to remind students that a synonym is a word with similar meaning. Synonyms can be found in a thesaurus or in dictionaries.

Now students can make a tombstone for the word SAID and place all of the words around it that can be used instead. This would be a wonderful resource for their writing resource folder.

welcomed	replied	asked	offered	answered	fumed
snarled	ordered	commanded	teased	sighed	told
exclaimed	shouted	laughed	continued	taunted	paused



Session 10

Session Specific Enduring Understandings

- Students should be able to identify adjectives and use them correctly to edit and revise narrative writing.
- Students should understand that adjectives answer questions about the noun or subject like (What kind? How many?).

Session Specific Essential Questions

- Can you identify the adjective(s) within a sentence?
- Are you able to edit your own writing and provide correct use of adjectives to dress up or improve the writing?
- How would you share the use of adjectives in the form of a poster for younger students?

Session Activity

Make a list of all of the adjectives in Tia and the Amazing Mirrors. Discuss the differences between the types of adjectives and then place the adjectives that are in the story into the two categories (what kind / how many).

Once students have a good understanding of adjectives and their uses, suggest that students revisit their narrative writing from sessions 6-8 and add some more descriptive adjectives to the writing to make it more interesting. Ask students to read the before and after sentences that they revise to at least two other students to be sure it is improving the writing. Make dictionaries available to ensure that students understand the meanings of words and have access to more choices of adjectives.

Session 11

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. Students can create a word search to complete for practice using their troublesome word list

at: <http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp>.

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 12

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 13

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, message, 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 to persuade. The message of the story is "Positive Self-image." Based on that message, students should write a persuasive passage that explains why it is both beneficial difficult to maintain a positive self-image when things are tough. The writing should be 3-5 paragraphs and have a clear introduction and conclusion that supports the message. See the summative rubric.

Sessions 14 – 15 Students will continue to participate in formative assessment activities as provided.

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

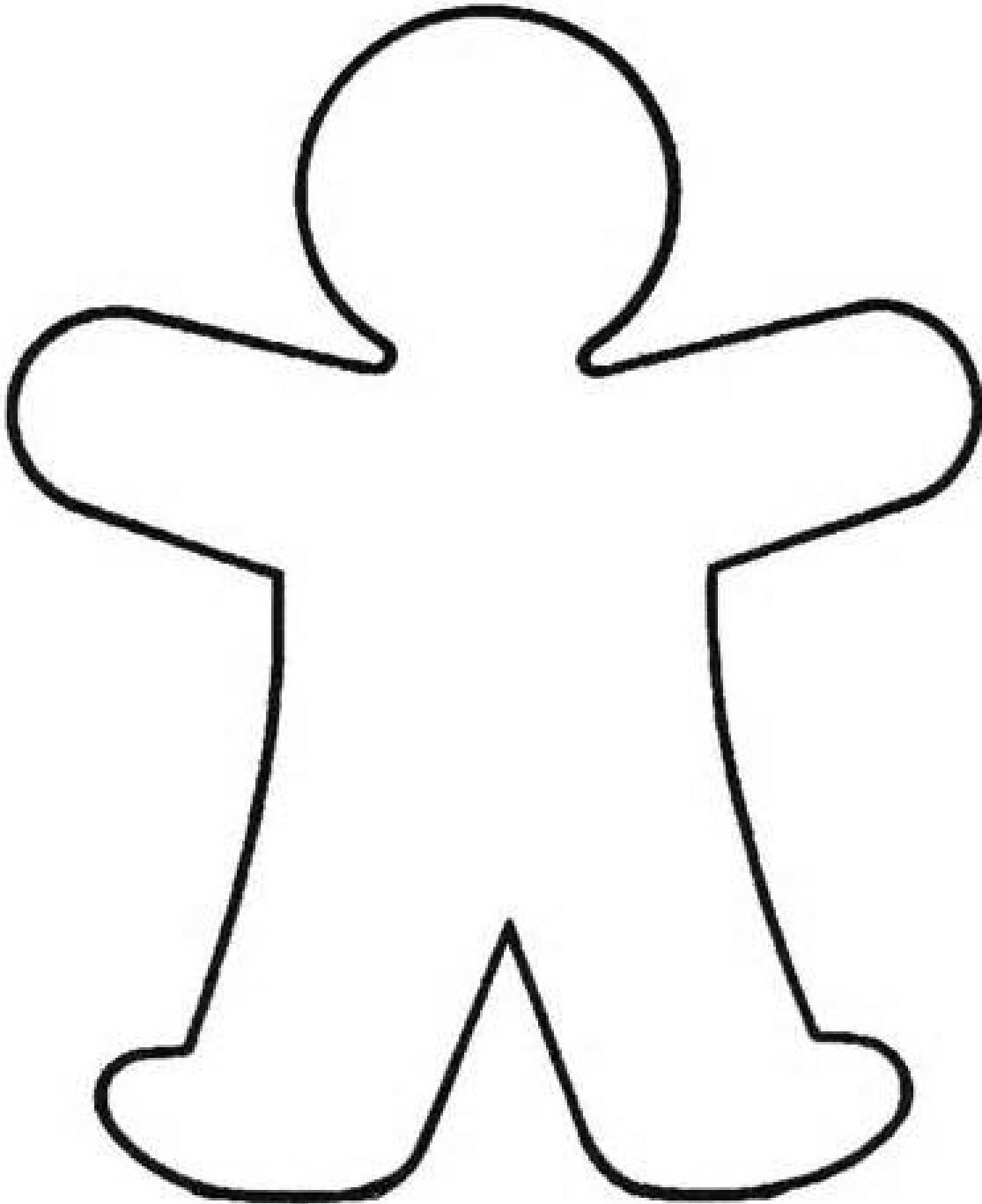
Formative Assessment Activities – These are suggested activities, however, other activities can be adopted for the purpose of formative assessment based on the availability of materials and the needs of the student population.

