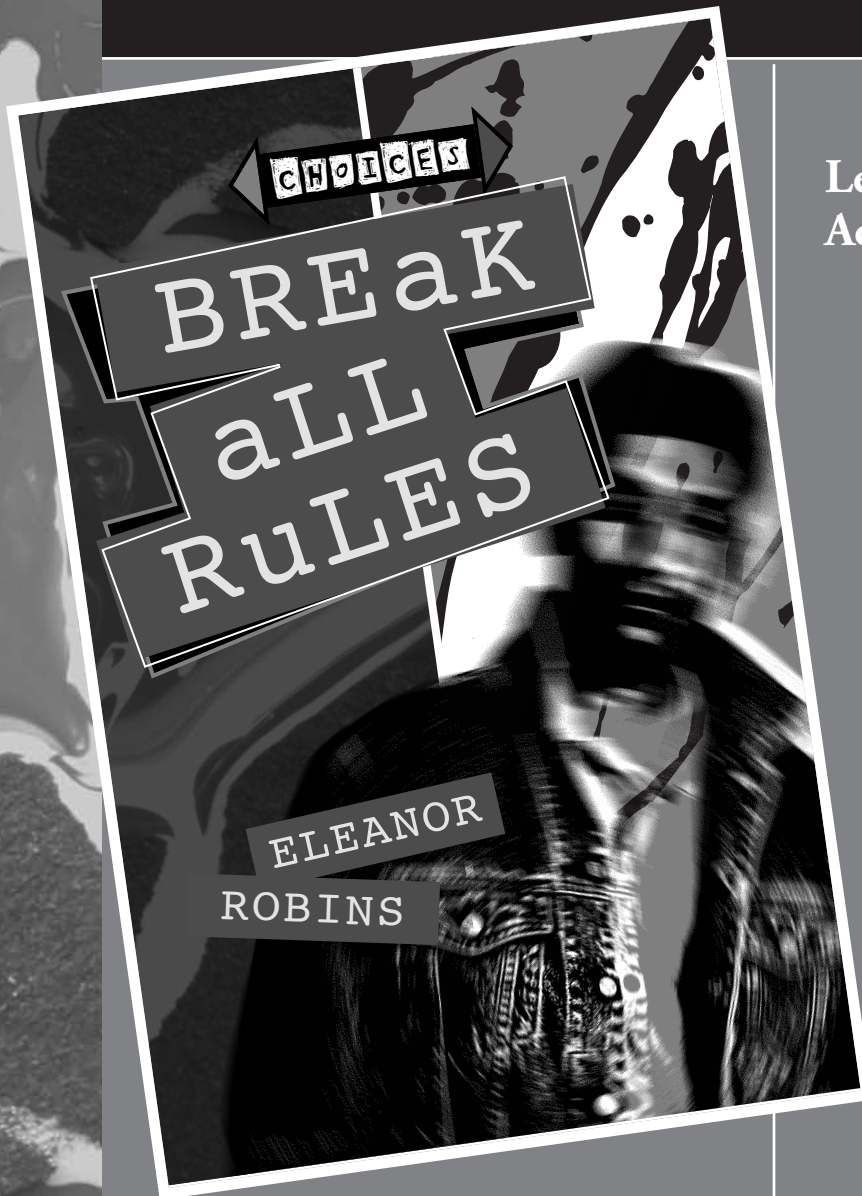


TEACHER RESOURCE GUIDE

CHOICES

Break All Rules

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Learning Activities for

- Vocabulary
- Initial Understanding
- Interpretation
- Reflection
- Critical Response

Vocabulary • Descriptive Words

Words that tell more about people, things, places, or actions are descriptive words. Two types of descriptive words are *adjectives* and *adverbs*.

Adjectives—Describe a Noun	Adjectives—Describe a Noun
<p>pretty flower loud song scary event hottest team better friend</p>	<p>slowly walk carefully stitch rarely late really hope quickly answer</p>

Many adjectives end in *-y*, *-er*, or *-est*. Many adverbs end in *-ly*. You can also make adverbs by adding *-ly* to adjectives.

