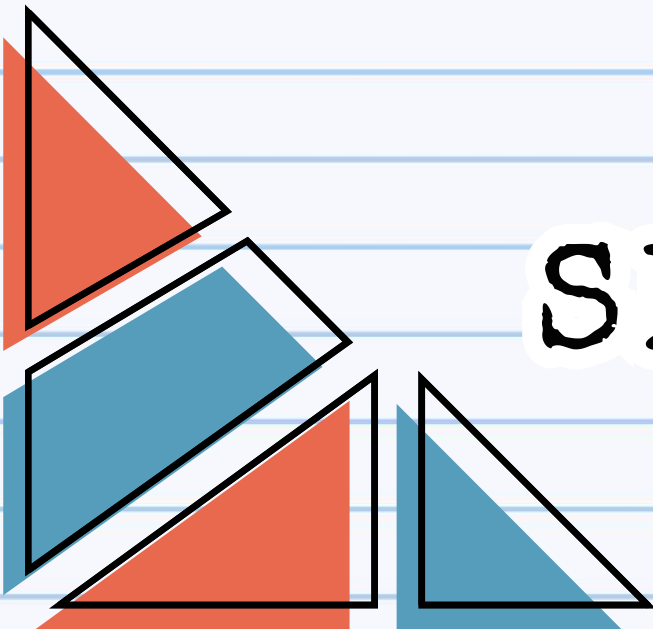
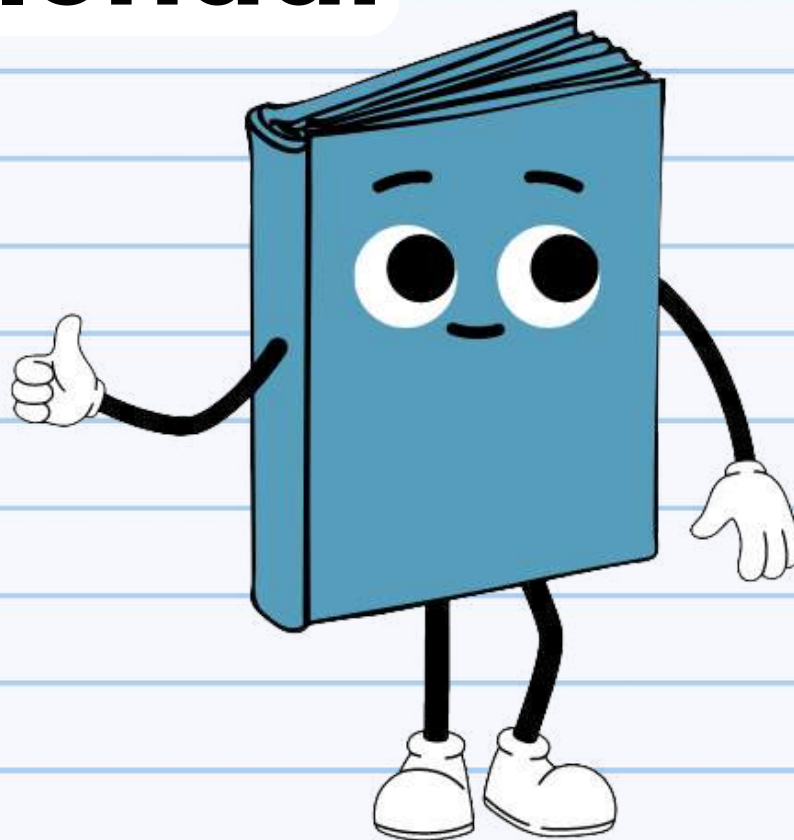




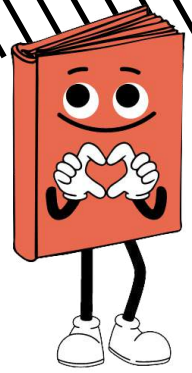
**Word Nerd Collaborative**  
**PRE-PLANNED**  
**Calendar**



**SEPTEMBER**  
**2024**

# I LOVE ROUTINE.

One of my favorite parts about heading back to school is the return of routine. It doesn't matter the season, but my to-do list each fall in particular, is long. Really long. And being efficient in the way I tackle those tasks brings me so much joy. Maybe a little too much joy, lol. But the sooner I get the "NEED TO DOs" off my plate, I get to move on to the "GET TO DOs", so maybe that's part of it.



Another part of the equation may be decision fatigue. Never heard of it? It's a real thing! According to the Harvard Business Review, "The average adult makes 33,000 to 35,000 total decisions each day. Many of these happen automatically and simultaneously through the information we've subconsciously stored about what is "good" or "bad." But some decisions are heavier and need conscious thinking." That is a LOT of mental energy. If we can decrease the amount of decisions we have to make daily and weekly by utilizing routines, we will have more capacity for some of the other things our days require, like patience and compassion.

If I don't have to decided every morning what time I'm going to exercise that day... and I don't have to think about what's for dinner because I did my weekly meal planning on Sunday... and during study hall students know they must complete homework before going on their chromebooks ... and on Wednesdays we wear pink... then my brain is free to think about other things or maybe, just maybe, even take a break.

I also love knowing what to expect. Which is true for kids too. So much of their world is chaotic. If we can make our classrooms a place where they know the expectations, boundaries, and routines, we can help them feel safe and productive. We can help them increase their efficiency and achievement. We can decrease their stress and increase their achievement and joy.

The resources I put together for you in these monthly Pre-Planned Calendars, and the Word Nerd Collaborative as a whole, lean hard into the beauty of routine. Plan. Teach. Repeat. Find what works and then do it again and again. So let's do that shall we? This month let's get back to routines that work and make "working" a little easier, both at school and life. :)

– AMANDA

# TABLE OF CONTENTS

Letter from Amanda ... 2

Monthly Calendar ... 4

First Chapter Friday Overview ... 5

Brain Break Overview ... 6

Writing Prompt Overview ... 7

Lessons Overview ... 8

Additional Resources Overview ... 9

First Chapter Fridays ... 10

Brain Breaks ... 15

Writing Prompts ... 41

Lessons ... 70

Additional Resources ... 131

Letter from Amanda ... 141

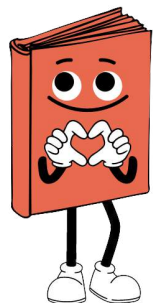
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## OPPORTUNITIES TO CONNECT

**October Monthly Planning Session Zoom Link (Sept. 15)**  
LINK

**September Lunch Bunch Zoom Link**  
LINK

**Word Nerd Collaborative Private Facebook Group**  
LINK



# September 2024

Sun.	Mon.	Tues.	Wednes.	Thurs.	Friday	Satur.
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22 September Planning Zoom	23	24	25	26	27 Lunch Bunch	28
29	30					

Notes:

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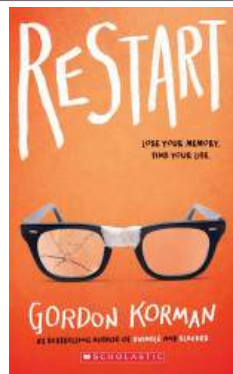
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# First Chapter Fridays

Friday, September 6th



Restart  
by  
Gordon Korman

Realistic  
Fiction/Prose

Friday, September 13th



A Rover's Story  
by  
Jasmine Warga

Realistic  
Fiction/Prose

Friday, September 20th



Bomb  
by  
Steve Sheinkin  
Illustrated by  
Nick Bertozzi

Nonfiction/  
Graphic Novel

Friday, September 27th



Alone  
by  
Megan E.  
Freeman

Survival Story/  
Novel in Verse

## Lunch Bunch Attendees

Friday, September 27th

Gordon Korman - YES!

Jasmine Warga - No, @ a book festival.

Steve Sheinkin - ?

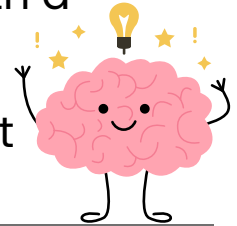
Nick Bertozzi - ?

Megan E. Freeman - YES!



# Brain Breaks

Help your students reset their brains and moods with a little break. Try a fun trivia game! Totally optional, but you can use the LEADERBOARD on page 18 to keep track of student teams and scores throughout the month.



## Spot It



Week 1

## Guess the Author



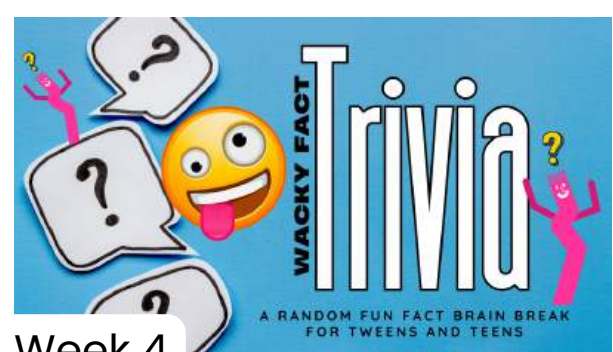
Week 2

## Yellow Trivia



Week 3

## Wacky Fact Trivia

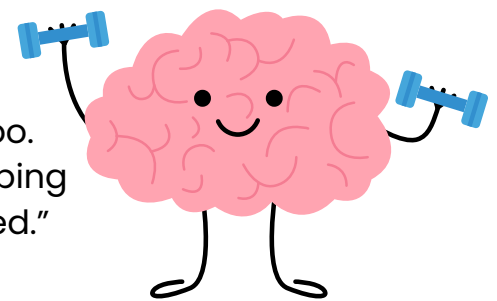


Week 4

## Did you know?

"Brain breaks benefit not only students but teachers, too. They help improve the pacing of your lesson while keeping you and your students refreshed, focused, and engaged."

-- [Reading Rockets Website](#)



## Week 1

**Monday**  
Cow - Caption This!

**Tuesday**  
Your Perfect Day

**Wednesday**  
Castle in the Clouds

**Thursday**  
A Tour of Your Town

**Friday**  
Free Write Friday

## Week 2

**Monday**  
Famous!

**Tuesday**  
Set the Scene

**Wednesday**  
What Do You Know?

**Thursday**  
Storms

**Friday**  
Free Write Friday

## Week 3

**Monday**  
Invisible Bridges

**Tuesday**  
What Would you Do with \$47?

**Wednesday**  
My Favorite Place

**Thursday**  
I'll Never Forget

**Friday**  
Free Write Friday

## Week 4

**Monday**  
In a Bad Mood

**Tuesday**  
Trading Places

**Wednesday**  
Sensing the Scene

**Thursday**  
Dog: Caption This!

**Friday**  
Free Write Friday

## Week 5

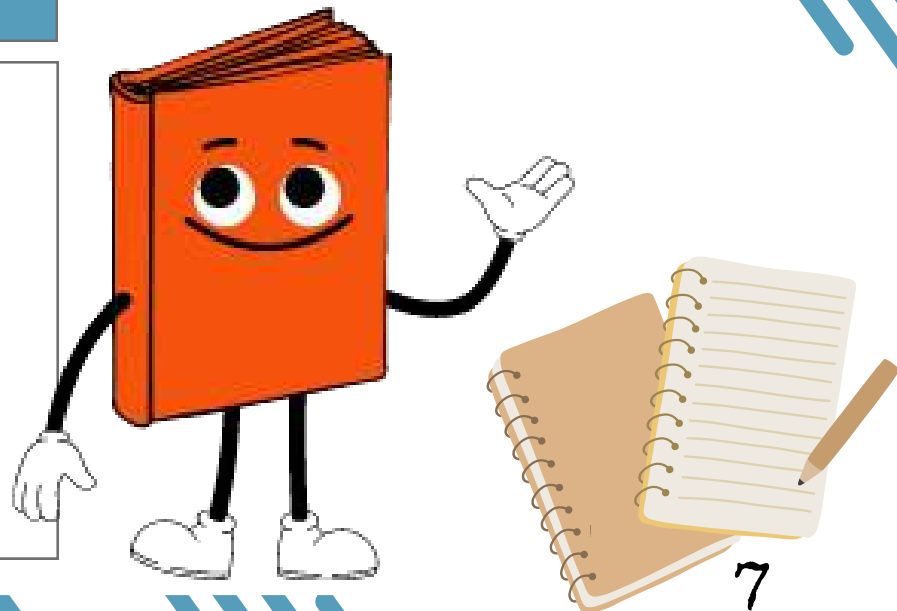
**Monday**  
I'm the BEST!

**Tuesday**  
October

**Wednesday**  
October

**Thursday**  
October

**Friday**  
October



# LESSONS

1

## LIBRARY SCAVENGER HUNT

What if we could find a way to lure our students into the wonderful world of the library and get them to paw all over the books and dig into the treasure the shelves have to offer? What if we could get them to purposely search for new-to-them books, authors, formats, and genres? What if we could gamify our library time and make it a place of discovery and fun, rather than silence and boredom? YES! The answer is yes. We can do all of that. And we can do it with this activity.

2

## STORY ELEMENT ROUND UP

Story elements are a foundational part of the reading experience. If you can learn about the individual ingredients that go into making a story, it will be much easier to understand it as a whole. PowerPoints, videos, quick quizzes, writing activities and more are ready and waiting for you.

**STANDARDS: CCSS: RL 6.2, RL 6.3, RL 6.5, RL 6.6**

3

## GENRE RESOURCES

Like story elements, genre, is a great thing to cover at the beginning of the year. With the knowledge of the different kinds and styles of books, student will be able to better select books they enjoy. A comprehensive PowerPoints and quick check quiz will help you cover all the bases of this important concept.

**STANDARDS: CCSS: RL 6.9**



# ADDITIONAL RESOURCES

1

## MYSTERY QUOTE RESOURCE

Take your First Chapter Friday Experience to the next level by utilizing the mystery quote hidden in several of the read aloud videos. Instructions, printables, and a video explaining how/why it works are all waiting for you in this edition of the pre-planned calendar.

2

## FCF DISPLAY POSTERS

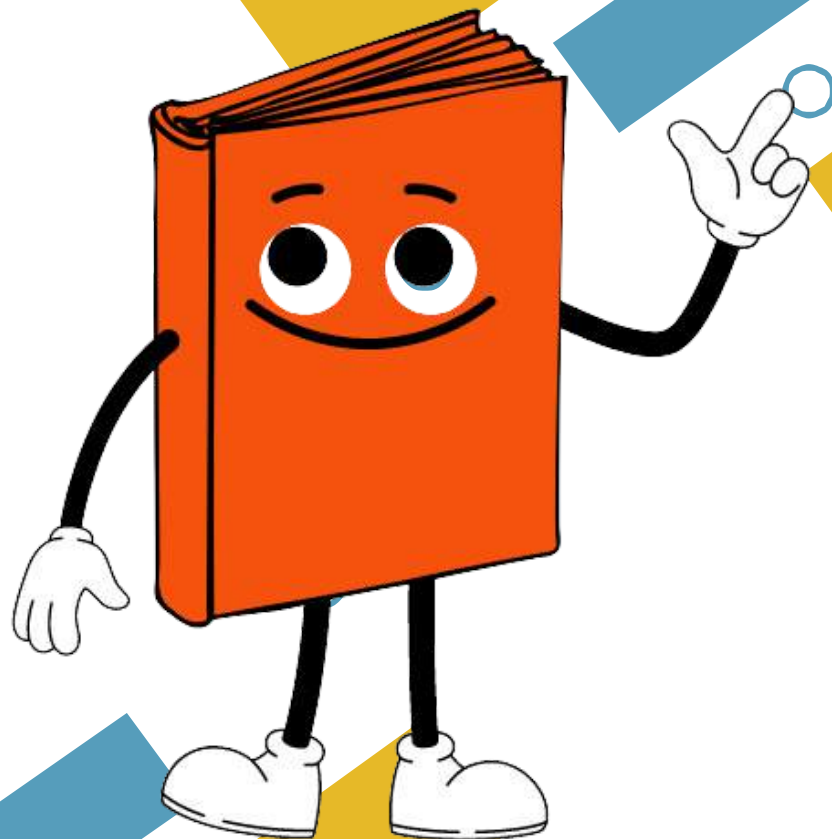
Another way you can extend the goodness of your First Chapter Friday practice is to use these display posters showcasing the titles you choose. I've done the work for you this month... but included the link to the Canva templates so you can personalize your posters and/or make your own for future months. Post these in your weekly slides, on a bulletin board or in a reading recommendations binder. :)

3

## TIMER VIDEOS

Left my own devices I'd likely get caught up in a writing prompt I was working on while the kids wrote, spend longer than "just a minute" responding to an email I thought would take "just a second," or lose track of time during silent reading/a discussion/etc. Thus, timers are my best friend in the classroom. Even if I get swept away (or ADD gets the better of me), I can stay on track and truly allocate the time necessary to tasks. This resource includes links to 1 minute and 30 minute timers as well as a video full of implementation ideas.

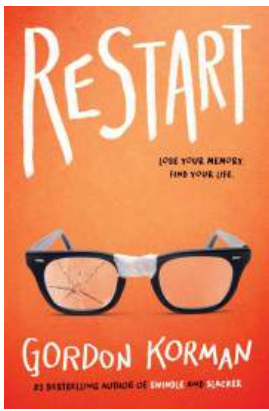
# FIRST CHAPTER FRIDAY SHEETS



SEPTEMBER  
2024

Name \_\_\_\_\_

Date \_\_\_\_\_



# Restart

by Gordon Korman



Read Aloud Video

Here is a little background information about our First Chapter Friday title and its creator. Feel free to add your own notes and thoughts in the bottom box.

### What's It About?

Chase Ambrose doesn't remember falling off the roof. He doesn't remember hitting his head. In fact, he doesn't remember anything. He wakes up in a hospital room and suddenly has to learn his whole life over again ... starting with his own name.

Okay, he's Chase. But who is Chase? Soon he's hearing stories of the alpha jock and bully who held a reign of terror over an entire school. Is that the person he was ... and is destined to be again?

Is it possible to restart?

Over 6,000 five-star reviews on Amazon!

### Who Wrote It?

I'm a regular guy who just happened to write 100 books for kids and teens. I was born on October 23, 1963 in Montreal, Canada, and grew up mostly in the Toronto area. My writing career began virtually by accident when I was in 7th grade. The track and field coach had to teach English who gave us total freedom to work on whatever we wanted for the rest of the year. It was February. The result was my first novel, **THIS CAN'T BE HAPPENING AT MACDONALD HALL**. I sent my manuscript to Scholastic because I was the class monitor for Scholastic Book Orders, and figured I was practically an employee. Seriously. (Full disclosure: my mom had to type my book for me.) It was a totally flukey and random way to launch a publishing career, but here's the thing: It worked! The book was published by Scholastic when I was a freshman in high school, and I was on my way. I've been writing ever since. My books have been translated into 32 languages and have sold



over 35 million copies worldwide. I now live on Long Island, outside New York City, with my wife and family. When I'm not writing, you can usually find me on the road, appearing at schools, libraries, and bookstores, meeting my readers.

AR Reading Level: 5.1

Lexile Level: 730L

I want to read this book: YES / NO

## ☆ ☆ WHAT I THINK ☆ ☆

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Use this graphic organizer with the First Chapter Friday videos on YouTube from the Word Nerd.

Name \_\_\_\_\_

Date \_\_\_\_\_



# A Rover's Story

## by Jasmine Warga



Here is a little background information about our First Chapter Friday title and its creator. Feel free to add your own notes and thoughts in the bottom box.

Read Aloud Video

### What's It About?

Meet Resilience, a Mars rover determined to live up to his name. Res was built to explore Mars. He was not built to have human emotions. But as he learns new things from the NASA scientists who assemble him, he begins to develop humanlike feelings. Maybe there's a problem with his programming... Human emotions or not, launch day comes, and Res blasts off to Mars, accompanied by a friendly drone helicopter named Fly. But Res quickly discovers that Mars is a dangerous place filled with dust storms and giant cliffs. As he navigates Mars's difficult landscape, Res is tested in ways that go beyond space exploration. As millions of people back on Earth follow his progress, will Res have the determination, courage, and resilience to succeed... and survive?

The One and Only Ivan meets The Wild Robot in this unique and deeply moving middle grade novel about the journey of a fictional Mars rover, from the Newbery Honor-winning author of Other Words for Home, New York Times bestseller!

A Best Book of the Year from The Washington Post and Publishers Weekly

### Who Wrote It?

I was born on April 24, 1988 at 11:59 PM in Cincinnati, Ohio. This means that I am a Taurus if you are into astrology and star stuff, which I most definitely am. Also, like all other people from Cincinnati, I am inordinately proud of my little Midwestern city and think that Graeter's black raspberry chip ice cream is the most delicious food in the whole world. (I'm really into a baby hippo named Fiona, too. She makes her home at the Cincinnati Zoo.) I loved to read. I also loved to tell stories. I come from a long-line of storytellers. I only met my paternal grandmother twice—she lived in Jordan—but one of my most distinct childhood



memories is of her telling me a story about the mermaids that live in the Dead Sea. That story has stayed with me for years. Stories are the way I make sense of our messy and complicated world.

AR Reading Level: 4.1

Lexile Level: currently unavailable

I want to read this book: YES / NO

### ★ ★ WHAT I THINK ★ ★

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# Bomb

Written by Steve Sheinkin

Illustrated by Nick Bertozzi



Read Aloud Video

Here is a little background information about our First Chapter Friday title and its creator. Feel free to add your own notes and thoughts in the bottom box.

### What's It About?

In December of 1938, a chemist in a German laboratory made a shocking discovery: When placed next to radioactive material, a Uranium atom split in two. That simple discovery launched a scientific race that spanned three continents. In Great Britain and the United States, Soviet spies worked their way into the scientific community; in Norway, a commando force slipped behind enemy lines to attack German heavy-water manufacturing; and deep in the desert, one brilliant group of scientists, led by "father of the atomic bomb" J. Robert Oppenheimer, was hidden away at a remote site at Los Alamos. This is the story of the plotting, the risk-taking, the deceit, and genius that created the world's most formidable weapon. This is the story of the atomic bomb. A riveting graphic novel adaptation of the award-winning nonfiction book, Bomb—the fascinating and frightening true story of the creation behind the most destructive force that birthed the arms race and the Cold War.

AR Reading Level: unavailable

### Who Wrote It?

Steve was born in Brooklyn, NY, and my family lived in Mississippi and Colorado before moving back to New York and settling in the suburbs north of New York City. As a kid his favorite books were action stories and outdoor adventures. I went to Syracuse University and studied communications and international relations. The highlight of those years was a summer I spent in Central America, where I worked on a documentary on the streets of Nicaragua. After college Steve moved made a movie with his brother, wrote comics and worked for a textbook company. After a lot of time spent writing and editing for other people, he finally got the opportunity to write his own book and



Photo Credit: Erica Miller

ideas and aren't we all lucky he did! Other people agree because Steve has won many awards for his work. You can learn more about Steve on his website: [www.stevesheinkin.com](http://www.stevesheinkin.com).

Lexile Level: 640L

I want to read this book: YES / NO

☆☆ WHAT I THINK ☆☆

Four horizontal lines for writing a response to "WHAT I THINK".



Name \_\_\_\_\_

Date \_\_\_\_\_



# Alone

by Megan E. Freeman



Read Aloud Video

Here is a little background information about our First Chapter Friday title and its creator. Feel free to add your own notes and thoughts in the bottom box.

## What's It About?

When twelve-year-old Maddie hatches a scheme for a secret sleepover with her two best friends, she ends up waking up to a nightmare. She's alone—left behind in a town that has been mysteriously evacuated and abandoned.

With no one to rely on, no power, and no working phone lines or internet access, Maddie slowly learns to survive on her own. Her only companions are a Rottweiler named George and all the books she can read. After a rough start, Maddie learns to trust her own ingenuity and invents clever ways to survive in a place that has been deserted and forgotten.

As months pass, she escapes natural disasters, looters, and wild animals. But Maddie's most formidable enemy is the crushing loneliness she faces every day. Can Maddie's stubborn will to survive carry her through the most frightening experience of her life?

AR Reading Level: 4.7

## Who Wrote It?

Megan E. Freeman attended an elementary school where poets visited her classroom every week to teach poetry, and she has been a writer ever since. Alone is Megan's first book and it took her 8 years to write! The idea for it came she read Island of the Blue Dolphins by Scott O'Dell in a Mother-Daughter Book Club. She was thinking about Karana being left behind on the island, and I wondered what might happen if a modern-day seventh grader was left behind in a Colorado town. Ideas for poems come from things I see or hear or smell or taste, or from thoughts that pass through my mind. I love to travel, and wherever I go, I explore until I find a local bookstore. I always buy at least two books (one book of poetry by a local poet and one other book I'm excited to read). Then I take a picture of the store so I can remember it.



She used to live in northeast Los Angeles, central Ohio, northern Norway, and on Caribbean cruise ships. Now she lives in northern Colorado. You can learn more about Megan on her website: [www.meganefreeman.com](http://www.meganefreeman.com).

Lexile Level: 690L

I want to read this book: YES / NO

## ☆☆ WHAT I THINK ☆☆

\_\_\_\_\_

\_\_\_\_\_

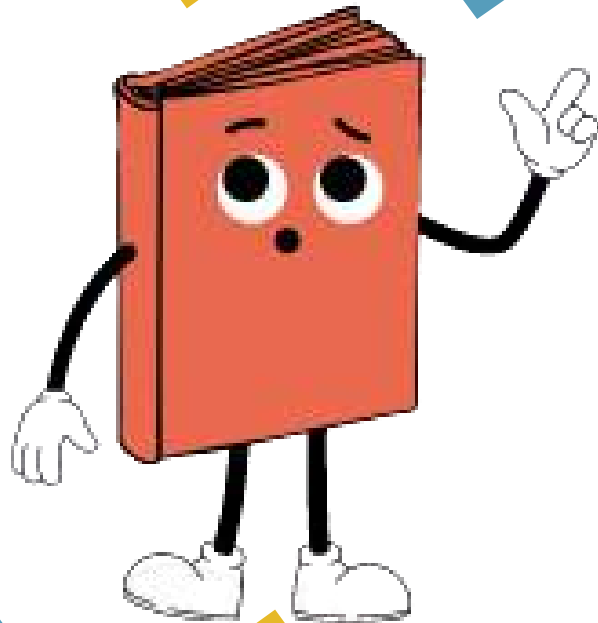
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Use this graphic organizer with the First Chapter Friday videos on YouTube from the Word Nerd.

