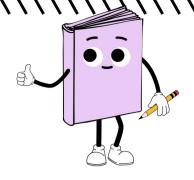


APRIL 2025

SPRING IS A GREAT TIME

to shake things up. By now, classroom routines and procedures have been set. Expectations are clear. You're moving along, day by day... doing... the same thing! Now is the perfect time to add a plot twist to business as usual.



Try doing your weekly First Chapter Friday or Brain Break in a slightly different way and watch your students lean in, recommit and reinvigorate. This month's pre-planned calendar will hopefully give you some ideas and ways you can make that happen.

Try a coloring sheet instead of a regular worksheet for First Chapter Friday. Use whiteboards for trivia answers rather than the printable answer sheets. Try a new style of writing prompt. Read some place outside. Ask your students to get creative and offer up some "shake it up" suggestions!

In my dream world, school is a place we all WANT to be! Sometimes it's the smallest shifts in the way an activity is done that can make the biggest impact on everyone's enjoyment which results in a memorable learning experience and ultimately REPETITION and RETENTION.

So with this pre-planned calendar I'm sending you a dose of bravery and granting you permission to TRY SOMETHING NEW. SHAKE IT UP! And then, pretty please report back so we can all learn from your brilliance and try your ideas in our classroom.

Happy April and Happy Spring my teacher friends!

Let's do this! — AMANDA

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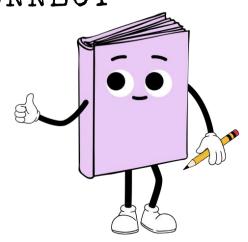


OPPORTUNITIES TO CONNECT

May Monthly Planning Session Zoom Link (April 20) LINK

April Lunch Bunch Zoom Link (April 25) <u>LINK</u>

Word Nerd Collaborative Private Facebook Group - LINK



April 2025

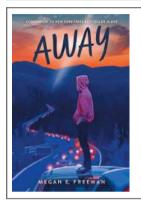
Sun.	Mon.	Tues.	Wednes.	Thurs.	Friday	Satur.
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
May Planning Zoom	21	22	23	24	April Lunch Bunch	26
27	28	29	30			

Notes:			

First Chapter Fridays

** Each book cover image and title is hyperlinked to the FCF Video on YouTube **

Friday, April 4th



Away by Megan E. Freeman

Dystopian
Fiction/Novel in
Verse Screenplay

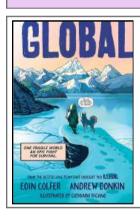
Friday, April 11th



Starfish by Lisa Fipps

Realistic Fiction/ Novel in Verse

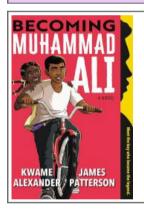
Friday, April 18th



Global by Eoin Colfer and Andrew Donkin

Environmental Fiction/Graphic Novel

Friday, April 25th



Becoming
Muhammad Ali
by Kwame
Alexander and
James Patterson

Historical Fiction/Novel in Verse - Prose

Lunch Bunch Attendees

Megan E. Freeman - ? Lisa Fipps - ? Eoin Colfer - ? Andrew Donkin - ? Kwame Alexander - ? James Patterson - ?

Friday, April 25th



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. Each week's brain break title and image are linked to the video on YouTube.

Pink Trivia



World Cup Trivia



Easter Trivia



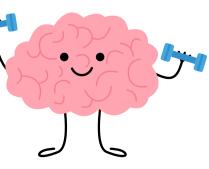
Earth Day Trivia



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 March

Tuesday Natural Comparison

Wednesday I'm on a Boat!

Thursday Owl in Flight

Friday Free Write Friday

Week 3

Monday Looks Like Spring

Tuesday Parental Problem

Wednesday What Did You Say?

ThursdayWould You Rather: Zombies or Robots?

Friday Free Write Friday

Week 2

Monday Move Like an Animal

Tuesday What Now?

WednesdayWould You Rather: Houseboat of RV?

Thursday Shark Bait Ouh-Ha-Ha

Friday Free Write Friday

Week 4

Monday Adventures Await

Tuesday Stuck!

Wednesday Make a Milkshake

Thursday Science Class Snafu

Friday Free Write Friday

Week 5

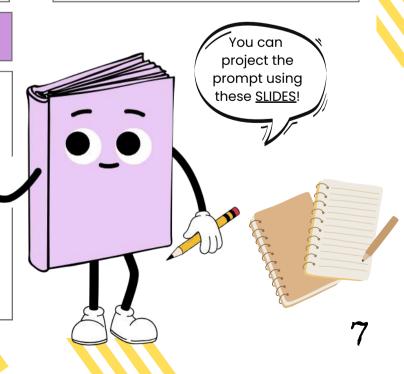
Monday Let's Go to the Carnival

Tuesday A Massive Explosion

Wednesday Look! A Lake!

Thursday May

Friday May



LESSONS

POETRY RESOURCES

This Canva Slides presentation previews 7 different kinds of poems including definitions, formats and examples, followed by a look at several poetic devices (including figurative language). The types of poems included are: limerick, haiku, cinquain, free verse, concrete, sonnet and acrostic. This item also includes a set of 7 posters to display in your room featuring the poetry techniques. An excellent addition to your classroom for poetry month or to your poetry unit!

poetry unit! STANDARDS: CCSS: W6.4, RL 6.1, RL 6.2, RL 6.10

BREAKOUT NOVEL UNIT

Breakout is about a prison break in a small town, and is told entirely in primary documents, by three 7th graders. I love teaching this novel because it not only captures the attention of my students but also gently introduces the topics of racism, prejudice, prison reform and the power we all have to write our own story ending. The story also includes poetry and lyrics from Hamilton. Seriously, there is not a better novel for you and your students to read together this year!

STANDARDS: CCSS: W6.1, W6.2, W6.4, W6.9, W6.10

2 SHORT STORIES + MINI LESSONS

This realistic fiction short story duo takes on the topics of sibling rivalry and grief. Each is accompanied by audio read aloud videos and standards based extension activities that will help students master foundational reading and writing skills.

STANDARDS: CCSS: RL.6.3, RL.6.5, W6.5

ADDITIONAL RESOURCES

November is National Novel Writing Month. Use these supplemental resources to help you inspire, engage and elevate the writers in your classroom!

BOOK FORMAT VIDEO RESOURCE

In this video your students will learn the difference between the 3 book formats of prose, novel in verse and graphic novel. She'll also tell you what makes each format appealing and the kind of reader that might enjoy each style. Finally, Amanda will share her favorite reading recommendations for each format. It's a perfect addition to your classroom reading or library lesson!

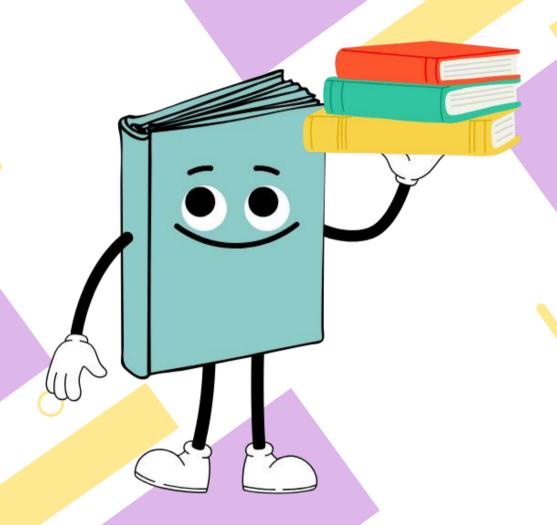
NOVEL IN VERSE LISTS

April is poetry month and the perfect time to explore novels in verse! For this additional resource item you'll find novel in verse reading recommendation posters and a YouTube FCF Novel in Verse Playlist.

3 READING COLORING PAGES

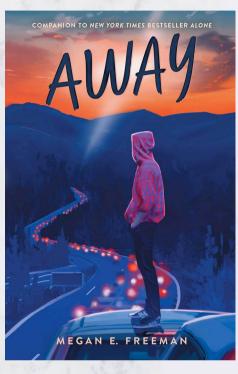
Sometimes we just need a break. Use these book and spring themed coloring sheets to give your students five minutes of mindful meditation and calm. Students can spend time coloring while listening to a First Chapter Friday read aloud video or instrumental music video. Afterward, reflect... were you still able to pay attention to the story and absorb the details? What did you learn about yourself while doing this meditative practice.

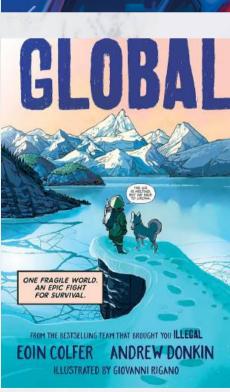
FIRST CHAPTER FRIDAY SHEETS

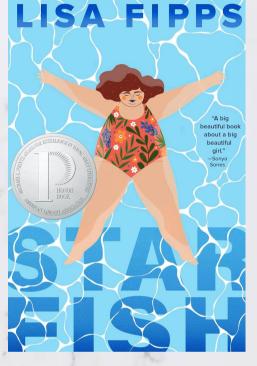


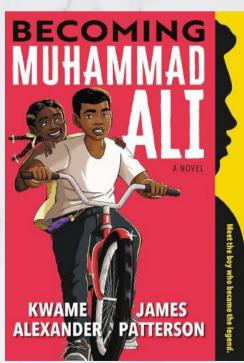
APRIL 2025

FRIDAY









Happy Reading!



Alone by Megan E. Freeman

Read Aloud Videa

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?

A group of children investigate the threat that prompted large-scale evacuations in this powerful and dramatic companion novel to the New York Times bestselling Alone told in multiple POVs.

After an imminent yet unnamed danger forces people across Colorado to leave their homes, a group of kids including an aspiring filmmaker and a budding journalist find themselves in the same evacuation camp. As they cope with the aftermath of having their world upended, they grow curious about the mysterious threat.

And as they begin to investigate, they start to discover that there's less truth and more cover-up to what they're being told. Can they get to the root of the conspiracy, expose the bad actors, and bring an end to the upheaval before it's too late?

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 I 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

AR Reading Level: Unavailable

Lexile Level: Unavailable

I want to read this book: YES / NO

———— ☼ ♡ WHAT I THINK ♡♡————				



COMPANION TO NEW YORK TIMES BESTSELLER ALONE 4WAG MEGAN E. FREEMAN

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AWAY MEGAN E. FREEMAN



Starfish by Lisa Fipps



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?

Ellie is tired of being fat-shamed and does something about it in this poignant debut novel-in-verse. Ever since Ellie wore a whale swimsuit and made a big splash at her fifth birthday party, she's been bullied about her weight. To cope, she tries to live by the Fat Girl Rules-like "no making waves," "avoid eating in public," and "don't move so fast that your body jiggles." And she's found her safe space—her swimming pool—where she feels weightless in a fat-obsessed world. In the water, she can stretch herself out like a starfish and take up all the room she wants. It's also where she can get away from her pushy mom, who thinks criticizing Ellie's weight will motivate her to diet. Fortunately, Ellie has allies in her dad, her therapist, and her new neighbor, Catalina, who loves Ellie for who she is. With this support buoying her, Ellie might finally be able to cast aside the Fat Girl Rules and starfish in real life-by unapologetically being her own fabulous self.

Who Wrote It?

Lisa Fipps is a graduate of Ball State University, award-winning former journalist, current director of marketing for a public library (where she won the Sara Laughlin marketing award), and an author of middle-grade books. Starfish is her debut novel. She's working on her next novel and several others. She used to live in Texas, but currently lives in Indiana. Lisa loves art and music and collects rocks. She hates bugs and hanging up clothes, but loves dogs, especially her dog, Gigi. You can



learn more
about Lisa by
visiting her
website:
www.authorlis
afipps.com or
by watching
the interview
at the end of
this video.

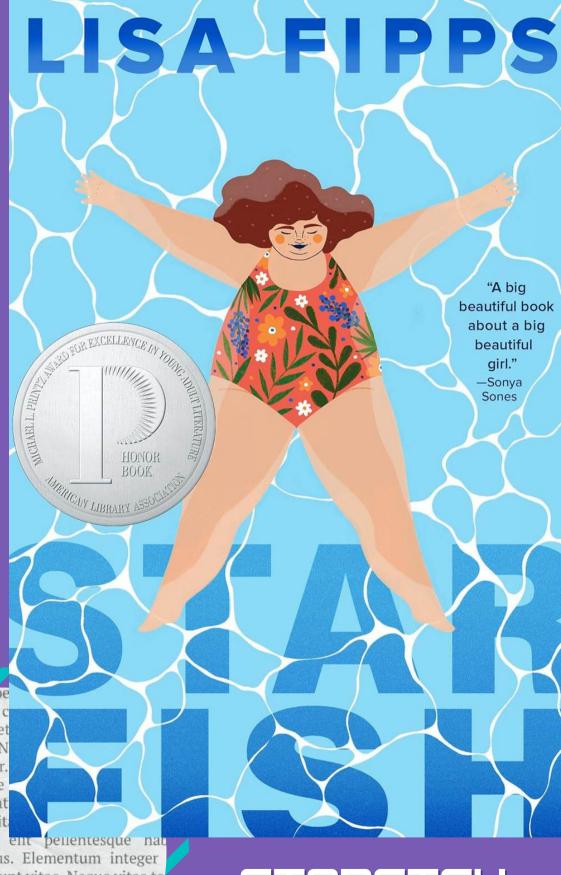
AR Reading Level: 4.1

Lexile Level: currently unavailable

I want to read this book: YES / NO

 WHAT I THINK SES	





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STARFISH LISA FIPPS

Global by Eoin Colfer and Anderw Donkin



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?