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

- Students should create a self-characterization picture.
- Students should create a ‘big top’ story element mobile.
- Students will complete a before and after characterization of Tia to display how she changed through the story.
- Students should complete a positive self-image poster – encouraging others.
- Students will complete an I Can / I Am graphic organizer for future use.
- Students will complete a SAID is DEAD tombstone, appropriately providing words to replace said in their writing samples.
- Students will complete an adjective sorting activity.
- Students will complete a narrative story (remind them that narratives are stories in sequence that can be fiction) describing a character that had problems with self-esteem and had to overcome the problems, learning to appreciate their own character traits, faults, and strengths.

Figures

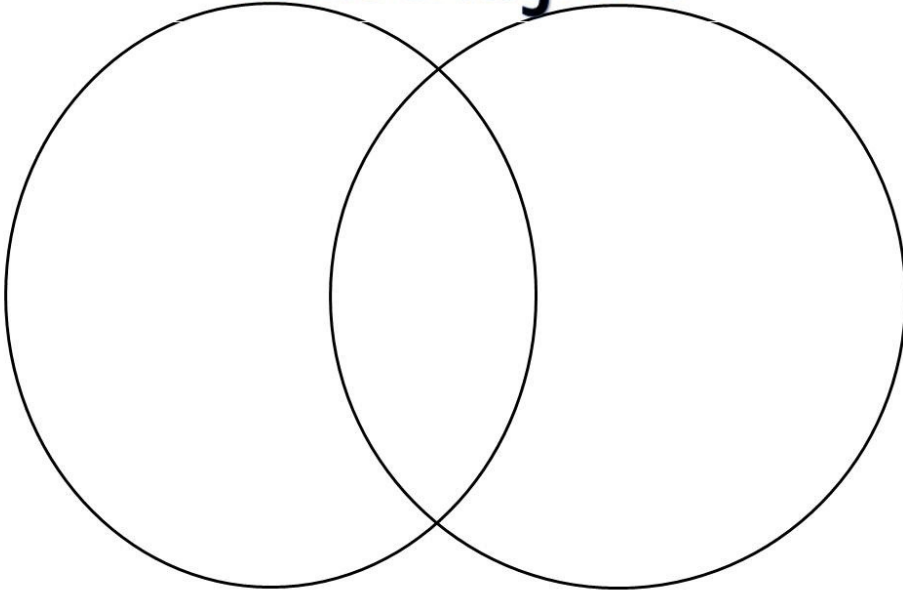
Character Trait Cutout



Venn Diagram

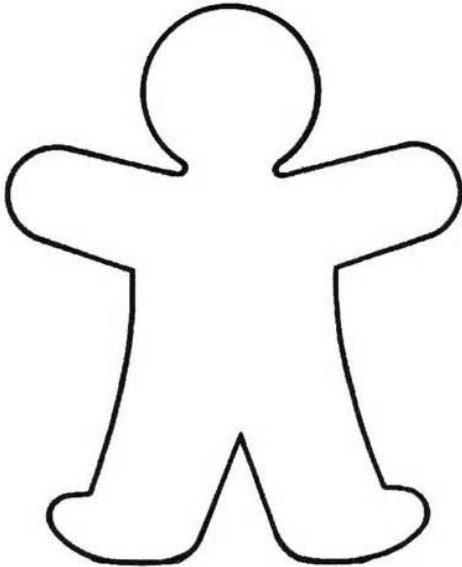
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Venn Diagram

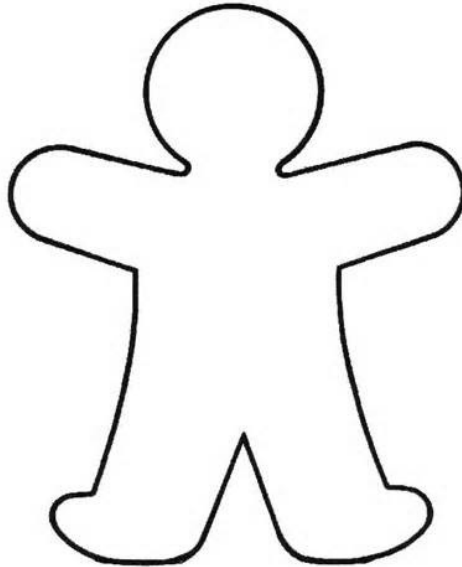


Character Comparison

Tia at the beginning of the story.



Tia at the end of the story.



Formative Assessment Rubric

Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Character Trait Analysis Cutout of Personal Character Traits	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 – Tia before and after Graphic 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
Big Top Story Map 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
Said is Dead Tombstone	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

Narrative Writing (be sure to look at the rubrics available online as a model for specific concepts and requirements)	Student did not complete assignment or did not follow directions	Student attempted to follow directions / very little use of transitions or details	Student followed directions and showed good understanding of skill used transition words	Student showed complete understanding of skill / was able to explain their work in detail