# BRAIN BREAK SHEETS



AUGUST 2024

# How to do TRIVIA

## **FOR EACH BRAIN BREAK YOU WILL FIND:**

1. Link to the YouTube video version (all around 8-11 minutes)
2. Student answer sheets
3. Modified student answer sheets for students of different ages/abilities
4. Printable question and answer sheets (to use with or without the video)
5. Answer key
6. List of additional considerations, applications and implementation ideas
7. ALL SORTS OF FUN!! :)

## **DIRECTIONS**

1. Play the video showcasing 20-30 themed trivia questions.
2. Using the the provided printable worksheets, or scratch paper, have students record their guesses.
3. During the answer portion of the slideshow/video pause to allow students to share out or discuss their ideas/guesses with the whole class, in small groups or in partnerships.
  - a. This step is optional, but I find that if you want to get your students talking, it works great. If you need a few minutes of silence... you can ban conversation and it works just fine that way too!
4. Reveal final answers.
5. Total up scores
6. Record scores on the leaderboard (page 18)

## **ADDITIONAL INFORMATION/IDEAS**

1. This activity can be used as a brain break, ice breaker or fun game.
2. In my classes we keep our teams the same for an entire quarter. We have a "leader board" where we keep a running score for all of our brain break games. This is great for team building or creating comradery in a classroom learning environment. :)
3. You can assign this to individuals (ie: in Google Classroom) to do on their own, or complete the challenge as a whole class activity using a screen and projector.
4. This activity can work well in person or via distanced learning.
5. Because the videos are on YouTube, this is an activity that students can easily try/repeat at home with family members. :)
6. Consider letting a classroom helper or leader be the "game show host" and call on classmates to share their ideas and reveal the answers.

Tired of the same old Brain Breaks? I've got you covered.





# September Brain Break **LEADERBOARD**

In each square record either the # of points a team earned, or their place (1st, 2nd, etc.) The method you choose will determine whether the winner will be the team with the highest or lowest score.

**TEAM #1**

Week 1	Week 2	Week 3	Week 4	Total

**TEAM #2**

Week 1	Week 2	Week 3	Week 4	Total

**TEAM #3**

Week 1	Week 2	Week 3	Week 4	Total

**TEAM #4**

Week 1	Week 2	Week 3	Week 4	Total

**TEAM #5**

Week 1	Week 2	Week 3	Week 4	Total

**TEAM #6**

Week 1	Week 2	Week 3	Week 4	Total



## Trivia Game Video Link

Use the below links or QR code to access the video for this activity. Click the title, image or link to get to the video!

# SPOT IT

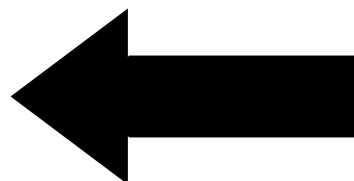


This link will take you to the YouTube Video of the Spot it Game:  
<https://youtu.be/Oj1INnAJAso>

This brain break is video only. There are no printable answer sheets, but you can access the images in [this Canva Slideshow](#) if you'd like to print the game instead.



Trivia  
Video



# Author **TRIVIA**

Play and Learn (at the same time!)



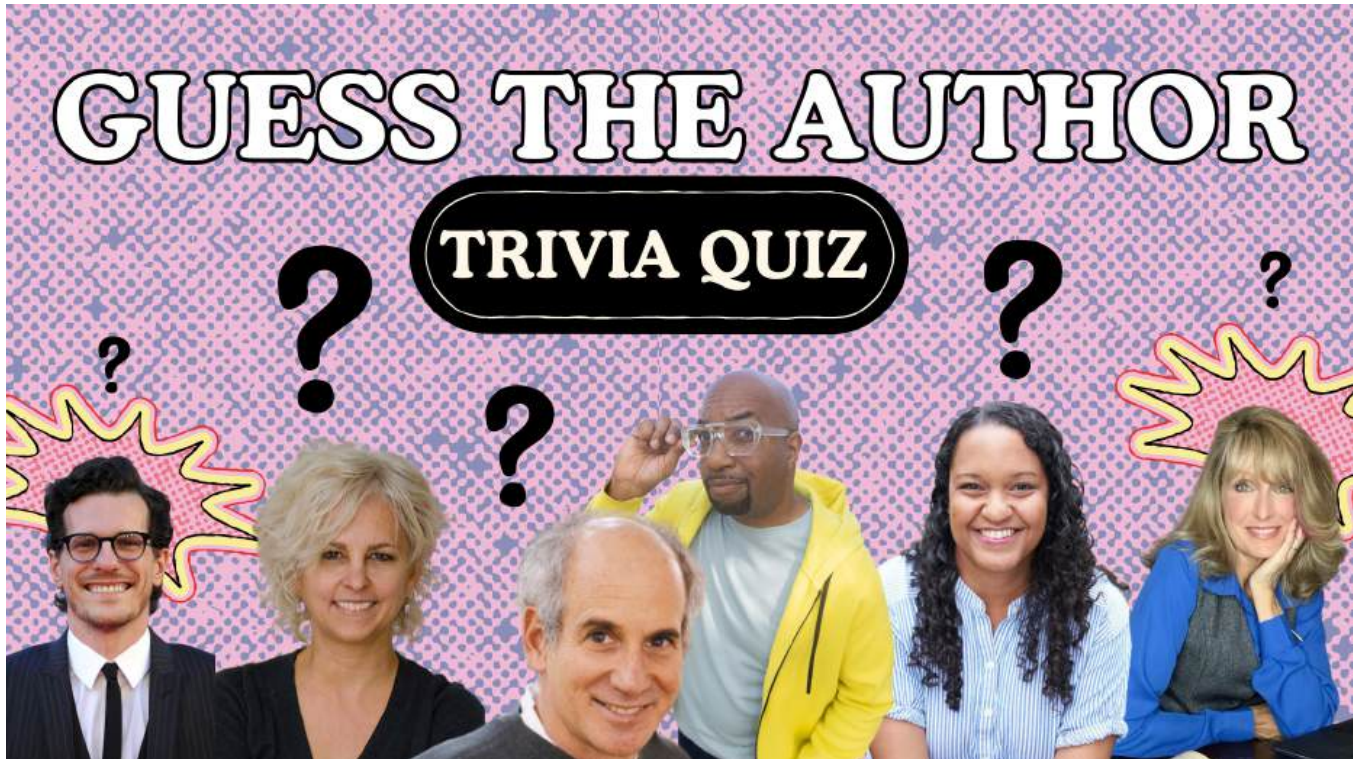
Question and Answer Sheets



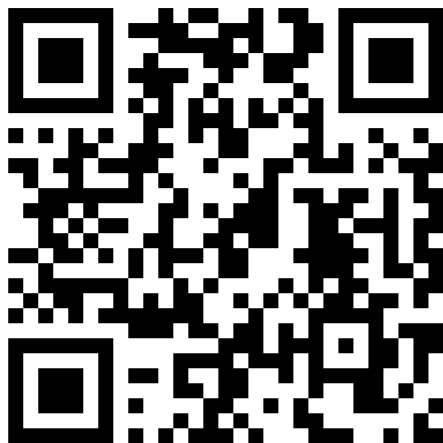
# Trivia Game Video Link

Use the below links to access the video for this activity.  
Click the title, image or link to get to the video!

## AUTHOR TRIVIA

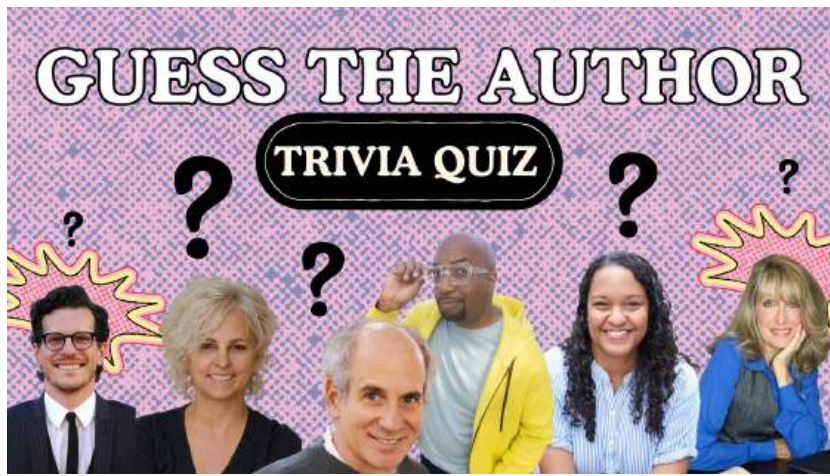


This link will take you to the YouTube Video of Author Trivia questions: <https://youtu.be/XgHnMQRJLis>



TRIVIA VIDEO





## Author Trivia Answer Sheet

Directions:  
Write your answers on the  
lines below.

Trivia Video -->



Name/Team Name: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_

How did you do?  
Are you an Author Trivia ROCKSTAR?!?!



## Author Trivia Answer Sheet

Directions:  
Circle your answer for  
each question below.

Trivia Video -->



Name/Team Name: \_\_\_\_\_

1. A B C D

6. A B C D

2. A B C D

7. A B C D

3. A B C D

8. A B C D

4. A B C D

9. A B C D

5. A B C D

10. A B C D

How did you do?  
Are you an Author Trivia ROCKSTAR?!?!

Score: \_\_\_\_/10



Trivia  
Video



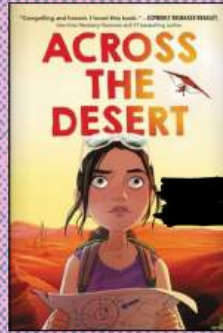
# Guess the Author Trivia Quiz

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

#1

THE AUTHOR OF THIS BOOK LIVES IN THE STATE WHERE MOST OF HER STORIES TAKE PLACE. SHE WANTS PEOPLE TO FALL IN LOVE WITH HER STORIES AND THE US SOUTHWEST.

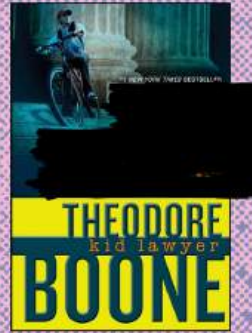
- A) SUZANNE COLLINS
- B) DUSTI BOWLING
- C) KATE MESSNER
- D) MADELINE L'ENGLE



#5

BEFORE BECOMING A FAMOUS WRITER, THE AUTHOR OF THIS BOOK WAS A LAWYER AND A DEMOCRAT FOR THE MISSISSIPPI HOUSE OF REPRESENTATIVES.

- A) LYNDA MULLALY HUNT
- B) JAMES PATTERSON
- C) TAE KELLER
- D) JOHN GRISHAM



#2

THE AUTHOR OF THIS BOOK WAS INSPIRED TO WRITE IT WHEN HER DAUGHTER ASKED, "MOMMY DO YOU THINK THE ROVER IS SCARED?" WHILE WATCHING THE REAL ROVER LAUNCH INTO SPACE ON TV.

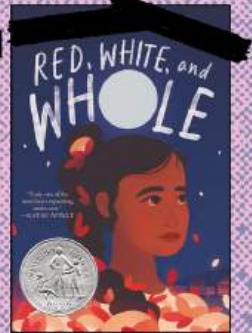
- A) JANE YOLEN
- B) JUDY BLUME
- C) JASMINE WARGA
- D) STACY MCANULTY



#6

THIS AUTHOR OF THIS NEWBERY HONOR AWARD WINNING BOOK WAS BORN IN INDIA, GREW UP IN KENTUCKY, AND STILL HAS A FULL TIME JOB AS A DOCTOR.

- A) VEERA HIRINANDANI
- B) R.J. PALACIO
- C) RAJANI LA ROCCA
- D) ERIN ENTRADA KELLY



#3

THIS AUTHOR BEGAN WRITING POETRY WHEN HE WAS NINE YEARS OLD AFTER LISTENING TO THE RHYMES AND RHYTHM OF RAP MUSIC.

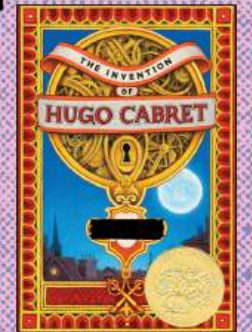
- A) JERRY CRAFT
- B) JASON REYNOLDS
- C) JARRETT LERNER
- D) SID FLEISCHMAN



#7

ONE OF THIS AUTHOR'S JOBS BEFORE WRITING BOOKS WAS TO PAINT BEAUTIFUL DESIGNS ON STORE FRONT WINDOWS.

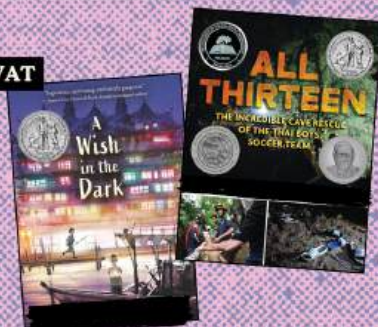
- A) BRIAN SELZNICK
- B) PEDRO MARTIN
- C) KATE DICAMILLO
- D) DAN SANTAT



#4

THIS AUTHOR WON THE NEWBERY HONOR AWARD FOR THESE BOOKS... IN THE SAME YEAR!!

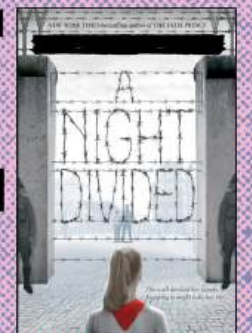
- A) CHRISTINA SOONTORNVAT
- B) LISA FIPPS
- C) CORNELIA FUNKE
- D) REBECCA STEAD



#8

THIS AUTHOR LIVES IN UTAH, WRITES AMAZING HISTORICAL FICTION BOOKS, AND LOVES DIET MOUNTAIN DEW.

- A) LINDA SUE PARK
- B) KATHERINE MARSH
- C) WENDELIN VAN DRAANEN
- D) JENNIFER A. NEILSEN





Trivia  
Video




# Guess the Author Trivia Quiz

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

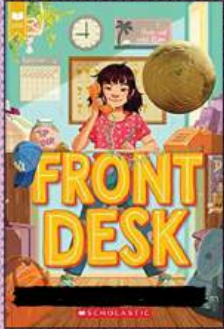
**#9** THIS AUTHOR WROTE FOR HIS HIGH SCHOOL NEWSPAPER. WHEN HE WROTE ABOUT HOW BADLY THE LOSING FOOTBALL TEAM LOST, THE TEAM EGGED HIS CAR.

A) NEIL GAIMAN  
B) KWAME ALEXANDER  
C) RICK RIORDAN  
D) GREG LOGSTED



**#10** THIS AUTHOR OF THIS BOOK WENT TO COLLEGE AT THE AGE OF 13 AND LAW SCHOOL AT THE AGE OF 17. SHE WAS A LAWYER BEFORE BECOMING AN AUTHOR.

A) MEG MEDINA  
B) JANA E MARKS  
C) KELLY YANG  
D) K. A. HOLT



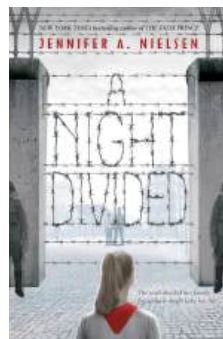
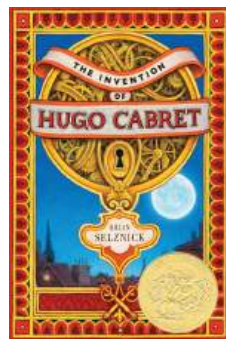
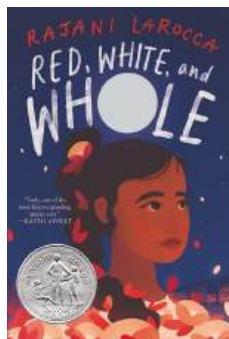
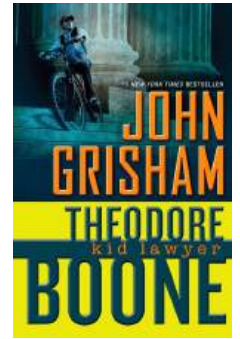
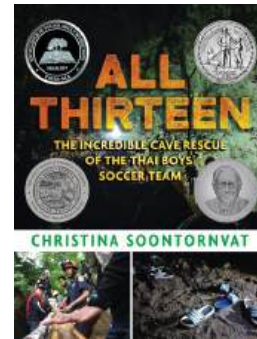
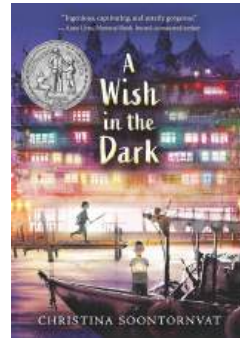
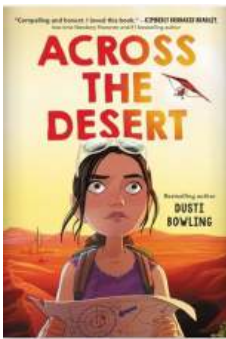
## Record Your Answers Here:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_



# Time to Read!

If you want to listen to the first chapter of any book featured in this trivia game, use these QR codes.

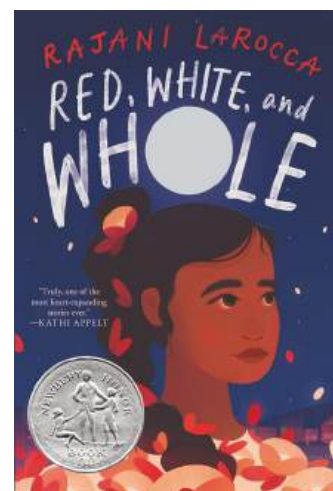
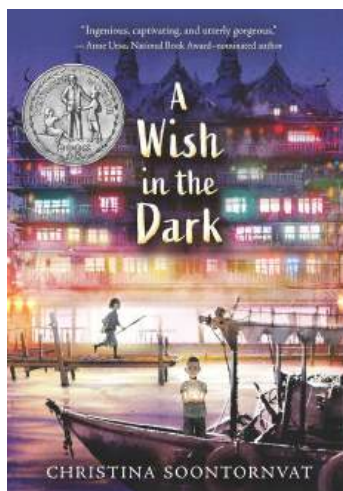
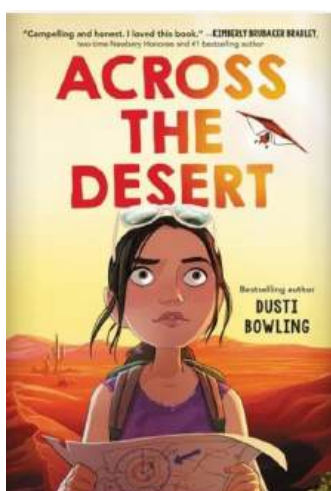


You can find 180+ First Chapter Friday Videos on my channel!

## Happy Reading! :)

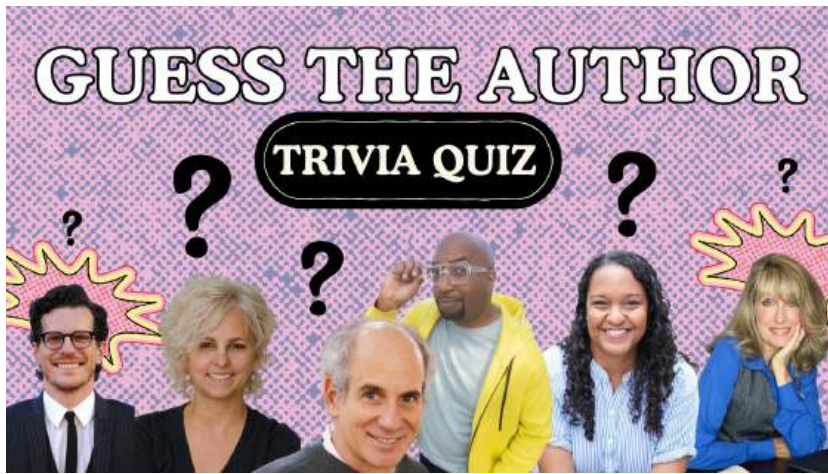
# Write On!

These First Chapter Friday videos include interviews with the authors!



You can find 30+ Author Interview Videos on my channel!

## Happy Reading! :)



## Back to School Trivia Answer Sheet

Directions:

If you'd like to check student answers without the video, here is the answer key.

Trivia Video



## ANSWER KEY

1. B) Dusti Bowling
2. C) Jasmine Warga
3. B) Jason Reynolds
4. A) Christina Soontornvat
5. D) John Grisham
6. C) Rajani LaRocca
7. A) Brian Selznick
8. D) Jennifer A. Nielsen
9. C) Rick Riordan
10. C) Kelly Yang

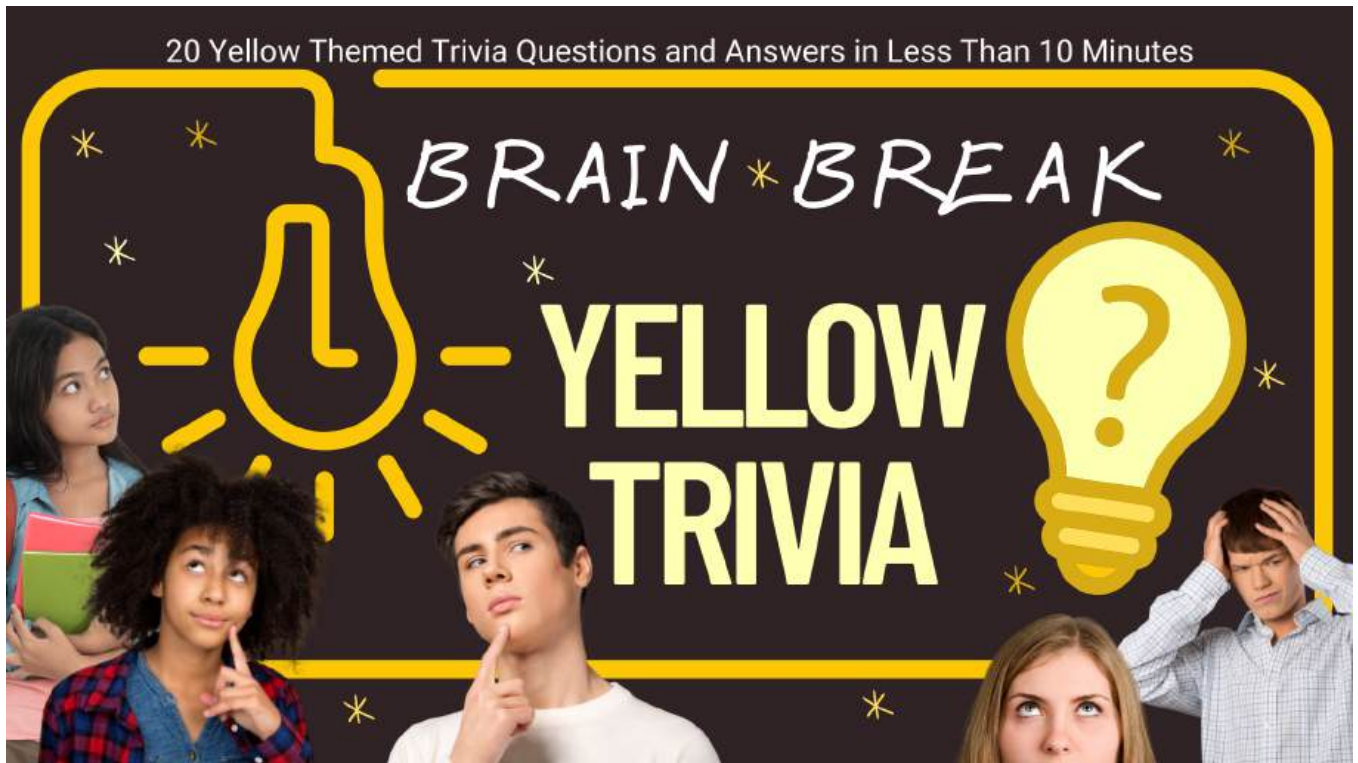
Thanks for playing!



## Trivia Game Video Link

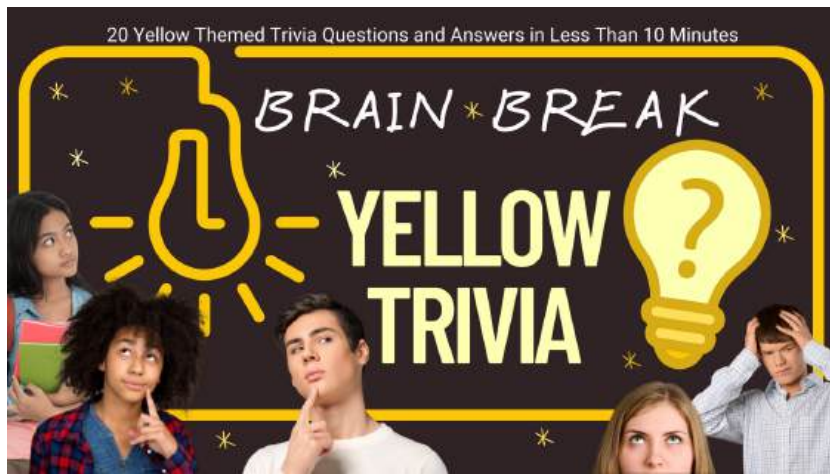
Use the below links to access the video for this activity.  
Click the title, image or link to get to the video!