Time is running out for Sami and Yuki. Sami and his grandfather live in a village along the Indian Ocean. They earn their living by fishing. But the ocean is rising and each day they bring back fewer and fewer fish. Yuki lives in the far north of Canada where warming temperature are melting the ice. Polar bears have less food to hunt and are wandering into town looking for something to eat. Yuki is determined to do something to help the bears.

From New York Times bestselling author Eoin Colfer comes a compelling and timely story that follows two courageous children as they face the effects of climate change.

Who Wrote It?

Eoin Colfer (pronounced Owen) was born in Wexford on the South-East coast of Ireland in 1965, where he and his four brothers were brought up by his father (an elementary school teacher, historian and artist of note) and mother (a drama teacher). He first developed an interest in writing in primary (elementary) school with gripping Viking stories inspired by history he was learning in school at the time! After leaving school he got his degree from Dublin university and became a teacher. He married in 1991 and he and his wife spent about 4 years between 1992 and 1996 working in Saudi Arabia. Tunisia and Italy, His first book, Benny and Omar, was published in 1998, based on his experiences in Tusisia. Then in 2001 the first



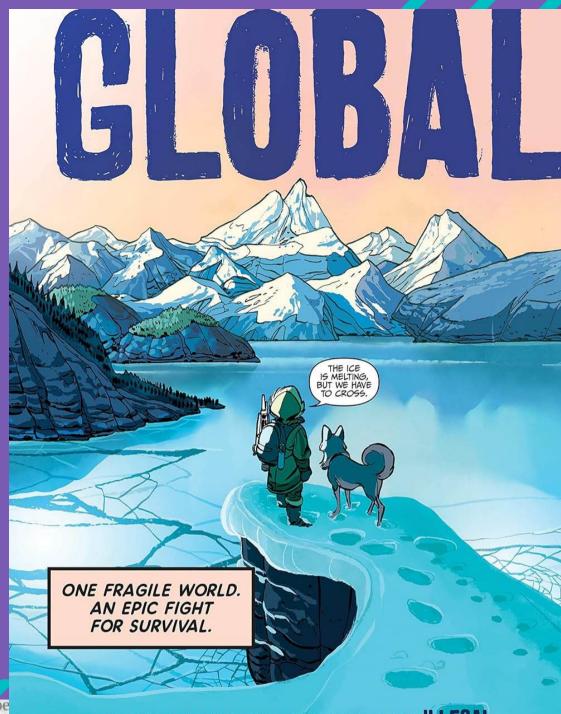
Artemis Fowl book was published and he was able to resign from teaching and concentrate fully on writing. Eoin was Ireland's Children's Laureate and still wears the medal at all times, even in the bath.

AR Reading Level: N/A

Lexile Level: N/A

———— ⇔ ⇔ WHAT I THINK ⇔⇔——————





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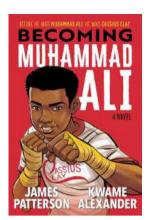
dum lectus.

FROM THE BESTSELLING TEAM THAT BROUGHT YOU ILLEGAL

EOIN COLFER ANDREW DONKIN

ILLUSTRATED BY GIOVANNI RIGANO

GLOBAL EDIN COLFER ANDREW DONKIN



Name

Becoming Muhammad Ali

by Kwame Alexander and James Patterson

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?

Before he was a household name, Cassius Clay was a kid with struggles like any other. James Patterson and Kwame Alexander join forces to vividly depict his life up to age seventeen in both prose and verse, including his childhood friendships. struggles in school, the racism he faced, and his discovery of boxing. Readers will learn about Cassius's family and neighbors in Louisville, Kentucky, and how Cassius began training as an amateur boxer at age twelve. Before long, he won his first Golden Gloves bout and began his transformation into the unrivaled Muhammad Ali, Fully authorized by and written in cooperation with the Muhammad Ali estate, Becoming Muhammad Ali dynamically captures the budding charisma and youthful personality of one of the greatest sports heroes of all time

Who Wrote It?

Date

Things Kwame and James have in common.

- Award Winning Authors
- Both have written more than 40 books!
- Advocates for Children's Literature
- Some of their books have been turned into movies and TV shows!
- They are philanthropists, which means they donate money to charitable causes.

Some differences...

- James lives in Florida.
- Kwame lives in London.
- James has a son.
- Kwame has a daughter.
- James writes prose.



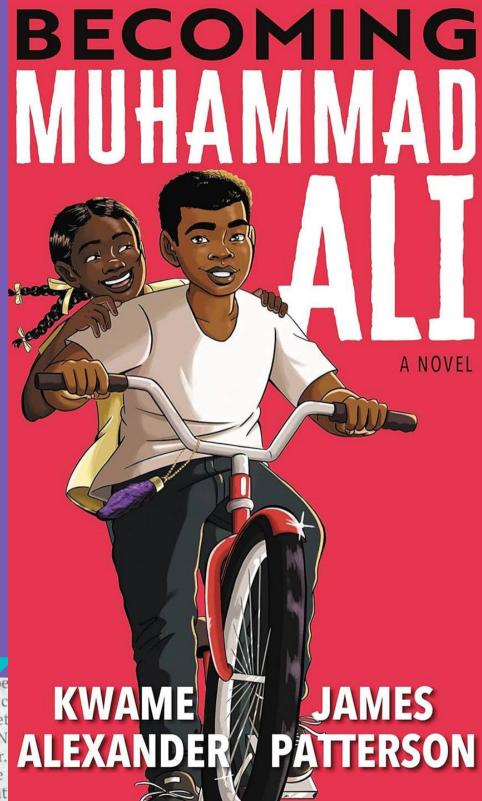
AR Reading Level: 5.4

Lexile Level: 1010L

I want to read this book: YES / NO

———— ^{☼ ☼} WHAT I THINK [☼] ☼————			





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BECOMING MUHAMMAD ALI KWAME ALEXANDER JAMES PATTERSON

leet the boy who became the legend

BRAIN BREAK SHEETS



APRIL 2025



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.

April 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 #	Week 1	Week 2	Week 3	Week 4	Total
	Week 1	Week 2	Week 3	Week 4	Total
EA# 2					
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 9#	Week 1	Week 2	Week 3	Week 4	Total



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!

PINK TRIVIA BRAIN BREAK GAME



This link will take you to the YouTube Video of Pink color themed Trivia questions:

https://youtu.be/IdEG0De rQOs







Pink Color-Themed Trivia Answer Sheet

Trivia Video





Directions:
Write your answers on the lines below.

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 PINK TRIVIA ROCKSTAR?!?!

Score:	/ 20
Score:	/ 20



Pink Color-Themed Trivia Answer Sheet

Trivia Video





Directions: Write your answers on the lines below.

Name/Team Name: ____

- 1. A B C D
- 2. A B C D
- 3. A B C D
- 4. True or False
- 5. A B C D
- 6. A B C D
- 7. A B C D
- 8. A B C D
- 9. A B C D
- 10. A B C D

- 11. A B C D
- 12. A B C D
- 13. A B C D
- 14. A B C D
- 15. A B C D
- 16. True or False
- 17. A B C D
- 18. True or False
- 19. A B C D
- 20. A B C D

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

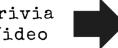


Score: ____/ 20



Pink Trivia Brain Break Game

lame: _____ Trivia Video





1 What color are flamingos when they first hatch?

A: white

B: pink

C: black

D: purple



6 Which popular video game character is known for his pink, round shape and ability to inhale enemies?

A: Toadette

B: Kirby

C: Majin Buu

D: Amy Rose

2 What is the name of the pink animal animated character who plays a detective?

A: Pink Piggie

B: Pinky and the Brain

C: Pink Panther

D: Pink Puma

7 What pink flower is often associated with the arrival of spring around the world, but specifically in Japan?

A: Carnation

B: rose

C: Cherry Blossom

D: Lily

3 What famous amusement park in California has a castle that is pink?

A: 6 flags

B: Universal Studios

C: Busch Gardens

D: Disney Land

8 What pink gemstone is the birth stone for the month of October?

A: Rose Quartz

B: Tourmaline

C: Topaz

D: Garnet



4 True or False: The first cotton candy color was pink.

A: True

B: False

9 What pink colored fish is known for long and difficult migrations?

A: Axolotl

B: Salmon

C: Corvina

D: Grouper

5 What pink fruit is known for it's sweet taste and high vitamin C count?

A: watermelon

B: grapefruit

C: Pink Lady Apples

D: Prunes

10 What flavor are pink starbursts?

A: Raspberry

B: Pink Lemonade

C: Bubble Gum

D: Strawberry





Pink Trivia Brain Break Game



11 What is the name of the pink Pokemon character that loves to sing lullabies?

A: Jigglypuff

B: Chansey

C: Corsola

D: Wigglytuff

16 True or False: When the inventor of bubble gum first created it, the chewy treat was gray.

A: True

B: False



12 In which famous movie does a group of high school girls call themselves "The Pink Ladies".

A: High School Musical

B: Grease

C: Save the Last Dance

D: Teen Beach Movie

17 Pink dolphins can be found in what country's river systems?

A: Ecuador - The Amazon River

B: India - The Ganges River

C: Africa - The Nile River

D: China - The Yangtze River

13 What is the name of Barbie's Pink Convertible Car?

A: Barbie Cruisin' Convertible

B: Barbie-Mobile

C: Barbie Glam Convertible

D: Barbie's Sweet Ride

18 True or False: Pink is believed to have a calming effect, promoting feelings of relaxation and contentment.

A: True

B: False

14 What is the name of the chemical compound that makes some sunset skies appear pink?

A: Phenolphthalein

B: Potassium permanganate

C: erythrosine

D: Aerosols and Water Droplets

19 What is the pop Singer P!ink's Real name?

A: Ava Max

B: Alecia Beth Moore

C: Penelope Anderson

D: Amelia Pinkerton



15 Which famous fictional pig has a brother named George?

A: Mercy Watson

B: Wilbur

C: Peppa Pig

D: Miss Piggy

20 Why are Erasers pink?

A: Rubber is naturally pink

B: The inventor's Daughter Loved Pink

C: Cheapest color to dye the rubber

D: Originally Made from Pink Volcano Stone





Pink Color-Themed Answer Key

Directions:

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

ANSWER KEY

- 1.3
- 2. C) Syracuse, NY
- 3. Mourning
- 4. White Noise
- 5. C) 1951
- 6. Himalayan Mountain Range
- 7. Swan
- 8. True
- 9. C) White Flag
- 10. Lead

- 11. The White House
- 12. False
- 13. Golf, Volleyball, Pool,

Baseball Ping Pong La Crosse

- 14. True
- 15. A) Beluga Whale
- 16. True
- 17. D) Alfredo Sauce
- 18. C) 123,000 Tons
- 19. False
- 20. True

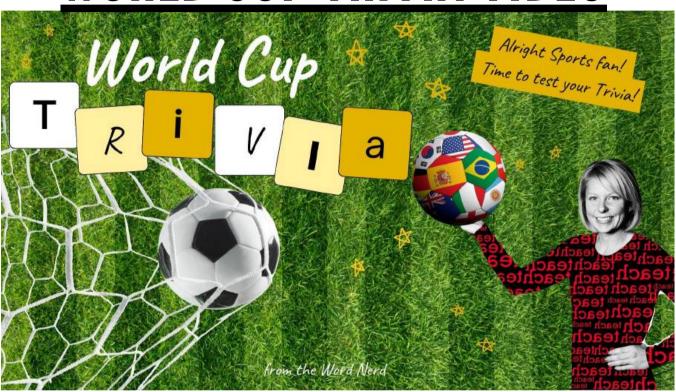
Thanks for playing! Check out more Brain Breaks on YouTube!



Trivia Game Video Link

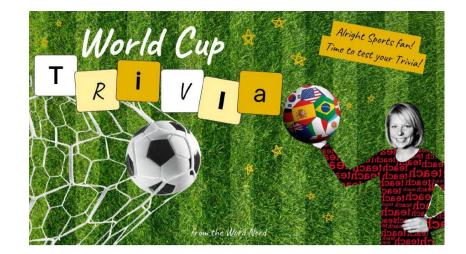
Use the below links to access the video for this activity. Click the title, image or link to get to the video!

WORLD CUP TRIVIA VIDEO



This link will take you to the YouTube Video of World Cup Trivia questions: https://youtu.be/qdHM92idu7g?sub_confirmation=1





Name/Team Name: _____

World Cup Trivia Answer Sheet

Directions: Write your answers on the lines below.

