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In consultation with:

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Lesson Plan- Book #8 “Bad Sport Braakus and the Hidden Humbug” Sportsmanship

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, compare and contrast ideas and characters within the text, and use the concepts of cause and effect in a literature response writing project.

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 compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

Reading – Literary Standard e: Students should be able to describe the relationship between a series of events in the text using language that pertains to time, sequence, and cause/effect.

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 use organizational patterns in writing to convey information relating to sequence and cause/effect.

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.

Language Arts – Language / Grammar Standard c: Students should demonstrate understand the relationships and nuances in word meanings. (i.e. synonyms, antonyms, homophones, etc.)

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 use of figurative language to aid in the visualization of the story, as well as understand comparing and contrasting elements of two stories by the same author.

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, and thesaurus
- Internet access for research (be sure to monitor students for Internet safety)
- copies of **Bad Sport Braakus and the Hidden Humbug** for each student or group of students
- writing paper for the writing process (several sheets per student)
- construction paper
- poster 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.

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, moral, or information presented.
- Students should be able to recognize theme, plot, characters, and setting within the text.
- Students should be able to understand how different literary devices help to create or clarify the meaning of a story.
- 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?
- Did you notice specific examples of figurative language that helped you comprehend elements of the story more easily?
- Do you recognize illustrations within the story that aid in understanding the plot and predicting events in the story?

Session Activities

Now that the picture walk has 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.

Next, share with students that story elements such as character, plot, and setting often take on attributes that are more interesting and entertaining through the use of figurative language. This type of literary device also allows the reader to better visualize what is truly happening in the story.

Introduce or review the importance of understanding different forms of figurative language when capturing the real understanding of a story. It may be necessary to do a small mini-lesson on the topic if students don't have a strong background with this already.

Be sure to review types of figurative language with specific examples for each:

alliteration – the repeated first sound or syllable of a set of words in an effort to make the writing more entertaining or interesting – think tongue twisters

simile – a set of words that are connected with 'like' or 'as' and compare two or more things in a way that makes the writing more entertaining or interesting – think 'clever like a fox'

metaphor – a set of words that compare two or more things in a way that makes the writing more entertaining or interesting by its implications – think 'the road was a ribbon of moonlight'

hyperbole – an exaggeration within a description that makes the writing more entertaining or interesting by its implications – think 'he was older than dirt'

idioms – a description that makes the writing more entertaining and interesting by using words without their literal translation – think 'barking up the wrong tree'

personification – a description that makes the writing more entertaining and interesting by giving objects or animals human traits or characteristics – think 'the trees were dancing in the wind'

onomatopoeia – a word or group of words that makes the writing more entertaining and interesting by describing the sound that the word reflects – think 'buzzzzzz' or 'drip, drip'

There is a good review game

on <http://reviewgamezone.com/games/supershooter/index.php?871&title=Figurative%20Language> that allows students to identify the type of figurative language in the sentence and make a basket if they get the answer right.

There is a good video lesson on www.brainpop.com (similes and metaphors) and (idioms and clichés) that are very engaging and informative. The videos do a really good job of explaining these concepts at the elementary level and still bring in vocabulary and explanations that support depth of knowledge reasoning and analysis. There are 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.)

Once students have a good understanding of the types of figurative language, divide them into pairs and instruct them to use copies of the story to make figurative language posters with one or two examples from the story that portray types of figurative language. They should also add one or two examples of their own for each type of figurative language. Students can use computer or IPAD/tablet resources for researching figurative language examples if trade books on the subject are not available for use in the classroom.

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 be able to identify relationships between synonyms, antonyms, and homophones within a text.

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 kinds 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?
- Do you know what synonyms, antonyms, and homophones are?

Session Activity

The message that the author is trying to convey is explored best by reviewing the actions and dialogue of the characters in the story. The characters conversations, thoughts, and interactions provide vivid descriptions of the actions in the story and help the reader draw conclusions about the author’s intended message.