# YELLOW TRIVIA BRAIN BREAK GAME



This link will take you to the YouTube Video of Yellow Trivia questions: <https://www.youtube.com/watch?v=Rn4uStDgFQo>





# Yellow Trivia Answer Sheet

Directions:  
Circle your answer for each question below.

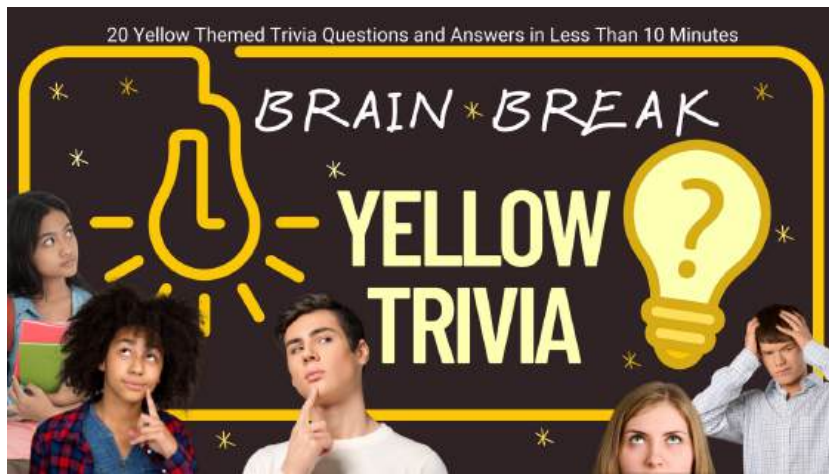
Trivia Video



Name/Team Name: \_\_\_\_\_

- |           |           |
|-----------|-----------|
| 1. _____  | 11. _____ |
| 2. _____  | 12. _____ |
| 3. _____  | 13. _____ |
| 4. _____  | 14. _____ |
| 5. _____  | 15. _____ |
| 6. _____  | 16. _____ |
| 7. _____  | 17. _____ |
| 8. _____  | 18. _____ |
| 9. _____  | 19. _____ |
| 10. _____ | 20. _____ |

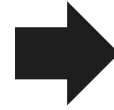
How did you do?  
Are you a **YELLOW TRIVIA ROCKSTAR?!?!**



# Yellow Trivia Answer Sheet

Directions:  
Circle your answer for  
each question below.

Trivia  
Video



Name/Team Name: \_\_\_\_\_

1: Golden Easy Street or Yellow Brick Road

2: Big Bird or Feather Head

3: Sea Vessel or Submarine

4: A B C D

5: A B C D

6: 13 or 15

7: A B C D

8: True or False

9: A B C D

10: The Incredible Hulk or The Green Lantern

11. Yellow Coat or Yellow Jacket

12: True or False



## Yellow Trivia Answer Sheet

Directions:  
Circle your answer for  
each question below.

13: Yellowstone or Yellowrocks

14: True or False

15: A B C D

16: True or False

17: honey licorice cherry caramel lemon  
lime banana grape kiwi strawberry

18: pineapples or lemons

19: A B C D

20: The Corn Palace or The Golden Castle

How did you do?  
Are you a YELLOW TRIVIA Rockstar?!?!?

**Score: \_\_\_\_\_ / 20**



# Blue Trivia Brain Break Game

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

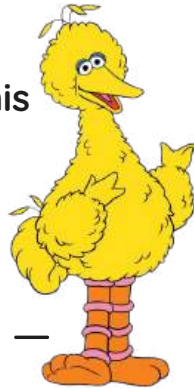
Trivia  
Video



**1** In the Wizard of Oz, Dorothy must travel on what road to reach the Emerald City? (3 words)

The \_\_\_\_\_

**2** What is the name of this yellow creature who calls Sesame Street home. (2 words)



\_\_\_\_\_

**3** In 1968, a band called the Beatles wanted to live in what yellow watercraft? (1 word, 9 letters)

\_\_\_\_\_

**4** In 2015, Kraft removed all artificial flavors, preservatives and synthetic colors from its boxed mac & cheese using what to produce its iconic color instead?

- a) dandelions
- b) turmeric
- c) mustard
- d) butter

**5** What is the average height of a sunflower?

- a) 1 foot
- b) 2 feet
- c) 3 feet
- d) 4 feet

**6** How many yellow tokens have been played in this Connect 4 game so far?

\*\* video has different image.  
There will be 2 different answers.



**7** Which country makes and exports the most mustard?

- a) South Africa
- b) Canada
- c) Mexico
- d) Thailand

**8** True or False: Taxis have always been yellow.

- a) True
- b) False



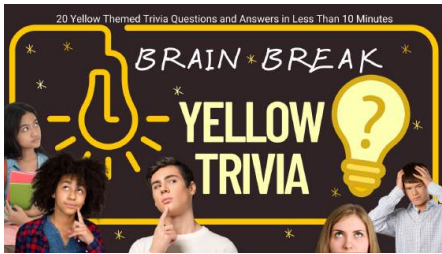
**9** In which country were the doors of traitors and criminals painted yellow?

- a) France
- b) Russia
- c) Italy
- d) Australia

**10** Which comic book character is afraid of the color yellow?

\_\_\_\_\_

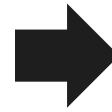




# Blue Trivia Brain Break Game

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

Trivia  
Video



**11** This bee is a member of a colony that can grow to the size of 5,000 workers. What is its name? (2 words)



Yellow



\_\_\_\_\_

**12** True or False: The original Post-It Notes' pale yellow color was chosen by chance, from the color of the scrap of paper used by the lab next door to the Post-It team.

- a) True
- b) False

**13** Old Faithful, America's most famous geyser, is located in which National Park? (1 word, 11 letters)

\_\_\_\_\_

**14** True or False: A banana can float.

- a) True
- b) False

**15** The traditional name for a fisherman's yellow coat is a...

- a) wetty
- b) captain's coat
- c) slicker
- d) rain cover

**16** True or False: Yellow diamonds are the rarest color of diamonds in the world.

- a) True
- b) False

**17** Name 3 flavor of yellow candy.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**18** What yellow fruit can be used as hand sanitizer? (1 word, 5 letters)

\_\_\_\_\_

**19** What percentage of pencils produced in America are painted yellow?

- a) 25%
- b) 50%
- c) 75%
- d) 100%

**20** What is the name of this vegetable inspired building in South Dakota? (2 words)

The \_\_\_\_\_

\_\_\_\_\_





## Yellow Trivia Answer Key

### Directions:

If you'd like to check student answers without the video, here is the answer key. # 6 has two different answers, depending on whether you used the video or print version of the quiz game.

## ANSWER KEY

1. Yellow Brick Road
2. Big Bird
3. Submarine
4. B) Turmeric
5. C) 3 feet
6. 13 (video) 10 (print)
7. B) Canada
8. False
9. A) France
10. Green Lantern
11. Yellow Jacket
12. True
13. Yellowstone
14. True
15. C) Slicker
16. False
17. honey, lemon, pineapple, caramel, butterscotch, banana, toffee
18. Lemons
19. C) 75%
20. The Corn Palace

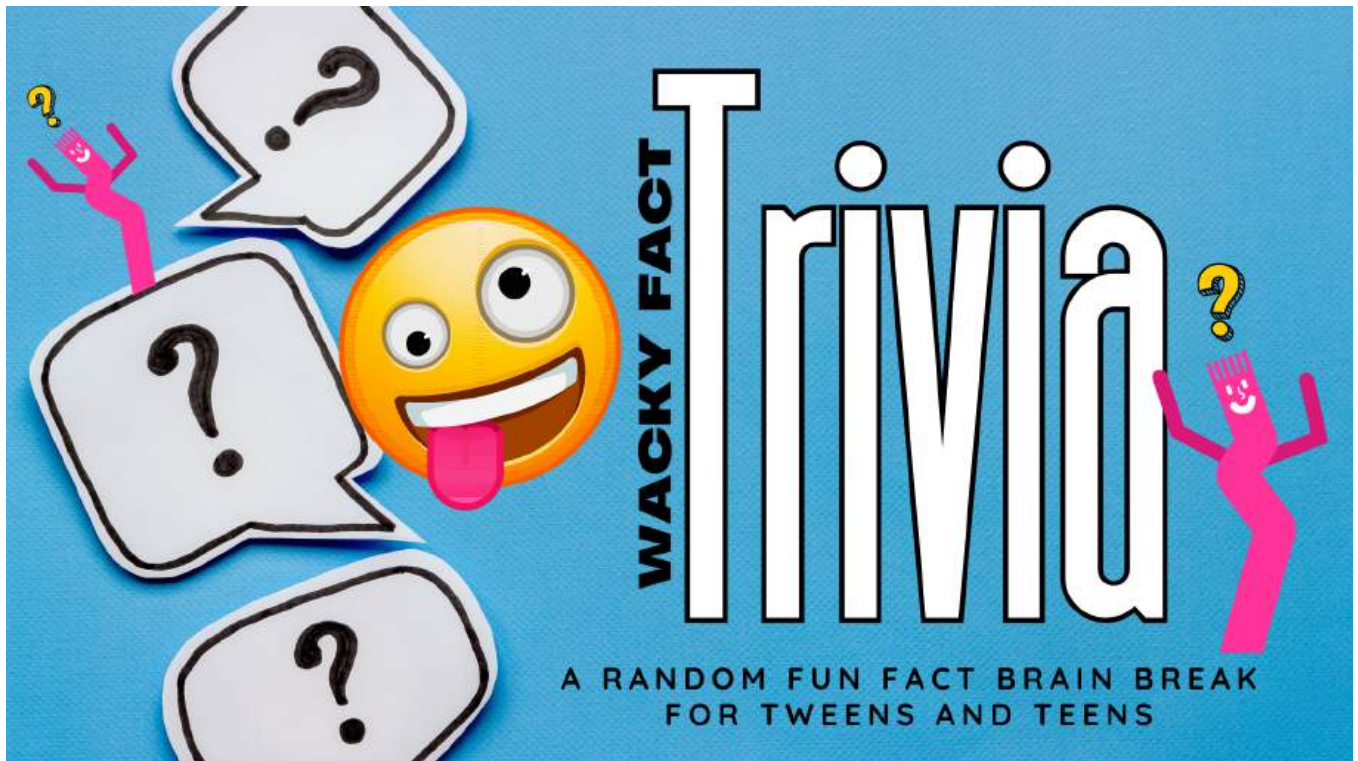
Thanks for playing!  
Check out more Brain Brains on YouTube!



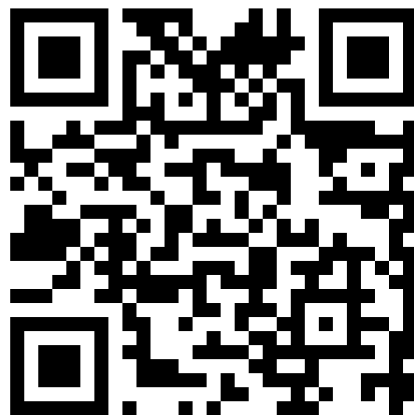
## Trivia Game Video Link

Use the below links to access the video for this activity.  
Click the title, image or link to get to the video!

# WACKY TRIVIA BRAIN BREAK GAME



This link will take you to the YouTube Video of Wacky Fact Trivia questions: [https://youtu.be/9bRLo\\_Gw6Mk](https://youtu.be/9bRLo_Gw6Mk)





# Wacky Trivia Answer Sheet

Directions:  
Write your answers on  
the lines below.

Trivia  
Video



Name/Team Name: \_\_\_\_\_

1. \_\_\_\_\_

11. \_\_\_\_\_

2. \_\_\_\_\_

12. \_\_\_\_\_

3. \_\_\_\_\_

13. \_\_\_\_\_

4. \_\_\_\_\_

14. \_\_\_\_\_

5. \_\_\_\_\_

15. \_\_\_\_\_

6. \_\_\_\_\_

16. \_\_\_\_\_

7. \_\_\_\_\_

17. \_\_\_\_\_

8. \_\_\_\_\_

18. \_\_\_\_\_

9. \_\_\_\_\_

19. \_\_\_\_\_

10. \_\_\_\_\_

20. \_\_\_\_\_

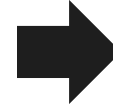
How did you do? Are you a mastermind  
when it comes to WACKY TRIVIA?!?!?



# Wacky Trivia Answer Sheet

Directions:  
Circle your answer for  
each question below.

Trivia  
Video



Name/Team Name: \_\_\_\_\_

1: A B C D

11: A B C D

2: A B C D

12: True or False

3: A B C D

13: A B C D

4: True or False

14: A B C D

5: \_\_\_\_\_

15: True or False

6: A B C D

16: A B C D

7: good time or blue moon

17: A B C D

8: Sand or Stars

18: A B C D

9: True or False

19: True or False

10: A B C D

20: A B C D

How did you do?  
Are you a TRIVIA  
ROCKSTAR?!?!



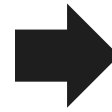
Score: \_\_\_\_/20



# Wacky Trivia Brain Break Game

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

Trivia  
Video



**1** What is the world's fastest bird?

- A) Ostrich
- B) Peregrine Falcon
- C) Golden Eagle
- D) Gray Headed Albatross

**2** If all the blood vessels in your body were laid end to end, they would stretch how many miles?

- A) 600 miles
- B) 6,000 miles
- C) 60,000 miles
- D) 600,000 miles



**3** What is the largest animal on the planet?

- A) Giant Squid
- B) Saltwater Crocodile
- C) African Elephant
- D) Blue Whale



**4** True or False: Within the average lifetime, we eat about 20 insects as we sleep.

- A) True
- B) False

**5** What is the largest planet in the solar system?

\_\_\_\_\_

**6** What color is the milk of a hippopotamus?

- A: yellow
- B: white
- C: pink
- D: Blue



**7** Due to thermal expansion, the Eiffel Tower can "grow" up to how many inches in the summer?

- A) 2 inches
- B) 6 inches
- C) 12 inches
- D) 16 inches

**8** Are there more stars in the sky or grains of sand on Earth?

- A) Sand
- B) Stars

**9** True or False: Wearing headphones for an hour increases the bacteria in your ear by 700 times.

- a) True
- b) False

**10** Ancient Egyptians believed the earth was what shape?

- A: Rectangle
- B: Cylinder
- C: oval
- D: pyramid





# Wacky Trivia Brain Break Game

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

Trivia  
Video



**11** What is the hottest continent on the planet?

- A) Africa
- B) South America
- C) Asia
- D) Australia



**12** True or False: Ketchup was originally sold as medicine.

- a) True
- b) False

**13** What is Scotland's national animal?

- A) Loch Ness Monster
- B) Dragon
- C) Sasquatch
- D) Unicorn

**14** What is the world's largest waterfall?

- A) Tugela Falls (South Africa)
- B) Angel Falls (Venezuela)
- C) Niagara Falls (USA)
- D) Skógafoss waterfall (Iceland)

**15** True or False: Germany has more castles than there are McDonald's in the United States.

- A) True
- B) False

**16** If all the strawberries produced in California in one year were laid berry to berry, they would go around the world how many times?

- A) 4 times
- B) 15 times
- C) 21 times
- D) 30 times

**17** In the Great Barrier Reef, there's a coral reef that's taller than what manmade landmark?

- A) Statue of Liberty
- B) Empire State Building
- C) Big Ben
- D) Golden Gate Bridge

**18** A Grizzly Bear's bite is strong enough to crush which of these items?

- A) A watermelon
- B) A bowling Ball
- C) Human Skull
- D) All of the above



**19** True or False: Thomas Edison, the inventor of the light bulb was afraid of the dark.

- A) True
- B) False

**20** Armadillos almost always give birth to identical ...

- A) Twins
- B) Triplets
- C) Quadruplets
- D) Quintuplets

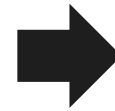




## Wacky Trivia Answer Sheet

Directions:  
If you'd like to check  
student answers  
without the video,  
here is the answer key.

Trivia  
Video



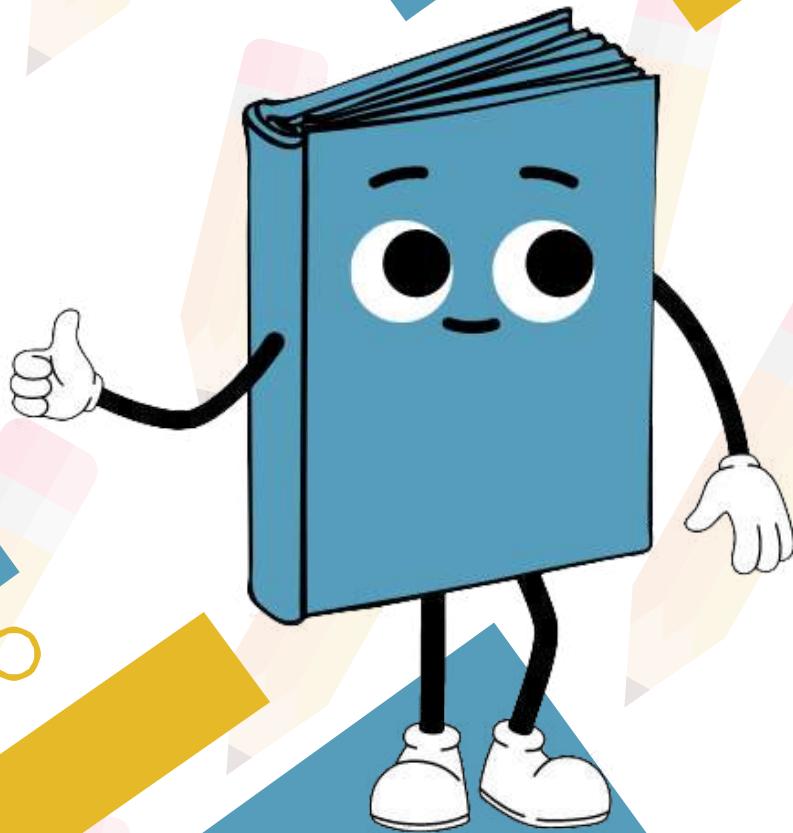
## ANSWER KEY

1. B) Peregrine Falcon
2. C) 60,000 miles
3. D) Blue Whale
4. False
5. Jupiter
6. C) Pink
7. B) 6 inches
8. Stars
9. True
10. A) Rectangle
11. A) Africa
12. True
13. D) Unicorn
14. B) Angel Falls (Venezuela)
15. True
16. B) 15 Times
17. B) Empire State Building
18. D) All of the Above
19. True
20. C) Quadruplets

Thanks for playing!  
Check out more Brain Brains on YouTube!



# WRITING PROMPT SHEETS



SEPTEMBER  
2024



# HOW TO USE THE WRITING PROMPTS

How do we get better at any skill? We practice. If you want to be a better free-throw shooter, you get on the line and shoot free throws. If you want to be a faster swimmer, you get in the pool. The same is true for writing. The more we do it, the better we get.

In my classroom, this looks like ten minutes of writing every day. We start at five minutes a day the first week and build up, adding a minute a week, until we reach ten. The prompts in this resource will help you make that practice fun and engaging and also purposeful. The prompts will cover a variety of high interest topics, purposes and forms including fiction, nonfiction, and reflections, with an emphasis on building stamina, idea generation, and enjoyment. When applicable, I call out the genre focus and/or specific skill being practiced. Also, below you can see a list of Common Core State Standards (CCSS) that are routinely addressed and covered by doing these daily writing prompts.

- **Writing CCSS: W 6-8.2, W 6-8.3, W 6-8.4, W 6-8.5, W 6-8.9, W 6-8.10**

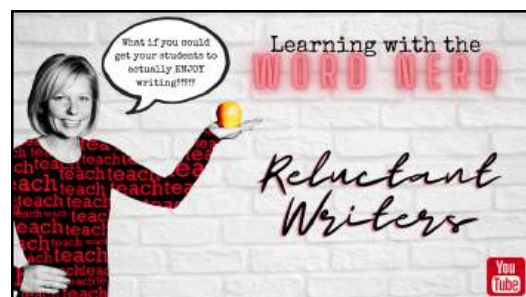
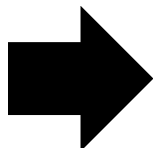
If you want, keep these “curriculum and standard” pieces of information to yourself, go for it! There is no need to let the kids know we have a secret plan to trick them into being better writers and hating it a little bit less each day!

You can either print the following prompt pages for students to directly write on (and then keep in a folder/binder) or project the prompt (via these [SLIDES](#)) onto a whiteboard/screen and have students do their writing in a dedicated notebook. Whatever works best for you... go for it!

My hope is that the daily practice becomes something that students look forward to rather than dread. I hope that as students see the words and ideas pile up, their confidence grows. I hope that by having this resource of high-quality, ready to go prompts, your life will be made just little bit easier!

Happy Writing!

P.S. For more ideas on how to get reluctant writers going, watch [this video](#).



([https://youtu.be/l7UWA-pw04Q?sub\\_confirmation=1](https://youtu.be/l7UWA-pw04Q?sub_confirmation=1))




# MULTI-USE FORMS

The following pages will be used multiple times throughout the resources, but are included just once to save space.

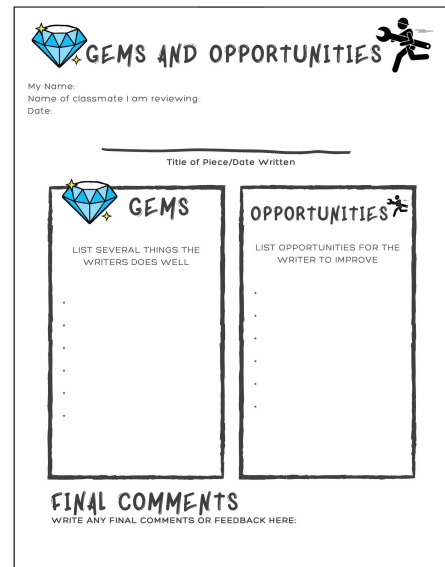
- Free Write Fridays
- Gem and Opportunity Feedback Sheets
- Writing Rubric Sheets



**Free Write Friday**

**Choice A:**  
Go back and add onto a story you started earlier this week.



**Choice B:**  
Write about a topic of your choice.



**GEMS AND OPPORTUNITIES**

My Name: \_\_\_\_\_  
Name of classmate I am reviewing: \_\_\_\_\_  
Date: \_\_\_\_\_

Title of Piece/Date Written: \_\_\_\_\_

 <b>GEMS</b> LIST SEVERAL THINGS THE WRITERS DOES WELL. ..... ..... ..... ..... .....	 <b>OPPORTUNITIES</b> LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE ..... ..... ..... ..... .....
--	---


**FINAL COMMENTS**  
WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

NAME: \_\_\_\_\_

# WRITING PROMPTS



**Free Write**  
*Friday*

**Choice A:**  
Go back and add onto a story you started earlier this week.

**Choice B:**  
Write about a topic of your choice.

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**Rubric**

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:



# GEMS AND OPPORTUNITIES



My Name:

Name of classmate I am reviewing:

Date:

---

Title of Piece/Date Written



## GEMS

LIST SEVERAL THINGS THE WRITERS DOES WELL

- \*
- \*
- \*
- \*
- \*
- \*
- \*

## OPPORTUNITIES



LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

- \*
- \*
- \*
- \*
- \*
- \*
- \*

## FINAL COMMENTS

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:



My Name:

Name of classmate I am reviewing:

Date:


My Name:

Name of classmate I am reviewing:

Date:

\_\_\_\_\_

Title of Piece/Date Written

 **GEMS**

LIST SEVERAL THINGS THE WRITERS DOES WELL

.....

 **OPPORTUNITIES**

LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE


.....

**FINAL COMMENTS**

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:

\_\_\_\_\_

Title of Piece/Date Written

 **GEMS**

LIST SEVERAL THINGS THE WRITERS DOES WELL

.....


 **OPPORTUNITIES**

LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

.....

**FINAL COMMENTS**

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:


 The header features a pencil on the left pointing towards a central yellow circle containing a checklist icon. To the right, the words 'JOURNAL' and 'WRITING RUBRIC' are written in large, bold, black capital letters within a black rectangular border.
 

# JOURNAL WRITING RUBRIC

Use this rubric to first communicate your writing expectations to students and then to evaluate the writing products they create. Students and/or peers can also use this rubric to self/peer score/evaluate the pieces of writing.

The rubric can be found at the bottom of each prompt for easy access for both you and your students. There is also a page with 3 rubrics to print and cut for use with this or other writing tasks.

I assign 2 points if the task was completed and done well, 1 if the task was attempted but not mastered, and 0 if the task was not attempted at all.

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

**Again, the Writing CCSS routinely covered and practiced with these prompts include:**

W 6-8.2, W 6-8.3, W 6-8.4, W 6-8.5, W 6-8.9, W 6-8.10

<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

**Total Points = \_\_\_/10**

**Comments:**

<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

**Total Points = \_\_\_/10**

**Comments:**

<b>Task</b>	<b>0</b>	<b>1</b>	<b>2</b>
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

**Total Points = \_\_\_/10**

**Comments:**



# Writing Prompts

## September 2-6

### Monday

Cow: Caption This!