Trivia Video

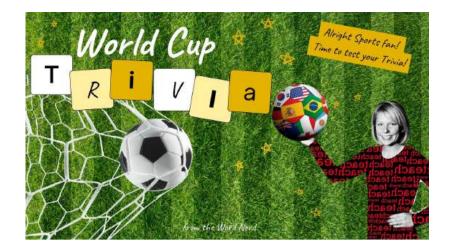
国際29年間

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1	11
2	12
3	13
4	14
5	15
6	16
7	17
8	18
9	19
0.	20.

How did you do? Are you a the World Cup Trivia

CHAMPION?

Score:	/	²⁰
••••		



World Cup Trivia Answer Sheet

Directions:
Write your answers on the lines below.

Trivia Video



Name/	/Team	Name:
-------	-------	-------

- 1. A B C D
- 2. A B C
- 3. A B C D
- 4. True or False
- 5. A B C D
- 6. A B C D
- 7. Their coach or their shoes
- 8. A B C D
- 9. A B C D
- 10. A B C
- 11. A B C D
- 12. A B C D
- 13. A B C D
- 14. A B C D
- 15. True or False
- 16. A B C D
- 17. A B C D
- 18. True or False
- 19. A B C D
- 20. A B C

Score: ____/ 20

How did you do? Are you a World Cup Trivia

CHAMPION?

www.amandazieba.com





Trivia

Video

Are you a Soccer Trivia MVP? Take this Trivia quiz and see!

World Cup Trivia

As of 2024, How many men's World Cup tournaments have been played?



b) 11

c) 30

d) 22



a) 1987

b) 1907

c) 1991

How many World Cup's has the United States Men's National Soccer Team participated in? (As of 2024)

a) 22 b) 13 c) 11

d) 18

True or False: The USMNT (US Men's National Team) didn't make it into the World Cup for forty consecutive years.

a) True

b) False



- a) Miroslav Klose (Germany)
- b) Ronaldo (Brazil)
- c) Christian Pulisic (US)
- d) Lionel Messi (Argentina)

Who won the 1st ever World Cup in 1930?

a) Uruguay b) Argentina c) Italy d) Brazil

What did the Iranian national team lose a week before their 2018 World Cup match?

Their Coach or Their Shoes?

8 What team won the first women's World Cup tournament?

a) China

b) England c) Australia d) United States

9 What country has won the most men's World Cups, with 5?

a) Germany

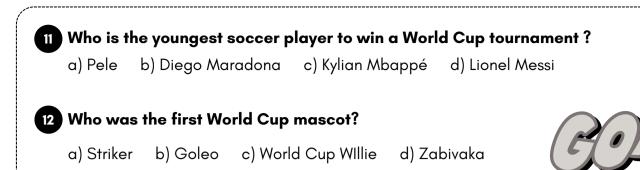
b) Brazil

c) Italy d) Mexico

10 What was the fastest goal in World Cup history?

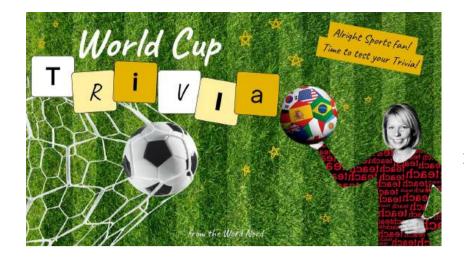
a) 6.2 seconds b) 10.8 seconds c) 14.7 seconds







- a) Lassie b) Snoopy c) Sweeper d) Pickles
- What is the most common score of a World Cup game?
 - a) 4-3 b) 1-0 c) 2-1 d) 3-2
- True or False: The USNMT (US Men's National Team) played in the 1974 World Cup final.
 - a) True b) False
- 16 How many teams can qualify for a World Cup?
 - a) 32 b) 24 c) C16 d) 36
- 17 What company has created every World Cup ball since 1970?
 - a) Adidas
 - b) Nlke
 - c) Reebok
 - d) New Balance
- True or False: The stars above the crest on a player's uniform indicates how many World Cups the team has played in.
 - a) True b) False
- What is the name of the prize awarded to the player who scores the most goals in a single World Cup?
 - a) Golden Goal b) Golden Boot
 - c) Silver Scorer d) Golden Gloves
- 20 What was the highest attendance for a World Cup Game?
 - a) 105,000 people b) 279,000 people c) 199,000 people



World Cup Trivia Answer Key

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

Trivia Video

<u>ANSWER KEY</u>

1. D) 22

2. C) 1991

3. C) 11

4. True

5. A0 Miroslav Klose (Germany)

6. A) Uruguay

7. Their shoes

8. D) United States

9. B) Brazil

10. B) 10.8 seconds

11. A) Pele

12. C) World Cup Willie

13. D) Pickles

14. B) 1-0

15. False

16. A) 32

17. A) Adidas

18. False

19. B) Golden Boot

20. C) 199,000 people

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

Score: ____/ 20



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!

EASTER TRIVIA VIDEO



This link will take you to the YouTube Video of Easter Trivia questions: https://youtu.be/Fs3Nis_tKPU



www.wordnerdcollaborative.com



Easter 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 Valentine's Day Trivia ROCKSTAR?!



Easter Trivia

Are you a Easter Trivia Rockstar? Take this Trivia quiz and see!





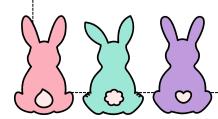
- Approximately how many chocolate bunnies are produced each year for Easter?
 - a) 90 million b) 90 thousand c) 19 million d) 19 thousand
- Which country is credited with starting the tradition of the Easter Bunny?
 - a) United States b) Spain c) Germany d) Mexico
- What flower is traditionally associated with Easter?

 a) Tulip b) Iris c) Sunflower d) Lily
- Which country holds the record for the largest Easter egg ever made?

 a) Italy b) Japan c) New Zealand d) Russia
- What popular Easter candy was first created in the 1950's and is known for its marshmallow center?
 - a) Peek b) Peep c) Peet d) Gross
- Approximately how many jelly beans are consumed in the U.S. each Easter?

 a) 6 million b) 500 million c) 16 billion d) 5 billion
- What is the term for the decorated eggs used in Ukrainian Easter traditions?

 a) Pysanky b) Wax Eggs c) Kistka d) Slavic Eggs
- 8 In the United States, what percentage of people eat the ears of a chocolate bunny first?
 - a) 36% b) 56% c) 76% d) 96%
- In which Ancient Land did the tradition of decorating Easter eggs originate?
 - a) China b) Mesopotamia c) Greece d) Inca



- Which country introduced the tradition of the Easter Bilby as an alternative to the Easter Bunny?
 - a) Australia b) Madagascar
- c) South Korea
- d) Nicaragua





Easter Trivia Answer Sheet

Directions:
Write your answers on the lines below.

Trivia Video



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Score:

Name/Team Name:	

1: A B C D 11: A B C D

2: A B C D 12: A B C D

3: A B C D 13: A B C D

4. A B C D 14. A B C D

5. A B C D 15. A B C D

6. A B C D 16. A B C D

7. A B C D 17. A B C D

8. A B C D 18. A B C D

9. A B C D 19. A B C D

10. A B C D 20. A B C D ____/20



Easter Trivia Answer Key

Directions:

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

Trivia Video



ANSWER KEY

1. A) 90 Million

2. C) Germany

3. D) Lily

4. A) Italy

5. B) Peep

6. C) 16 Billion

7.A) Pysanky

8. C) 76%

9. B) Mesopotamia

10. A) Australia

11. D) 15,873 pounds

12. D) France

13. A) Red

14. C) Chile

15. B) Rutherford B. Hayes

16. D) Poland

17. A) Reese's Peanut Butter Eggs

18. A) The Moon

19. C) 1963

20. C) 81%

Thanks for playing!

www.wordnerdcollaborative.com



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!

EARTH DAY TRIVIA VIDEO



This link will take you to the YouTube Video of Earth Day Trivia questions: https://www.youtube.com/watch? v=GxFUIPCn3BE&t=2s



www.wordnerdcollaborative.com



Earth Day Trivia Answer Sheet

Directions: Write your answers on the lines below.



Name/Team Name:		Trivia Video
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 Earth Day Trivia CHAMPION?!?!

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Score:	/ 20
Score:	/ ZI



Are you an Earth Day Trivia Rockstar? Take this Trivia quiz and see!



m :
Trivia
77: 3
Video

0	
1	In what year was Earth Day first celebrated?
	A) 1960 B) 1970 C) 1980 D) 1990
2	Gaylord Nelson, a senator from which state, started Earth Day?
	A) Arizona B) California C) Pennsylvania D) Wisconsin
3	What region on Earth produces 20% of the planet's oxygen?
	A
4	Nearly 80 percent of all P ever created by humans is still in the environment, according to Recycle Now. P
5	Which US President helped start the EPA (Environmental Protection Agency)? A) Harry S. Truman B) Woodrow Wilson C) Bill Clinton D) Richard Nixon
6	The United Nations has what name for Earth Day?
	A) International Mother Earth Day B) Earth Celebration Day
	C) Mother Nature Day D) Whole World Wins Day
7	A single tree produces enough air to supply in its life time for how many people for a year? (Guess a $\#$ 1–10)
	In 2011, 28 million trees were planted in which country for the Earth Day "Plant Trees, Not Bombs" campaign? A) Afghanistan B) Brazil C) China D) Denmark
9	When did Google introduce their first Earth Day doodle? A) 1999 B) 2001 C) 2008 D)2013

10 True or False: Most of Earth's breathable air comes from the ocean.

A) True

B) False



А) 30% E	3) 40%	C) 50%	D) 60%		
Today's compare	average A	America pounds	n generat in 1960, a	es abo	out _ poi	unds of tr e <u>EPA</u> .	ash per o
A) 5 pou	nds B) 8	pounds	C) 12 pc	ounds	D) 14 p	ounds	
True or in Using a A) True	dishwashe	_		_	•	-	
	raise aw	areness		•		pe to the	United
G	Thunbe	erg					
15 The date audienc	e of Earth [e?	Day, Apı	ril 22, was	chose	en to app	peal to wl	nich targ
A) schoo	l age kids at home mo						
16 Which of global w	f the follov varming?	ving gre	enhouse	gases	is the b	iggest co	ntributoı
A) Carbo	n Dioxide	B) Wat	ter Vapor	C) N	\ethane	D) Nitro	us Oxide
saw an c	ng to the V overall dec abitat loss B) 40%	cline of s, polluti	percention, climate	t worl	dwide b	etween 19	770 and
18 Which re	•	-	ienced th	e mos	t obviou	s and imp	actful e
•	rarming so al rainfores		Aratia ragi	one			
, ,	n deserts	•	•				
Markink o		ماد ا	h 4 - 1 4				
19 Which c	ountry nas	me nig			•	r capıta: Zealand	



Earth Day Trivia Answer Sheet

Directions:
Write your answers on the lines below.

Trivia Video



20 Environmentally Th	*	EAR DA TRIN	TH Y	inutes
	* *	BRAIN BREAK	c * //e	[5]
Name/Tea	m Nan	ne:		

1. A B C D

2. A B C D

4. P_____

5. A B C D

6. A B C D

8. A B C D

9. A B C D

10. True or False

11. A B C D

12. A B C D

15. A B C D

16. A B C D

17. A B C D

18. A B C D

19. A B C D

20. E _ _ _ _ !

13. True or False

14. G _ _ _ Thunberg

7. Pick a # 1-10: __

3. A _ _ _ R _ _ F _ _ _ _

Score: ___/20 rdcollaborative.



Earth Day Trivia Answer Key

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

ANSWER KEY

1. B) 1970

2. D) Wisconsin

3. Amazon Rain Forest

4. Plastic

5. D) Richard Nixon

6. A) International Mother Earth Day

7. 4

8. A) Afghanistan

9. B) 2001

10. True

11. C) 50%

12. A) 5 pounds

13. True

14. Greta Thunberg

15. B) College Students

16. A) Carbon Dioxide

17. D) 60%

18. B) Arctic Regions

19. A) Norway

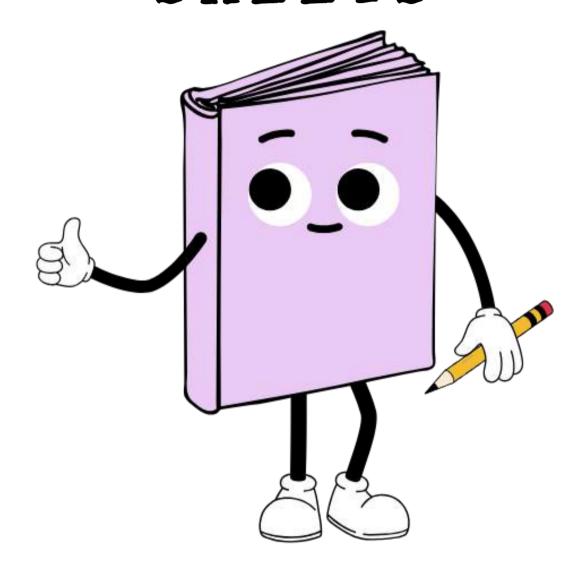
20. EVERYONE!:)

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

Trivia Video



WRITING PROMPT SHEETS



APRIL 2025

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!