Graphic organizers and games can be used to explore and expand vocabulary development for students. The NEON Tiki Tribe and the Ku Tikis exhibit character traits and use language that can help students explore synonyms, antonyms, and homophones. Remind students that synonyms and antonyms are opposites of each other and that use of them in writing can make the story more interesting. Also explain how very important context clues are in understanding the correct form of the word in homophones/homonyms. Many children have trouble distinguishing the correct form of the word to use in context.

Students can work individually to create a synonyms and antonyms chart and a homophones chart using words from **Bad Sport Braakus and the Hidden Humbug**. See figures for examples on completing the charts.

Words from the story that should be used to find synonyms and antonyms are:

leader	strongest	fastest	smartest	good
encouraged	mighty	back	win	down
newest	old	slimy	nice	best
terrible	smile	stopped	close	hard
little	began	high	big	raised

Words from the story that should be used to find homophones (sometimes also called homonyms) are:

there	see	one	know	two
win	by	new	sight	feet

air

beat

made

sun

do

There are some great links to synonym and antonym games that students can reinforce knowledge with during centers or individual free time using IPADs, tablets, or computers. Giving students a chance to practice with different types of interactive opportunities will add to their vocabulary base and provide more words for reading and writing activities.

http://www.abcya.com/synonyms_antonyms.htm

<http://www.arcademics.com/games/frog/frog.html>

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 or theme 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 or theme of the story? Did your predictions aid you in this process?
- Are you able to retell the events in sequence?
- What did the characters learn? How did the characters grow?
- Can you compare and contrast two stories by the same author?

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 term theme with students. If students do not have an understanding of the theme, remind them that the theme is the overall message the author is trying to convey.

Some common themes that authors use in their writing are listed below. Try to have a discussion and brainstorm other stories that use these common themes in their message.

courage

honesty

loyalty

hope

love

equality

friendship

hard work

teamwork

forgiveness

kindness

determination

Once students have a good understanding of the theme in the story instruct them to pick another Tiki book that they have read (be sure to have them on hand for students to review) and create a Venn Diagram or Double Bubble map to compare and contrast the stories. A sample of both maps is included in the figures.

Sessions 7 and 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, 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 or theme 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 be able to turn ideas into written explanations in a clear sequence with transition words and details that support their thinking.

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 or theme of the story? Did your predictions aid you in this process?
- Are you able to retell the events in sequence?
- What did the characters learn? How did the characters grow?
- Can you compare and contrast two stories by the same author?
- Can you follow the writing rules related to creating paragraphs?
- Do you have enough details to support your comparisons?

Session Activity

Once students have a graphic organizer / map of their compare/contrast of two Tiki books, give them a chance to explain their reasoning. Students will be writing a 2-3 paragraph writing providing a comparison and contrast of the two different stories. Be sure to model this type of writing for students with a sample Venn Diagram that you can pull your ideas from in support of your paragraphs. Also provide a clear rubric of your expectations. If you don't have time to create a sample, there are examples you can pull from internet resources to share in class. All three have different attributes that may be beneficial to your student needs. You can even differentiate by breaking students into groups and providing each group a different model based on their ability level and needs.

http://www.scholastic.com/staysmart/pdf/g2_d3_writing.pdf

<http://www.readwritethink.org/classroom-resources/student-interactives/comparison-contrast-guide-30033.html>

[http://www.educationalwriting.net/resource_center/Essays/Free/Compare Contrast Sample.htm](http://www.educationalwriting.net/resource_center/Essays/Free/Compare_Contrast_Sample.htm)

Rubric for compare contrast writing can be found

at http://www.readwritethink.org/files/resources/lesson_images/lesson275/comcon_rubric.pdf.

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. Ask students to write the word that is the most difficult for them on an index card, write the definition and part of speech on the back, and turn it in. Place all of the index cards on a metal ring for students to use in quizzing one another about the spelling and meaning.

