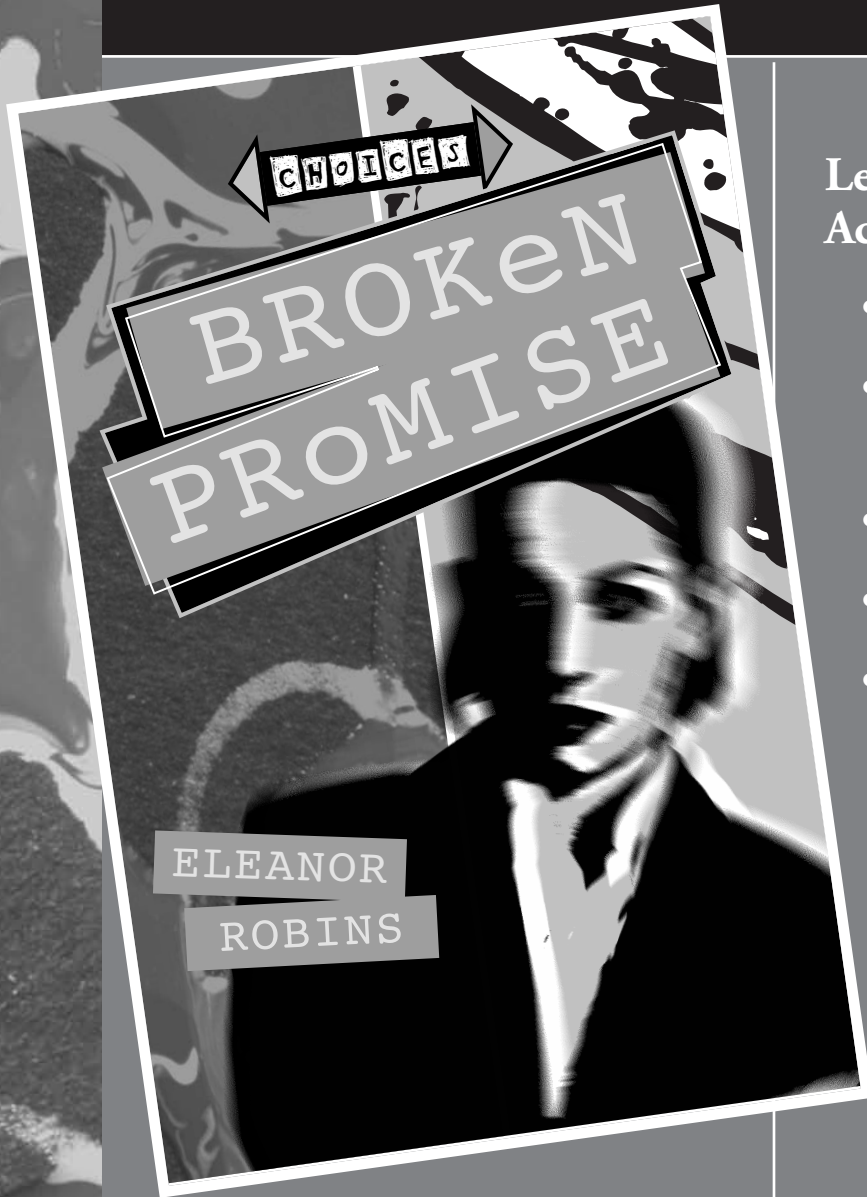


TEACHER RESOURCE GUIDE

CHOICES

# Broken Promise

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## Learning Activities for

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

# Vocabulary • Compound Words

Compound words are formed when two words are combined. When used together, compound words have a different meaning than when each word stands alone.

girlfriend    take-out    someone    cell phone

## Mix and Match

**Directions:** Form compound words by pairing words from the lists below. Write at least ten compound words on the lines.

foot	one	out	ball	some	school
girl	next	friend	drive	door	coming
seat	home	some	belt	where	work
any	after	yard	thing	high	thing
cell	limit	thing	boy	speed	stop
sign	way	phone	noon	best	side

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## Not All Alike

Not all compound words are written the same way. Putting two words together without a space forms some compound words. Others use a hyphen or a space between the two words to make a compound word, such as *back-up* or *cell phone*.