Style/Skills:  
Caption  
Brief Writing  
Point of View

### Tuesday

Your Perfect Day

Style/Skills:  
Personal Reflection

### Wednesday

Castle in the Clouds

Style/Skills:  
Setting  
Description

### Thursday

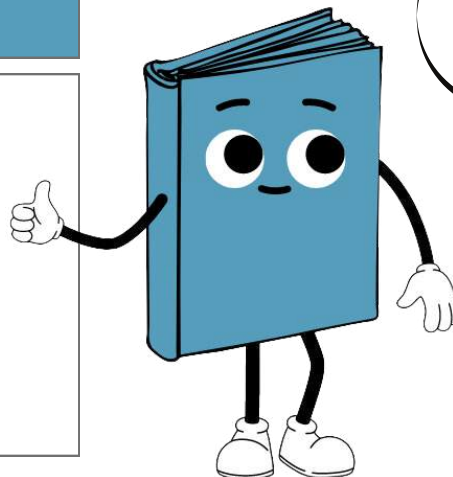
A Tour of Your Town

Style/Skills:  
Creative Writing  
Personal Reflection  
Setting  
Science Fiction

### Friday

Free Write Friday

Write whatever you'd like... including continuing a past prompt. :)



You can project the prompt using these SLIDES!




NAME: \_\_\_\_\_

**Caption this!!**

Take the POV (perspective) of...

- the cow
- the photographer
- a farmer/rancher
- a tourist
- a fly

caption: a title or brief explanation of a visual/picture.

The image shows a close-up of a brown cow's face, looking directly at the camera. The cow is in a green field, and in the background, there are rolling green hills and a range of mountains under a clear blue sky. The text "Caption this!!" is written in large white letters on a dark green background that overlaps the image. Below this, there are instructions and a list of perspectives to choose from. A small text box defines "caption" as a title or brief explanation of a visual/picture.

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**▼ Rubric**

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

**Teacher Comments:**

NAME: \_\_\_\_\_

# LIST & DESCRIBE...



What is your perfect day?



Handwriting practice area consisting of ten horizontal lines.

▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

## Describe this place

- Who lives here?
- What does it smell like?
- Does it feel safe/magical/cold?
- Is that graffiti or art on the walls? Who did it?
- How do the inhabitants breathe so high in the sky?
- How do the inhabitants feel about the moon?




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▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			


Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

WRITING PROMPTS  
FROM THE WORD NERD

If you had to escort a visitor from outer space for a 30 minute tour of your community, where would you begin and why?



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▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

# Writing Prompts

## September 9-13

### Monday

Famous!

Style/Skills:  
Personal Reflection

### Tuesday

Set the Scene

Style/Skills:  
Characterization  
Personal Interest Facts

### Wednesday

What do you know?

Style/Skills:  
Characterization  
Personal Interest  
Facts

### Thursday

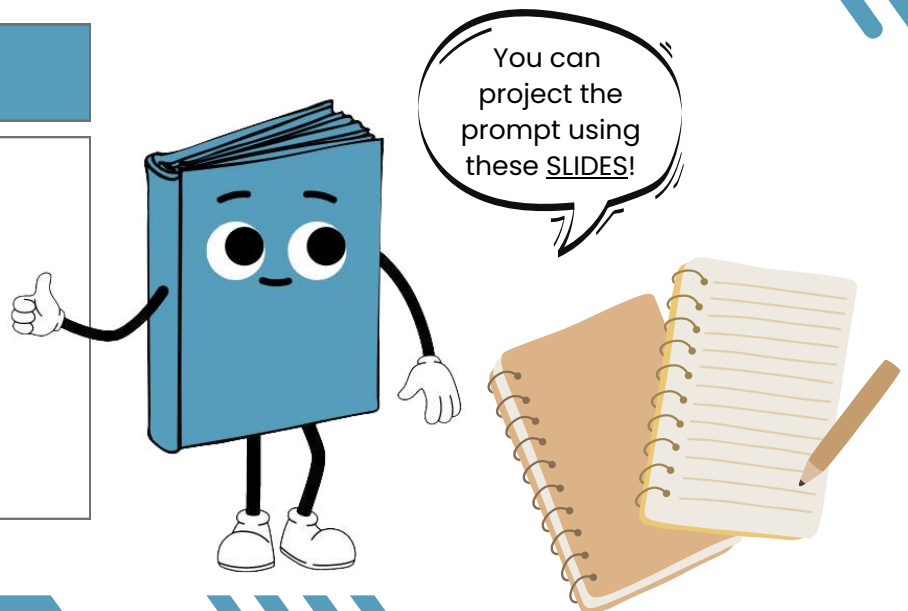
Storms

Style/Skills:  
Creative Writing  
Prediction  
Science Content  
Connection - weather

### Friday

Free Write Friday

Write whatever you'd like... including continuing a past prompt. :)



NAME: \_\_\_\_\_

# Reflect

If you could be famous for one thing (skill, organization, contribution, etc.) what would you want to be well known for?

- How did you get good at this skill?
- Who helped you along the way?
- How do people know about you and your skill/organization/contribution?



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▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

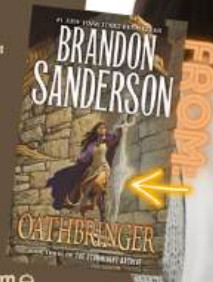
NAME: \_\_\_\_\_

WRITING PROMPTS  
FROM THE WORD NERD

WRITE A SCENE INCLUDING SCENTS

"The Wall Guard's barrack smelled like home to Kaladin. Not his father's house - which smelled of antiseptic and the flowers his mother crushed to season the air. His true home. Leather. Boiling stew. Crowded men. Weapon oil."  
-- from Oathbringer by Brandon Sanderson

Think about what your character's version of home would smell like. What scents would be comforting?



Lined writing area for the student's response.

▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:



NAME: \_\_\_\_\_

## WRITE WHAT YOU KNOW

Pick a topic you know  
TONS about and then  
create a character with this  
specific knowledge base.  
Where does he/she spend  
time and who do their  
share this knowledge with?



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Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

WRITING PROMPTS  
FROM THE WORD NERD

Write a scene using the image, your knowledge of weather/storms and your imagination.

What happens next?



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Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

# Writing Prompts

## September 16-20

### Monday

Invisible Bridges

Style/Skills:  
Creative Writing  
Contemporary/Realistic Fiction  
Personal Reflection

### Tuesday

What would you do with \$47?

Style/Skills:  
Connection to Literature  
Sensory Details

### Wednesday

My Favorite Place

Style/Skills:  
Personal Reflection  
Setting

### Thursday

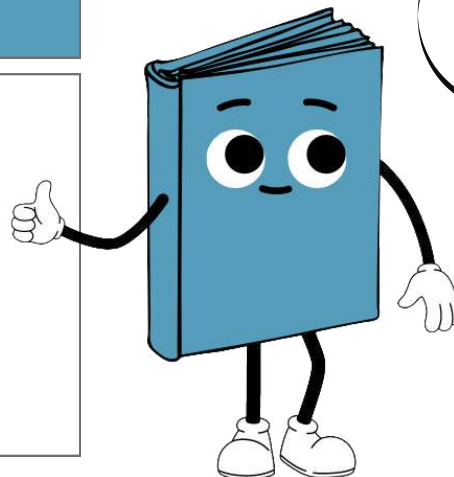
I'll Never Forget

Style/Skills:  
Personal Reflection

### Friday

Free Write Friday

Write whatever you'd like... including continuing a past prompt. :)



You can project the prompt using these SLIDES!



NAME: \_\_\_\_\_

Between buildings there are bridges that act like streets, but only for those who can see them. And for 99% of the population, these bridges are invisible. Luckily for you, you are in the 1% who can see them. How do you use these bridges?



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Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

## Continue the Story

He had exactly forty seven dollars in his pocket. Thank goodness it wasn't forty six, or else...



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▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

# Make a List



Make a list of your favorite places on the planet. Then, choose one and write a scene in that location. Do your best to use as many sensory details as possible.

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**▼ Rubric**

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

# WRITING PROMPTS

FROM THE WORD NERD

What is it you will absolutely never forget about being **THIS AGE** and why have adults forgotten it?

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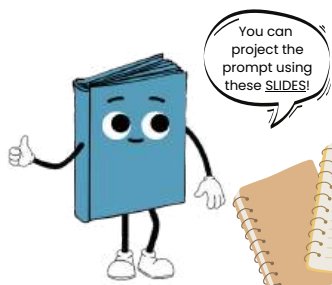
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**Rubric**

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

**Teacher Comments:**



# Writing Prompts

## September 23-27 + 30

### Monday

In a Bad Mood

Style/Skills:  
Characterization

### Tuesday

Trading Places

Style/Skills:  
Personal Reflection

### Wednesday

Sensing the Scene

Style/Skills:  
Sensory Details  
Connection to  
Literature

### Thursday

Dog: Caption This!

Style/Skills:  
Captions  
Point of View

### Friday

Free Write Friday

Write whatever you'd like... including continuing a past prompt. :)

### Monday

I'm the BEST!

Style/Skills:  
Argumentative  
Writing



NAME: \_\_\_\_\_

WRITING PROMPTS  
FROM THE WORD NERD

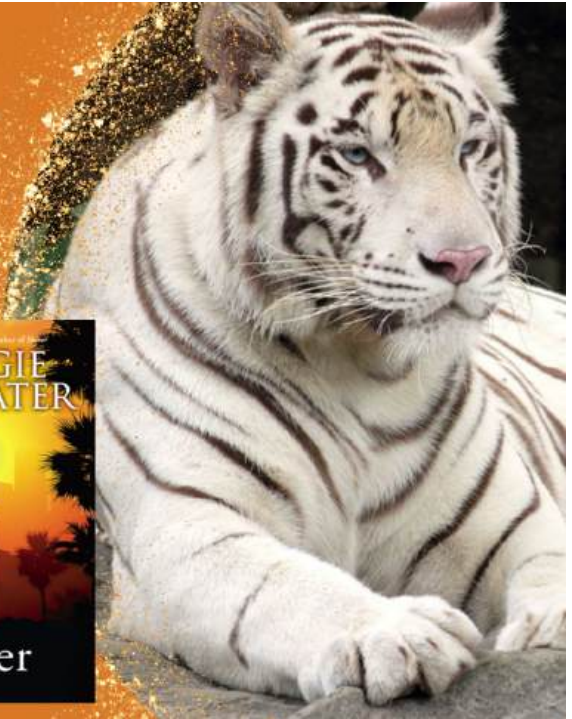
"My good mood felt like an endangered species." - Sinner by Maggie Stiefvater

Make a list of things that are rare and then pair it with a situation that does not happen very often for your character.

Try to stay away from cliché phrases like "once in a blue moon", shooting stars, and getting struck by lightning.

Ideas:

- Favorite song on the radio
- Snow days from school
- Hitting a homerun
- Seeing a UFO




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▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

WRITING PROMPTS  
FROM THE WORD NERD



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▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			
<b>Total Points = ___/10</b>			

**Teacher Comments:**

NAME: \_\_\_\_\_



# Make a List

Make a list of three things your character can see, smell, hear, touch and taste. Then write a new scene and include as many as possible. Afterwards read your scene and keep only the strongest details.

Handwriting lines for writing the scene.

▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

**WRITING PROMPTS**  
FROM THE WORD NERD

## Caption this!!

Take the POV  
(perspective) of...

- the dog
- the dog owner
- the lawn mower
- the newspaper deliver person
- the neighbor's cat

caption: a title or brief explanation of a visual/picture.



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**▼ Rubric**

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

NAME: \_\_\_\_\_

# Explain

Why is your favorite team or celebrity the **BEST** at what they do?



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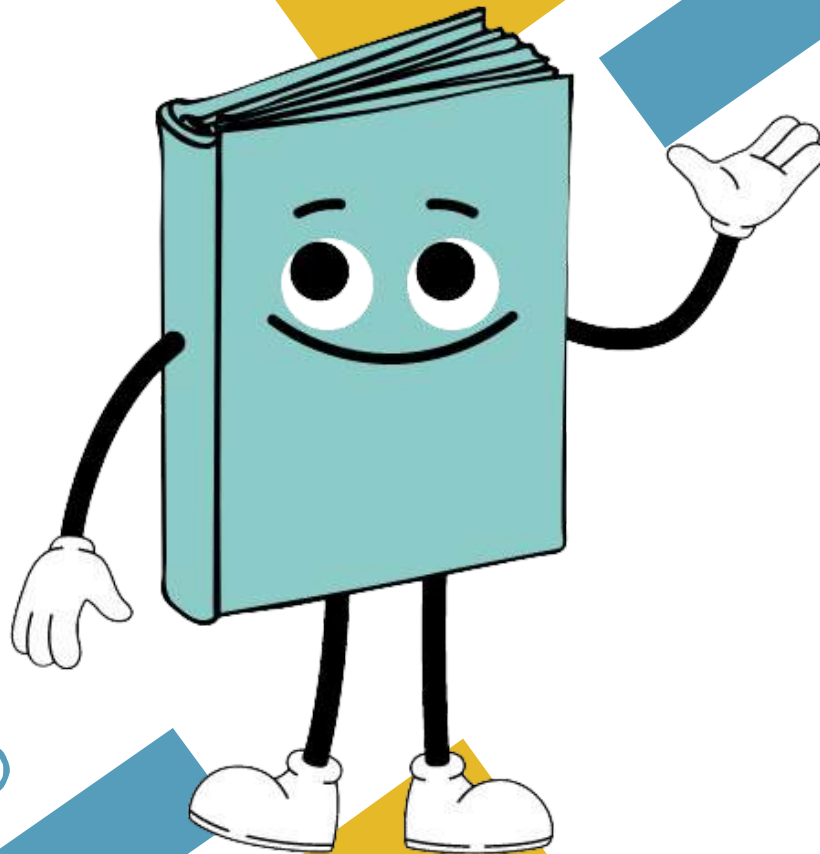
▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = \_\_\_/10

Teacher Comments:

# LESSONS



SEPTEMBER  
2024

Library

Scavenger

HUNT

Created by the Word Nerd





# ABOUT THIS RESOURCE

The idea for this game came to me as I was falling asleep one night.

What if we could find a way to lure our students into the wonderful world of the library... get them to paw all over the books and dig into the treasure the shelves have to offer? What if we could get them to purposely search for new-to-them books, authors, formats, and genres? What if we could gamify our library time and make it a place of discovery and fun, rather than silence and boredom?

YES! The answer is yes. We can do all of that. And we can do it with this activity.

## **In this resource you will find:**

page 3: How it Works

page 4: Implementation Ideas

page 5: Video Description (including ways to level it up!)

pages 6-14: Scavenger Hunt List Cards

page 15: Blank Scavenger Hunt List Cards

page 16: Post Activity Reflection Worksheet

page 17: Student Book Recommendation Poster Template

pages 18-19: Additional resources/notes

As always, if you have any questions, feel free to email me, [wordnerd@amandazieba.com](mailto:wordnerd@amandazieba.com).

I hope that your students feel even half the level of excitement doing this activity as I did in creating it.

Happy hunting and happy reading!

~ Amanda Zieba

(aka: The Word Nerd)







# HERE'S HOW IT WORKS!

1. Print the scavenger hunt list cards (See page 4 for printing ideas)
2. Choose one list to accomplish. (ex: # title, cover color, etc.)
3. Distribute the same list to each student or partners or small group of students. (see page 4 or [this video](#) for more implementation ideas)
4. Students will use the scavenger hunt list like a shopping list as they browse the library shelves.
5. Encourage students to choose books they have not read before.
6. Once students have found everything on thier list (or time has run out) students will take time to look through their chosen books. Encourage them to look at the cover, read the blurb, read the author bio, and maybe try the first few pages.
7. Before you leave the library have students check out at least one of the books they found during the scavenger hunt and possibly record other titles for future check out times.
8. Next time you play this game, distribute a different scavenger hunt list.





# IMPLEMENTATION IDEAS

- This activity can be as calm or as rowdy as you want (ie: play frantic searching music while they search or require they stay silent).
- Teacher can curate their own list to book talk and/or demonstrate the process
- Can be done individually, in partners or in small groups
- Print and laminate the lists so they are reusable, use a dry erase marker to check items off the list. And/or Print the lists on colored paper, laminate, clip in a ring for repeated use. There is one page with all 6 lists and then 6 pages with one list per page so when color printing you can do one color per list.
- Create your own scavenger hunt lists using the blank templates on page 9. Or, better yet! Have students create scavenger hunt lists for each other!
- Students can complete a variety of worksheets/post activity reflections (see pages 10 & 11)
- After students finish reading their book they can book-talk it to a friend.
- Book worms could act as "library detectives" or experts and point floundering students in the right direction/recommend excellent books that meet the scavenger hunt requirements.
- Be sure to clear this activity with your librarian first and discuss how they would like un-chosen books to be reshelved. (Student-job or librarian-job) This could be an awesome way to teach students where books are located and how they are reshelved.



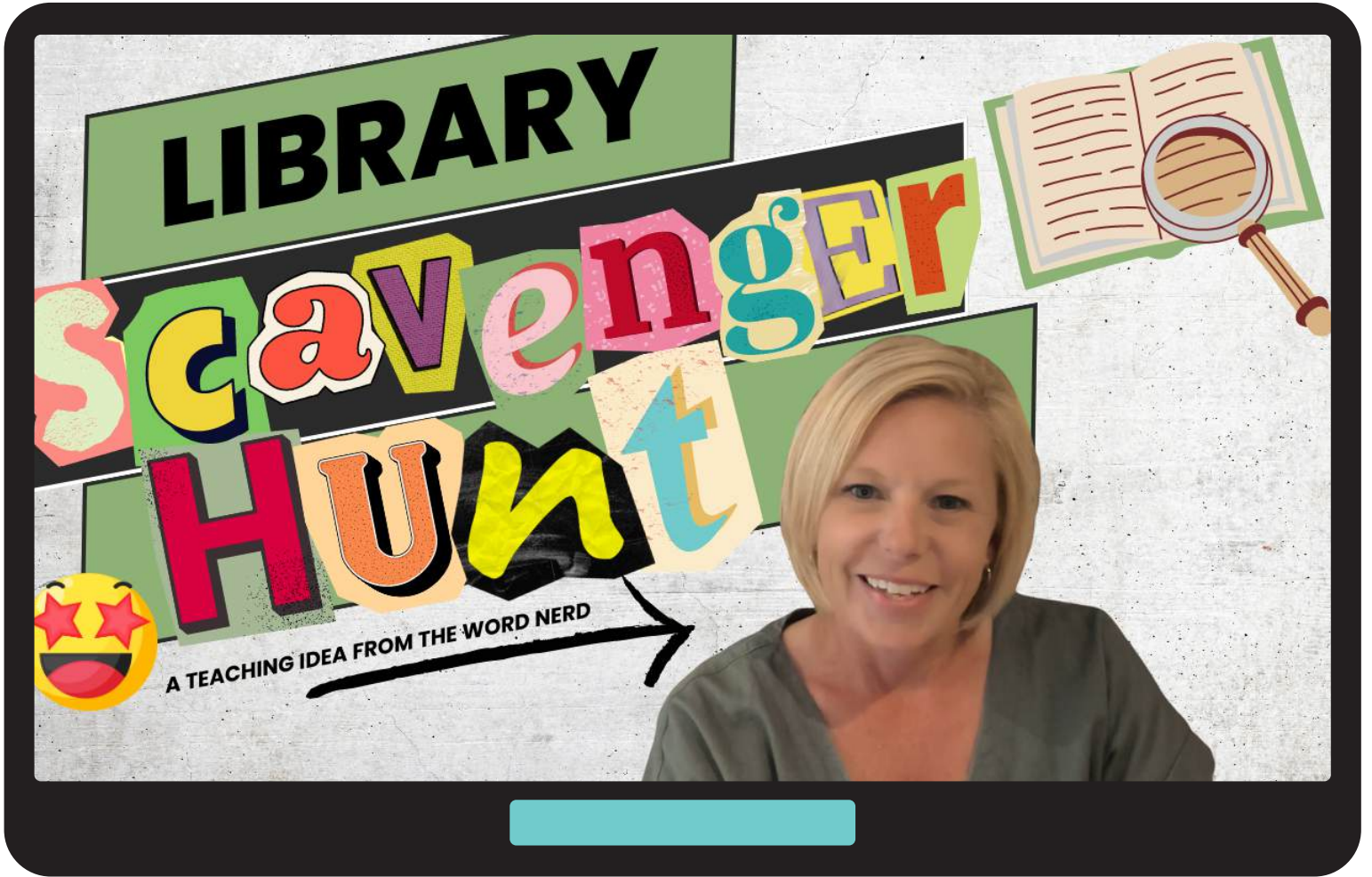
WATCH [THIS VIDEO](#)  
FOR ALL THESE  
IDEAS AND MORE!



# Library Scavenger Hunt



Here's a video that will walk you through the process!





## # TITLE

- one word title
- two word title
- three word title
- four word title
- five word title



## COVER COLOR

- red
- orange
- yellow
- green
- blue



## COVER IMAGE

- animal
- vehicle
- person
- food
- building



## AUTHOR'S NAME

- Includes initials
- Starts with the same letter as yours (first or last)
- Includes a middle name
- Has 3 letters (first or last)
- Name of a family member or classmate



## TITLE INCLUDES

- name
- location
- number
- adjective
- animal



## RANDOM

- A book over 300 pages
- A graphic novel
- A book by a new-to-you-author
- A book under 200 pages
- A novel in verse

# TITLE

- one word title
- two word title
- three word title
- four word title
- five word title

# TITLE

- one word title
- two word title
- three word title
- four word title
- five word title

# TITLE

- one word title
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- four word title
- five word title

# TITLE

- one word title
- two word title
- three word title
- four word title
- five word title

SCAVENGER HUNT



COVER COLOR

- red
- orange
- yellow
- green
- blue

SCAVENGER HUNT



COVER COLOR

- red
- orange
- yellow
- green
- blue

SCAVENGER HUNT



COVER COLOR

- red
- orange
- yellow
- green
- blue

SCAVENGER HUNT



COVER COLOR

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- yellow
- green
- blue

SCAVENGER HUNT



COVER COLOR

- red
- orange
- yellow
- green
- blue

SCAVENGER HUNT



COVER COLOR

- red
- orange
- yellow
- green
- blue

SCAVENGER HUNT

COVER IMAGE

- animal
- vehicle
- person
- food
- building

SCAVENGER HUNT

COVER IMAGE

- animal
- vehicle
- person
- food
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SCAVENGER HUNT

COVER IMAGE

- animal
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SCAVENGER HUNT

COVER IMAGE

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SCAVENGER HUNT

COVER IMAGE

- animal
- vehicle
- person
- food
- building

SCAVENGER HUNT

COVER IMAGE

- animal
- vehicle
- person
- food
- building

### AUTHOR'S NAME

- Includes initials
- Starts with the same letter as yours (first or last)
- Includes a middle name
- Has 3 letters (first or last)
- Name of a family member or classmate

### AUTHOR'S NAME

- Includes initials
- Starts with the same letter as yours (first or last)
- Includes a middle name
- Has 3 letters (first or last)
- Name of a family member or classmate

### AUTHOR'S NAME

- Includes initials
- Starts with the same letter as yours (first or last)
- Includes a middle name
- Has 3 letters (first or last)
- Name of a family member or classmate

### AUTHOR'S NAME

- Includes initials
- Starts with the same letter as yours (first or last)
- Includes a middle name
- Has 3 letters (first or last)
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TITLE INCLUDES

- name
- location
- number
- adjective
- animal

TITLE INCLUDES

- name
- location
- number
- adjective
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## RANDOM

- A book over 300 pages
- A graphic novel
- A book by a new-to-you-author
- A book under 200 pages
- A novel in verse

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### # TITLE

Find

- one word title
- two word title
- three word title
- four word title
- five word title



### # TITLE

Record

- 
- 
- 
- 
- 

cut



### COVER IMAGE

Find

- animal
- vehicle
- person
- food
- building



### COVER IMAGE

Record

- 
- 
- 
- 
- 

cut



### TITLE INCLUDES

Find

- name
- location
- number
- adjective
- animal



### TITLE INCLUDES

Record

- 
- 
- 
- 
-



# COVER COLOR <sup>Find</sup>

- red
- orange
- yello
- green
- blue



Record

# COVER COLOR

- 
- 
- 
- 
- 
- 

cut



Find

# AUTOHR'S NAME

- Includes initials
- Starts with the same letter as yours (first or last)
- Includes a middle name
- Has 3 letters (first or last)
- Name of a family member or classmate



Record

# AUTHOR'S NAME

- 
- 
- 
- 
- 
- 

cut



Find

# RANDOM

- A book over 300 pages
- A graphic novel
- A book by a new-to-you-author
- A book under 200 pages
- A novel in verse



Record

# RANDOM

- 
- 
- 
- 
- 
-

SCAVENGER HUNT



Four empty rectangular boxes stacked vertically, intended for recording search results.



Four horizontal writing lines for notes, each aligned with one of the boxes above.

SCAVENGER HUNT



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Four horizontal writing lines for notes, each aligned with one of the boxes above.

SCAVENGER HUNT



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SCAVENGER HUNT



Four empty rectangular boxes stacked vertically, intended for recording search results.

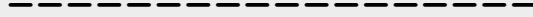


Four horizontal writing lines for notes, each aligned with one of the boxes above.

SCAVENGER HUNT



Four empty rectangular boxes stacked vertically, intended for recording search results.

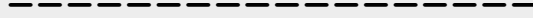


Four horizontal writing lines for notes, each aligned with one of the boxes above.

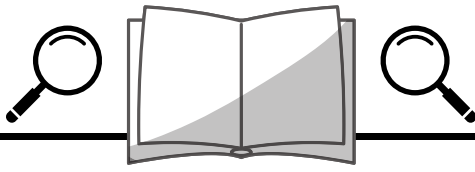
SCAVENGER HUNT



Four empty rectangular boxes stacked vertically, intended for recording search results.

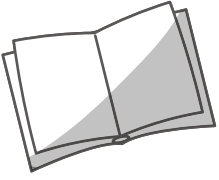


Four horizontal writing lines for notes, each aligned with one of the boxes above.