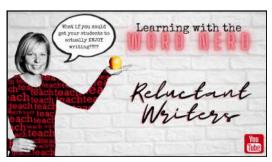
You can either print the following prompt pages for students to directly write on (and then keep in a folder/binder) or project the prompt (via these <u>SLIDES</u>) onto a whiteboard/screen and have students do their writing in a dedicated notebook. Whatever works best for you... go for it!

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 <u>this video</u>.





(https://youtu.be/I7UWA-pw04Q?sub_confirmation=1)

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





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

WRITING PROMPTS



■ 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

My Name:

Name of classmate I am reviewing:

Date:

Title of Piece/Date Written



LIST SEVERAL THINGS THE WRITERS DOES WELL

- *
- *
- *
- *
- *
- *

OPPORTUNITIES

LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

- *
- *
- *
- *
- *
- .

FINAL COMMENTS

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:



Name of classmate I am reviewing: My Name:

Title of Piece/Date Written



OPPORTUNITIES

LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

LIST SEVERAL THINGS THE

WRITERS DOES WELL

FINAL COMMENTS
WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:



Name of classmate I am reviewing: My Name: Date: Title of Piece/Date Written



LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

LIST SEVERAL THINGS THE

OPPORTUNITIES

WRITERS DOES WELL

FINAL COMMENTS
WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:

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

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

Comments:

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation	5		
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:

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

Comments:

Writing Prompts April 1-4

Monday



Tuesday

Natural Comparison

Style/Skills: Figurative Language - Simile Novel in Verse

Wednesday

I'm on a Boat!

Style/Skills: Descriptive Writing Sensory Details

Thursday

Owl in Flight

Style/Skills: Narrative Writing Word Choice

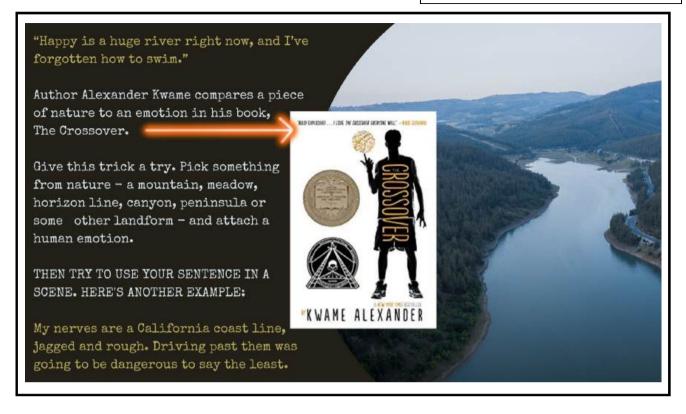
Friday

Free Write Friday

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







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





Write a scene of an adventure story that includes a describe the image using some of the senses you listed as well as at least two adverbs or adjectives:

ADJECTIVE = DESCRIBING WORD

Describe	the ir	nage	using	the	senses	listed	below:	

I see	

smell...

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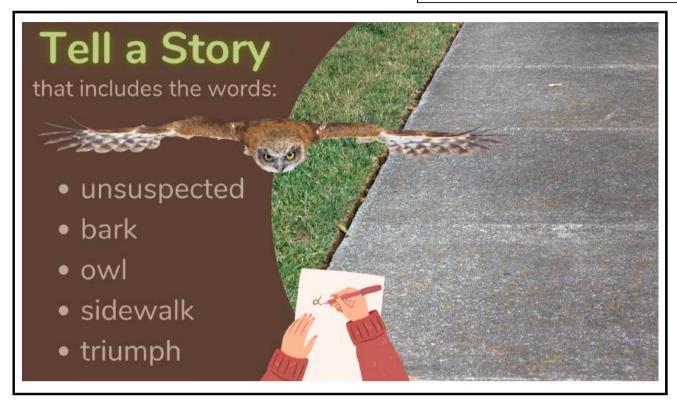
I hear..

▼ 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

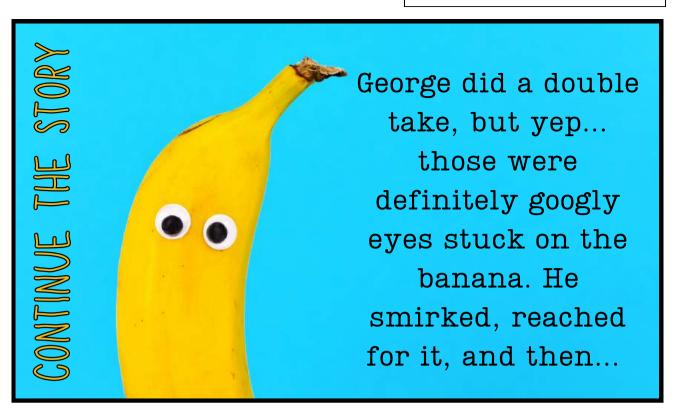




■ Rubric

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



▼ 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

Writing Prompts April 7-11

Monday

Move like an Animal

Style/Skills: Comparison Creative Writing

Tuesday

What Now?

Style/Skills: Creative Thinking Chronological Plotting

Wednesday

Would You Rather: Houseboat or RV?

Style/Skills: Argumentative Writing

Thursday

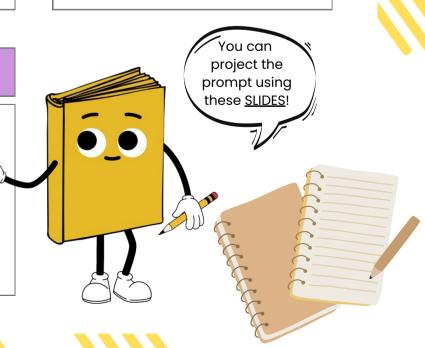
Shark Bait Ouh-Ha-Ha

Style/Skills: Captions Non Fiction Writing

Friday

Free Write Friday

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







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





▼ 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





▼ 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





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

Writing Prompts April 14-18

Monday

Looks Like Spring!

Style/Skills: Descriptive Writing Figurative Language

Tuesday

Parental Problem

Style/Skills: Narrative Writing Creative Writing

Wednesday

What Did You Say?

Style/Skills: Creative Writing Dialogue

Thursday

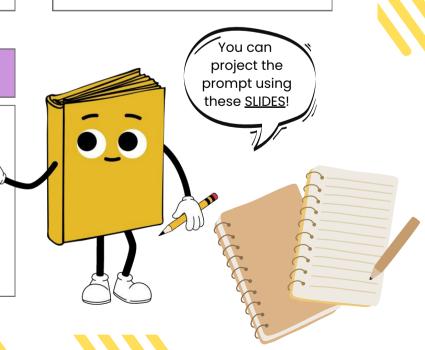
Would You Rather: Zombies or Robots?

Style/Skills: Argumentative Writing

Friday

Free Write Friday

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



Spring Descriptive Writing



Using the photos above, write a descriptive paragraph about spring. Use figurative language and give as much detail as possible.

Rubric 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.)			

Teacher Comments:

Total Points = ___/10



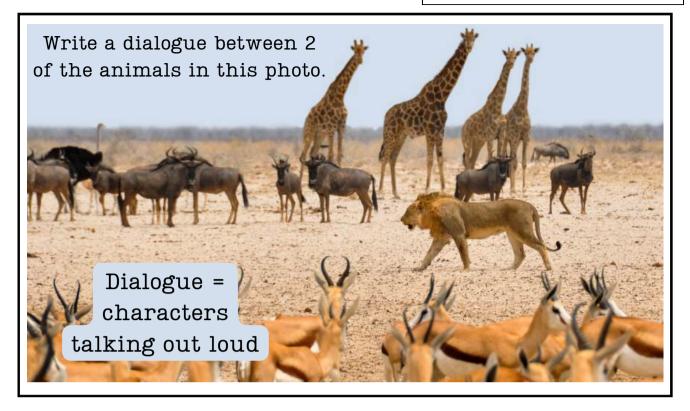


▼ Rubric

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





▼ 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





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

Writing Prompts April 21-25

Monday

Adventures Await

Style/Skills: Creative Writing Sensory Details

Tuesday

Stuck!

Style/Skills: Figurative Language Creative Writing

Wednesday

Make a Milkshake!

Style/Skills:
Description
Concise Writing
Direction Writing

Thursday

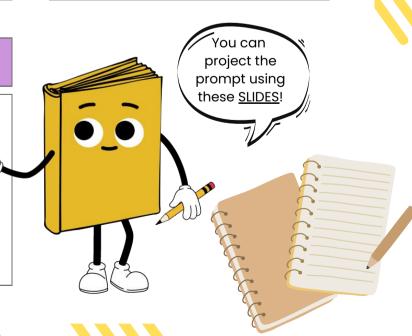
Science Class Snafu

Style/Skills: Creative Writing Continue the Story

Friday

Free Write Friday

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





Write a scene of an adventure story that includes a describe the image using some of the senses you listed as well as at least two adverbs or adjectives:

ADJECTIVE = DESCRIBING WORD

Describe	the	image	using	the	senses	listed	below
----------	-----	-------	-------	-----	--------	--------	-------

®

I see...





smell... _____



I hear...

I feel... _

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



AND THEN WRITE

"I find Dr. Woodn't-You-Like-to-Know planted as firmly in her chair as cotton in the South Plains.

- from: Starfish by Lisa Fipps

What other things in life are "rooted firmly". stuck tight. or won't budge?

- · a lid jar
- · foot in a too small shoe
- · chewing gum in hair

What could you compare them too?

- · a bad mood
- · an opinion
- a person in "their spot" on the couch/in the cafeteria



٥

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



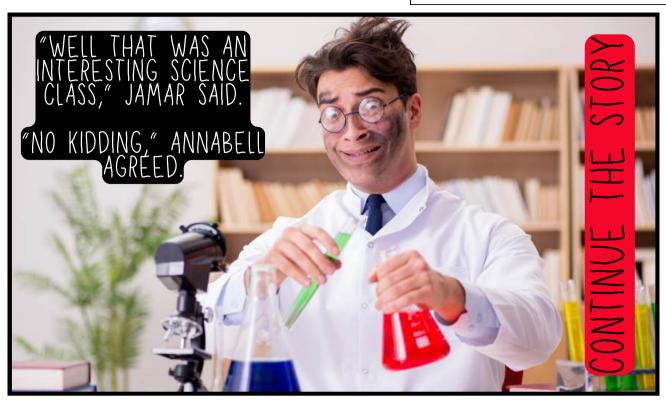


■ Rubric

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





Rubric P

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

Writing Prompts April 28-30

Monday

Let's go to the Carnival!

Style/Skills: Figurative Language Sensory Details

Tuesday

A Massive Explosion

Style/Skills: Captions Non Fiction Writing

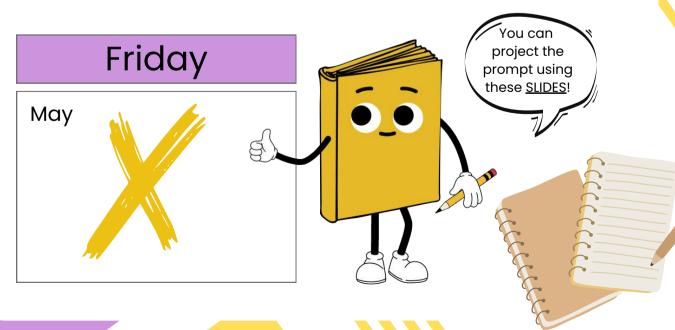
Wednesday

Look! A Lake!

Style/Skills: Creative Writing Genre: Fantasy Descriptive Writing

Thursday







Carnival Descriptive Writing



Using the photos above, write a descriptive paragraph about going to a carnival or fair. Use figurative language and sensory details. Bonus points if you write it as a poem!

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			



Caption this caption: a title or brief explanation of a visual/pict Do a quick 2 minute	
Do a quick 2 minute	
Google search and	
——————————————————————————————————————	and the second s
then create a one	
sentence factual	
caption to go along	
with this picture of an	
actively erupting	
volcano.	
Voicario.	

▼ 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



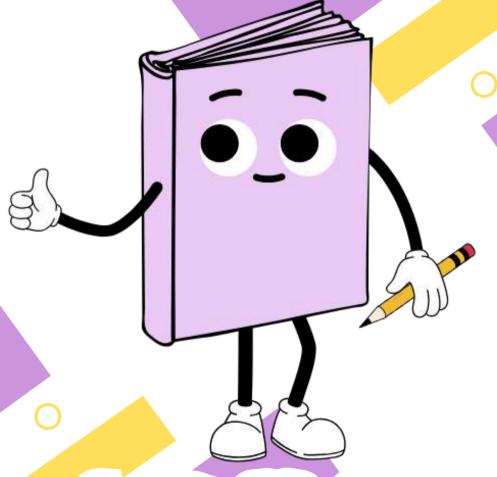


Rubric

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

LESSONS



APRIL 2025

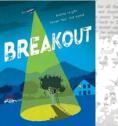


This <u>slide show</u> introduces students to several formats of poetery as well as poetic devices. Many examples are also provided!





