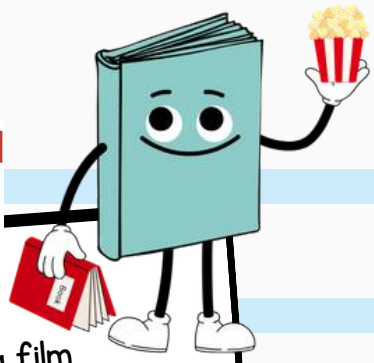
NOVEMBER

ELA ENGAGEMENT GAME PLAN



Word Nerd Collaborative

NOVEMBER'S PEP TALK:
THE DIRECTOR'S CUT



Dear Teacher Friend,

I've never directed a Hollywood blockbuster, but after 20 years in education, I feel pretty confident I could manage a film set full of unpredictable actors. I bet you could too. I mean, We've taught middle school! Of course we could handle this!

Think about it. You've got a cast of colorful characters, a script (lesson plan) that doesn't always go according to plan, a production schedule that is constantly changing, and an audience that isn't afraid to share its opinions. And somehow, amidst all of that, you're expected to create something spectacular. Good thing you're the director!

One of the things I love about movies is how much thought goes into what we actually see on screen. Directors and editors make thousands of decisions about what to include, what to leave out, and how to bring all the pieces together to create something worth watching. And here's the thing: Not every scene makes the final cut.

Sometimes a scene gets shortened. Sometimes the director changes course halfway through filming. Sometimes a brilliant idea ends up on the cutting room floor because something else simply works better. Teaching is a lot like that.

You get to decide which lessons deserve the spotlight, which activities need a little editing, and which tried-and-true favorites are worth bringing back for an encore.

I want to remind you... you don't have to create every single scene from scratch. Borrow a great idea from a colleague. Pull out a lesson that worked beautifully last year. Let a ready-made resource do some of the heavy lifting. Or take something your students already love (like movies!) and use it to help them discover something new.

Working smarter doesn't mean you're giving your students less. It means you're making room for more of what matters. More time for meaningful conversations. More energy for creative teaching. More opportunities to connect with students. And, hopefully, a little more time for your own life outside of school, too.

Speaking of movies, this month's ELA Engagement Game Plan features several resources inspired by books that have made their way to the big screen. They're a great opportunity to tap into stories and characters students may already recognize and use that familiarity to build excitement about reading, writing, and learning.

So this month, I encourage you to embrace your role as director. Make the edits. Reuse the good stuff. Call in the supporting cast. And don't be afraid to yell CUT when something isn't serving your students or yourself. After all, the goal isn't to create a perfect production. It's to create an experience worth remembering.

LIGHTS. CAMERA. ENGAGEMENT!

-- AMANDA


LESS
PRODUCTION.
MORE
Magic

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EDITABLE CANVA FILE



OPPORTUNITIES TO CONNECT

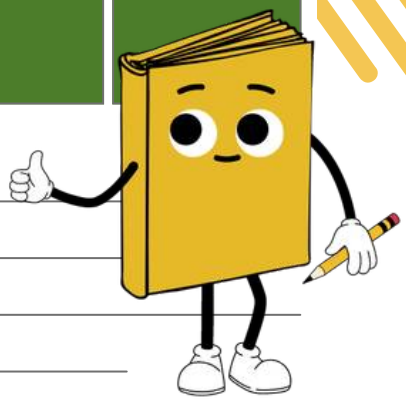
Word Nerd Collaborative Facebook Group
LINK:https://www.facebook.com/groups/427913560232081

MVP MEMBERS - Watch your email for the NOVEMBER Ask Me Anything Google Form and November Author Lunch Bunch Question Submission Form links!

November

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

Notes:



FIRST CHAPTER FRIDAYS

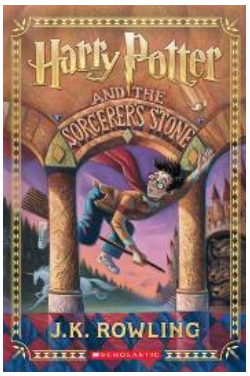
Friday, November 6th



Max
by Jennifer Li Shotz

Realistic Fiction/Prose

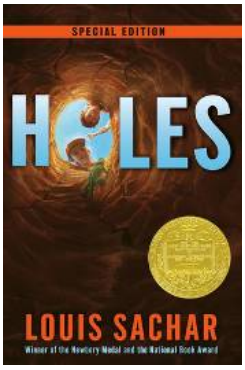
Friday, November 13th



Harry Potter and the Sorcerer's Stone
by J.K. Rowling

Fantasy/Prose

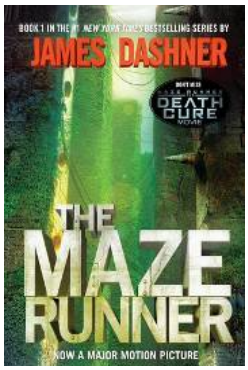
Friday, November 20th



Holes
by Louis Sachar

Realistic Fiction/Prose

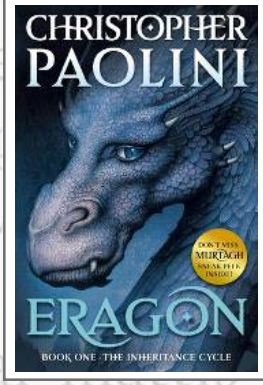
Friday, November 27th



The Maze Runner
by James Dashner

Dystopian Thriller/Prose

BONUS FCF



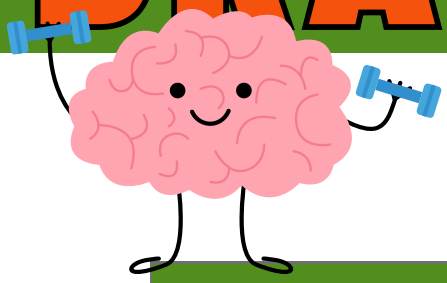
Eragon
by Christopher Paolini

Fantasy/ Prose

Lunch Bunch Attendees

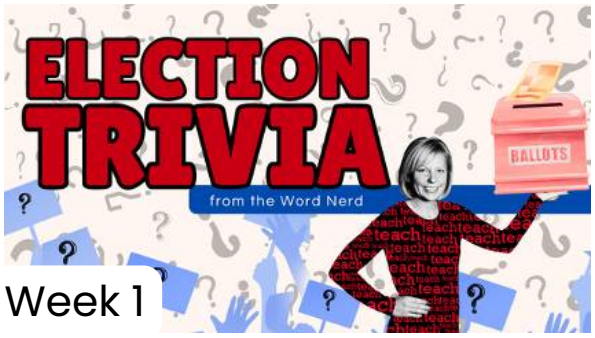
ANNOUNCEMENT COMING SOON!

BRAIN BREAKS



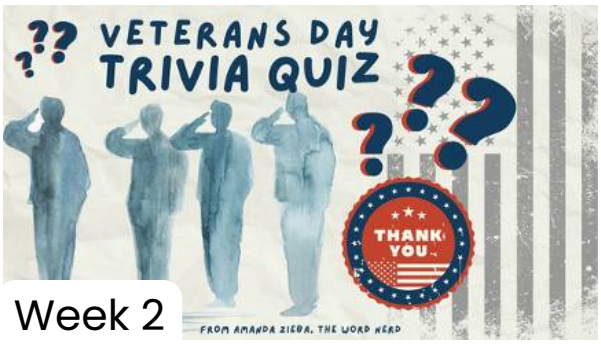
Help your students reset their brains and moods with a little break. Try a fun trivia game! Totally optional, but you can use the LEADERBOARD on page 24 to keep track of student teams and scores throughout the month.

Election Trivia



Week 1

Veteran's Day Trivia



Week 2

Picture Detective (Rd. 2)



Week 3

Football Trivia



Week 4

Thanksgiving 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



Writing Prompts

Week 1

Monday
Who Would You Pick?

Tuesday
What Would This Robot Do?

Wednesday
Word Choice Word Play

Thursday
Majestic Mutations

Friday
Free Write Friday

Week 2

Monday
An Ocean Sized Forest

Tuesday
Why Do You Shine?

Wednesday
Lost at the Museum

Thursday
Talking with Gramps

Friday
Free Write Friday

Week 3

Monday
A New Discovery

Tuesday
Big Things Start Small...

Wednesday
Family Celebrations

Thursday
Came From Nowhere

Friday
Free Write Friday

Week 4

Monday
Fortune Cookie

Tuesday
Three Things Happened...

Wednesday
Perfect Day

Thursday
Searching for More

Friday
October





LESSONS

1 THEME LESSON

Theme can be a hard lesson to teach, in part because it feels (especially to a middle schooler) so abstract. This lesson is my attempt to make this story element more concrete (and hopefully engaging and fun).BONUS! The literary and film examples come with video links to first chapter read alouds and YouTube short films so students can see, analyze, and understand the theme in each sample.