Matching

Directions: Draw a line to match each adjective to the noun it describes.

mean hardest dirty bigger

shoes homework motel players

Directions: Draw a line to match each adverb to the verb it describes.

mean hardest dirty bigger

shoes homework motel players

Your Turn

Directions: Use a pair of your matches in a sentence about *Break All Rules*.

Vocabulary • Multiple-Meaning Words

Words can have more than one meaning. Read this sentence from *Break All Rules*:

Anna had gone to see her little sister Sara’s play.

Play can be both a noun and a verb. Each word part has its own meaning:

- *noun*: a performance
- *verb*: to take part in, to do something to have fun

Nouns and Verbs

Directions: Read each sentence. Choose the best meaning of the bold word in each sentence.

1. Will Jeff **score** a goal in the final few minutes?
A. *noun*: the number of points B. *verb*: to gain a point in sport
2. We all **practice** our skills.
A. *noun*: a period of time for exercise B. *verb*: to perform in order to improve
3. Coach Brent blew his **whistle**.
A. *noun*: a musical instrument B. *verb*: to make a sound with your mouth
4. We will **beat** them.
A. *noun*: the rhythm in music B. *verb*: to defeat
5. You need to get some **rest**.
A. *noun*: a time to relax B. *verb*: to stop moving or working

Swap the Word Part

Directions: Choose two of the multiple-meaning words. Write two sentences for each, one using the word as a noun and the other using it as a verb.

Initial Understanding • Sequence

The order in which events happen in a story is called the *sequence*. Often authors will use ordinal numbers to tell the reader when the events happened, such as *first, second, third*. Other words also tell when the events happened: *then, now, later, and yesterday*.

Order of Steps

Directions: Read the paragraph from *Break All Rules*. Then complete the chart to show the sequence of the bus driver’s actions. Part of the chart has been completed for you.

The driver pulled onto the exit ramp. He stopped at the top of the exit ramp. He turned right. He drove about a mile. Then he pulled into a parking lot next to a restaurant. And he parked the bus.

First...	Next... stopped at the top of the exit ramp	Then...	After that...	Later...	Finally...
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Timeline

You can use a timeline to show a sequence of events. Generally, the first, or oldest, event is written on the far left, and the last, or newest, event is written on the far right of the timeline.

Directions: Complete the timeline about your life. Write a single event in each of the four boxes.

First...	Next...	Then...	After that...	Later...	Finally...
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Initial Understanding • Summarizing

When you list the main points of a text in your own words, you are *summarizing*. Summaries are always shorter than the original text.

Summarize the Main Ideas

Directions: Read the paragraph from *Break All Rules*. Then list the main ideas.

It was two hours later. Cole and Jeff sat on the bus. Coach Brent and some of the football team were on the bus, too. They were on their way to the motel where the team would stay.

Main Ideas
1.
2.
3.

Directions: Now use the main ideas to write a short summary in two sentences.

Chapter Closer

When you finish each chapter, take time to summarize what you have read.

Directions: Complete the closer about a chapter you have just read.

I have just read chapter _____. It is called _____.

In chapter _____, the main idea was _____.

This is important because _____.

I learned about _____.

Interpretation • Pros and Cons

In Break All Rules, Cole learns that there are some advantages, or *pros*, and the disadvantages, or *cons*, of not speaking up sooner.