Click here to download poetry technique posters to display in your classroom.



Created by The Word Nerd for

Teachers Pay Teachers

HELLO TEACHER FRIEND!

I'm guessing if you've downloaded this product you and your students are about to embark on the great journey of reading Breakout by Kate Messner. I love this book. I've taught it several times and love the way it gently opens my students eyes and minds. I love the way the format helps even the most reluctant reader feel capable and engaged. I love that they are told through the actions of the characters that they have the power to change their own story. I sincerely hope that you and your students enjoy this book as much as I (and my students) have.

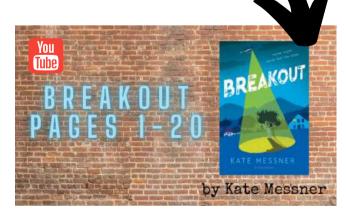
This product is a readers response journal, but be on the look out for more Breakout Resources (coming soon!). If you want to stay in the know, sign up for my <u>teacher email list</u> so you can not only be the first to be alerted to new products, but also be gifted 5 GOOD THINGS (tips, resources, videos, recommendations, etc.) twice a month. By <u>subscribing</u> you'll also get a free motivational poster set. (24 full color posters!!)

To ease your students into the novel, especially if you are doing school virtually, allow me to read the first twenty pages to them in this video.

If you have any questions, feel free to email me at any time. (wordnerd@amandazieba.com)

Happy teaching!

Amanda Zieba (AkA: The Word Nerd)



THIS RESQUECE

- A thirteen-day page breakdown to read the novel Breakout by Kate Messner.
- A generic writing prompt page focusing on text connections (text to self, text to text, text to world) connections that can be used at any point in time with the story. (PAGE_)
- An extension prompt list focusing on additional writings by the author, student experiences/reflections, and lyrics from the musical Hamilton which is an integral part of the story. Which can be used with item #3.
- A targeted journal write question/prompt for each day's reading pages.
- **5** A list of journal writing tips for students.
- A rubric for teachers to use to evaluate the writing products created by their students with these prompts. Students can also use this rubric to self-score/evaluate their writing.
- An audio/read aloud recording (YouTube video) of the first 20 pages of Breakout.

JOURNAL WRITING TIPS

- Take a minute to think before you start writing. Review what happened in the text, browse any text annotations you made, think about how you related to the characters' situation/emotions in today's scenes.
- Put your phone/chromebook/tablet away. Distractions can easily pull you out of the writing flow.
- If you feel like you are stuck or have nothing else to say, but we still have writing time left, re-read what you have written. This might inspire more ideas. Or, you can go back and add in details to your response that you did not include the first time around.
- You can always go back to the text for clues. reminders, ideas to add.
- Before submitting your work, whisper read your work aloud to yourself. This will help you catch small, easy to fix errors.
- Listen to an instrumental playlist to create a blanket of white noise that will help you focus on your task, rather than the distractions surrounding you. Try this video!





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.

I assign 2 points if the task was completed and well done, 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.)			

BREAKOUT READING SCHEDULE

▶ Day 1	pages 1 - 32	
Day 2	pages 33 - 66	
Day 3	pages 67 - 96	
Day 4	pages 97 - 128	
Day 5	pages 129 - 165	
Day 6	pages 166 - 202	
Day 7	pages 203 - 237	
Day 8	pages 238 - 274	
Day 9	pages 275 - 310	
Day 10	pages 311 - 344	
Day 11	pages 345 - 380	
Day 12	pages 381 - 405	
Day 13	pages 406 - 433	
\sim	^	^

LISTEN!!

Listen to the first 20 pages of Breakout read aloud in this YouTube Video.

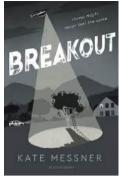




Find more great videos for teachers by searching <u>Amanda Zieba</u> on <u>YouTube</u>.

- TEACHING TIPS
- BOOK RECOMMENDATIONS
- INSTRUMENTAL PLAYLISTS
 FOR FOCUSED WORK TIME
- AND MORE!

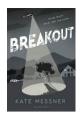




prediction you have?

BREAKOUT

TEXT CONNECTIONS NAME: DAY #: 1 2 3 4 5 6 7 8 9 10 11 12 13 As you read today be on the look out for connections you can make the story, it's characters, and setting. Record them below in a complete sentence along with the page number from the book. ▼ Text to Self Connection Page Page ▲ Text to Text Connection **Text to World Connection** Page What is a question or



EXTENDED WRITING OPPORTUNITIES

Choose any of the items from the below list to read or view. Then, use the Text Connection graphic organizer to record your thoughts or free write a response sharing your ideas.

► BEFORE READING

Complete the anticipation guide (ON NEXT PAGE). Then pick one item on the list to explore through a free write.

Listen to the <u>opening song of Hamilton (with lyrics)</u> in this video to introduce your students to the musical that heavily influences the character of Elidee. Then ask students to write a reaction to seeing/listening to history portrayed in this format. ** You know your students and your district and what will be accepted or not. Please watch this ahead of time and decide if it's language is acceptable/appropriate for your classroom. **

DURING READING

Day 4 (or later) - <u>Visiting a Character's Neighborhood</u> - a Blog Post by author Kate Messner

Day 5 (or later) The Hamilton Effect - a Blog Post by author Kate Messner

Day 6 (or later) _ <u>Blue Ribbons and Point of View</u> a Blog Post Written by author Kate Messner

Day 9 - Picking Strawberries - a Blog Post by author Kate Messner

AFTER READING

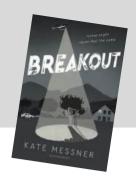
LitWorld Interview with Kate Messner

Publishers Weekly Interview with Kate Messner



NAME

Breakout Anticipation Guide

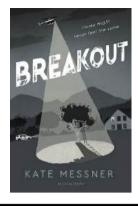


Directions: Look at the below statements and then choose your response: Agree, Neutral. Disagree. These statements will give you a few hints about the topics that will appear in our class novel: Breakout.

STATEMENT		MY RESPON	SE
I feel like I see myself in the characters I read about in books.	AGREE	NEUTRAL	DISAGREE
I use writing to help me deal with things happening in my life.			
A parent's jobs can impact a child's life.			
Racism is affects my life.			
Poetry is stupid.			
All people in jail or prison are bad.			
All people not in jail or prison are good.			
Small towns are safe towns.			
PICK ONE OF THE STATEMENTS ABOVE A	ND SHARE YOUR	R THOUGHTS	ON IT HERE.

TARGETED JOURNAL QUESTIONS





NAME: _												
DAY # (1)	2	3	4	5	6	7	8	9	10	11	12	13

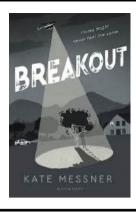
Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

you had to put a letter in a time capsule. What would you write? What ould you tell about yourself, your life, and your town?

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.)			

Teacher Comments:



NAME:												
DAY#	1(2)	3	4	5	6	7	8	9	10	11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

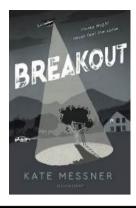
Elidee spent some time in this section comparing big city and small town life. Which

are you more familiar and comfortable with? Tell about a time you spent in the big city/small town that was surprising or eye opening for you. What did you notice or observe that was different from where you usually spend time?

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.)			

Teacher Comments:



NAME:	,										
DAY#	1	2 3 4	5	6	7	8	9	10	11	12	13

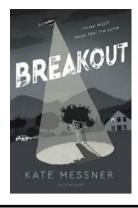
Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

writes articles, Lizzie writes comedy, Elidee writes poems and Owen write comics. How do you best process information and situations? If you were t process through writing, what kind do you think you'd do and why?	s/draws
	<u>IDEAS</u>
	TAKE A WALK MEDITATE CALL A FRIEND
	SLEEP MAKE ART JOURNAL SING

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.)			

Teacher Comments:



NAME:											
DAY#	1	2	3 4 5	6	7	8	9	10	11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

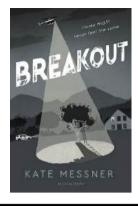
The characters in our book Breakout look up to a lot of different people. Nora admires

Elidee looks up to poets like Nikki Grimes and writers like Lin Manuel Miranda. Who do you look up to? Why is this person inspiring to you? Why do you hope to be like them?

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.)			

Teacher Comments:



NAME:	,										
DAY#	1	2	3	4 (5) 6	7	8	9	10	11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

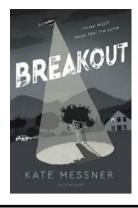
The musical Hamilton has had a big influence in Elidee's life. Has any book,

movie, or piece of art influenced you in a similar way? Do you think art can change people's minds/lives or influence them for the better? Why or why not?

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.)			

Teacher Comments:



NAME:											
DAY#	1	2	3	4	5 6 7	8	9	10	11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

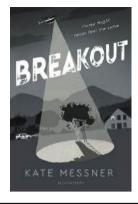
Nora, Lizzie and Elidee all volunteer at the community ham supper. Tell us about a

	time when you volunteered. Did you enjoy it? Do you think volunteering is important? How does volunteering make a difference in our community and world?
•	
,	
•	

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.)			

Teacher Comments:



NAME:											
DAY#	1	2	3	4	5	6 (7) 8	9	10	11	12	13

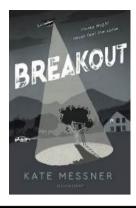
Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

In our reading today, the students of Wolf Creek Middle School write and sign a petition to keep Field Day. If you had the opportunity to write a petition for

	something you believe in strongly, what would you write about? W choose to stand up for this particular issue or topic?	hy would you
_		
_		
_		

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.)			



NAME:											
DAY#	1	2	3	4	5	6	7 (8) 9	10	11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

Alcatraz What is one era of history that interests you? What have you

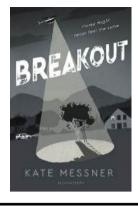
Nora and Lizze are working to research prison breaks of the past, especially

learned about this time period and/or what else would you like to know about life back then?

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.)			

Teacher Comments:



NAME:											
DAY#	1	2	3	4	5	6	7	8 9 10	11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

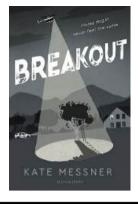
Nora chooses to engage in civil disobedience because she thought her

mother's rule was unjust. Do you think she was right or wrong? Have you ever been in a similar situation or position? How did you react?							

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.)			

Teacher Comments:



NAME:											
DAY#	1	2	3	4	5	6	7	8	9 (10) 11	12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

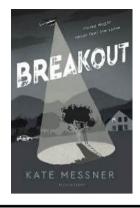
Nora and Elidee really want to win the relay race. Tell about a time

when you really wanted to win something, or when you had a goal you really wanted to accomplish.

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.)			

Teacher Comments:



NAME:											
DAY#	1	2	3	4	5	6	7	8	9	10 (11) 12	13

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

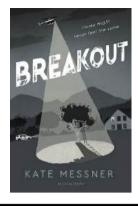
What are your thoughts on poetry? Has reading Flidee's poems in Breakout

influenced your opinion? Of the styles of poems Elidee writes, do you have a favorite? Are you interested in writing poetry?

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



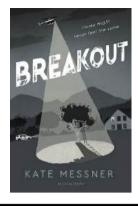
Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

	Did you think they would ever catch the inmates? What do you think about the way it all finally went down? Were you hoping for something different or did you enjoy the way the author (Kate Messner) decided to tell it?	
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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



NAME:													
DAY#	1	2	3	4	5	6	7	8	9	10	11	12	(13)

Before you read, preview this question. Then, after reading, answer the question in a full paragraph doing your best to use complete sentences, examples from the text and personal connections when possible.

How do you think Nora has grown and changed as a character throughout this story. Do you think she will view her hometown/racism/the prison/her father

differently in the future? Do you think her growth will impact her friendships/career as a journalist/relationship with her brother and/or parents?

- 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.)			

Teacher Comments:



A short story is a work of fiction that typically focuses on a single incident or event and is limited in length. It usually develops a single plot, has a limited number of characters, and is concise and tightly written. A short story can be written in a variety of genres, such as science fiction, horror, romance, or mystery.



Key characteristics include:

- In media res the story often starts in the middle of the action, to grab the reader's attention and generate interest
- Limited time frame some short stories take place in a matter of minutes, others can be hours, but they don't usually cover extended lengths of time
- Single point of view the story is usually narrated from one consistent point of view, unlike novels which can switch between different perspectives
- Limited number of characters often includes a protagonist, an
 antagonist (although not
 necessarily another person)
 and one or two minor
 characters
- Surprise ending or twist often there's a revelation that upends the reader's expectations and adds an additional layer of interest to the story.



This Resource Includes

- 2 Short Stories covering a variety of genres
- Audio Read Aloud Videos for each story
- Extension Activities for each story
- Answer Keys/Rubrics for each extension activity
- A teacher guide with story and standard information for each story.



Every short story in this collection will cover the below standards.