STANDARDS: CCSS: RL.6.2, RA.R.2, RA.R.9

2 PAGE VS. SCREEN LESSON

There are all sorts of ways to tell a story and all sorts of things we can learn about storytelling by experiencing different versions. This resource will help you and students deconstruct and compare different versions of a story, specifically, books and movies, The goal is to better understand how a story is made and how story elements impact a reader, all while focusing on my favorite part of stories... enjoying them!

STANDARDS: CCSS: RL.6.5, RL.6.7, RL.6.9

3 COMPARING STORIES ACROSS MULTIPLE FORMS OF MEDIA

How do different forms of media change the way a true story is told? In this lesson students will compare and contrast how the true story of Arthur the dog is presented in a Hollywood film, nonfiction news articles and documentary/interview footage. Students will analyze media choices, author's purpose, accuracy vs entertainment and how different formats shape audience emotions.

STANDARDS: CCSS: RI.7.7, RI.7.1, RI.7.6

November

ADDITIONAL RESOURCES

10

1 PLAY DOH COMPREHENSION STRATEGY

Improve your students' reading comprehension with this fun strategy! In this video, I will teach you how to engage your students by letting them play with play dough while you read aloud - yep, you read that right. You can use this strategy with fiction or nonfiction text, and with students of all ages. After this quick 8 minute tutorial video, you'll be ready to bring a whole new level of understanding (and fun!) to your reading lesson.

2 BOOKS AND MOVIES VIDEOS/PLAYLIST

There are all sorts of ways to tell a story and all sorts of things we can learn about storytelling by experiencing different versions. Sometimes a book leads us to a movie and sometimes a movie leads us to a book. Use this playlist and highlight video to help connect your students to some stories that take on multiple forms.

3 WOULD YOU RATHER: SPORTS EDITION

Bring energy, teamwork, and writing practice together with this Sports Edition Would You Rather Brain Break! This fun, no-prep activity (video + printable writing prompts) is perfect for getting students moving, thinking critically, and writing persuasively—all in one engaging lesson.

4 SEASONAL COLORING SHEETS

Sometimes you just need to take a break. Whether you use these seasonal coloring sheets for yourself or share them with your students (during indoor recess or while they listen to a First Chapter Friday, I hope they bring a few moments of zen to your world.

FIRST

CHAPTER FRIDAY SELECTIONS



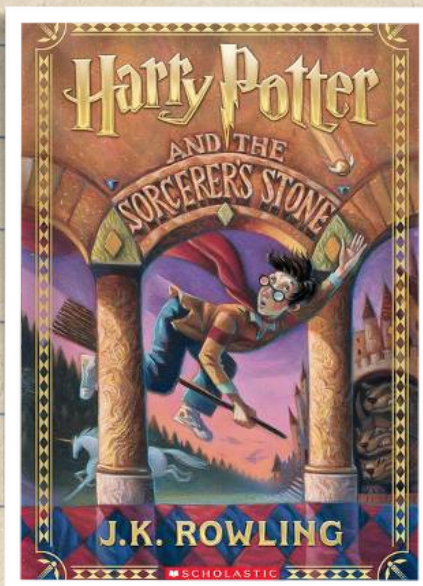
November 2026

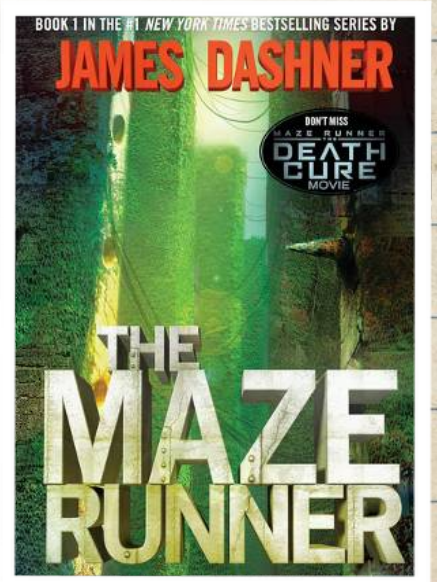
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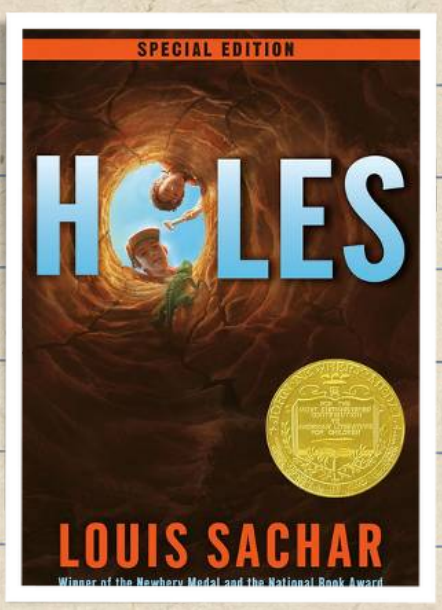
NOVEMBER