# LIBRARY SCAVENGER HUNT

Now that you have completed your scavenger hunt and selected one book, tell a little bit about it!

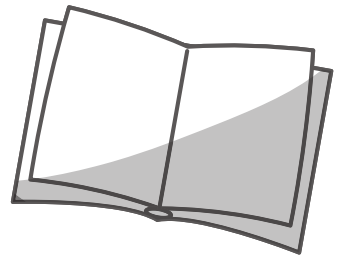


**Title:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**What aspect of this book is most appealing to you?**

cover    blurb    title    author    book format  
 first few pages    topic    other: \_\_\_\_\_



Explain in one sentence why you chose to check out this book amidst all the others you found in the scavenger hunt.

\_\_\_\_\_  
\_\_\_\_\_

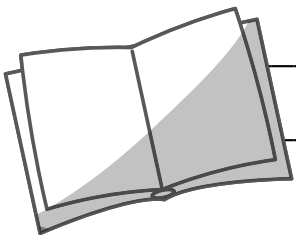
**After reading this book for awhile...**

**What aspect of this book are you most enjoying?**

characters    setting (time and location)    plot/events  
 writing style    book format    other: \_\_\_\_\_

**Write a 1-2 sentence summary of what you have read so far.**

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_





Title: \_\_\_\_\_

Author: \_\_\_\_\_

Draw your book cover or add illustrations depicting aspects of the book.

I recommend this book because:

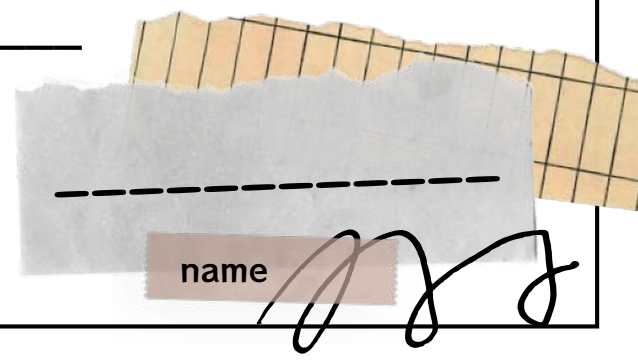
\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



# Story Elements



## Activities for:

- Character
- Conflict
- Point of View
- Setting





# STORY ELEMENTS

## How I Teach Story Elements Video



First, watch this video for an overview and a few tips, tricks, and strategies.



## Story Element Power Point

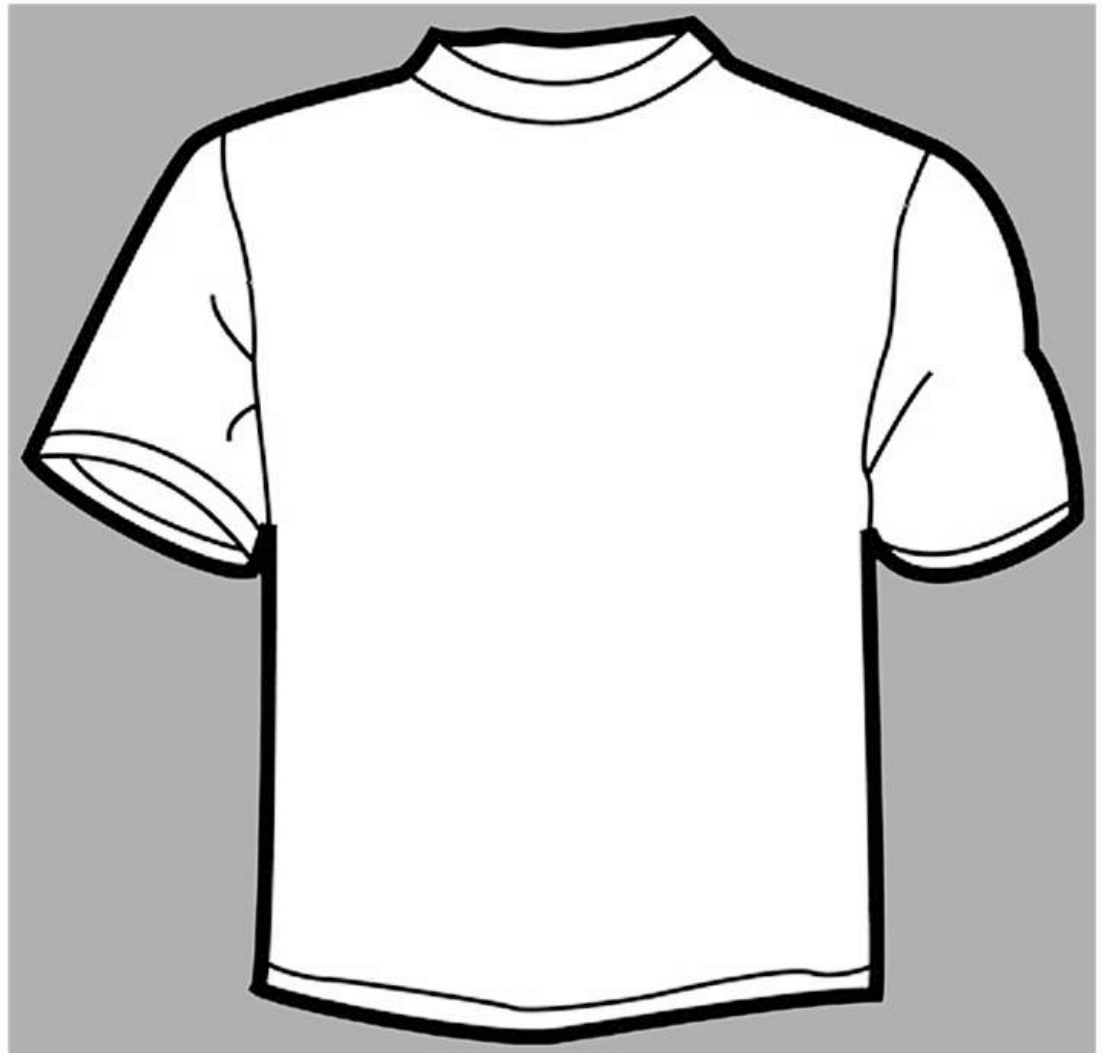
Use this introduction to Story Elements PowerPoint to guide your students through the 7 major story elements. These activities can be used as an introduction or review in 4th, 5th and 6th grade. Definitions, examples and an acronym to remember the elements are included.

<https://1drv.ms/p/s!Ar2GkmuzY8ip3nSivw1AhFeBsw2E?e=dSp9iE>

# Character

## T-Shirt Time!

Your job is to design a t-shirt for your main character. Use the blank t-shirt below to show what the shirt would look like visibly. Think about what your character is interested in and where they might go. What kind of a shirt would they want to wear? Comfy? Trendy? Loud? After you have designed the shirt, write a short scene in which your character wears this shirt. Now you'll need to think about how to describe both your character and their shirt with words. Where will your character go in this shirt? What will they do? How do they feel when they wear it? Tell all about it in your t-shirt story.





Grab a pencil and get ready to wrack your brain for 26 different ways to describe your main character. Write them next to, under, on top of or near each of the letters below.

# Character



Now that you are done, circle the five strongest attributes of your character.

# Character



## Missing Person!

Using your list of character words from the previous page, create a missing person ad describing your character so that if they were lost, this ad could be used to help find them. Remember to include physical traits, personality traits and character preferences. Locations and talents might also be helpful in finding your character.

Draw a picture of your character here

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# Character + Conflict

Think of a problem your main character is facing. If you were in their shoes, how would you solve it? In the space below, write your character an advice letter, telling them possible solutions for their current predicament. You can write the letter as yourself, or for a twist, write the letter as another character in your book. Who knows, this may become a part of your story. Or it just might be part of the behind the scenes construction (you know, that stuff no one sees because it gets covered up with carpet and paint) that helps you get to the end product. Either way, it should be a valuable exercise. (\*Don't forget to do a closure and signature so you can remember who the letter is from!)

Dear \_\_\_\_\_,

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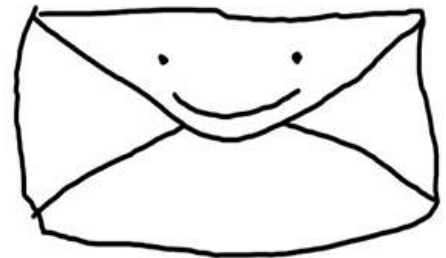
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# Point of View VS. Perspective

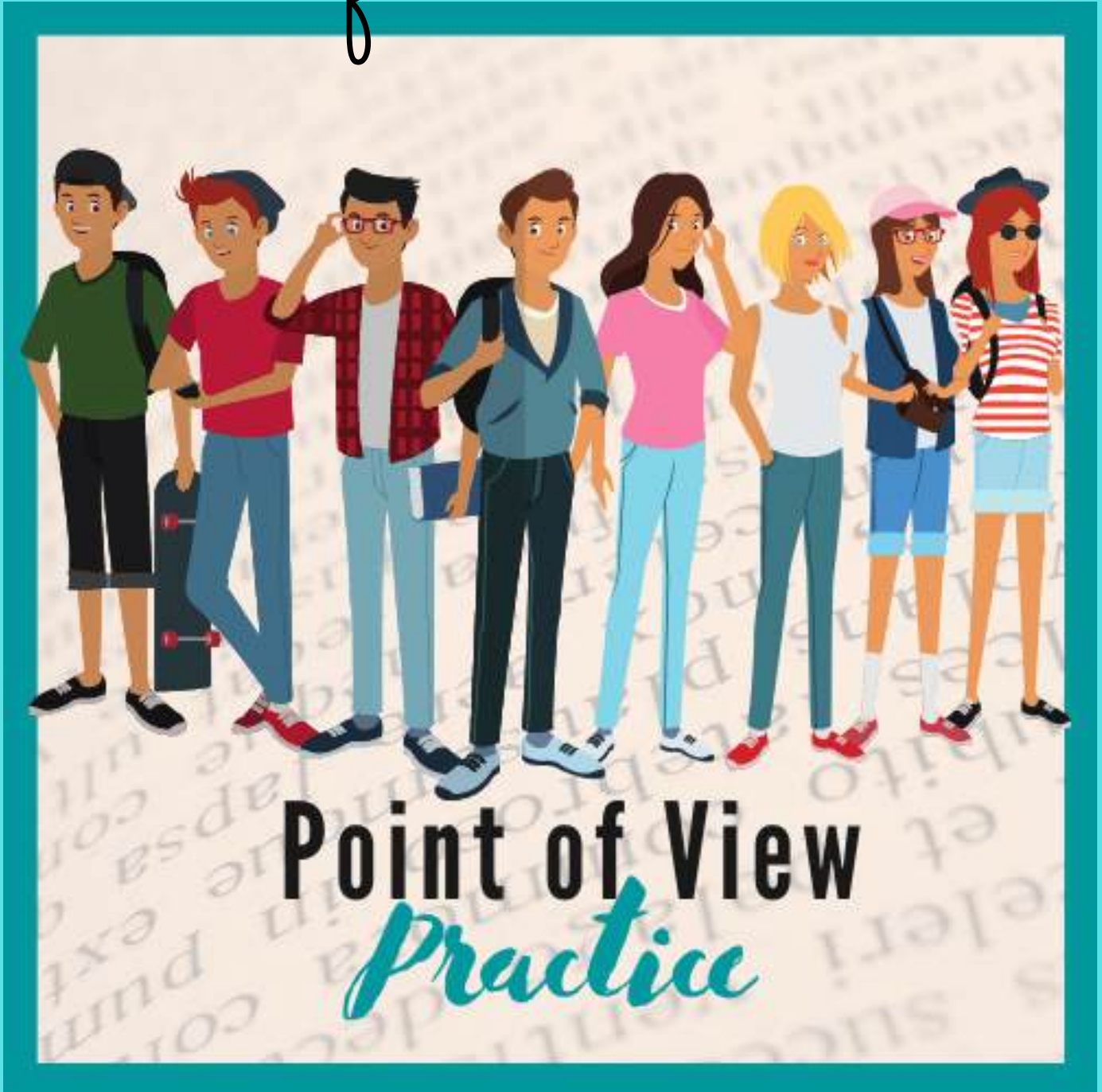
Sometimes students confuse Point of View and Perspective, and I can't blame them. They are pretty similar.

To help them distinguish the difference and practice identifying each, use this video. In this video review 1st, 2nd and 3rd person POV and see examples of each point of view in action. Then learn how perspective is slightly different than POV and examine aspects of a character that can influence their storytelling perspective, which can in turn impact a story. Amanda closes out the video with some specific fractured fairytale ideas and general writing tips. Happy writing ya'll!



Video Link: [https://www.youtube.com/watch?v=6dWXa\\_VC0cw](https://www.youtube.com/watch?v=6dWXa_VC0cw)

# Point of View Practice



Instruction, Video Links, 2 Practice Activities  
Answer Keys, and Color + B/W version included

Created by the Word Nerd



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

# Point of View Practice



## Point of View - the person telling the story

- Point of view is what the character or narrator telling the story can see (his or her perspective).
- There are three main points of view in literature: 1st Person, 2nd Person and 3rd Person. 1st and 3rd person are most commonly used.
- Many stories have the protagonist or the main character telling the story. This is called first person. (Words commonly used in first person POV are: I, me, my, we, mine, us.)
- If an outside of the story narrator is telling the story, it is called third person. (Words commonly used in third person POV are: he, she, him, her, they, their.)
- The narrator should not be confused with the author, who is the writer of the story. The author chooses “who” is to tell the story by determining the point of view.

**For more instruction, watch one or all of these videos.**

- [Video 1](#)
- [Video 2](#)
- [Video 3](#)

Created by the Word Nerd

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



# Point of View Practice

## DIRECTIONS

Watch these video clips. Then circle the point of view being used. (1 point each)

Video Clip #1: Flipped    1st person    3rd Person

Video Clip #2: Honey I Shrunk the Kids    1st person    3rd Person

Video Clip #3: Brave    1st Person    3rd Person

Video Clip #4 D2 The Might Ducks    1st person    3rd Person

Video Clip # 5: The Croods    1st person    3rd Person

**Now write the trailer of your favorite movie. Choose either first or third person. (5 points)**

Chosen POV (circle one)    1st Person    3rd Person

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Score: \_\_/10

Created by the Word Nerd

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

# Point of View Practice



## ANSWER KEY

Video Clip #1: Flipped    **1st person**    3rd Person

Video Clip #2: Honey I shurnk the Kids    1st person    **3rd Person**

Video Clib #3: Brave    **1st Person**    3rd Person

Video Clib #4 D2 The Might Ducks    1st person    **3rd Person**

Video Clip # 5: The Croods    1st person    **3rd Person**

**Now write the trailer of your favorite movie. Choose either first or third person.**

Answers will vary. Give points for correctly using the key words of the chosen point of view. For example, words commonly used in first person POV are: I, me, my, we, mine, us.m and words commonly used in third person POV are: he, she, him, her, they, their.

Points Possible = 10

Created by the Word Nerd

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



# Point of View Practice

## DIRECTIONS

Read the following excerpts from stories below and decide if they are told in the first or third person point of view. Put a 1 (for first person) or a 3 (for third person) next to the text to indicate your choice. Highlight the words in the sample that help you to know you are making the correct choice. (1 point for correctly identifying the POV and another per problem for correctly highlighting identifying words.)

\_\_\_\_ “She thought she saw car headlights come on where the drive disappeared into the trees, and an engine started. Meggie ran that way. She tripped and fell, grazing her knee on the gravel, which was wet with dew. Warm blood trickled down her leg but she took no notice. She ran on and on, limping and sobbing, until she had reached the big wrought iron gate. The road beyond it was empty. Mo was gone.” (from Inkheart by Cornelia Funke.)

\_\_\_\_ “Stubbornly I shook my head. I would not give up the earrings. As long as I had them, I could keep my dream of running away. I knew if I simply refused, Sass would find a way to make me give them up. So I lied. “I have lost them.” I said.” (from Homeless Bird by Gloria Whelan)

\_\_\_\_ “I felt oddly buoyant as I walked from Spanish toward the cafeteria, and it wasn’t just because I was holding hands with the most perfect person on the planet, though that was certainly part of it.” (from Eclipse by Stephanie Meyer)

\_\_\_\_ “He had never disobeyed an order to hide. Even as a toddler, barely able to walk in the backyard’s tall grass, he had somehow understood the fear in his mother’s voice. But on this day, the day they began taking the woods away, he hesitated. He took one extra breath of fresh air, scented with clover and honeysuckle, and coming from far away – pine smoke. He laid his hoe down gently, and savored one last moment of feeling warm soil beneath his bare feet. He reminded himself, “I will never be allowed outside again. Maybe never again as long as I live.” He turned and walked into the house silently as a shadow.” (from Among the Hidden by Margaret Peterson Haddix)

\_\_\_\_ “Two of them came at me. I backed up toward the creek, tried to raise my shield, but Clarisse was too fast. Her spear stuck me straight in the ribs. If I hadn’t been wearing an armored breastplate, I would’ve been shish-ke-babbed. As it was, the electric point just about shocked my teeth out of the mouth. One of her cabin mates slashed his sword across my arm, leaving a good size cut.” (from The Lightning Thief by Rick Riordan)

Score: \_\_/10

Created by the Word Nerd

# POV Practice

## Answer Key



\_\_3\_\_ "**She** thought **she** saw car headlights come on where the drive disappeared into the trees, and an engine started. **Meggie** ran that way. **She** tripped and fell, grazing **her** knee on the gravel, which was wet with dew. Warm blood trickled down **her** leg but **she** took no notice. **She** ran on and on, limping and sobbing, until **she** had reached the big wrought iron gate. The road beyond it was empty. **Mo** was gone." (from Inkheart by Cornelia Funke.)

\_\_1\_\_ "Stubbornly **I** shook **my** head. **I** would not give up the earrings. As long as **I** had them, **I** could keep **my** dream of running away. **I** knew if **I** simply refused, Sass would find a way to make me give them up. So **I** lied. "**I** have lost them." **I** said." (from Homeless Bird by Gloria Whelan)

\_\_1\_\_ "**I** felt oddly buoyant as **I** walked from Spanish toward the cafeteria, and it wasn't just because **I** was holding hands with the most perfect person on the planet, though that was certainly part of it." (from Eclipse by Stephanie Meyer)

\_\_3\_\_ "**He** had never disobeyed an order to hide. Even as a toddler, barely able to walk in the backyard's tall grass, **he** had somehow understood the fear in **his** mother's voice. But on this day, the day they began taking the woods away, **he** hesitated. **He** took one extra breath of fresh air, scented with clover and honeysuckle, and coming from far away – pine smoke. **He** laid **his** hoe down gently, and savored one last moment of feeling warm soil beneath his bare feet. **He** reminded himself, "I will never be allowed outside again. Maybe never again as long as I live." **He** turned and walked into the house silently as a shadow." (from Among the Hidden by Margaret Peterson Haddix)

\_\_1\_\_ "Two of them came at **me**. **I** backed up toward the creek, tried to raise my shield, but Clarisse was too fast. Her spear stuck **me** straight in the ribs. If **I** hadn't been wearing an armored breastplate, **I** would've been shish-ke-babbed. As it was, the electric point just about shocked **my** teeth out of the mouth. One of her cabin mates slashed his sword across **my** arm, leaving a good size cut." (from The Lightning Thief by Rick Riordan)

Possible Points: 10

Created by the Word Nerd



# Setting

When you are thinking about selecting a setting for your own story, think about the places you know best. Those will be the easiest to describe. You won't need to do hours of research to figure out the way people who live there talk, or what the sunset looks like or how people dress... because you KNOW it. You've LIVED it.

# Setting

You can call the images of the lake at dawn or the crowded streets to your mind in an instant. You can tell me the fastest way to get from Cinderella's Castle to Tomorrow Land in Disney World, because your family vacations there every year. What does campfire smoke smell like? No problem for you, you spend every summer at your grandparents' cabin. As a young writer, these are the places to set your story. So think, where have you spent oodles of time? Which place in this entire wide world do you know like the back of your hand? The mall? Your neighborhood park? The beach?

Go ahead. Make a list of YOUR PLACES. The places that matter in YOUR WORLD. And then start describing them. I am willing to bet the words will come fast, and if you are lucky, maybe a story with them. :) Happy writing!

# Setting

<b>Place</b>	<b>Details</b>	<b>Story Idea</b>



# Setting



## Setting the Scene

As a reader, it is most often the setting of a book that will determine whether I scoop it up or leave it lay on the shelf. A WWII novel in a holocaust camp? Heck no. Not for me. An epic fantasy in medieval Europe. YUP. A zombie infested futuristic London, caught my eye (and my \$10 in the book store) even though I REALLY don't like scary things. Setting, like genre, can ensnare a reader just by boasting a location or time period of interest. It is a powerful writing element, and one that should be mastered.

Clearly conveying the setting can require research, not to mention a lot of time, but for some, setting the scene is their favorite part of writing. Many authors love creating new worlds and exploring ones long extinct, and it shows in their writing. It is in the works of these authors that we feel we are really there, living inside the pages of their book.

Go to your bookshelf quick and grab a book that has transported you to an interesting place. Be it near or far does not matter. What matters is the author's ability to put you in that time and place. Read a bit, find a passage or chapter that whisks you away. Pay attention to the author's word choice and the way they move your mind from your couch and into their world. Jot down a few of those phrases below.

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# Setting

Did you notice it was more than saying, 4th century Rome? A fancy university campus? An abandoned storm cellar?

**A setting contains two parts, the WHERE and the WHEN.**

By including facts about both the time and the place of the story, you can add to the reader's experience. Below are a few ways authors describe their settings. Feel Free to add to the list if you have more ideas!

## WHEN/TIME

- Look at the sky, light/dark, tells us the approximate time of day.
- Daily routines. If a character is eating breakfast we know it is morning.
- Weather/Seasons/Holidays help us to know the time of year.
- Clothing and fashion styles help us to know the time period/season of the book.
- Famous people in the story help us to know the time period of the book.
- Technology in the story helps us to know the time period of the book.
- Language/Slang gives us clues as to the time period of the book.
- Clocks, calendars, newspaper or other nonfiction reports that mention specific dates and times.
- 

## WHERE/LOCATION

- Buildings (ex: school, church, grocery store, home)
- Landscape/Terrain/Soil helps us to know the geographic region the story takes place.
- Surroundings/Environment/Population can help us to know if it is in a rural or urban setting.
- Specific mention of a city, state or country.
- Temperature and weather can help us know a geographic location.
- Plant/animal life mentioned (ex: cactus or polar bear) can help us know a geographic location.
- Clothing (ex: a uniform) can help us know a location (hospital, college logo, military, etc.)
- Language or accents can help us know a country or geographic location.

# Setting

Let's practice!

Below are several settings. Using the list of details on the previous page, do your best to describe them. You can insert characters in them if you need to, but your focus should be on clearly conveying the sights, sounds and atmosphere of the time and place given. Ready to work? Go ahead.

We'll start easy, and give you a picture prompt to get you started.



PLACE: Campsite

Time: Midnight

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PLACE: The Mall

TIME: Holiday Shopping Rush

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# Setting

PLACE: Football Field

TIME: Friday Night

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PLACE: Battlefield

TIME: Revolutionary War

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PLACE: The White House

TIME: Election Day

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# Setting

PLACE: Football Field

TIME: Friday Night

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PLACE: Battlefield

TIME: Revolutionary War

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PLACE: The White House

TIME: Election Day

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# Genre



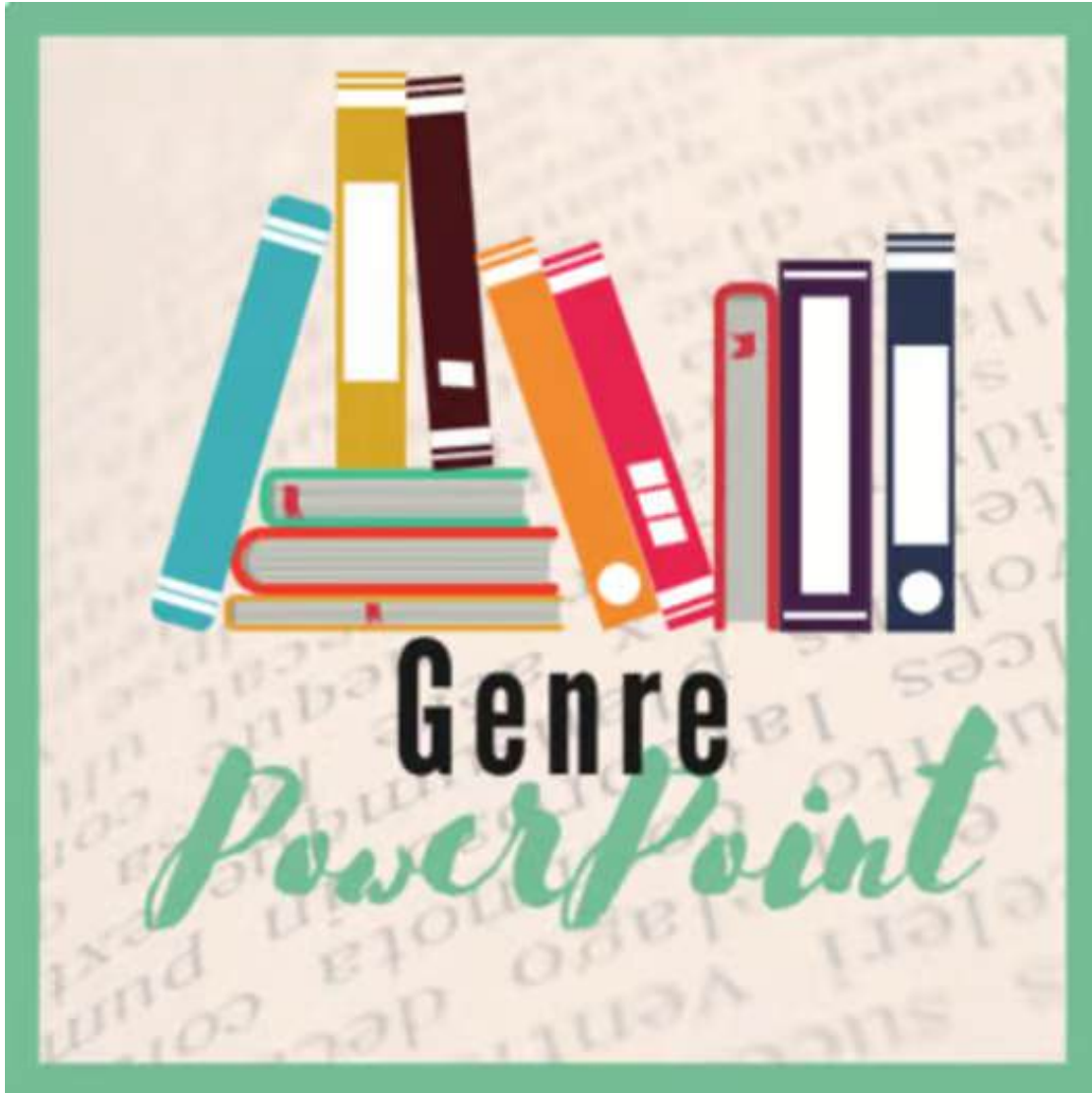
## Includes

- Point Point
- Quick Quiz



# GENRE

## Genre Power Point



This PowerPoint defines 14 different fiction and nonfiction genres and as well as provides example titles for each genre, including titles that feature diverse characters.