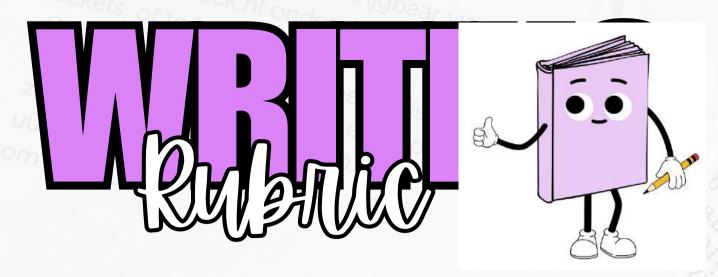
CCSS.ELA-Literacy.RL.6.10

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.W.6.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Additionally, each story will have focus standards. After reading, students will get the opportunity to practice these focus standards with extension activities.



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. There is a space for you to write in and assess each short story's focal standard.

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

On the next page there are 2 rubrics to print and cut for use with these or other writing tasks.

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.)			
Focus standard, CCSS ELA shows mastery/progress (circle one)			

Total Points = ___/10

Additional Feedback:

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
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Total Points = ___/10

Additional Feedback:

Task	0	1	2
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Focus standard, CCSS ELA shows mastery/progress (circle one)			

Total Points = ___/10

Additional Feedback:

Will Save the Day?

Gabe is tired of living in the shadow of his perfect brother, Luke, the Eagle Scout and honor student. On their first weekend of summer, Gabe would rather be at the amusement park than camping in the woods. When Luke discovers a dark cave and jumps in, Gabe reluctantly follows, but danger follows too. Can Gabe rise to the challenge and prove he can be a hero too? Join the brothers on an adventure where courage and brotherhood are put to the test!



Word Count:

609 words

Grade Level:

ATOS: 4.8

Genre:

Realistic Fiction & Survival Story

Standards

CCSS.ELA-

<u>Literacy.RL.6.3</u>

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

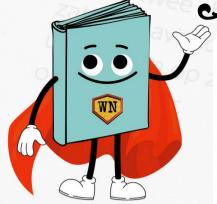
CCSS.ELA-

Literacy.RL.6.5

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

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WHO WILL SAVE THE DAY?



Gabe is tired of living in the shadow of his perfect brother, Luke, the Eagle Scout and honor student. On their first weekend of summer, Gabe would rather be at the amusement park than camping in the woods. When Luke discovers a dark cave and jumps in, Gabe reluctantly follows, but danger follows too. Can Gabe rise to the challenge and prove he can be a hero too? Join the brothers on an adventure where courage and brotherhood are put to the test!



TEXT ANNOTATIONS

"C'mon! Over here!"

Gabe trudged in the direction of his brother's voice. His brother, the Eagle Scout. His brother, the honor student. His oh-so-much-better brother. It wasn't that Gabe disliked his brother. It was that, just once, he wanted to be the hero, but it wasn't likely to happen this weekend on their camping trip.

Gabe sighed, "Coming!"

"Look, look here!" Luke pointed enthusiastically to a dark hole. "I think it's a cave."

Luke did exactly what Gabe didn't want him to do. He plunged inside that deep, dark hole. Gabe inspected the outer edge of the rocks for bats and then ducked in after his brother.

Luke ran ahead whooping and hollering in the dark damp space. Echoes bounced off the rock walls and crashed against Gabe's ears. Gabe moved slowly, shuffling one foot in front of the other. As he walked, he let his fingers trail against the rock wall, ready to catch himself if his feet failed him, as they often did.



WHO WILL SAVE THE DAY?

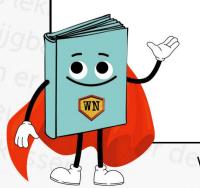
TEXT ANNOTATIONS

Gabe would have rather spent their first weekend of summer at the amusement park, riding the gocarts, playing mini golf, and taking swings in the batting cages. It wasn't that he was a total wuss, he just preferred the predictability of civilization. Being out here in the wilderness where anything could happen made him nervous. What if something went wrong? What if he didn't know what to do in a crisis? Luke seemed to thrive off of those situations, but not Gabe.

"Hey Luke, I think we should-" Gabe's request was cut off by a sharp cry from Luke ahead. Immediately Gabe took off running. He ran with his head low and his arms up. "Luke! Luke!"

The cave was slanting downward and the air was getting colder with every step. Gabe wished he'd brought his flashlight, but it was back at the campsite in the tent. Suddenly Gabe tripped and then skidded to a stop, gravel cutting into his palms and knees. He turned behind him to see what caused him to fall and saw Luke, laying on the ground and clutching his ankle.

What were they going to do now? This was exactly the kind of thing Gabe was trying to avoid. Gabe took a moment to let his eyes adjust to the dim light of the cavern and then looked to his brother. Luke would likely know what to do. He was an Eagle Scout after all. But one look at Luke's face contorted with pain and Gabe knew his brother was in no condition to continue leading this expedition.





WHO WILL SAVE THE DAY?

TEXT ANNOTATIONS

"Gabe," Luke almost whispered. "What are we going to do?"

Gabe scanned their surroundings, taking in as many details as possible, trying to ignore the panic creeping into his chest. He closed his eyes. If he looked at his brother, he wouldn't be able to hide his own fear. Behind his eyelids Gabe was surprised to see a memory flashing. More like pieces of memories. Memories from Luke's boy scout troop meeting Gabe had been forced to attend. He'd been doodling in his social studies notebook more than he was listening, but maybe a bigger part of him had been listening than he knew. Because right now, he knew what to do.

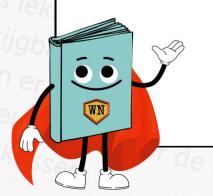
Gabe opened his eyes. "Don't worry, Luke," he said. "I've got this."

An hour later the brothers returned to the campsite bruised and bloody. Luke's arm was draped over Gabe's shoulder as they hobbled to the picnic table. Together they sank onto the wooden plank bench, completely out of breath.

"What happened?" their mother cried.

"Gabe saved me," Luke explained.

Gabe smiled. "He's right, I did."



Written by Amanda Zieba for the Word Nerd Collaborative

WHO WILL SAVE THE DAY EXTENSION ACTIVITIES

Name:

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Activity #1 - Character Development Chart

Complete this chart, showcasing character traits and details from the story. Use both concrete facts from the story and your own implied conclusions.

	GABE	L UKE
Initial Traits: Describe how is this character introduced in the story.		
Challenges Faced: List the main challenges each character faces.		
Responses to Challenges: Explain how each character responds to their challenges.		
Growth and Change: Describe how Gabe and Luke change by the end of the story. What do they learn about themselves and each other?		
Theme Connection: How did each characters' experiences relate to the themes of courage and brotherhood.		

Activity #2 Diary Entry

Write a short diary entry from the perspective of either Gabe or Luke after their adventure. They should reflect on what they learned and how they feel about their brotherly relationship. Use the space below to brainstorm a few key elements and then write your diary entry on a separate piece of paper or new computer document.



WHO WILL SAVE THE DAY? EXTENSION ACTIVITIES - ANSWER KEY

Activity #1 - Character Development Chart

Complete this chart, showcasing character traits and details from the story. Use both concrete facts from the story and your own implied conclusions.

Initial Traits: Describe how is this character introduced in the story.

Challenges Faced: List the main challenges each character faces.

Responses to Challenges:

Explain how each character responds to their challenges.

Growth and Change: Describe how Gabe and Luke change by the end of the story. What do they learn about themselves and each other?

Theme Connection: How did each characters' experiences relate to the themes of courage and brotherhood.

GABE	L ,UKE
Gabe is nervous to be in the outdoors and feels inferior to this brother Luke. Gabe doubts his own abilities.	Luke is a good student and a capable Eagle Scout. We do not know much about how he treats his brother, only that his brother looks up to him.
Gabe battles his nervousness in the wilderness while camping. Gabe follows his brother into the cave even though he is afraid. Gabe must rely on himself instead of his brother when Luke gets injured.	Luke falls in the cave and injures his ankle.
When Luke is injured and asks Gabe for help, Gabe takes note of his surroundings and then closes his eyes to try and get calm. Once he has an idea, he puts it into action.	When Luke is injured, he asks for help.
I think that Gabe grows in confidence. He has shown himself, his brother and his mother that he can handle a crisis-type situation. Perhaps he will be less nervous and more confident moving forward. He may also see that his brother is not perfect and think more kindly toward him.	We do not really know how Luke changes in this story because we aren't inside his head. Maybe he will be more careful? We also don't know how he treated Gabe before the accident, but we know that afterward he is grateful and gives Gabe the credit.
Gabe found the courage both to follow his brother and also to step up and help him when he was in need. Even though he was often jealous of his brother, Gabe helped him when he was in trouble. This shows both courage and brotherhood.	Again, we are not in Luke's head so it is difficult to know what he was thinking, but his facial expressions showed that when he fell in the cave he was scared. He showed courage by asking for help, something that is sometimes hard to do. He also trusted Gabe to help him, when Gabe didn't even trust himself. These actions show a strong sense of brotherhood.

Activity #2 Diary Entry

Answers will vary, but should showcase a chronological replay of the events of the day and character emotions/thoughts. Using the character chart as a prewriting activity, you could also look for themes of brotherhood and courage.

GRADING:

Answers will vary. Use the basic writing rubric included in this resources to assess if students met writing objectives.

SPONFILS of Peanut Butter

Owen can't resist the creamy goodness of peanut butter, especially on a day when he just wants to feel good. As he dips his spoon into the jar again and again, he finds comfort in the rich taste and sweet memories of his mother, who also loved indulging in the same treat during tough times. Join Owen on a heartfelt journey of nostalgia and comfort food, where every scoop brings back memories that nourish his spirit, reminding him that love can always be found in the simplest things.



Word Count:

272 words

Grade Level:

ATOS: 4.9

Genre:

Realistic Fiction

Trigger Topic:

This story is about parental sickness and grief. If you have a student experiencing these struggles, please use your discretion.

Standards

CCSS.ELA-Literacy.W.6.3
Write narratives to
develop real or imagined
experiences or events
using effective technique,
descriptive details, and
clear event sequences.



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SPOONFULS OF PEANUT BUTTER

Owen can't resist the creamy goodness of peanut butter, especially on a day when he just wants to feel good. As he dips his spoon into the jar again and again, he finds comfort in the rich taste and sweet memories of his mother, who also loved indulging in the same treat during tough times. Join Owen on a heartfelt journey of nostalgia and comfort food, where every scoop brings back memories that nourish his spirit, reminding him that love can always

be found in the simplest things.



Owen dipped the spoon into the jar for a fourth time, or maybe it was the fifth. He'd lost count. He'd only ever eaten the whole jar once before, but maybe today would be the second.

Six spoonfuls. It tasted so good. Rich and creamy. He rubbed his tongue on the top of his mouth, relishing the way the peanut butter slid down his throat so easily.

Seven spoonfuls. He didn't think that at this moment, he loved anything more than he loved peanut butter.

Eight spoonfuls. He remembered his mother doing the same thing. When some mothers had a tough day, they'd drink a glass of wine, or scarf a whole bowl of ice cream. Not his mother. Owen had seen her once or twice when he was really young, savoring a spoonful within the depths of her closet. When she got really sick, she didn't hide her guilty pleasure. She'd sit curled up on the couch, shoveling spoonful after spoonful into her awaiting mouth. When her husband eyed her quizzically she'd respond with, "What? The doctors said I need to gain weight."

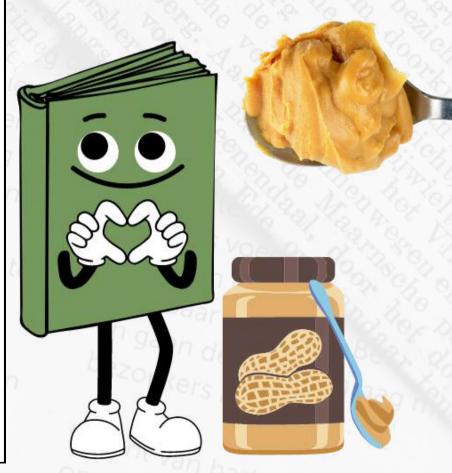
SPOONFULS OF PEANUT BUTTER

TEXT ANNOTATIONS

Nine spoonfuls. One day Owen gathered his courage and a spoon from the kitchen. He crawled up next to her, a question plainly written on his ten year old face. His mother had smiled at him indulgently and passed the jar.

Ten spoonfuls. Each time he ate peanut butter he thought of her. Her memory, plus the sugar high and comfort of a full belly, got him through whatever was bothering him.

Eleven spoonfuls. Owen scraped the bottom of the jar, licked the spoon clean, and sighed contentedly.



Name:

SPOONFULS OF PEANUT BUTTER EXTENSION ACTIVITIES

Activity #1 - Memory Mapping

In the space to the right, create a memory mind map about a favorite food or meal. Include as many of the below pieces of information as possible.

- Food: What food do you want to write about?
- Memory: Describe a specific memory associated with this food.
- Feelings: What emotions do you feel when you think about this memory?
- Details: List descriptive details that capture the scene (who was there, what it looked like, sounds, smells, etc.).