When students are reading the story, 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 "Displaying good sportsmanship is the key!" Based on that message, students will be creative poster that supports the message. A really good website that can give you some suggestions for kids to build on is located at: <http://www.pelinks4u.org/articles/darden/sportsmanship.htm>.

Sessions 12 and 13 Students will participate in formative assessment activities as provided since there might be more time needed to complete these assessment activities.

Session 14 – 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 figurative language poster that displays a combination of the different types of figurative language using words and phrases from the story and their own ideas.
- Students will complete their own synonym and antonym chart using a thesaurus or dictionaries for support.
- Students should complete their own homophone/homonym chart using a dictionary for support.
- Students need to complete an independent Venn Diagram or Double Bubble map that compares and contrasts two TIKI books that they have read.
- Students will be writing a comparison contrast 3 paragraph essay that follows the comparisons/contrasts that were made in their Venn Diagram or Double Bubble map.
- Students will complete a poster that displays the importance of good sportsmanship.

Figures

Synonym and Antonym Chart

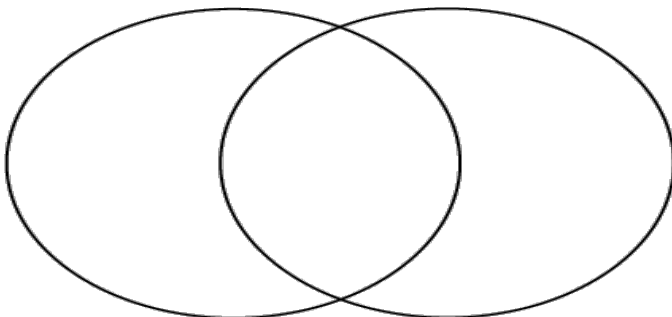
WORD	Synonym	Antonym
leader	supervisor	follower
strongest		
fastest		
smartest		
good		
encouraged		
mighty		
back		
win		
down		
newest		
old		
slimy		
nice		
best		
terrible		
smile		
stopped		
close		
hard		
little		
began		
high		
big		

raised		
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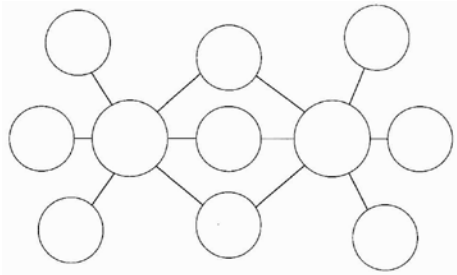
Homophone / Homonym Chart – some words may only have one homophone/homonym

Word	Homophone/Homonym	Homophone/Homonym
there	they're	their
see		
one		
know		
two		
win		
by		
new		
sight		
feet		
air		
beat		
made		
sun		
do		

Venn Diagram



Double Bubble Map



Formative Assessment Rubric

Assessment Name	Score – 0	Score – 1	Score -2	Score - 3
Figurative Language 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 figurative language types	Student showed complete understanding of skill / was able to explain their work in detail
Synonym and Antonym Chart	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 synonyms and antonyms	Student showed complete understanding of skill / was able to explain their work in detail
Homophone/ Homonym Chart	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 homophones / homonyms	Student showed complete understanding of skill / was able to explain their work in detail
Venn Diagram or Double Bubble Map Comparing Two Tiki Books	Student did not complete assignment or did not follow directions	Student attempted to follow directions wrote only a few ideas comparing two Tiki books	Student followed directions and provided at least 3 book comparisons and 3 different book contrasts	Student showed complete understanding of the graphic organizer and created a complete comparison /contrast

Sportsmanship 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 the author's message	Student showed complete understanding of skill and provided a well thought out, creative poster
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 will be providing a written 3 paragraph essay that compares and contrasts the message of two different Neon Tiki books. See rubric example online or use the one below. Rubric for compare contrast writing can be found at http://www.readwritethink.org/files/resources/lesson_images/lesson275/compcn_rubric.pdf.
- Students should complete the post-test to determine academic growth and overall progress related to the skills for the book.