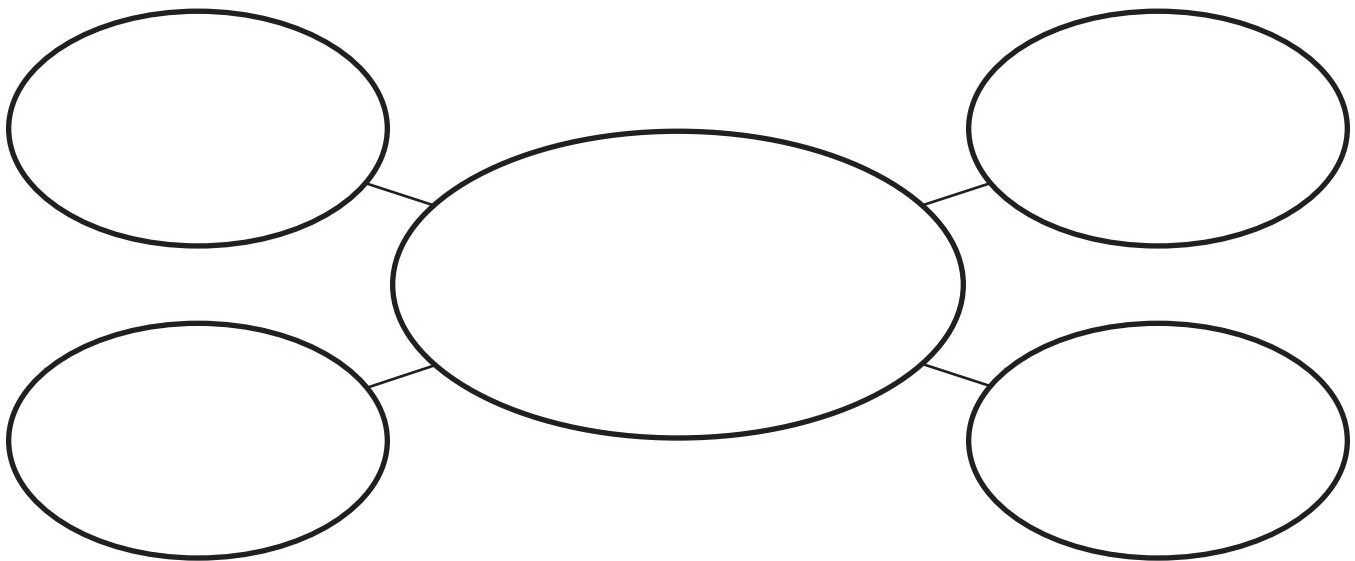
Making Choices

Directions: Think about Cole’s choice in asking Rick about Garret. List two pros and two cons Cole faced when confronting Rick. Use your opinions as well as clues from the story.

Pros	Cons

Rick’s Choices

Directions: Label the center circle “Rick’s Choices.” Write Rick’s choices in the circles. Then write a sentence that describes Rick.



Interpretation • Fact or Opinion?

An *opinion* is a statement of someone's feelings or beliefs about an issue. An opinion is not a fact. Read this sentence from *Break All Rules*:

“Well, well, well. Look who is here. Some of the Dawson High losers.”

A *fact* is a statement that can be proven. Read these sentences from *Break All Rules*:

Coach Brent blew his whistle. He was the football coach.

Telling the Difference

Directions: Read these sentences from the story. On the lines, write *F* for fact and *O* for opinion.

- _____ 1. The play was OK.
- _____ 2. The winner of the game would play Dawson High in the state finals.
- _____ 3. I don't think we can beat Oak Hill in the state finals.
- _____ 4. We will still lose on Saturday.
- _____ 5. Coach Brent blew his whistle.
- _____ 6. Our game with Oak Hill will be a tough one.
- _____ 7. Coach Brent told the team about some other teams that had won.
- _____ 8. The rest of the players were on two other school buses.
- _____ 9. I sure am glad we are going to Macon today—not tomorrow morning.
- _____ 10. The Dawson High team started to walk toward the restaurant.
- _____ 11. I'm not afraid of the Oak Hill players.
- _____ 12. Rick has been gone more than 30 minutes.

Reflection • How You Choose to Act

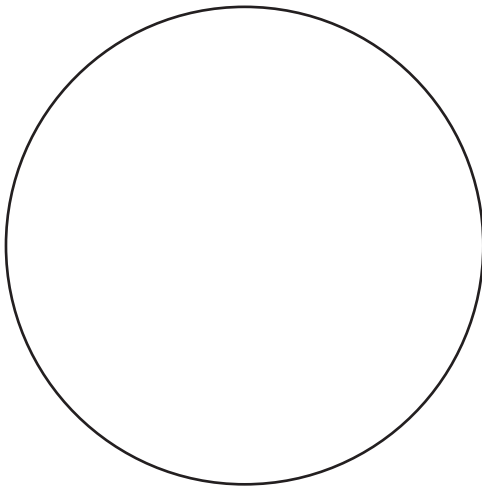
In *Break All Rules*, Rick learns that he can't control who will win the state final against Oak Hill and whether Garrett will play. Cole hopes Rick also learns that he can only control how he chooses to act about it.