Activity #2 - Writing Narrative

Using their Memory Mapping Worksheet, have students write a narrative about their chosen food and the memories it evokes. Use the space below to jot down some ideas and brainstorm plot actions. Then write your story on a separate sheet of paper or a computer document.

Please include:

- A clear beginning, middle, and end.
- Descriptive language to paint a vivid picture of their experience.
- Emotions that convey how the food and memory make them feel.

SPOONFULS OF PEANUT BUTTER EXTENSION ACTIVITIES - ANSWER KEY

Activity #1 - Memory Mapping

In the space to the right, create a memory mind map about a favorite food or meal. Include as many of the below pieces of information as possible.

- Food: What food do you want to write about?
- Memory: Describe a specific memory associated with this food.
- Feelings: What emotions do you feel when you think about this memory?
- Details: List descriptive details that capture the scene (who was there, what it looked like, sounds, smells, etc.).

GRADING:

Because they are a visual representation of the way students think, the mind maps they produce will vary greatly. Typically I assign points for completing the activity and including the suggested items, in this case: food, memory, feelings and details.

Activity #2 - Writing Narrative

Using their Memory Mapping Worksheet, have students write a narrative about their chosen food and the memories it evokes.

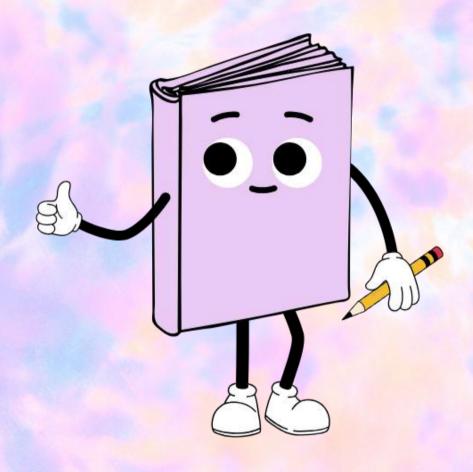
Encourage them to include:

- A clear beginning, middle, and end.
- Descriptive language to paint a vivid picture of their experience.
- Emotions that convey how the food and memory make them feel.

GRADING:

Answers will vary. Use the basic writing rubric included in this resources to assess if students met writing objectives.

ADDITIONAL RESOURCES



APRIL 2025

NOVEL FORMATS MINI LESSON

In this video students will learn the difference between the 3 book formats of prose, novel in verse and graphic novel. She'll also tell you what makes each format appealing and the kind of reader that might enjoy each style. Finally, Amanda will share her favorite reading recommendations for each format. It's a perfect addition to your classroom reading or library lesson!



12 READING RECOMMENDATIONS INCLUDED!

In case you need to copy and paste this link for students, here it is: https://youtu.be/nwJAHLfBltE



WNC BOOK LISTS

TOPIC CURATED TITLE SUGGESTIONS

NOVELS IN VERSE



NOVELS IN VERSE

The books on this list are written in the format of narrative poems.



Alone by Megan E. Freeman

Becoming Muhammad Ali by James Patterson and Kwame Alexander

Brown Girl Dreaming by Jaqueline Woodson

The Canyon's Edge by Dusti Bowling

Closer to Nowhere by Ellen Hopkins

The Crossover by Kwame Alexander

<u>Eb and Flow</u> by Kelly Baptist

Enemies in the Orchard by Dana VanderLugt

<u>Finding Baba Yaga</u> by Jane Yolen

Good Different by Meg Eden Kuyatt

<u>Hidden</u> by Helen Frost

House Arrest by K.A. Holt

Inside Out and Back Again by Thanhha Lai

Iveliz Explains it All by Andrea Beatriz Arango

<u>Lifeboat 12</u> by Susan Hood

Ode to a Nobody by Caroline Dubois

Other Words for Home by Jasmine Warga

Out of the Dust by Helen Frost

Red, White, and Whole by Rajani La Rocca

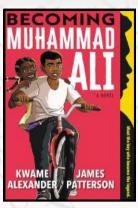
A Work in Progress by Jarrett Lerner

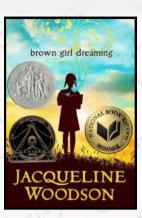


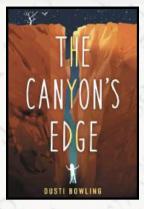
WNC BOOK LISTS * TOPIC CURATED TITLE SUGGESTIONS

NOVELS IN VERSE



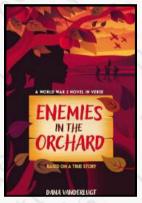


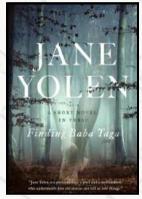






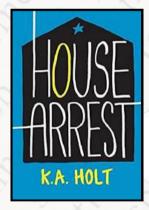


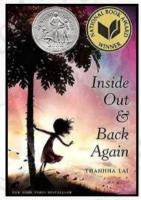


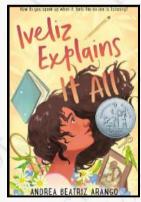


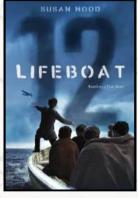


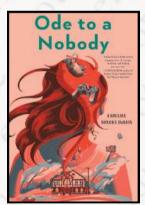


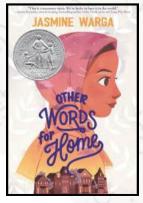


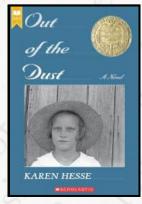


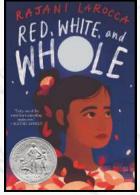


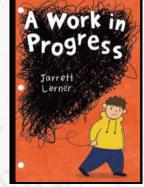














WNC BOOK LISTS * TOPIC CURATED TITLE SUGGESTIONS

LISTEN!!

Not sure novels in verse are for you? Give one a try with these Novel in Verse First Chapter Friday Videos!













































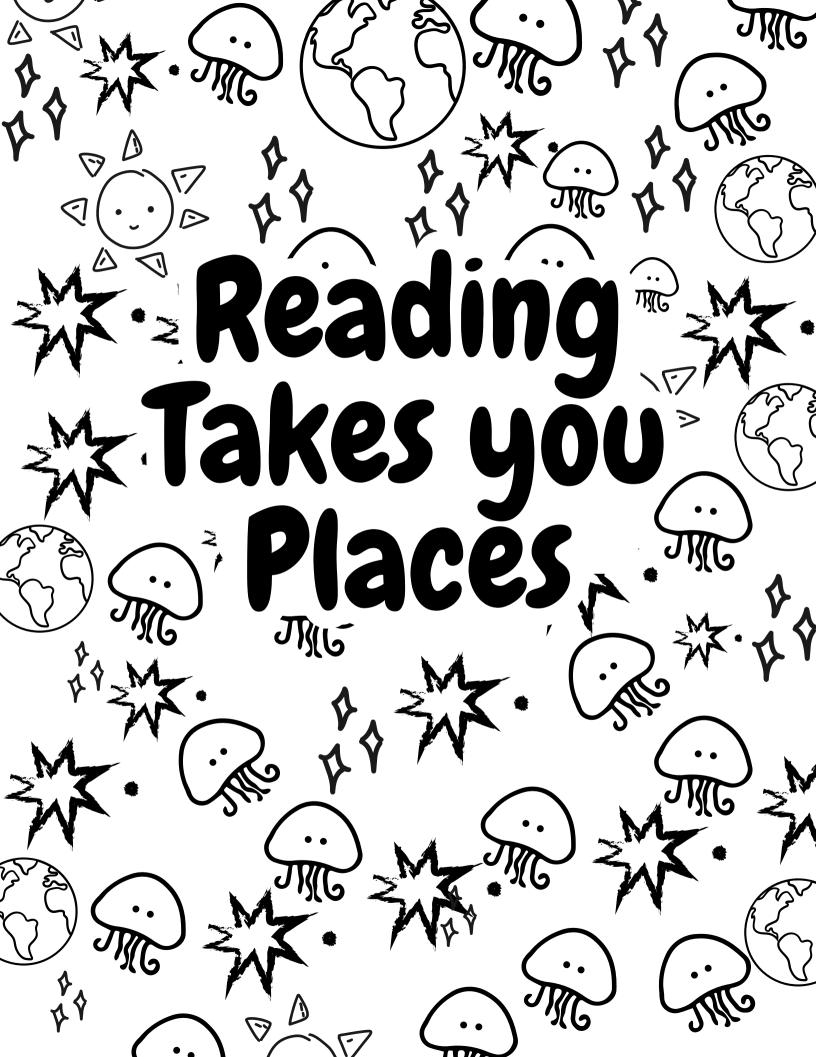


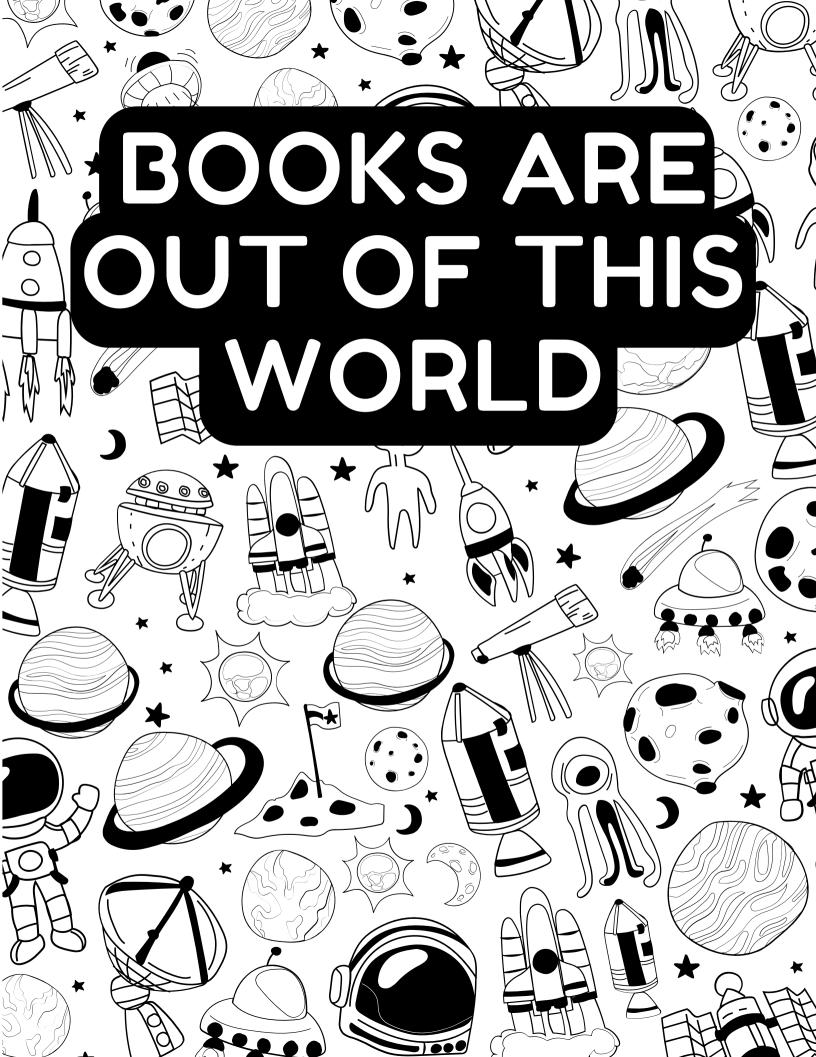
Click here to see the full playlist and listen!