**Directions:** Use a dictionary to check each of your compound words. Rewrite any compound words that were not formed correctly.

## Vocabulary • Misused Words

The following words are often misused:

<i>here/hear</i>	<i>here</i> is a place, while <i>hear</i> means able to detect sound
<i>its/it's</i>	<i>its</i> shows ownership, while <i>it's</i> is a contraction of <i>it is</i> or <i>it has</i>
<i>there/their/they're</i>	<i>there</i> is a place, <i>their</i> shows ownership, and <i>they're</i> is a contraction of <i>they are</i> or <i>they were</i>
<i>can/may</i>	<i>can</i> means able to, while <i>may</i> means you have permission
<i>anymore/any more</i>	<i>anymore</i> means any longer or now, while <i>any more</i> means no more and refers to quantity
<i>then/than</i>	<i>then</i> shows time, while <i>than</i> shows a comparison

### Used Correctly

**Directions:** Use a word or words from the list above to complete the sentences.

1. Josh hoped that his dad wouldn't \_\_\_\_\_ about him driving Phil and Susan to the dance.
2. Josh called Phil to tell him " \_\_\_\_\_ been six months since I got my license."
3. Kate said, "I will wait for you \_\_\_\_\_, Josh."
4. Now that his dad had taken away Josh's keys, he wouldn't be driving \_\_\_\_\_.
5. " \_\_\_\_\_ important to me that my car is clean for the dance," said Josh.
6. Josh was even more worried \_\_\_\_\_ before his dad answered the phone.
7. " \_\_\_\_\_ my friends, Dad. I couldn't break my promise to take them to the dance."

# Initial Understanding • Prediction

A *prediction* is a guess about the future based on what you know at the time.

## What Will Happen Next?

**Directions:** Make predictions as you read the story, *Broken Promise*.

**Before Reading** Look at the cover of the book and the pictures inside. Write a sentence or two telling what you think the book will be about.

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**After Reading** Before reading each chapter listed below, write a sentence to predict what might happen. Then after you have read the chapter, go back and write a sentence telling what actually happened.

**Chapter 1** What will Josh promise to do?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

**Chapter 3** Where does Josh take Kate on her first drive?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

**Chapter 5** What advice does Kate give to Josh?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

**Chapter 7** What happens the night of the dance?

**Before Reading** \_\_\_\_\_

**After Reading** \_\_\_\_\_

# Initial Understanding • Main Idea

The *main idea* is the most important idea in a sentence, paragraph, or passage. Often, authors will write the main idea in the first sentence of each paragraph. This main idea sentence is called a *topic sentence*.

## Topic Sentence

**Directions:** Read this paragraph from *Broken Promise*. Then underline the sentence that tells the main idea.

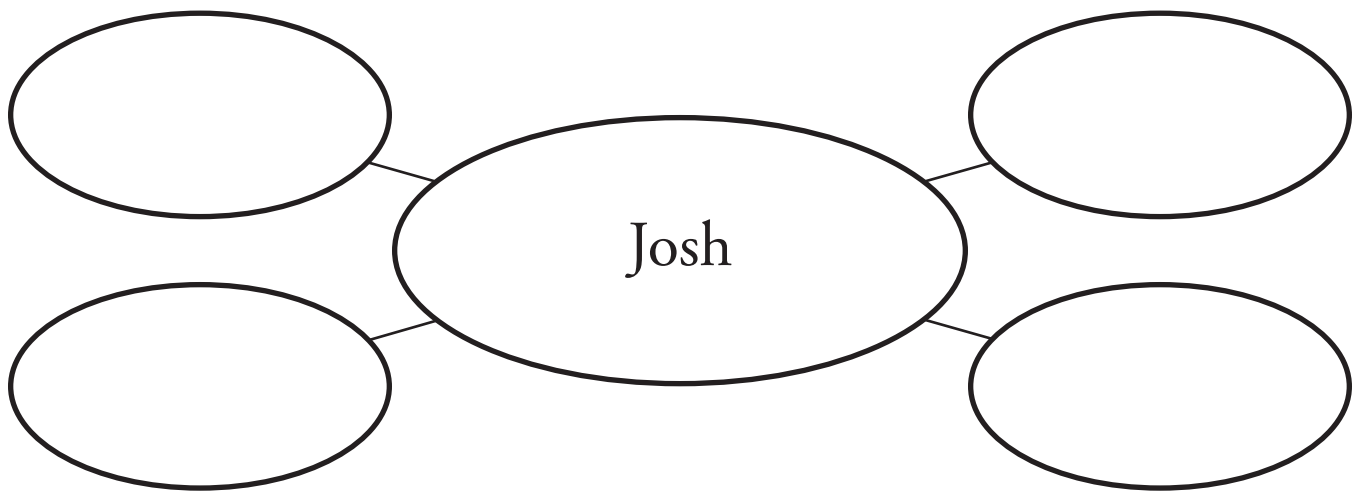
It had been hard to find someone to drive them places. Most of his friends were his age. And they couldn't let a friend drive them.