Adjective Sort – How Many / What Kind	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
Positive Self-Image 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.

Summative Assessments

- Students should write a persuasive story. The message of the story is “Positive Self-image.” Based on that message, students should write a persuasive passage that explains why it is both beneficial difficult to maintain a positive self-image when things are tough. The writing should be 3-5 paragraphs and have a clear introduction and conclusion that supports the message. See the 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 Persuasive Writing

Element Name	Score - 0	Score - 1	Score -2	Score - 3
Introduction	No introduction or point of view	Unclear introduction or point of view	Introduction with limited detail and point of view	Clearly written introduction and very specific point of view
Supporting Details	No supporting details or argument to support point of view	One supporting detail or argument to support point of view	Two supporting details for argument in support of the point of view	More than three supporting details with a logical order of argument that supports point of view
Conclusion	No conclusion	Conclusion does not restate the introduction or point of view	Conclusion restates the introduction without much detail	Conclusion restates the introduction and provides a clear feeling about the point of view
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	No sentence variety and six or more mistakes in capitalization, punctuation, and spelling	Minimal sentence variety and three to five mistakes in capitalization, punctuation, and spelling	Good sentence variety and only one to two mistakes in capitalization, punctuation, and spelling	Excellent use of a variety of sentence structures and no mistakes in capitalization, punctuation, and spelling

Pre/Post Assessment for Tia and the Amazing Mirrors

(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 does the word **self-image** mean?