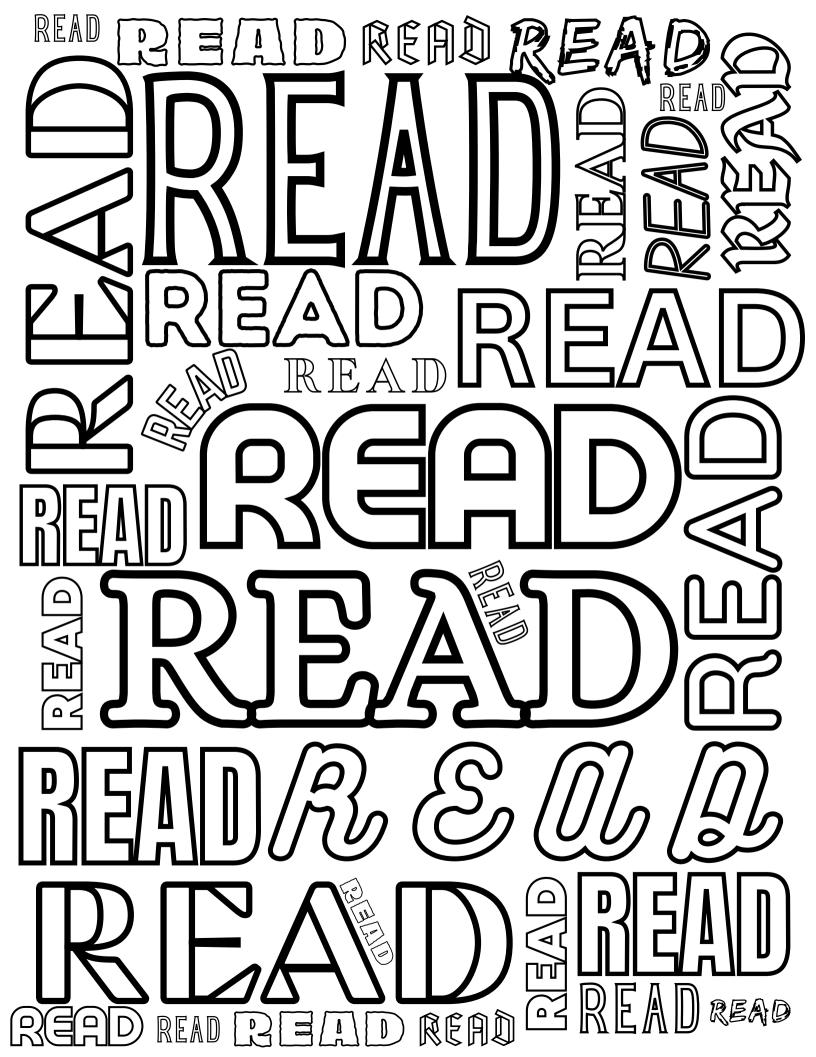










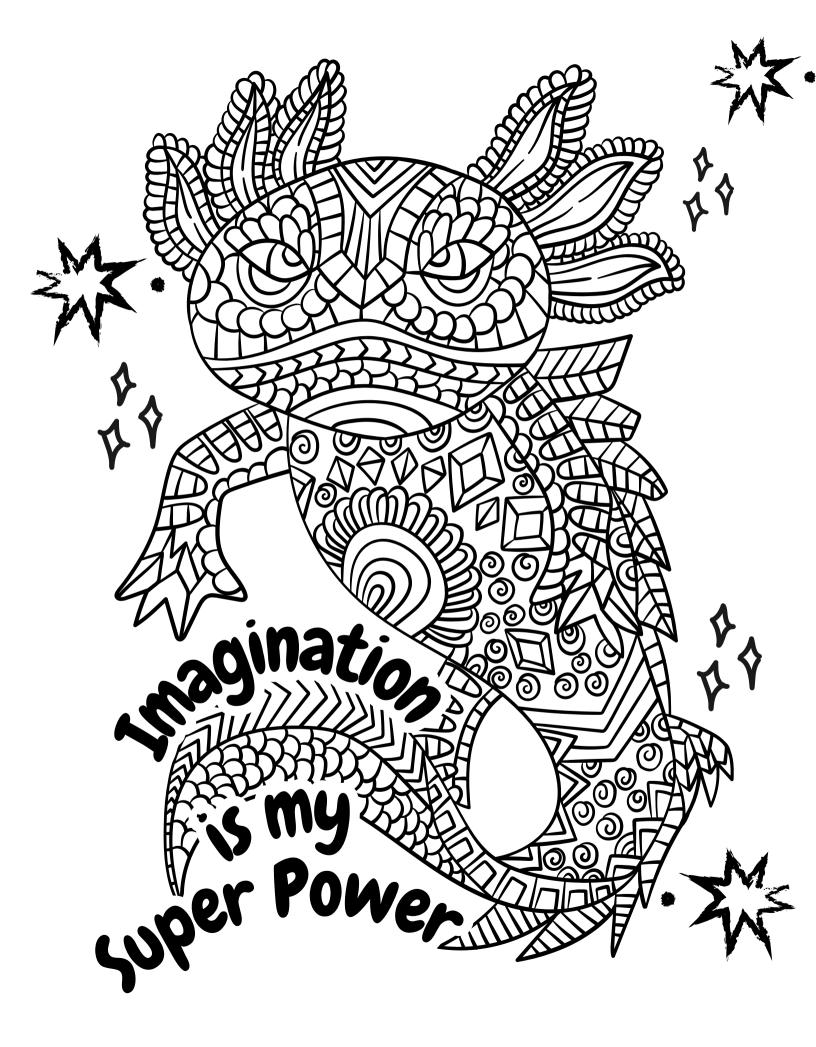


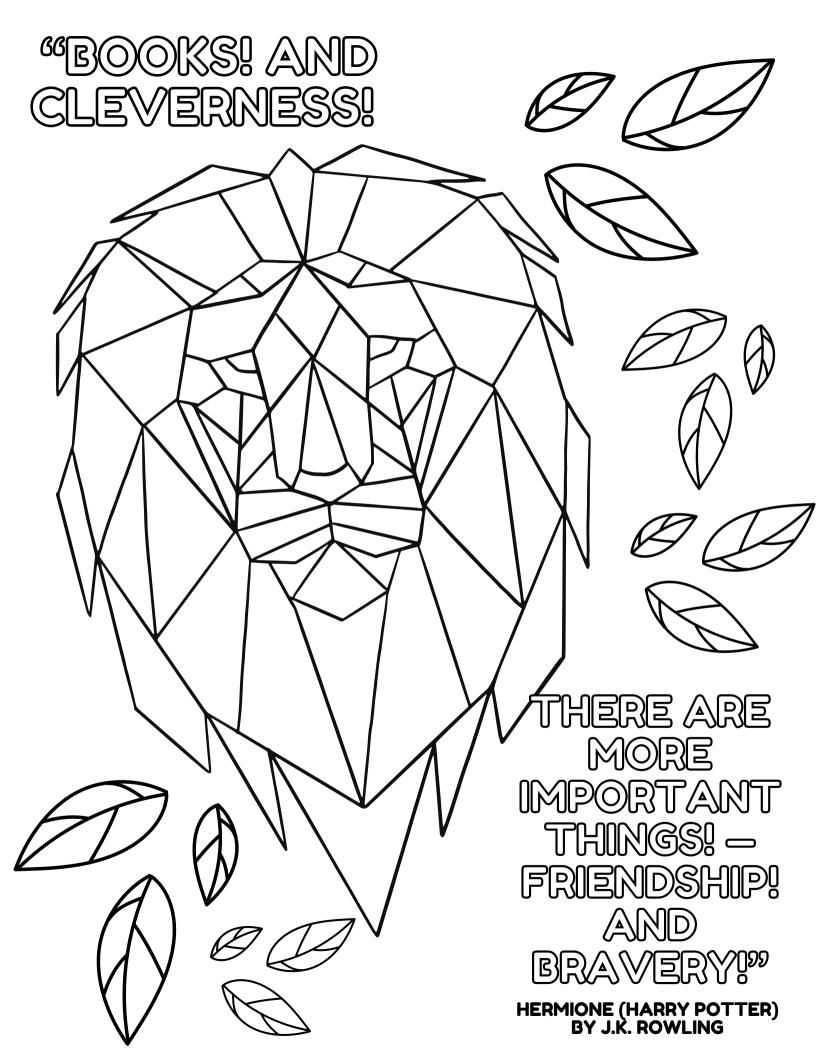


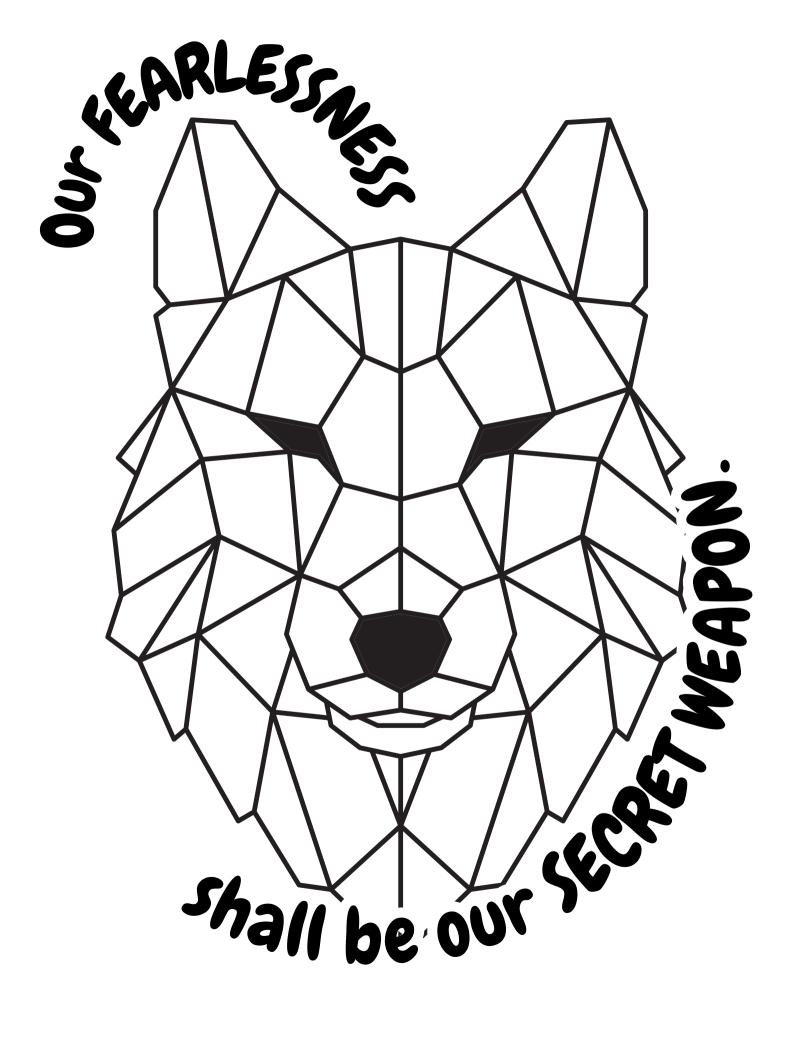


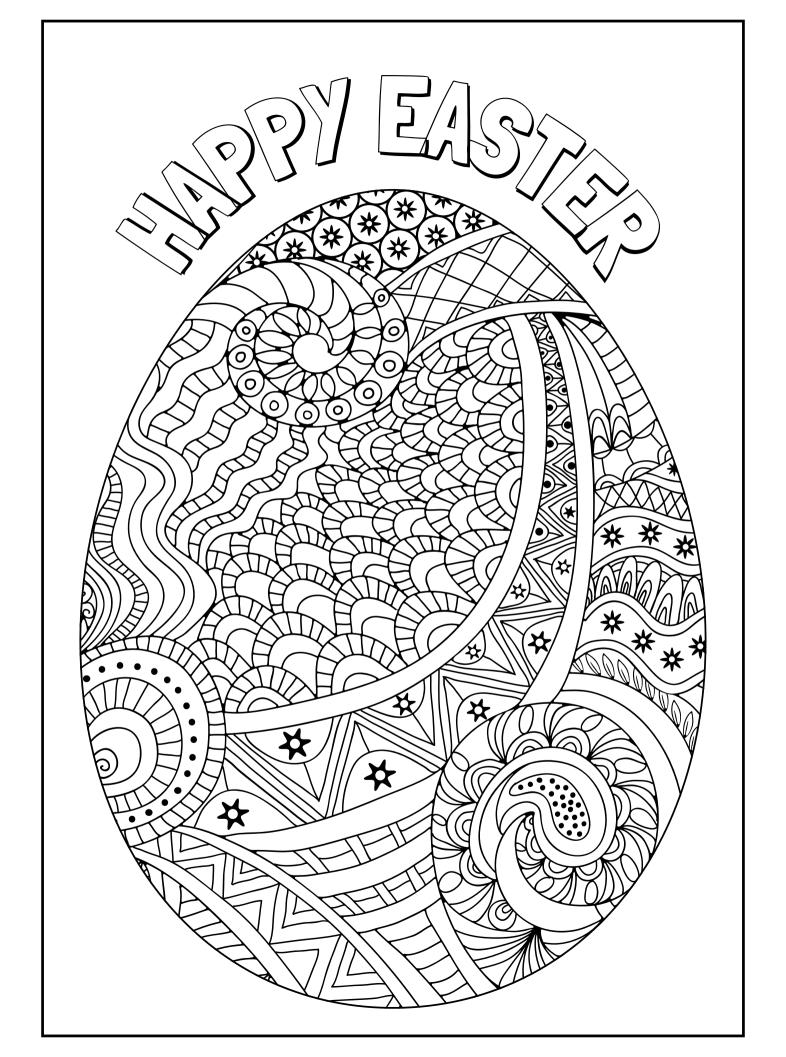












HAVE YOU HEARD THE NEWS?!?!?!

I've got a new book coming out and I can't WAIT to share it with you and your students. Head here: www.amandazieba.com/lips to learn all about this story, get a sneak peek at chapters 1-6 and even pre-order a copy (or 10!).

If your school has a budget for school visits or books, I'd love to creatively collaborate to see how we can get copies in your students hands. I'm currently booking "Book in Lieu of Fee" author visits (in-person and virtual) and I'd love to chat with you about setting up something amazing for your school/students.

Basically what this means is rather than use payment for my time, it is applied to purchasing books. It's like paying for the presentation and getting the books for free... or the other way around... Whatever feels like the better deal in your brain! As my go-to-teacher friends, I'd love to hook you up!

Email me to get the conversation started!

All my best,

- AMANDA