Rubric for 3 paragraph comparison / contrast

Element Name	Score - 0	Score - 1	Score -2	Score - 3
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

Pre/Post Assessment for Bad Sport Braakus and the Hidden Humbug

(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 synonym?

- a. a word that sounds like a song
- b. a word that means something different
- c. a word that means the same or nearly the same
- d. a word that means the opposite

2. Which is not a type of figurative language?

- a. setting
- b. personification
- c. alliteration
- d. idiom

3. Which sentence describes poor sportsmanship?

- a. The boy helped the runner up after he fell down.
- b. The crowd shouted cheers when the other team's pitcher wasn't hurt.
- c. The catcher threw his mitt into the dirt in frustration after the play.
- d. The umpire patted the player on the back after he was called out at home base.

4. Which word describes the place you'd want to sit to watch a ball game?

- a. dumpster
- b. smokescreen
- c. property
- d. bleachers

5. What are good examples of transition words that can be used specifically in compare and contrast writing samples?

- a. related to
- b. because, cause
- c. instead, furthermore
- d. alike, different

6. Which sentence uses the homophone/homonym correctly?

- a. "You can't fight what you can't sea, Zeke!"
- b. "Now, why did you interfere with their game?"
- c. "All the kids ran to the sideline with there coaches."
- d. "That way everyone could have fun and no won would have to feel bad."

7. Which word is an antonym for terrible?

- a. rotten
- b. wonderful
- c. horrible
- d. awful

8. Which sentence is an exclamatory sentence?

- a. "Simple Smokey my friend... we cheat!"
- b. "What's that?"
- c. "That's no ordinary bug Zeke, that's property of Braakus and the Ku Tikis."
- d. "Whatever you say, Zeke."

9. Which of the following describes the word advice?

- a. something on a poster that give the location of a building
- b. something that is shared with your pet
- c. something that is shared with words from someone who cares
- d. something that you invent in a laboratory

10. Which word describes someone displaying good sportsmanship?

- a. cheers
- b. encouraging
- c. kindness
- d. all of the above

11. Which sentence is an example of figurative language?

- a. "Shake it off, Isaac."
- b. "It's okay, Isaac."
- c. "Then Justin was up to kick."
- d. "Whatever you say, Zeke."

12. Which example needs an apology?

- a. showing up on time
- b. cheering for your team
- c. sitting in someone else's seat
- d. shaking hands with a teammate

13. Which sentence uses the same meaning for the word close as in the sentence, "Mowah, keep your shades close?"

- a. I keep my family close when I am nervous.
- b. Don't close me out.
- c. I am close to solving the case.
- d. Please close the door.

Short Response/Critical Thinking Questions

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

14. Sportsmanship can be important when playing sports, board games, playing games with friends, etc. Explain reasons why you should be a good sport with others. Provide supporting details.

15. Describe a situation where you weren't a good sport and had to learn from your mistakes. Give specific reasons and details about the events and what changed your mind.

16. How can you be a good role model for others and encourage them to be a 'good sport'? Remember that this goes for encouraging adults as well as other children.

Answers and Rubric (questions are worth 6 points each)

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

Short Response / Critical Thinking

14. ex.: being a good sport during play time shows respect for others; being a good sport encourages people to ask you to play again; being a good sport allows everyone a chance to have fun and enjoy the game or activity
15. ex.: a situation that might have occurred could be playing Monopoly with your cousins and because it was your game and you wanted to win, you folded up the board with all of the money and game pieces using an excuse about it being time to stop when you weren't winning; what you should have done was ask the others if you could do something else because you weren't enjoying the game anymore
16. ex.: children have the ability to show other children and adults a positive way of handling themselves; just like kids and adults observe negative behaviors and learn from them, they can observe positive behaviors and learn to model that behavior themselves; children can also share their thoughts with other children and adults about why it is so much better to be a good sport – "Dad, I know you wanted us to win, but the important thing is that I had a good time. Please help me enjoy the game instead of feeling sad for disappointing you."

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