## Idea Web

Readers use idea webs to help them remember what they read. Did you know that you can use an idea web to organize your ideas, too?

**Directions:** Read this paragraph about Josh. Write your ideas in the smaller circles on the web. Then use your ideas to write a topic sentence about Josh.

Josh smiled at Kate. Kate smiled back. Josh knew he needed to keep his eyes on the road. So he turned and looked at the road.



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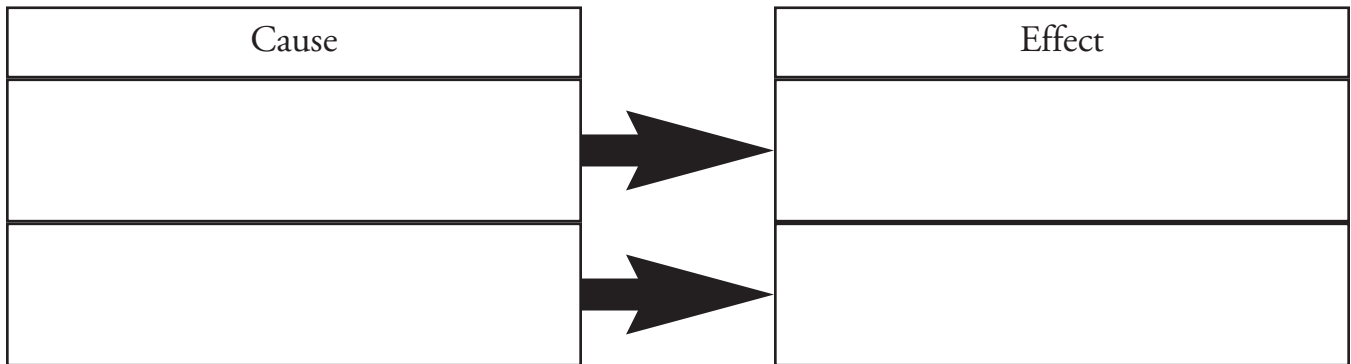
# Interpretation • Cause and Effect

*Causes* and *effects* go together. A *cause* makes an action happen. An *effect* is the result of the cause or action. For example, read these cause-and-effect statements:

*Cause:* Josh had his driver's license for six months.  
*Effect:* Josh could now take one friend on a drive, without his parents.

## Josh's Choice

**Directions:** Think about Josh's choice in taking Phil and Susan to the dance. List two causes and their effects in the chart below. Use your opinions as well as clues from the story. The first part has been done for you.



## If Things Were Different...

**Directions:** What if one of the causes listed above changed? What would the effect be? Write a sentence for each cause and effect.

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## Interpretation • Comparison and Contrast

Phil told Josh that he was his best friend, and that best friends help each other. Many other people felt very differently about Phil's request.

### What Did They Think?

**Directions:** Look for examples in the book where Josh, Kate, and Josh's dad say what they think about Phil's request for Josh to take him and Susan to the dance. Complete the chart to compare and contrast the characters.

Josh Thinks	Kate Thinks	Josh's Dad Thinks

### What is a Friend?

**Directions:** Josh's dad questions Phil's idea that best friends help each other, no matter what. What lesson about friendship is Josh's dad trying to teach him? Write a short paragraph explaining this lesson.