<https://1drv.ms/p/s!Ar2GkmuzY8ip3wWG-l9mVin4b1wQ?e=n6MKlo>



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

# Quick Genre Quiz

## DIRECTIONS

Match the definition from the right to the correct genre on the left.

1. Biography \_\_\_\_\_
2. Autobiography \_\_\_\_\_
3. Memoir \_\_\_\_\_
4. Informational \_\_\_\_\_
5. Poetry \_\_\_\_\_
6. Realistic Fiction \_\_\_\_\_
7. Historical Fiction \_\_\_\_\_
8. Science Fiction \_\_\_\_\_
9. Fantasy \_\_\_\_\_
10. Mythology \_\_\_\_\_
11. Tall Tale \_\_\_\_\_
12. Folklore \_\_\_\_\_
13. Fairy Tale \_\_\_\_\_
14. Humor \_\_\_\_\_
15. Mystery \_\_\_\_\_
16. Horror \_\_\_\_\_

- A. A book telling facts and information about a specific topic.
- B. Short stories for children with magical creatures and characters.
- C. The story of someone's own life.
- D. Fiction stories that involve strange or other worldly settings and characters.
- E. A story with futuristic elements that can take place on other planets.
- F. A fiction story that is handed down by word of mouth about a folk hero.
- G. A fiction story that evokes a feeling of fear in the characters and reader.
- H. The story of someone's life, as told by another person.
- I. A story in the present, that could happen, but didn't.
- J. Fiction full of fun, comedy and excitement, written to entertain you.
- K. A story or information written in verse, frequently using rhyme and imagery.
- L. A story about a portion of one person's own life.
- M. A humorous story that is too far-fetched to be true. Often includes exaggerations.
- N. A fiction story that involves the solution of a crime or discovering of clues.
- O. A story that takes place in the past involving historical characters and settings.
- P. A story that belongs to a group of people that tells about history, heroes and gods.

Score: \_\_\_/16



# Quick Genre Quiz

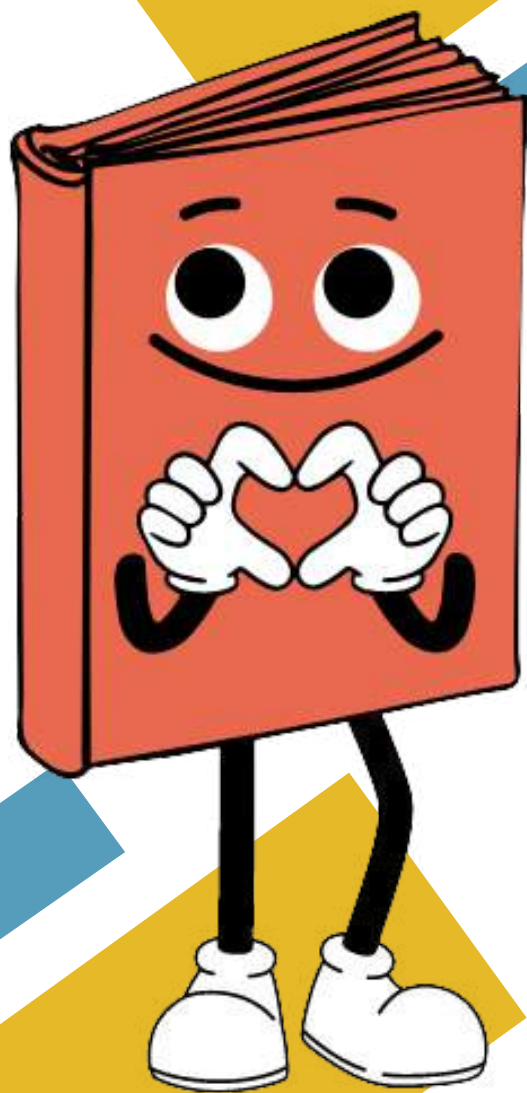
## Answer Key

1. Biography: H
2. Autobiography: C
3. Memoir: L
4. Informational: A
5. Poetry: K
6. Realistic Fiction: I
7. Historical Fiction: O
8. Science Fiction: E
9. Fantasy: D
10. Mythology: P
11. Tall Tale: M
12. Folklore: P
13. Fairy Tale: B
14. Humor: J
15. Mystery: N
16. Horror: G

Possible Points: 16



# ADDITIONAL RESOURCES



SEPTEMBER  
2024

# First Chapter Friday

## *Mystery Quote*



# First Chapter Friday

## Mystery Quote

### Included in this Resource:

- What is a Mystery Quote and How Do I Use It? ([video link](#))
- 2 sided student engagement worksheet to use during The Word Nerd's First Chapter Friday Videos
- Printable Mystery Quote "answer sheets" for students to record the mystery quote while listening to the video. Students can turn in their answers for a drawing. Suggested prizes may be: choice seating, first dibs on the book that was read aloud, candy, "School Bucks", etc.
  - I would do one of these two (either 2 sided sheet or prize sheet... otherwise it might be too much and become tedious for the students which would detract from the goal of engaging them.
  - I would also choose to do either this mystery quote activity or one of the other student engagement worksheets I've created... again, we don't want to just give busy work. I think it would be a great idea to continually mix it up to keep things fresh. For example: Do a mystery quote sheet one week, a mindfulness coloring sheet (in the 2023 pack) the next, an original FCF worksheet (novel specific or generic) the week after that, or an author interview worksheet ([from this pack](#)) the next. This way things won't get stale and stagnant and you can reach a variety of types of learners in your classroom.



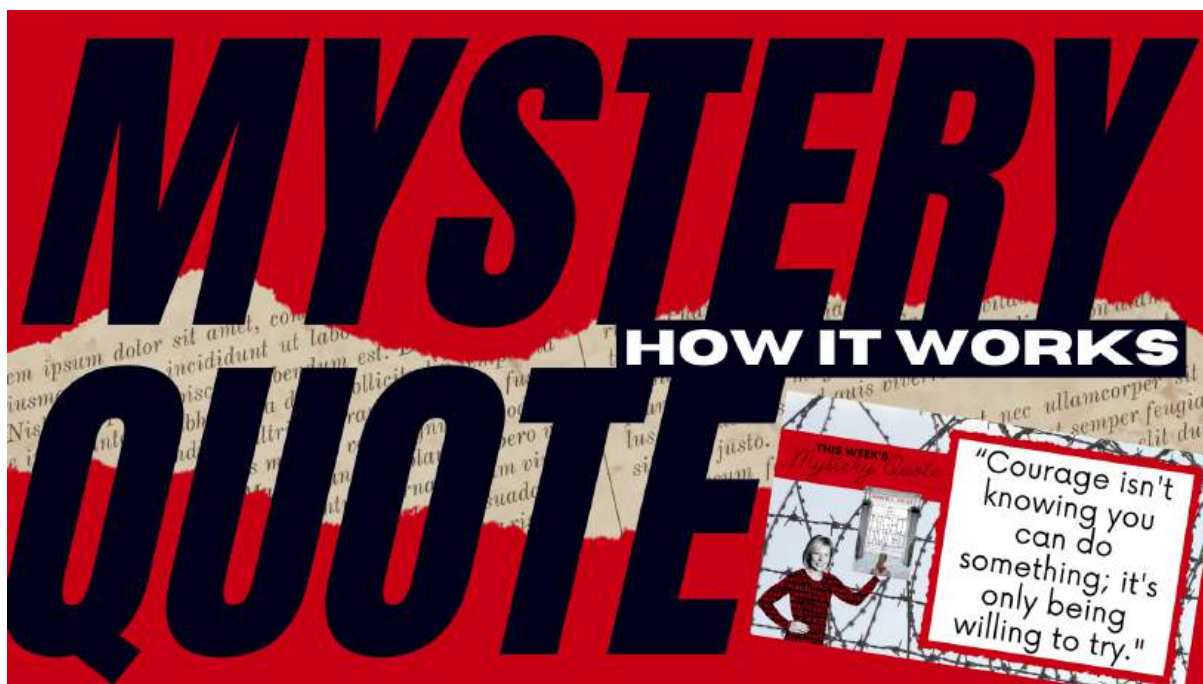
- Leaderboard Printable
- Links to the First Chapter Friday Playlist

# First Chapter Friday

## Mystery Quote



Watch this [quick video](#) to learn all about the Mystery Quote hidden in my First Chapter Friday videos and how to use it in your classroom.



I have over 120 First Chapter Friday Read Aloud Videos on my channel. MOST have Mystery Quotes hidden inside. If a mystery quote is included, it will be noted on the video thumbnail image, in the video description box and also within the first 30 seconds of the video.



Videos that do not have mystery quotes were likely made in the first half of 2021 (before I began adding them) or in a graphic novel read aloud when there is already a lot going on, on screen. I hope your students enjoy this added layer to my videos and that it further engages them in the wonderful ritual that is First Chapter Fridays.

Name \_\_\_\_\_

# First Chapter Friday

## Mystery Quote

As you listen to the read aloud, watch the screen to learn the mystery quote, one word at a time. Write it here:

○ ○ ○ ○ ○

Book Title:



I think this quote relates to:  
(check as many as apply)

- The book's theme
- A lesson the character learns
- My life: \_\_\_\_\_
- Our curriculum (ELA/Reading lesson)
- Another book I have read: \_\_\_\_\_
- Other: \_\_\_\_\_



I want to continue reading this book.



I do not want to continue reading this book.

Name \_\_\_\_\_

# First Chapter Friday

## Mystery Quote

My rating of this book's beginning:



○ ○ ○ ○ ○

---

I rate this book's beginning \_\_\_ stars because

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Emotions I felt as I listened to this chapter:

- Happy    Intrigued    Hopeful    Disgust    Nervous    Joyful  
Focused    Sad    Frustrated    Confident    Jealous    Bored  
Excited    Fear    Angry    Entertained    other: \_\_\_\_\_

The elements of this book's beginnings that drew me in or pushed me away were... because...

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---

---

---

---

Name \_\_\_\_\_

# First Chapter Friday

## *Mystery Quote*

As you listen to the read aloud, watch the screen to learn the mystery quote, one word at a time. Write it here:

Book Title: \_\_\_\_\_

Quote: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then turn this paper into your teacher for a chance to win a prize!

Name \_\_\_\_\_

# First Chapter Friday

## *Mystery Quote*

As you listen to the read aloud, watch the screen to learn the mystery quote, one word at a time. Write it here:

Book Title: \_\_\_\_\_

Quote: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Then turn this paper into your teacher for a chance to win a prize!

# First Chapter Friday Mystery Quote LEADERBOARD

Color in a square for each quote correctly written. The 1st team to fill their boxes wins!

**TEAM #1**


**TEAM #2**


**TEAM #3**


**TEAM #4**


**TEAM #5**




# FIRST CHAPTER FRIDAY BOOK POSTERS





# Hello Word Nerds

This resource came at the request of one of my email subscribers. She wanted a way to showcase the books they were reading as First Chapter Fridays in class. It's a great idea... post the books as you read them each week so there is a visual to help remind students about all the amazing stories you've introduced them to. :) So here you go!

In this resource there are sample pages and templates. All you need to do to edit the template is click FILE and then MAKE A COPY. You will then be able to add your own pictures, change text, and more. To add book cover images, just google the book and then copy and paste the image onto the template. If you have any questions, feel free to reach out to me at any time. Canva is an amazing tool and truly you will have the capability to create something absolutely perfect for your classroom. If you are new to Canva and want a quick tutorial, [click here](#) for a video I made.


**[Click here](#)** to access the editable files and continue scrolling to see the template options.


I hope this resource is another you can use in our quest to help students fall in love with reading. Remember I've got a full channel of First Chapter Friday videos for you to use as well. [Click here](#) to head to the playlist on my channel.

Happy Reading!  
Amanda Zieba  
(aka: The Word Nerd)

 [www.amandazieba.com](http://www.amandazieba.com)

 [wordnerd@amandazieba.com](mailto:wordnerd@amandazieba.com)

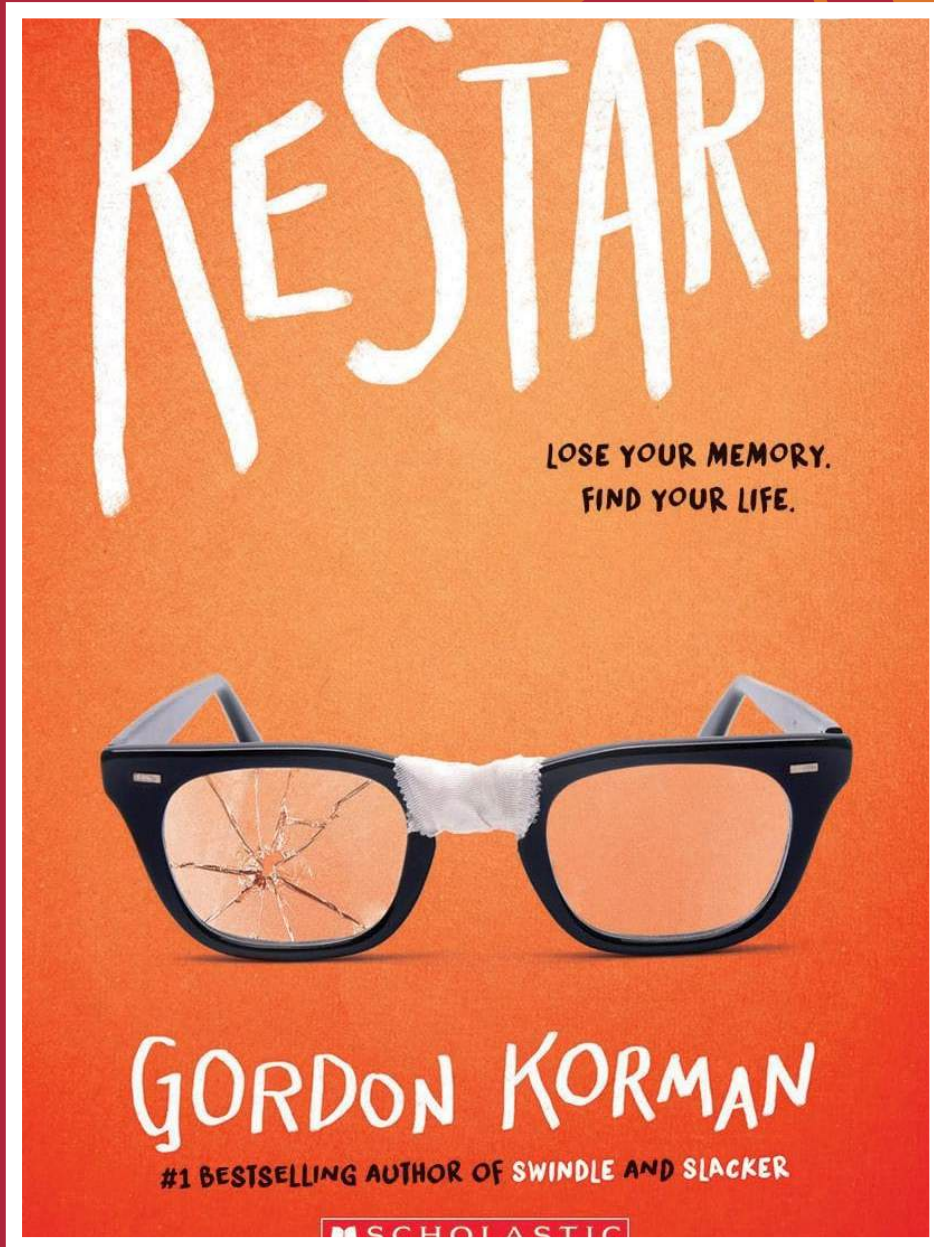
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@AmandaZiebatheWordNerd](https://www.youtube.com/@AmandaZiebatheWordNerd)

 [https://www.teacherspayteachers.com/  
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INDIVIDUAL  
BOOK  
POSTERS



FIRST CHAPTER FRIDAY



HOLES  
LOUIS SACHAR

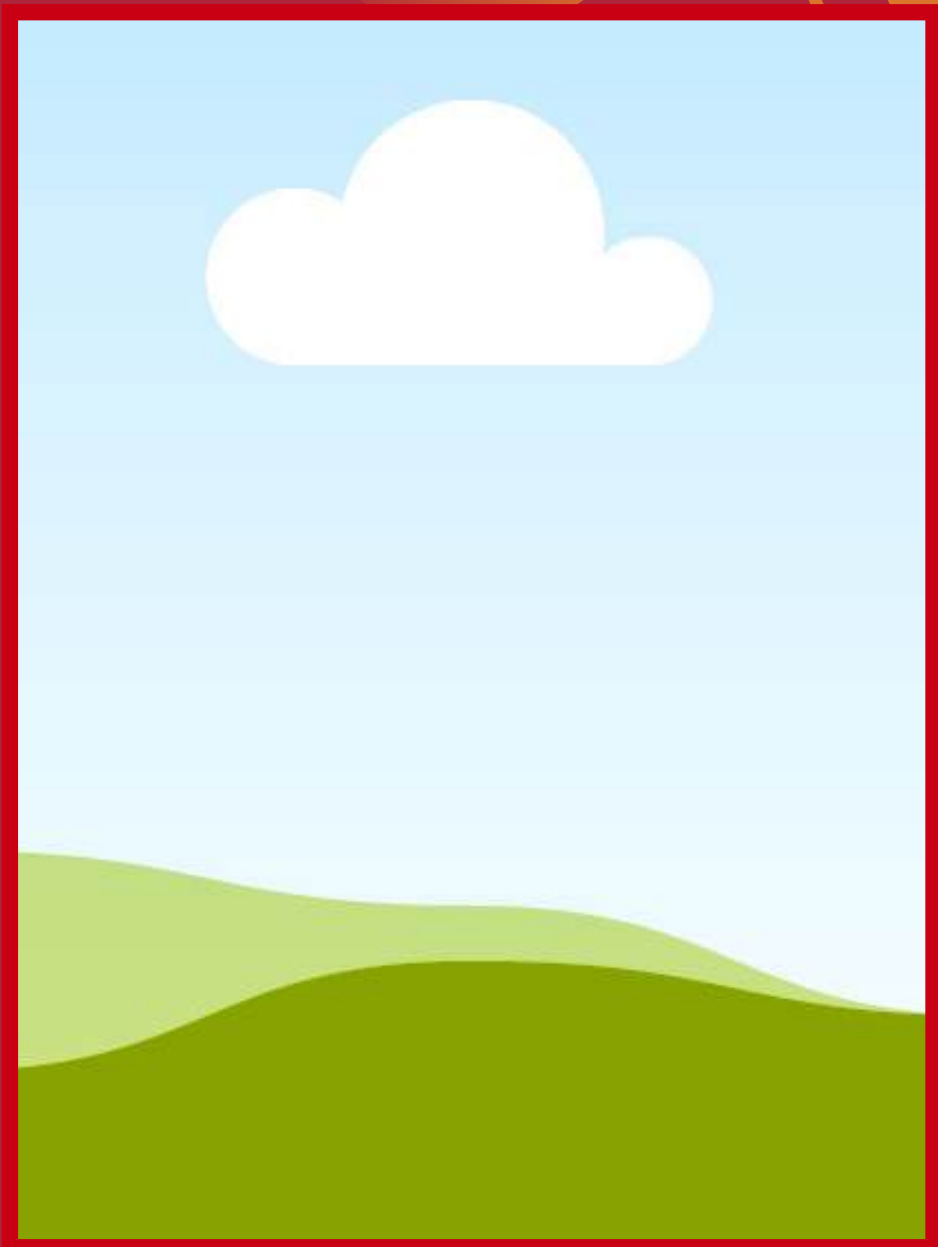
THE WORD NERD  
RECOMMENDS



9/6/24



**FIRST CHAPTER FRIDAY**



**TITLE**  
**AUTHOR**



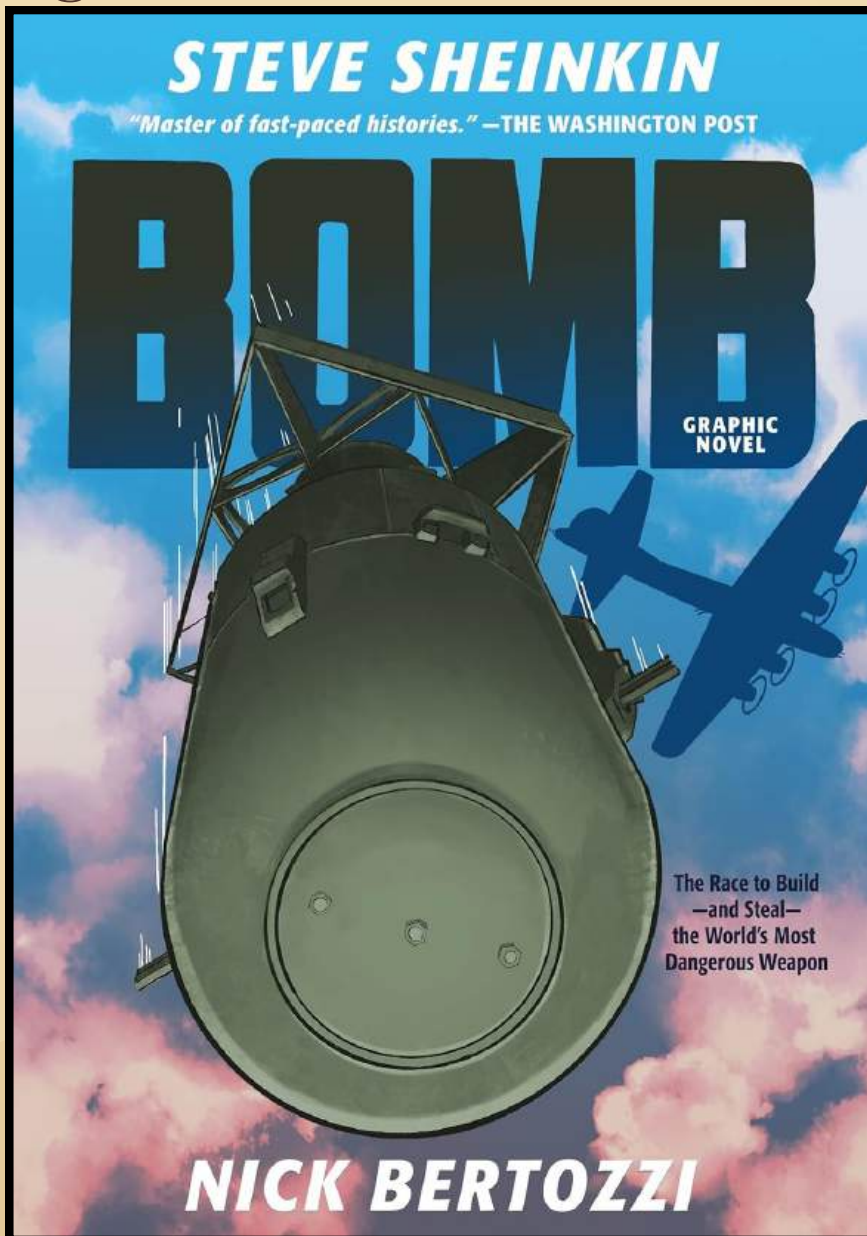
**TEACHER NAME**  
**RECOMMENDS**

Date

First Chapter Friday

# WANTED

A good book... like this one!



9/20/24

First Chapter Friday

# WANTED

A good book... like this one!