- a. the way I treat others
- b. the way I imagine and dream at night
- c. the way I feel about myself
- d. the way others feel about me

2. What does the word **taunted** mean?

- a. to come back to Earth as a ghost
- b. to tease in a mean way
- c. to beat a drum to music
- d. to run as hard as you can in a certain direction

3. Which sentence set describes someone that encourages someone else?

- a. Ethan burst into laughter. "He thinks you're six!"
- b. "Give the heart to Ethan. He obviously needs one."
- c. "I can wait with you," Grace offered.
- d. "Quit drooling on my head you big lunk!"

4. What does this sentence mean? "None of those mirrors show the real you, Kathy."

- a. the mirrors were the wrong kind
- b. Kathy was an imposter
- c. the mirrors weren't working properly
- d. the mirrors couldn't show what kind of person Kathy was

5. What is a good example of a sentence with descriptive adjectives?

- a. The dog barked loudly at the car.
- b. The large circus tent loomed high above the excited people.
- c. The Mirror Maze was locked up for repairs.
- d. Zeke was laughing at himself.

6. Which sentence uses the word **unique** correctly?

- a. I have a unique on the shelf in my room.
- b. There is a unique on the hill eating grass.
- c. She is a very unique person.
- d. I have the chance to unique at the party next week.

7. Which word is not a reason that author's try to persuade in writing?

- a. to entertain
- b. to convince
- c. to irritate
- d. to change

8. Which type of figurative language does 'THUNK THUNK' exhibit?

- a. personification
- b. hyperbole
- c. metaphor
- d. onomatopoeia

9. Which of the following describes the word lever?

- a. a piece of wood that is cut evenly
- b. a piece of candy
- c. a type of bread
- d. a handle

10. Which type of sentence is written below?
'Get me down!'

- a. statement
- b. command
- c. question
- d. explanation

11. Which sentence DOES NOT correctly use commas in a series?

- a. 'Pyra's voice taunted through the maze, but they still couldn't see her.'
- b. 'It's time to think hard, just like you taught me, Tia.'
- c. 'The girl on the inside who is smart, friendly, and has a positive attitude.'
- d. 'The lady operating the ride pushed a button, and pushed a few more buttons, but nothing worked.'

12. What does the phrase 'use our brains' mean?

- a. to pick up the brain and use it as a hand tool
- b. to find a friend who is smart to help us
- c. to think of a way to solve a particular problem
- d. to buy a book to read

13. Which word is not a word that could be used instead of 'said'?

- a. replied
- b. answered
- c. bellowed
- d. liked

Short Response/Critical Thinking Questions

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

14. If you are at a party and you overhear someone teasing and taunting another friend in a way that makes them feel un-liked or unworthy, they may be experiencing low self-image or self-esteem. Explain reasons why you should step in and talk to them to change their opinion of themselves. Provide supporting details.

15. Describe a situation where the words you choose can affect another person's self-esteem or self-image. Give specific reasons and details about circumstances that can either build or tear down someone's self-image or self-esteem.

16. Every day we experience events that can affect our own self-image and self-esteem. Describe some outside influences that can affect us without ever touching us physically.

Answers and Rubric (questions are worth 6 points each)

1. c
2. b
3. c
4. d
5. b
6. c
7. a
8. d
9. d
10. b
11. c
12. c
13. d

Short Response / Critical Thinking

14. ex.: if you are at a party and you overhear something like that it would be helpful to step in and remind that person of their positive attributes and characteristics; displaying kindness like that can also remind the person that they are very worthy of your time and attention; it can also benefit them by encouraging them to focus on the positive instead of what others are using in their 'mean' messages; written in complete sentences
15. ex.: whether we realize it or not, our words and actions can cause someone else to feel built up or torn down; kind, positive, uplifting words of encouragement can give someone a bright feeling of worthiness; mean, hateful, and destructive statements (even on the premise of a 'joke') can tear down someone's self-esteem and self-image; actions are equally harmful (facial expressions, shunning behavior, hand gestures, pushing/shoving) to someone's self-esteem and self-image; written in complete sentences
16. ex.: television shows and commercials can send a false message to people about their own self-image; magazine articles, stories, and books can also affect someone's self-image; ugly protest signs, bumper stickers, and hateful t-shirts can also cause people to have difficulties with self-image and self-esteem; in the 21st century, social networking, email, texting, and skype can also be tools for tearing down or affecting someone's self-image or self-esteem; complete sentences with a clear focus

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 |