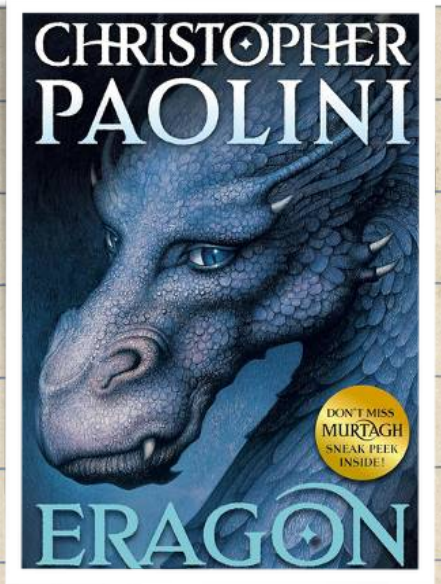
FIRST CHAPTER FRIDAYS











You gotta check them out!

MAX

by Jennifer Li Shotz



FIRST CHAPTER FRIDAY

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Name _____ Date _____

Max

by Jennifer Li Shotz

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?

When Justin's older brother, Kyle, is killed in Afghanistan, Justin can't believe that his brother is really gone. Except there's one thing that Kyle left behind.... Max is a highly trained military canine who has always protected his fellow soldiers. But when he loses his handler and best friend, Kyle, Max is traumatized and unable to remain in the service.

He is sent home to America, where the only human he connects with is Justin, and he is soon adopted by Kyle's family, essentially saving his life. At first Justin has no interest in taking care of his late brother's troubled dog. However, the two learn to trust each other, which helps the four-legged veteran become his heroic self once more. As the pair start to unravel the mystery of what really happened to Kyle, they find more excitement—and danger—than they bargained for. But they might also find an unlikely new best friend in each other.

Who Wrote It?

Jennifer Li Shotz is the #1 New York Times bestselling author of Max: Best Friend. Hero. Marine., which has been made into a movie! She has also written Hero, Scout, and American Dog series. It's probably no surprise that Jennifer is a huge dog lover! Her own childhood dog, Mork, inspired her love of the special bond between kids and their pets. Today, her family includes Vida, a rescue dog from Puerto Rico. Jennifer loves writing stories about brave, loyal dogs and the kids whose lives they change. When she isn't writing books, she works on Scholastic Action, a news magazine created especially for young readers. Her advice for kids who want to become writers is simple: keep writing! She and



believes the world needs more stories more young voices. She lives with her family in Brooklyn, New York and loves chocolate chip cookies.