Date

First Chapter Friday



ALONE  
BY MEGAN E. FREEMAN

The Word Nerd  
Recommends

9/27/24



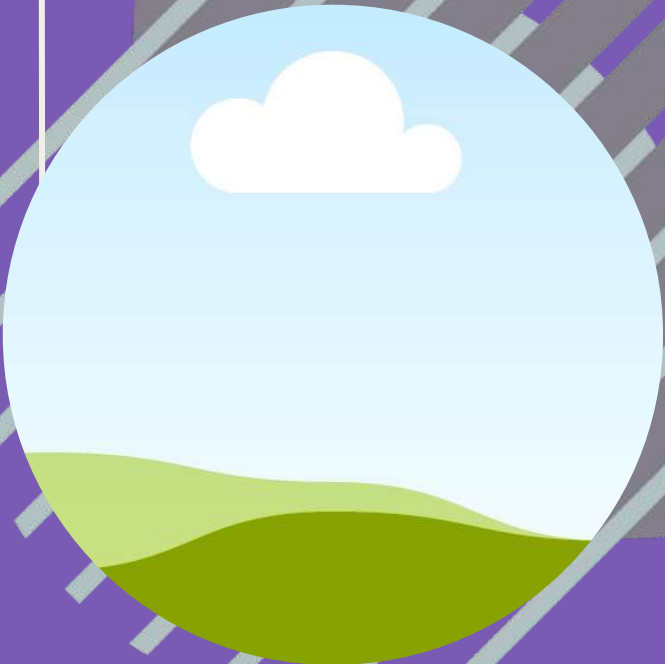
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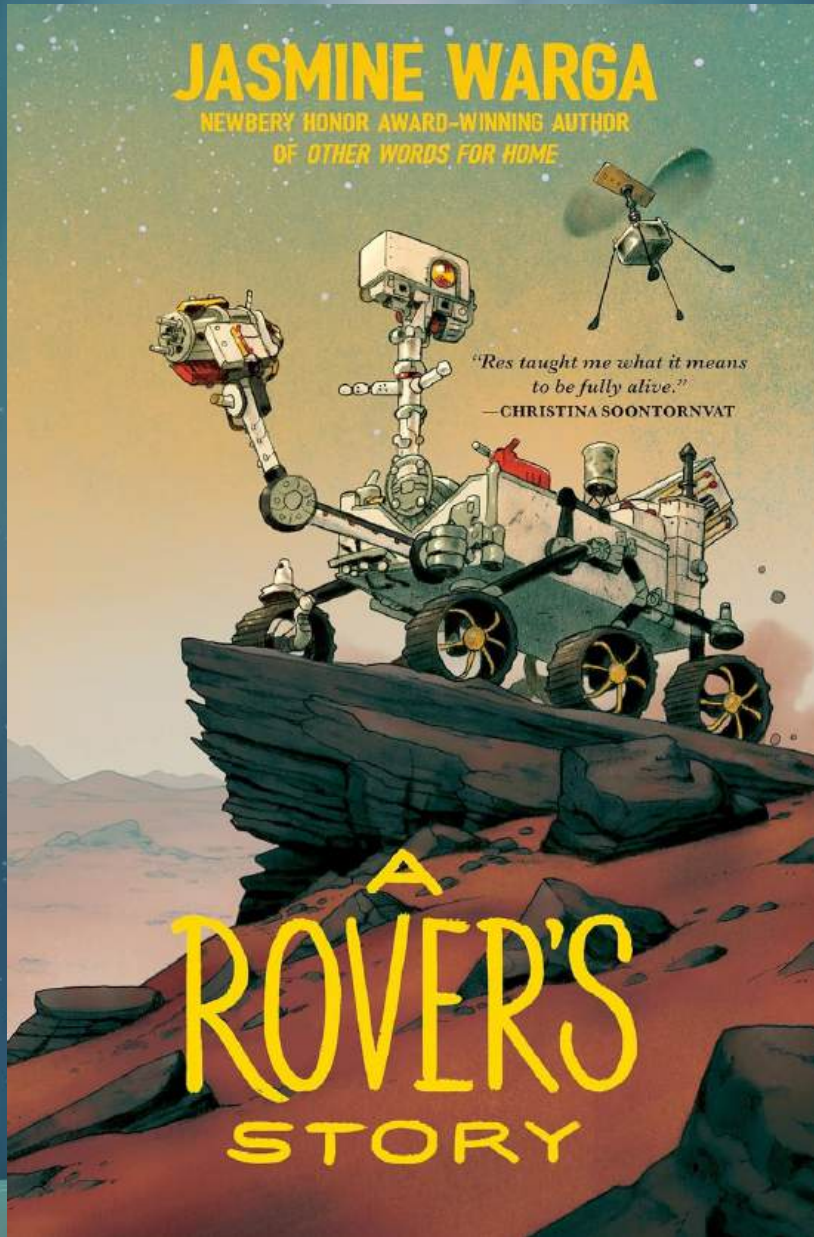
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**AUTHOR**

**TEACHER NAME**  
**RECOMMENDS**

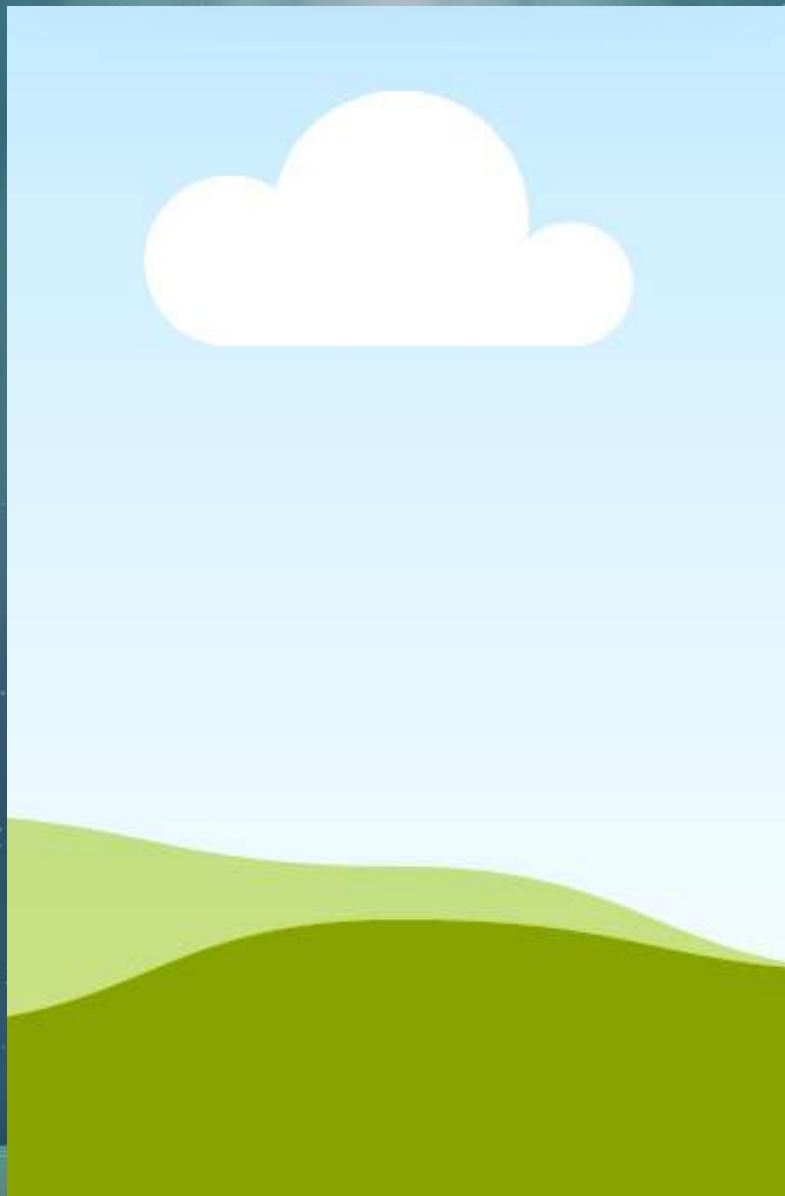
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# First Chapter FRIDAY



# *First Chapter* **FRIDAY**



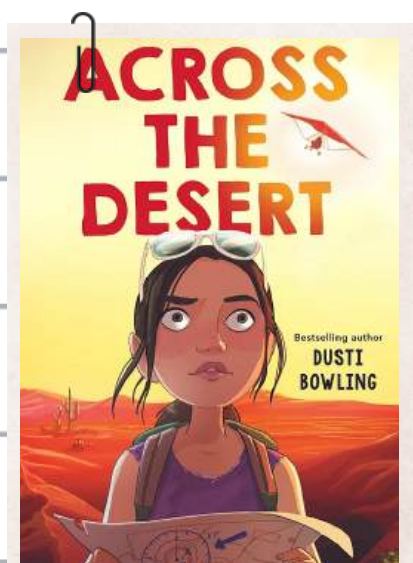
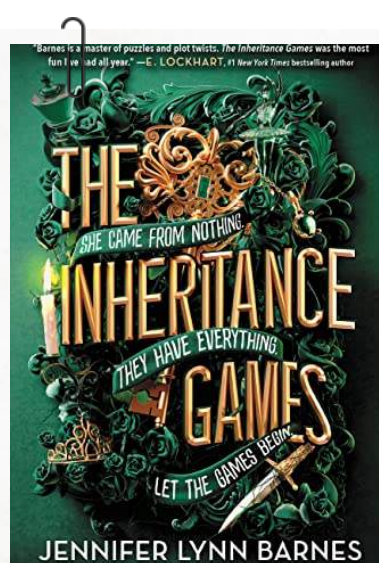
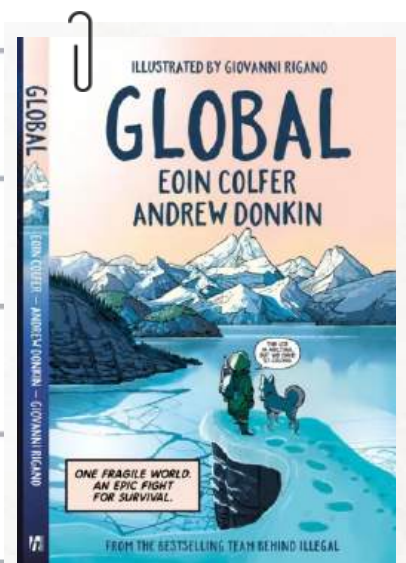
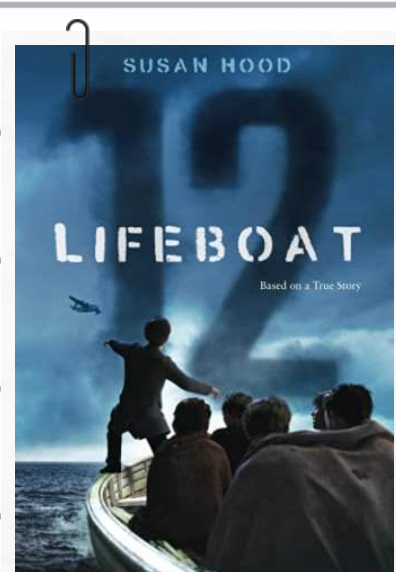
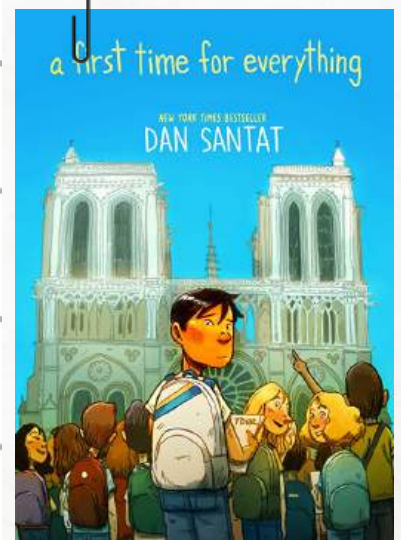
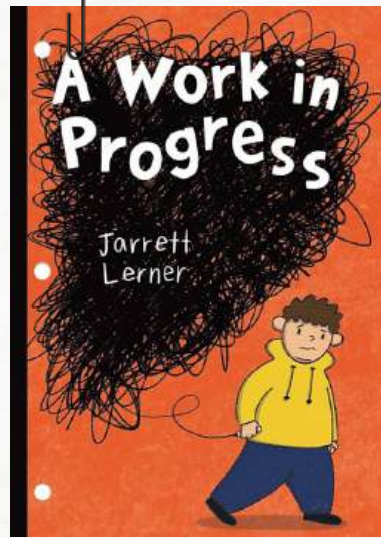
**DATE**

MULTI  
BOOK  
POSTERS



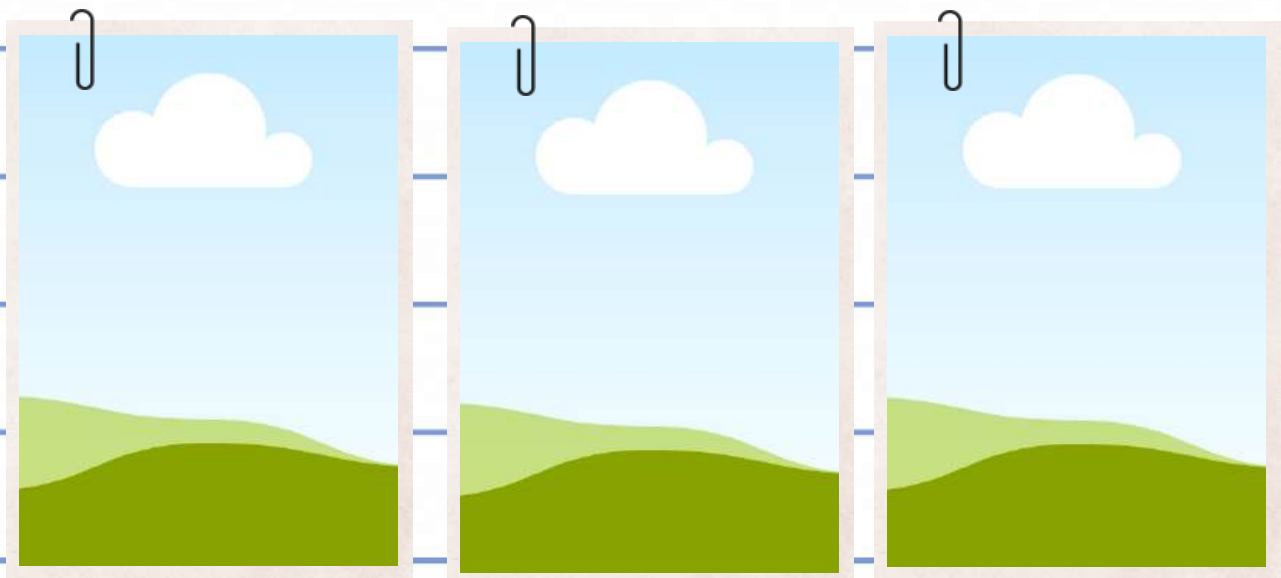
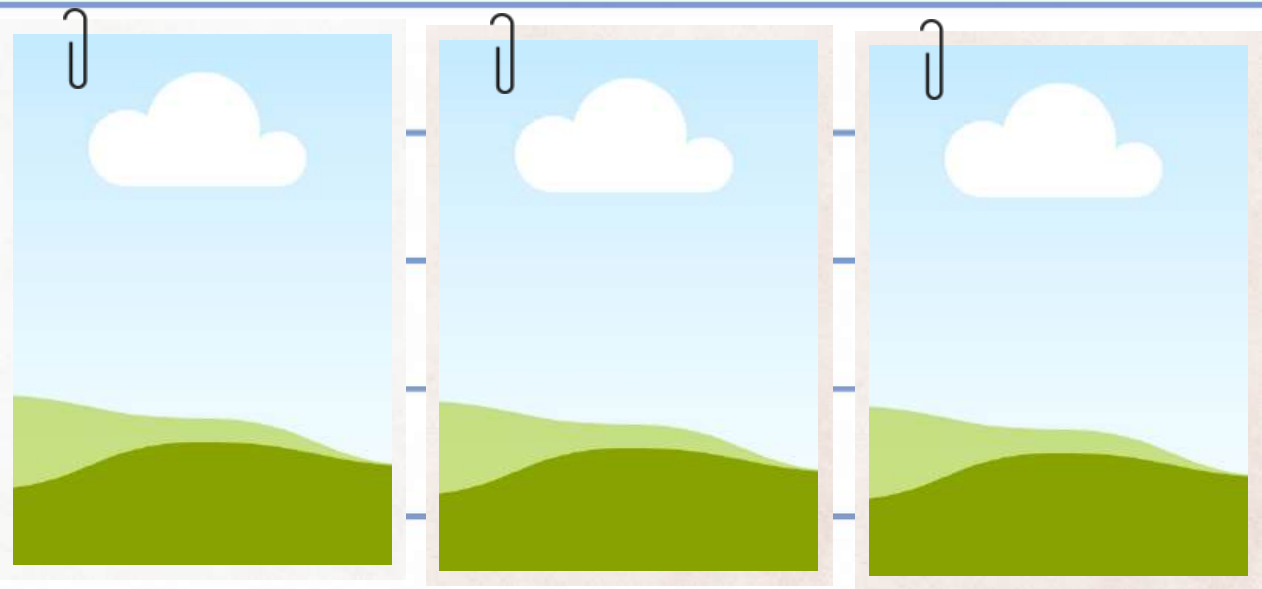
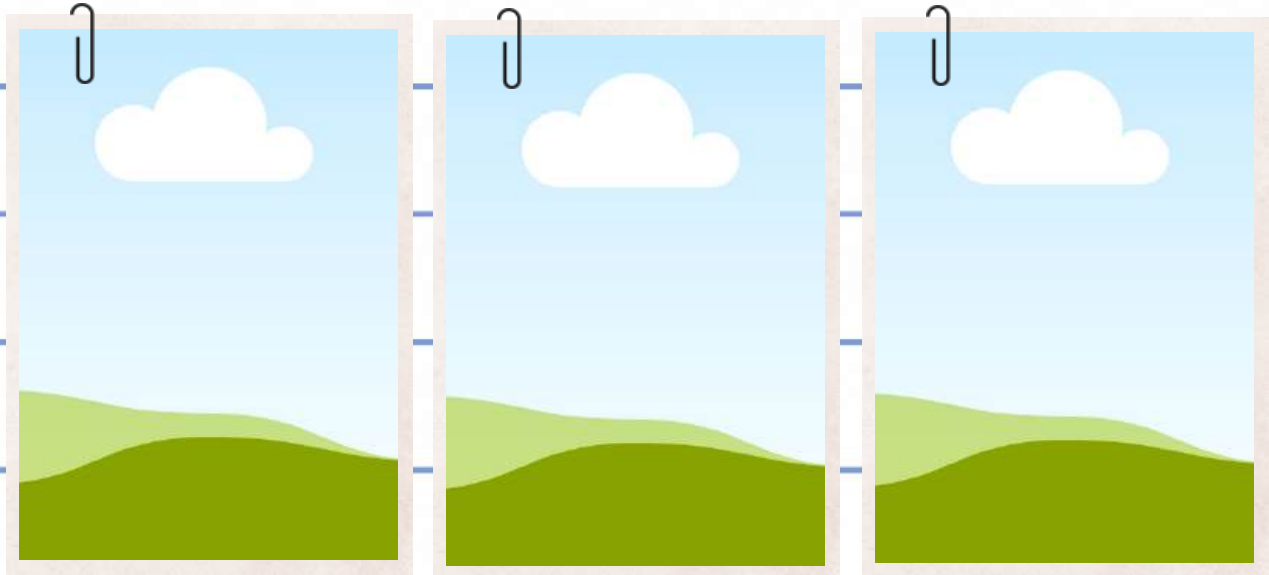
1ST QUARTER

# First Chapter Friday Books



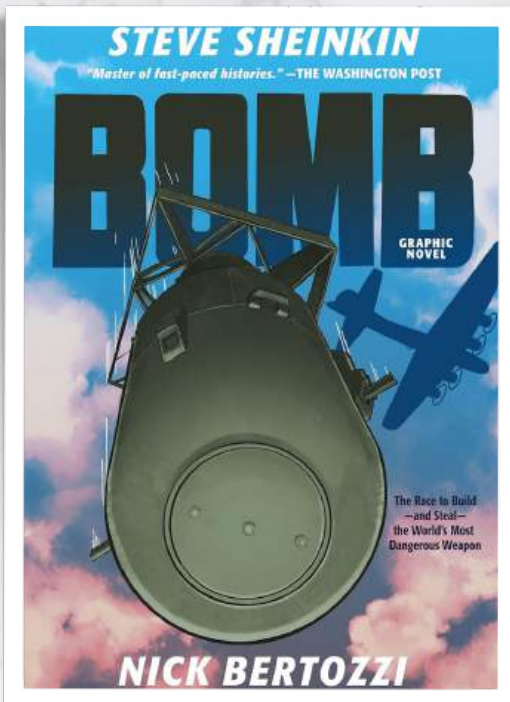
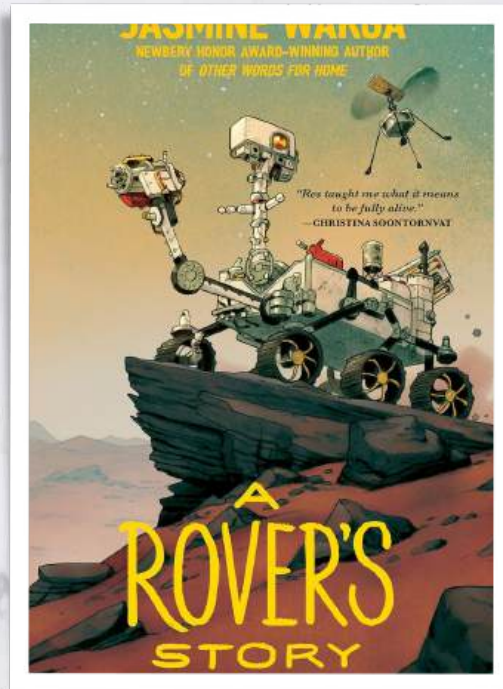
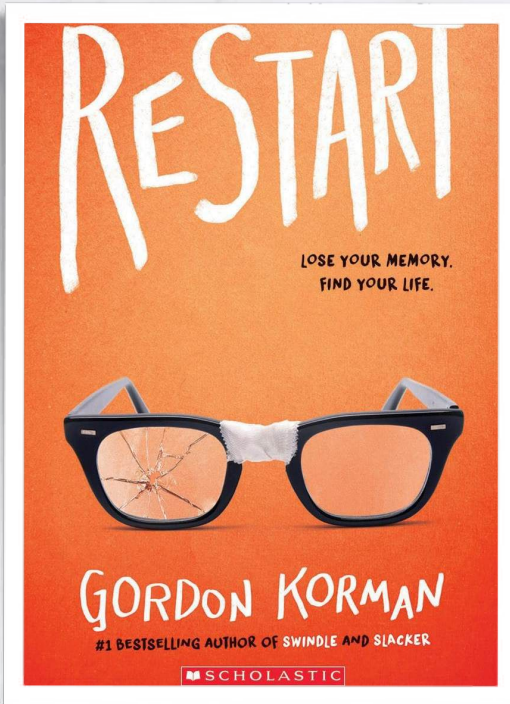
1ST QUARTER

# First Chapter Friday Books



Here are the books we're checking out this month!

# SEPTEMBER FIRST CHAPTER FRIDAYS



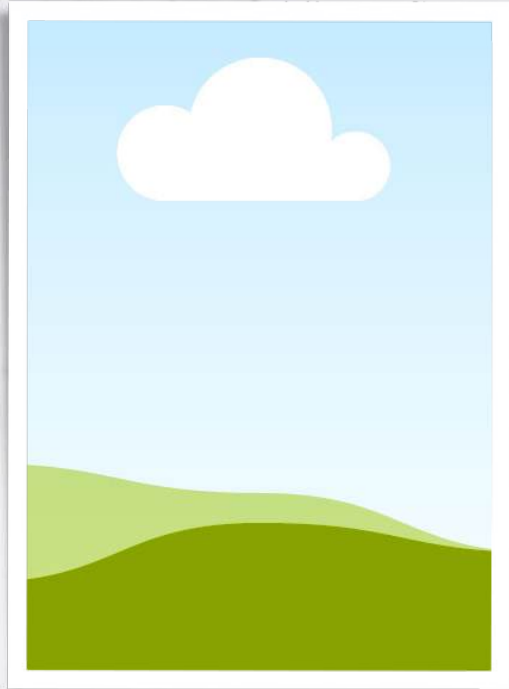
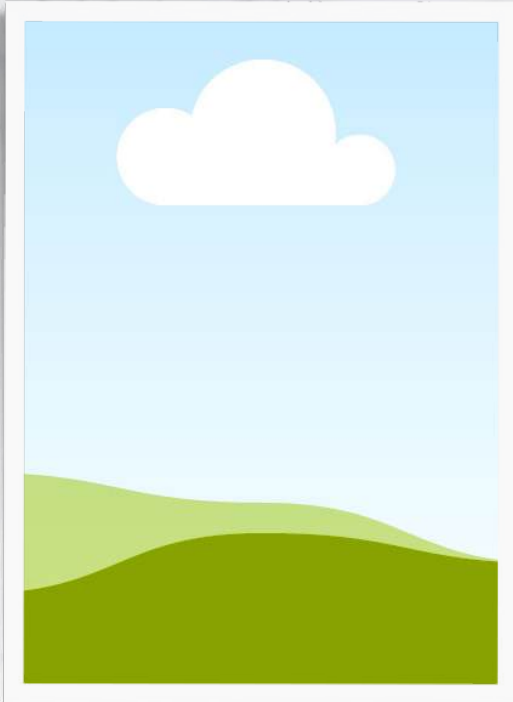
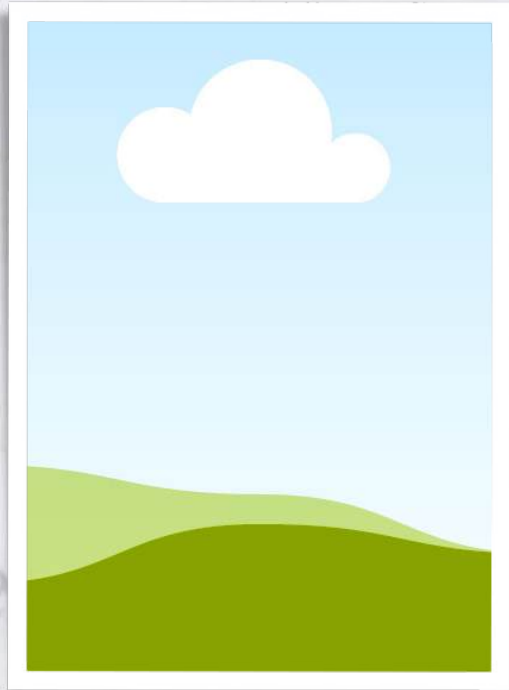
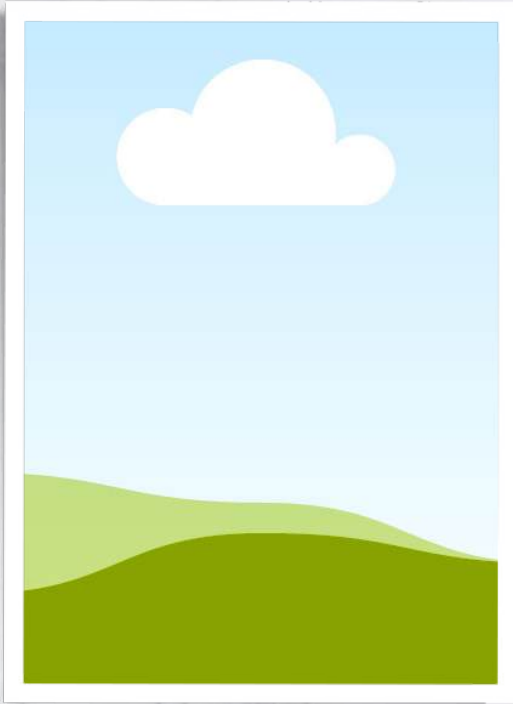
Happy Reading!



