

AND MORE!

Setting Influences the Plot

Describe the setting where the story takes place, including time, place, and environment. The setting builds the plot and character development. Then, write about the setting and draw a scene from the story that takes place there. What happened there and why this was an important part of the story.

From the

Character's Actions & Reactions

Describe situations that the main character(s) faced or were involved throughout the story. What did the character(s) do in response to each situation and what happened as a result?

CHARACTER'S ACTION	RESULT

Story Event Sort

Describe a scene or event from the story that fits into one of the following categories. Explain the events made you feel and how it relates to the category you chose.

Happiest Part

Describe a situation or event from the story that you think is the

Funniest Part

Describe a situation or event from the story that you think is the

Character Feelings

Describe how the character's feelings change throughout the story or give examples of the events that cause her to feel the way she does.

BEGINNING

In the beginning of the story Petra feels ...

MIDDLE

In the middle of the story Petra feels ...

As the end of the story Petra feels ...

The Perfect Playlist

Design a soundtrack for the story. Create a playlist of 10-15 songs that represent four (4) consistently seen, throughout the novel. This project must include the following:

- a playlist of four songs that represent the big ideas or major events in the story
- an album cover that symbolizes the overarching theme of the story (insert an image in the space provided)
- an explanation of how each song fits and the album cover reflects themes, important details, or messages present in the book (in the boxes)

Social Media Post

Create an Instagram post of one of the events from the story. Insert a picture and include a caption, name, and location. Don't forget to include the number of likes and a creative hashtag.

Character Inside & Out

What did you learn about the character in the story? Draw a picture of the character below and include details from the text of what she says, thinks, does, and feels.

Dialogue

Petra

Thoughts

Novel Study Extension Activities

**United States. Office of Experiment
Stations**



Novel Study Extension Activities:

The Night They Stole The Stanley Cup (Novel Study) Gr. 4-7 Rob Kennedy, 1998-01-01 The Night They Stole the Stanley Cup involves a local hockey team as they follow a trail of intrigue and mischief A student booklet provides a backbone for the novel study and ensures student comprehension as well as building vocabulary and language skills Related activities are suggested which add variety and meaning to the workbook style questions in the booklet Great for the entire class small groups or individually This current humorous novel deals with mature themes in a way that kids can relate to The Night They Stole the Stanley Cup is sure to score with students This Novel Study provides a teacher and student section with a variety of culminating activities extension activities discussion questions chapter questions crossword word search and answer key to create a well rounded lesson plan

Learning with Literature in the Canadian Elementary Classroom Joyce Bainbridge, Sylvia Joyce Pantaleo, 1999-11 Grade level 1 2 3 4 5 6 7 k p e i t

Teacher Inquiries in Literacy Teaching-Learning Christine C. Pappas, Liliana Barro Zecker, Liliana Zecker, 2001-01-01 This book consists of the reports of 13 urban elementary teacher researchers year long inquiries around literacy topics conducted as part of a collaborative school university action research project The focus is on how they attempted to transform their teaching practices to meet the needs of students from diverse ethnic and linguistic backgrounds and how their inquiry efforts resulted in developing more collaborative styles of teaching These teachers explore how collaborative classroom interactions occur when teachers move away from teaching as transmission approaches to ones in which they share power and authority with their students viewing them not as at risk but instead as at promise Because the everyday interactions between teachers and students are realized by social talk in the classroom classroom discourse was analyzed to study and document the teacher researchers efforts to make changes in the locus of power in literacy teaching and learning Their chapters are filled with classroom discourse examples to illustrate their points The volume includes teacher inquiries conducted in elementary classrooms from kindergarten through eighth grade Three took place in bilingual classrooms one in a special education class These inquiries cover a range of literacy topics including reading aloud language richness writing literature discussion groups drama and pretend reading The background and theoretical underpinnings of the project are discussed in an introduction written by the editors in the conclusion they pull together the major themes in the teacher researchers chapters and discuss the political implications of their efforts to change literacy teaching and learning in their urban classrooms