What Can Rick Control?

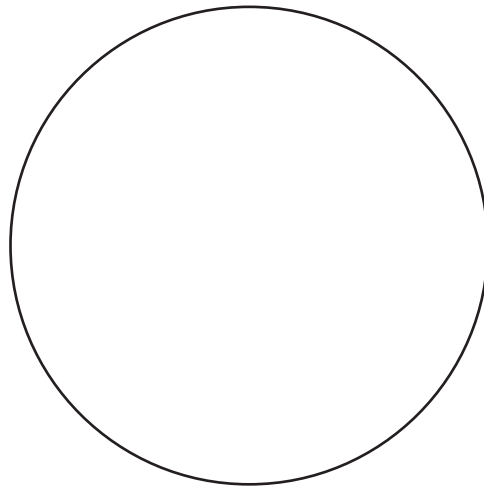
Directions: Read the list of things Rick could and couldn't control below. Use these things to complete the graphic organizer. Then write two-to-four sentences about what you think Rick did or didn't learn.

how well he plays	being polite to opponents
how well the Oak Hill team plays	being a team player
where the teams stay	what others think of him
being fair	the lock on the snack room door

Rick Can't Control



Rick Can Control



Rick learned that ...

Reflection • Can You Relate?

Like Rick, telling the difference between what you can and cannot control is confusing sometimes.

What I Can Control

Directions: Think about an event that didn't go so well for you. What were the things that you could and couldn't control? What choices did you make? Complete your own graphic organizer. Then write two to four sentences about what you learned.

I Could Control	I Couldn't Control

I learned that ...

Answer Key

Vocabulary • Descriptive Words

To the Teacher

Point out that many adjectives end in *-y*, *-er*, or *-est*. Many adverbs end in *-ly*. Note also that many adverbs are formed by adding *-ly* to an adjective. Spotting the ending and comparing it to the word it describes can help students identify if they have used the correct descriptive word.

ESL Students: ESL students can have difficulty differentiating between adjectives and adverbs. Explain that adjectives answer a *what* question: What is he like? He is happy. Adverbs answer a *how* question: How did he run? He ran quickly.

Matching: mean-players, hardest-homework, dirty-shoes, bigger-motel; definitely-know, quickly-ran, suddenly-stop, loudly-yell.

Your Turn: Answers will vary, but students should use adjectives to describe nouns and adverbs to describe verbs, adverbs, or adjectives.

Vocabulary • Multiple Meaning Words

To the Teacher

Explain that students can identify whether the bold word is a noun or a verb in two ways: First, look at its position in the sentence. Nouns often come at the beginning and ending of a sentence. Verbs come in the middle of a sentence. The second way is by the adjectives and adverbs around it: Adjectives often end in *-y*, *-er*, or *-est*, while adverbs mostly end in *-ly*. Adjectives describe nouns and adverbs describe verbs.

Nouns & Verbs:

- 1.B
- 2.B
- 3.A
- 4.B
- 5.A

Swap the Word Part: Answers will vary, but students should change each noun to a verb and vice-versa, then use each word in a sentence.

To the Teacher

Have students focus on the action words and phrases, such as *pulled onto the exit ramp*, instead of the whole sentence when completing the sequence chart. Explain that the sequence chart shows the order of the bus driver's actions as described in the paragraph. Therefore, it isn't necessary to refer to him in every step.

Order of Steps: pulled onto the exit ramp, stopped at the top of the exit ramp, turned right, drove about a mile, pulled into a parking lot, parked the bus.

Timeline: Answers will vary, but students' timelines should show four events in their lives.

Initial Understanding • Summarizing

To the Teacher

Point out to students that sentences two and three tell who sat on the bus. When summarizing, these sentences can be combined into one main idea. Also point out that the main idea chart has three points, and that student's summaries should be two-to-three sentences long.

Summarize the Main Ideas:

1. Two hours later.
2. Cole and Jeff, the coach, and some of the football team sat on the bus.
3. They were on their way to the motel.

Summary: Two hours later, Cole, Jeff, the coach, and some other players traveled to the motel by bus.

Chapter Closer: Answers will vary, but students should identify the chapter number and title, the main idea, explain why it is important, and state what they learned.