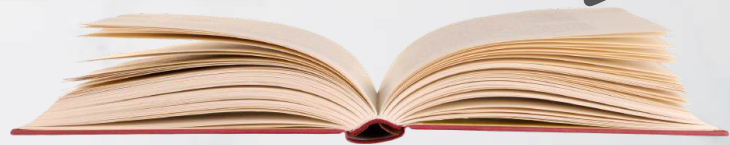
Here are the books we're checking out this month!

# MONTH

## FIRST CHAPTER FRIDAYS



Happy Reading!

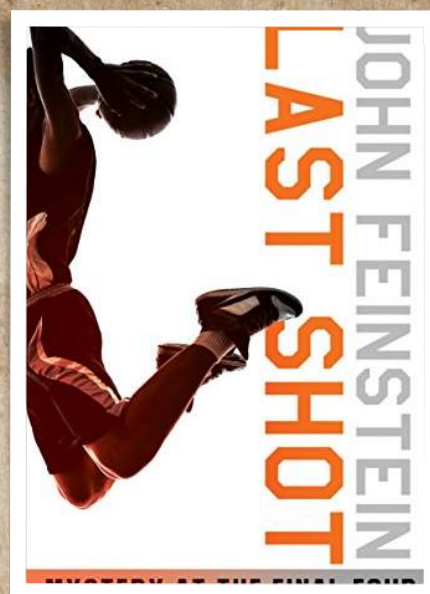
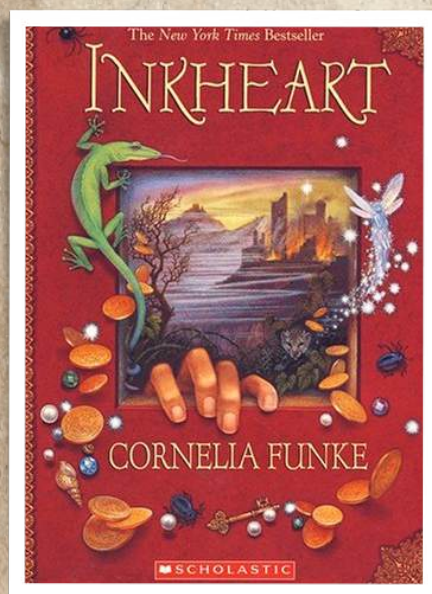
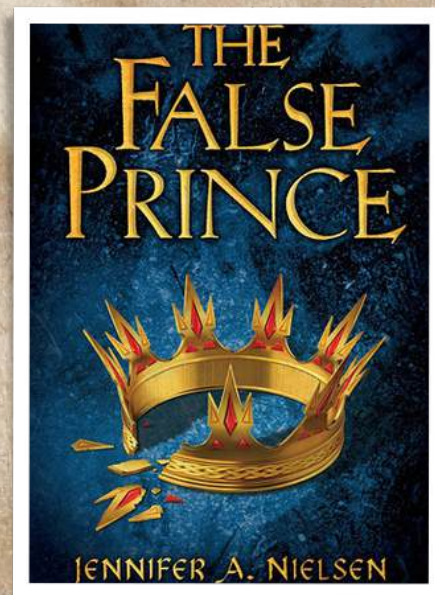
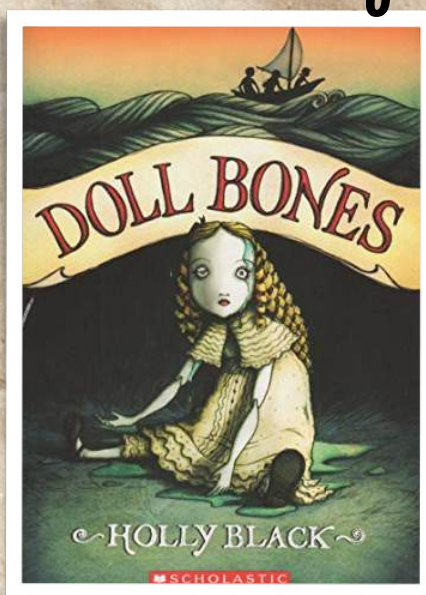
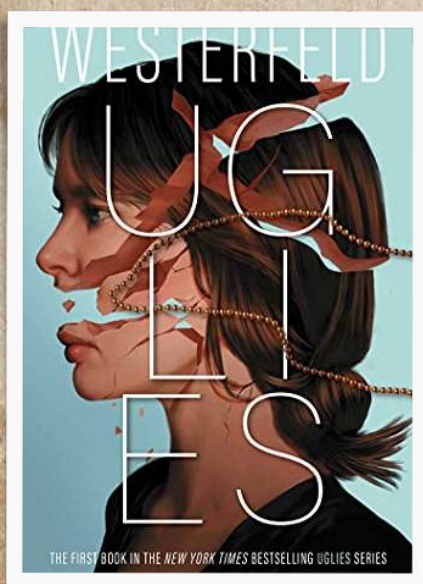




# MAY

## FIRST CHAPTER FRIDAYS

Here are the books we're checking out this month!



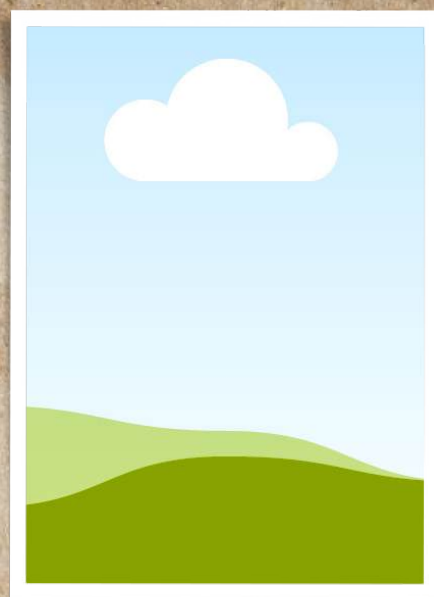
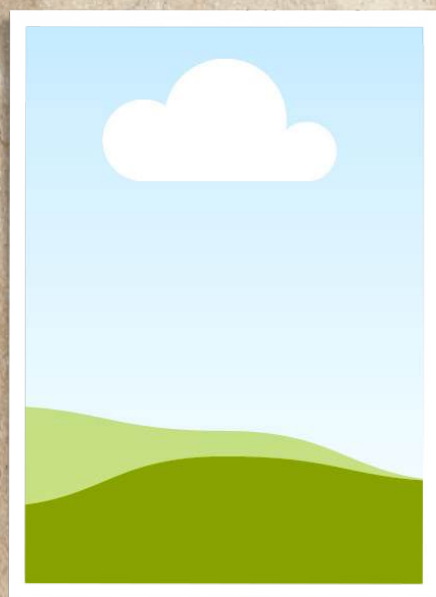
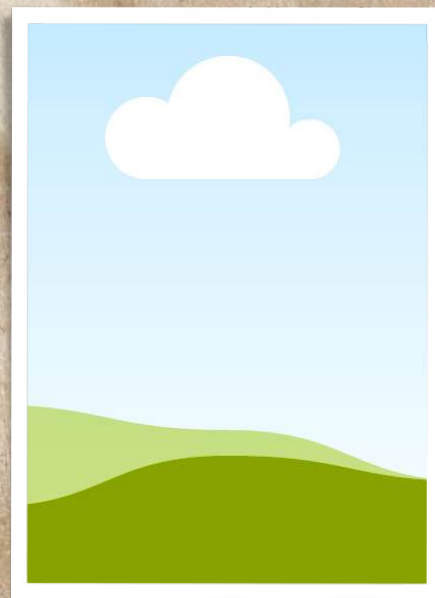
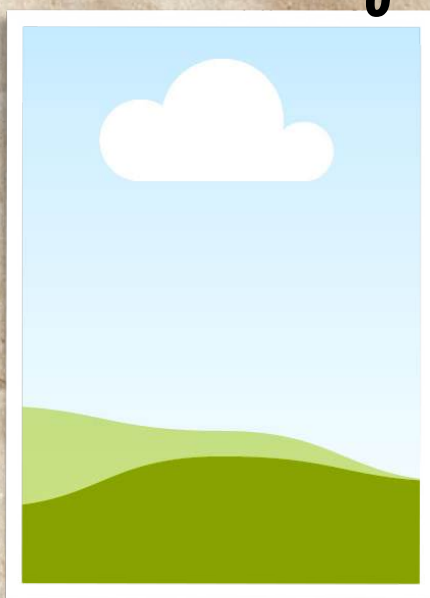
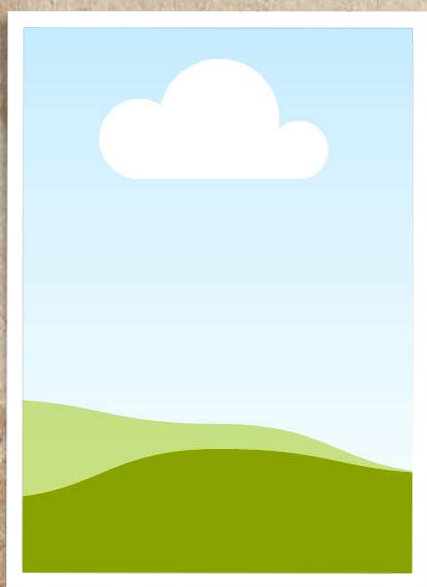
Happy Reading!



# MONTH

## FIRST CHAPTER FRIDAYS

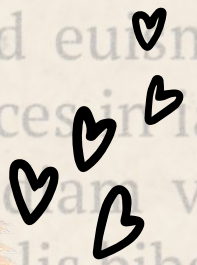
Here are the books we're checking out this month!



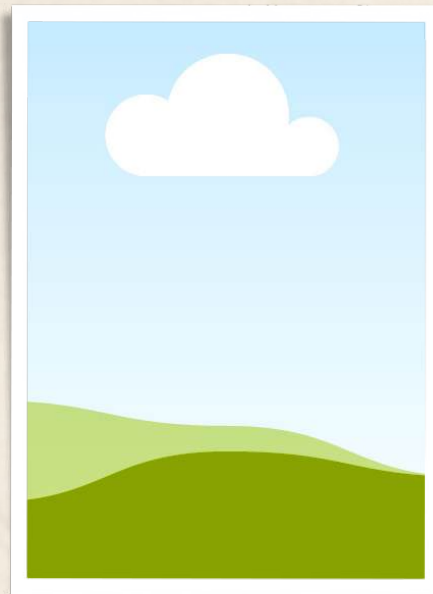
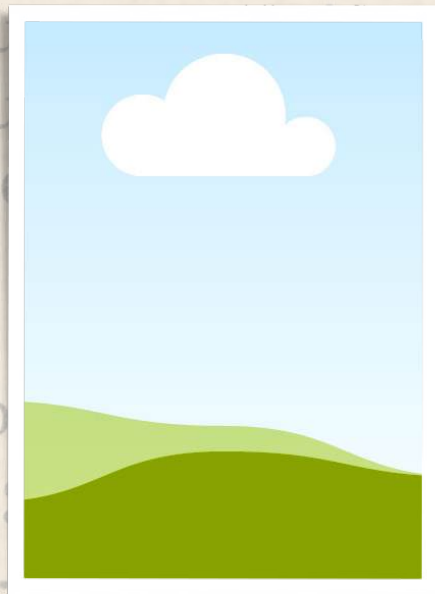
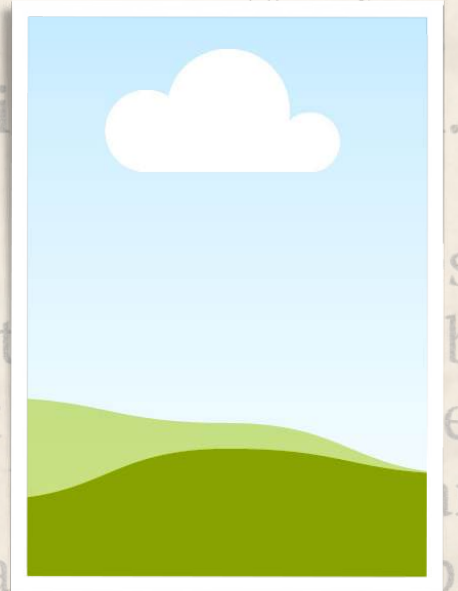
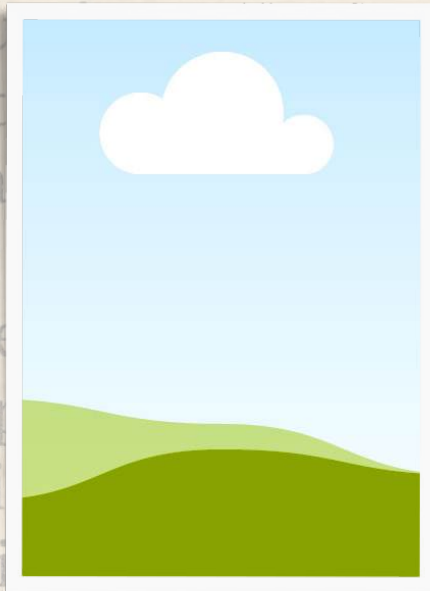
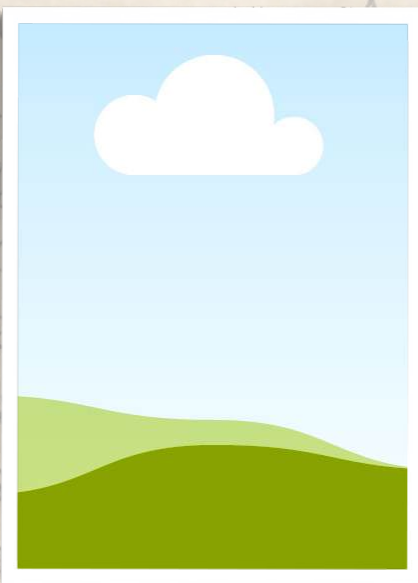
Happy Reading!



# MY FAV



## FIRST CHAPTER FRIDAYS



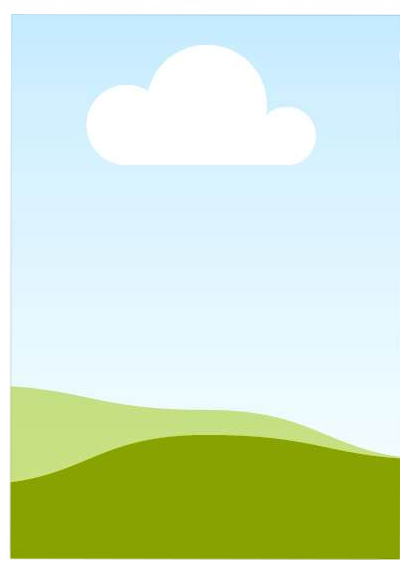
You gotta check them out!

# NAME'S



## FAVORITE FIRST CHAPTER FRIDAYS

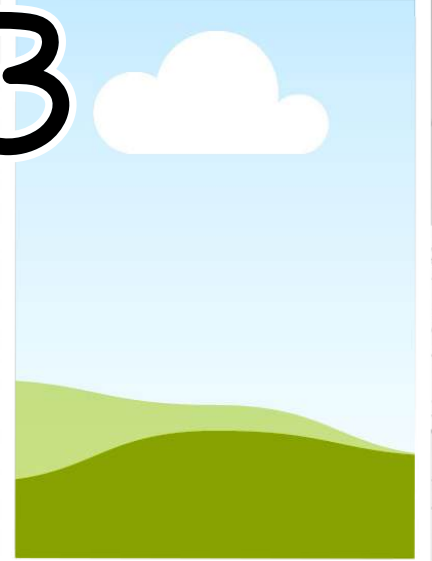
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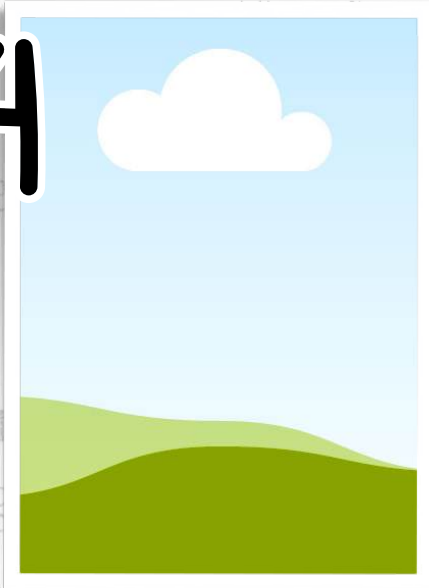
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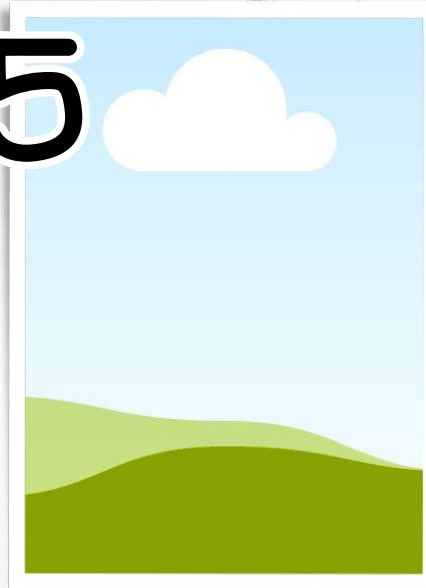
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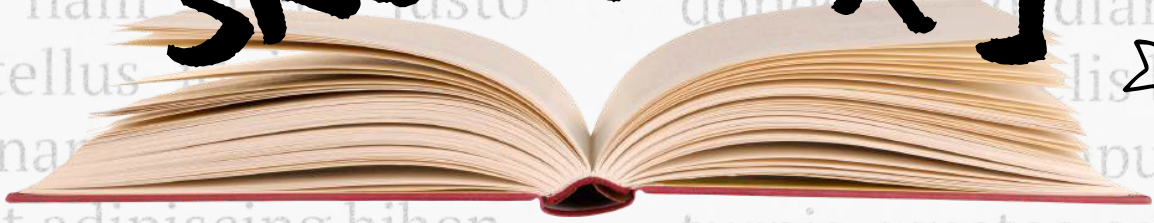


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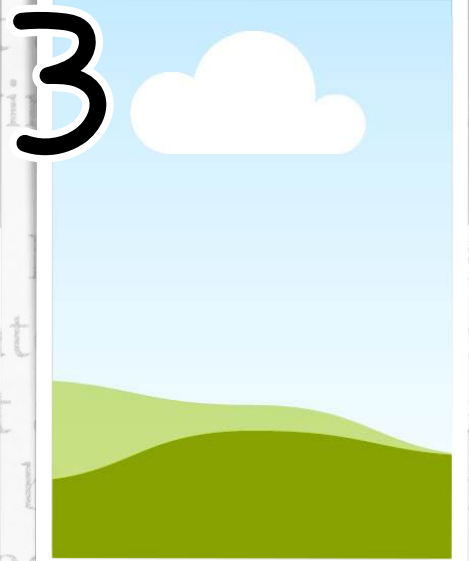
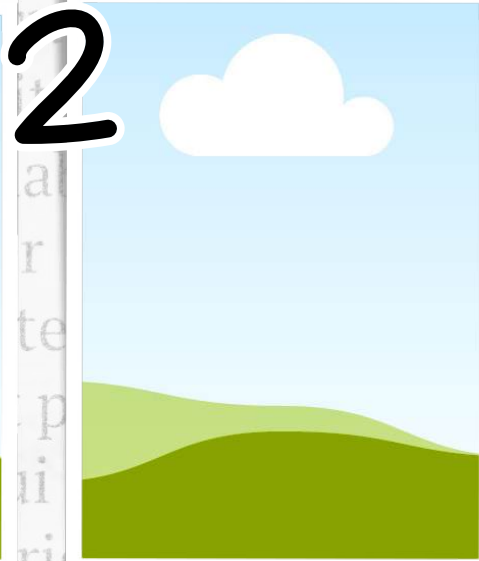
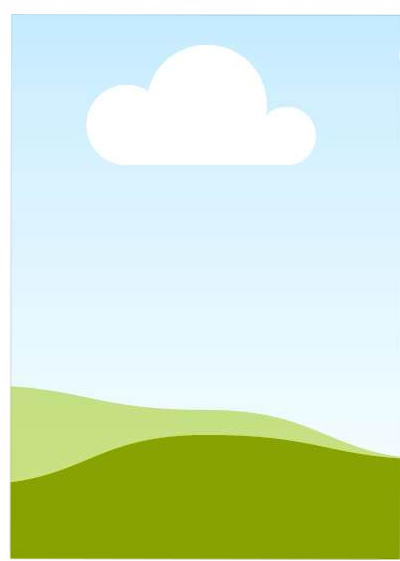
You gotta check them out!

# 3RD HOUR'S

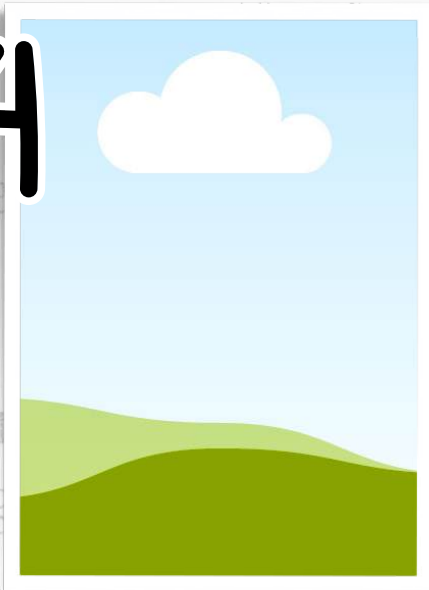


## FAVORITE FIRST CHAPTER FRIDAYS

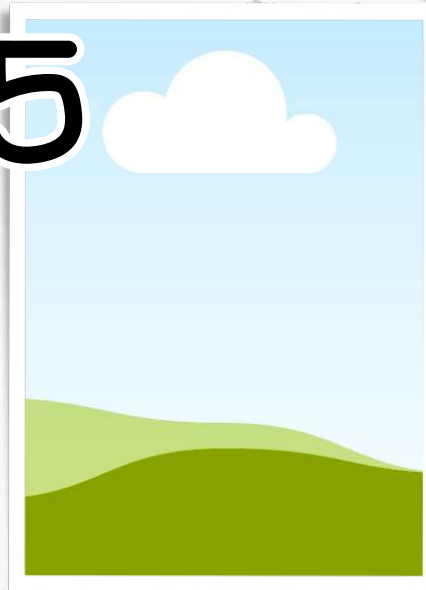
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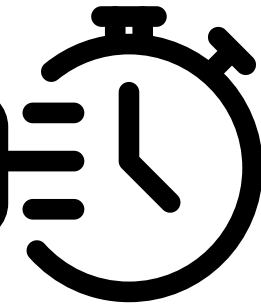


5



You gotta check them out!

# TIMER VIDEOS



Watch this video for a few quick tips on how to effectively incorporate timers into your classroom.



1 minute timer video



30 minute timer video

## Links

6 Strategies: <https://www.youtube.com/watch?v=DhwXkP3hTzw>

1 Minute Timer: <https://www.youtube.com/watch?v=UJn942usELA&t=0s>

30 Minute Timer: <https://www.youtube.com/watch?v=bugZOqN5eYE&t=0s>

## ONE DAY. ONE LESSON. ONE BOOK AT A TIME...

Sometimes at the beginning of the school year it can feel like we have forever in front of us before summer comes again. It can feel easy to wish away the days and weeks and months. It can be easy to let a class period or lesson slip by as unimportant.

BUT... but I want to remind you about the power each day, each lesson, and each book can have. Every day can be the opportunity to create the spark in a student that could change their outlook on school, their outlook on themselves.

It is my goal that you'll use the resources in this pre-planned calendar to make those moments happen a little easier. No, not everything has to, or can be, FUN. But, if we can have fun a little more often, I bet those sparks will fly even faster.

15 minutes given up a day, a week... think about the total time lost. Let's not waste it. Let's make the most of the moments we have our students  
**THIS YEAR. Okay?**

– AMANDA