Flat Stanley Lit Link Gr. 1-3, 2006-05-12 Stanley is a nice average boy who leads a nice ordinary life Then one day a bulletin board falls on him and suddenly Stanley is as flat as a pancake Being flat he gets to have interesting adventures but he also experiences a roller coaster of emotions He is mailed in a large envelope to California to visit a friend His brother Arthur flies Stanley the Kite in the park Then Stanley thinks of a brilliant idea to help the director of the Famous Museum of Art to catch the gang of sneak thieves He stops a crime and becomes a hero Despite all the attention Stanley wishes he were normal again can anyone help

him Reproducible chapter questions plus comprehension questions a story summary author biography creative and cross curricular activities complete with answer key **The River Lit Link Gr. 7-8** , Reading and Writing in a Multicultural Society Society for Reading and Literacy (Singapore). Conference,1992 **Encyclopedia of Giftedness, Creativity, and Talent** Barbara Kerr,2009-06-15 Library Journal Best Reference 2009 Educators have begun to recognize that identifying and accommodating students who are slower to learn may leave behind those who learn rapidly and think creatively The nature of intelligence the sources of innovation and the ways to nurture special abilities are now topics of great interest to scholars in a wide variety of disciplines and to the general public Policymakers ranging from school board members to leaders of nations must also make practical decisions about how communities and societies will treat their brightest most promising students With more than 400 entries these two volumes review research findings on giftedness talent and creativity and their effect on education training science and the arts government policy and everyday life The Encyclopedia of Giftedness Creativity and Talent provides a balanced objective assessment of the various perspectives on the nature of intelligence innovation and optimal states This state of the art resource covers all major facets of the field including achievement motivation artistic ability creative personality emotional intelligence gender differences genius intelligence testing learning styles minority underrepresentation multiple intelligences musical ability prodigies scientists self actualization thinking skills and more Key Themes Assessment and Identification Creativity Studies Cultural Issues Education Eminent People Exceptionalities Intelligence Neuroscience and Genetics Populations Programs and Interventions Psychological Issues Talent Domains Theories and Models Key Features Provides a balanced and critical discussion of the controversies that have animated research and theory making Clarifies which grouping and instructional strategies promote the best outcomes in achievement and social emotional development of gifted children Helps educators make informed decisions about the identification strategies and the curriculum models that best meet their students needs Contains thousands of pertinent facts from the fields of education psychology sociology and the arts Evaluates policies that have hindered gifted children and makes a persuasive case for appropriately challenging and differentiated education Examines how giftedness creativity and talent were defined in the past and how current meanings have emerged *Incredible Journeys* Don Gutteridge,1986 *The World's Work* ,1905 A history of our time **Books and Pamphlets on Library Work** American Library Association,1924 ALA Books and Pamphlets ,1938 **Developing and Promoting Graphic Novel Collections** Steve Miller,2005 Offers public and school librarians effective strategies for building and promoting graphic novel collections that meet the needs of students Book Review Digest ,1930 **Library Work** ,1910 **Teaching Language Arts** Suzanne I. Barchers,1994 Grade level 1 2 3 4 5 6 7 k p e i t **Journal of Education** ,1893 **Bulletin of Bibliography and Dramatic Index** ,1927 **Experiment Station Record** United States. Office of Experiment Stations,1922 **Technical Note** ,1922 **Teaching Students with Learning Problems** Cecil D.

Mercer, Ann R. Mercer, 2005 For courses in teaching students with mild disabilities and students at risk for school failure Also for courses in teaching students with disabilities in inclusive and Special Education settings This top selling practical research based text contains the resources teachers need to make informed decisions concerning their students with learning or behavior problems making it the most useful methods text on the market Prided for its unique and comprehensive coverage of classroom assessment and methods for the content areas it assists teachers in finding effective practices to facilitate instruction of students with learning problems

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