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**Reflection** • Look to the Future

In *Broken Promise*, Josh looks to the future and sees that driving with more than one passenger will probably end badly.

**The Future Looks...**

**Directions:** Choose a result that Josh feared might happen and turn it around. Think about how Josh could have done things differently. Then write a few sentences to describe how Josh's future looks now.

- The police would arrest Josh for driving with more than one passenger.
- Someone would see Josh, Phil, Susan, and Kate in the car, then tell Josh's dad.
- Josh's dad would take Josh's car away from him.
- Phil wouldn't be Josh's best friend any more.

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# Reflection • Take the Lead in Your Life

The saying goes, *If you don't take the lead in your life, someone else will lead your life for you.* In *Broken Promise*, Josh followed Phil's lead instead of listening to his own ideas about driving with passengers.

## Take Charge of Your Future

**Directions:** Think about a time when you changed your mind about an issue or an action because a friend persuaded you to do so. What happened? What might have happened if you had taken charge of your future instead of listening to your friend? In two or more paragraphs, explain what happened and what you have learned that you can apply to your future.

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## Critical Response • Think Critically

By the end of *Broken Promise*, Josh is sure that it will be a long time before he'd get to drive his car again. What will Josh do in the future, now that he has learned his lesson about breaking a promise?

### Into the Future

**Directions:** Write an introduction for Chapter 9 of *Broken Promise*. Show how Josh uses what he has learned about breaking promises.

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# Answer Key

## Vocabulary • Compound Words

### To the Teacher

Explore with students how the word meanings change when two words are combined into a compound word. Engage students in a discussion as to which words they use most often in their writing.

**Mix and Match:** football, someone, outside, schoolyard, cell phone, one-way, speed limit, afternoon, etc.

**Not All Alike:** Students' answers will vary, but they should demonstrate that they have correctly formed compounds by combining words, using a space, or inserting a hyphen.

## Vocabulary • Misused Words

### To the Teacher

Point out that many of these words sound the same, but are spelled differently and have different meanings. Introduce the term *homophone* to students and explain that many of these words are homophones. Once students make this connection, they can be on the lookout for homophones in their writing.

### Used Correctly:

1. hear
2. It's
3. here
4. anymore
5. It's
6. than
7. They're.

## Initial Understanding • Prediction

### To the Teacher

Explain that unlike a guess, a prediction uses what we already know about a topic. Students will need to show what they have used from the book and their own opinions to make their predictions.

**What Will Happen Next?:** Students' predictions will vary, but they should answer the prompt question for each chapter.

## Initial Understanding • Main Idea

### To the Teacher

Tell students that the main idea, or topic sentence, often comes at the beginning of a paragraph or story.

### Topic Sentence:

It had been hard to find someone to drive them places.

**Idea Web:** Students' idea webs and topic sentences will vary, but should include four ideas about Josh, based on the paragraph from the story.

## Interpretation • Cause and Effect

### To the Teacher

Students often benefit from concrete examples to illustrate abstract theories. Use classroom supplies to show cause and effect: pushing-falling over, letting go-falling, etc.

**Josh's Choice:** Cause: Phil tells Josh that Greg can't take him to the dance. Effect: Josh decides to drive Phil and Susan to the dance. Cause: Josh broke his promise to his dad. Effect: His dad took Josh's car keys away.

**If Things Were Different...:** Students' answers will vary, but should demonstrate a reversal in one of the causes and its corresponding effect.

## Interpretation • Comparison and Contrast

### To the Teacher

Direct students to look for dialog—both spoken to others and thought—to help them identify what each of the characters thought about the issue of getting a ride to the dance.

### What Did They Think?:

Josh Thinks: It is a bad idea for him to drive Phil and Susan to the dance.

Kate Thinks: It is unfair for Phil to ask Josh to drive him when he knows it's against the law.

Josh's Dad Thinks: It is a bad idea for Josh to put his promise to Phil above his promise to his dad.

**What is a Friend?:** Students' answers will vary, but should explain that friendship shouldn't come before obeying the law and keeping promises already made.