AR Reading Level: 4.9

Lexile Level: 740L

I want to read this book: YES / NO

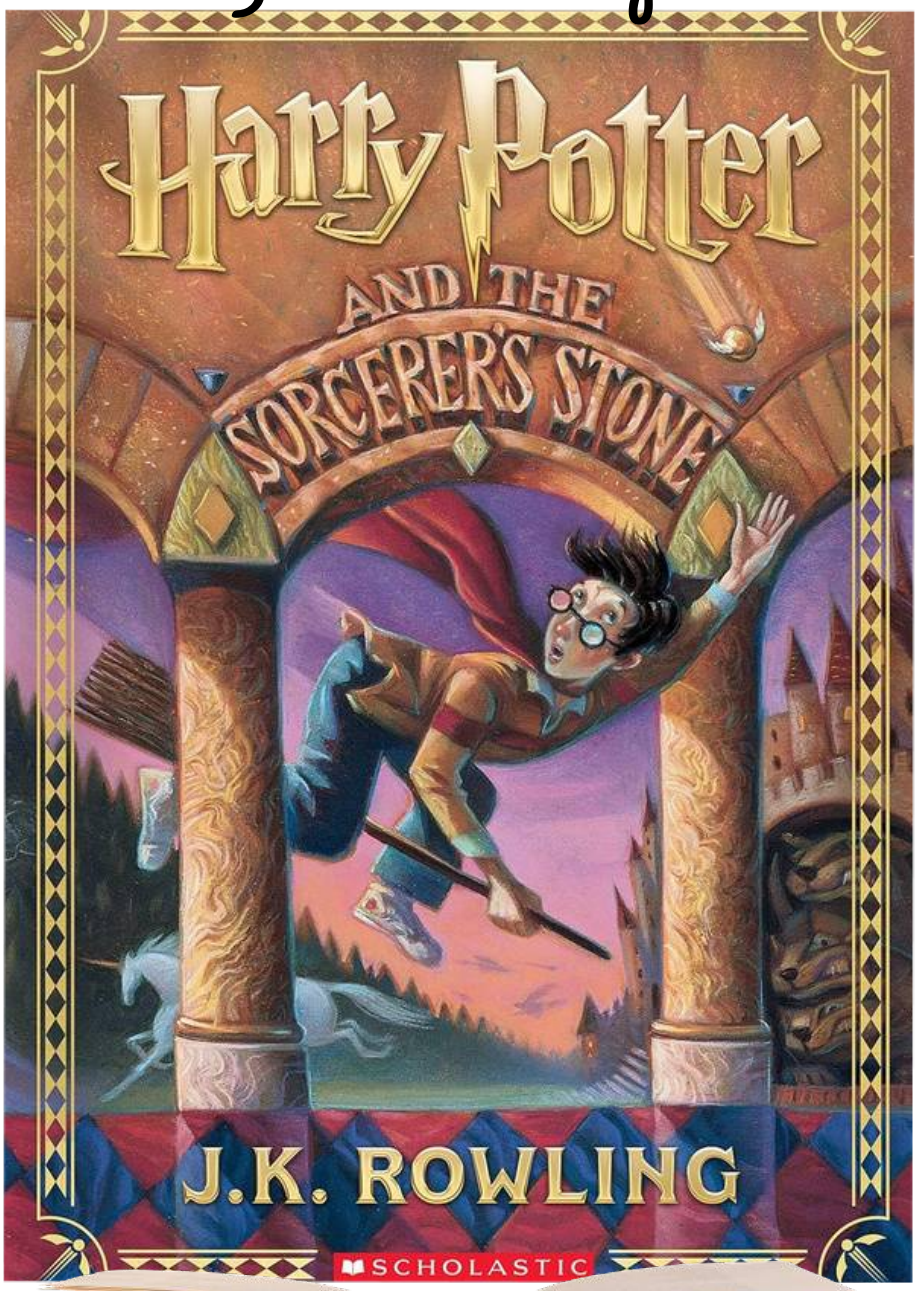
WHAT I THINK



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

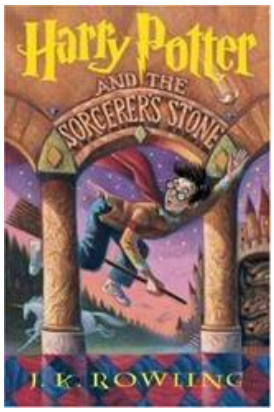
HARRY POTTER AND THE SORCERER'S STONE

by J.K. Rowling



FIRST CHAPTER FRIDAY

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Name _____ Date _____

Harry Potter and the Sorcerer's Stone

by J.K. Rowling

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?

Harry Potter has never been the star of a Quidditch team, scoring points while riding a broom far above the ground. He knows no spells, has never helped to hatch a dragon, and has never worn a cloak of invisibility. All he knows is a miserable life with the Dursleys, his horrible aunt and uncle, and their abominable son, Dudley - a great big swollen spoiled bully. Harry's room is a tiny closet at the foot of the stairs, and he hasn't had a birthday party in eleven years. But all that is about to change when a mysterious letter arrives by owl messenger: a letter with an invitation to an incredible place that Harry - and anyone who reads about him - will find unforgettable.

- This is the first book in the Harry Potter series.
- In England, where the book was first published, the book is called Harry Potter and the Philosopher's Stone.

Who Wrote It?

Joanne Rowling was born on 31st July 1965 in England. The young Jo grew up surrounded by books. 'I lived for books," she has said. 'I was your basic common-or-garden bookworm, complete with freckles and glasses." Jo wanted to be a writer from an early age. She wrote her first book at the age of six – a story about a rabbit, called 'Rabbit'. At just eleven, she wrote her first novel – about seven cursed diamonds and the people who owned them. J.K. first had the idea for Harry Potter while riding on a train. It took her five years to write the first book. She was also a teacher at that time!



AR Reading Level: 5.5 Lexile Level: 880L

I want to read this book: YES / NO

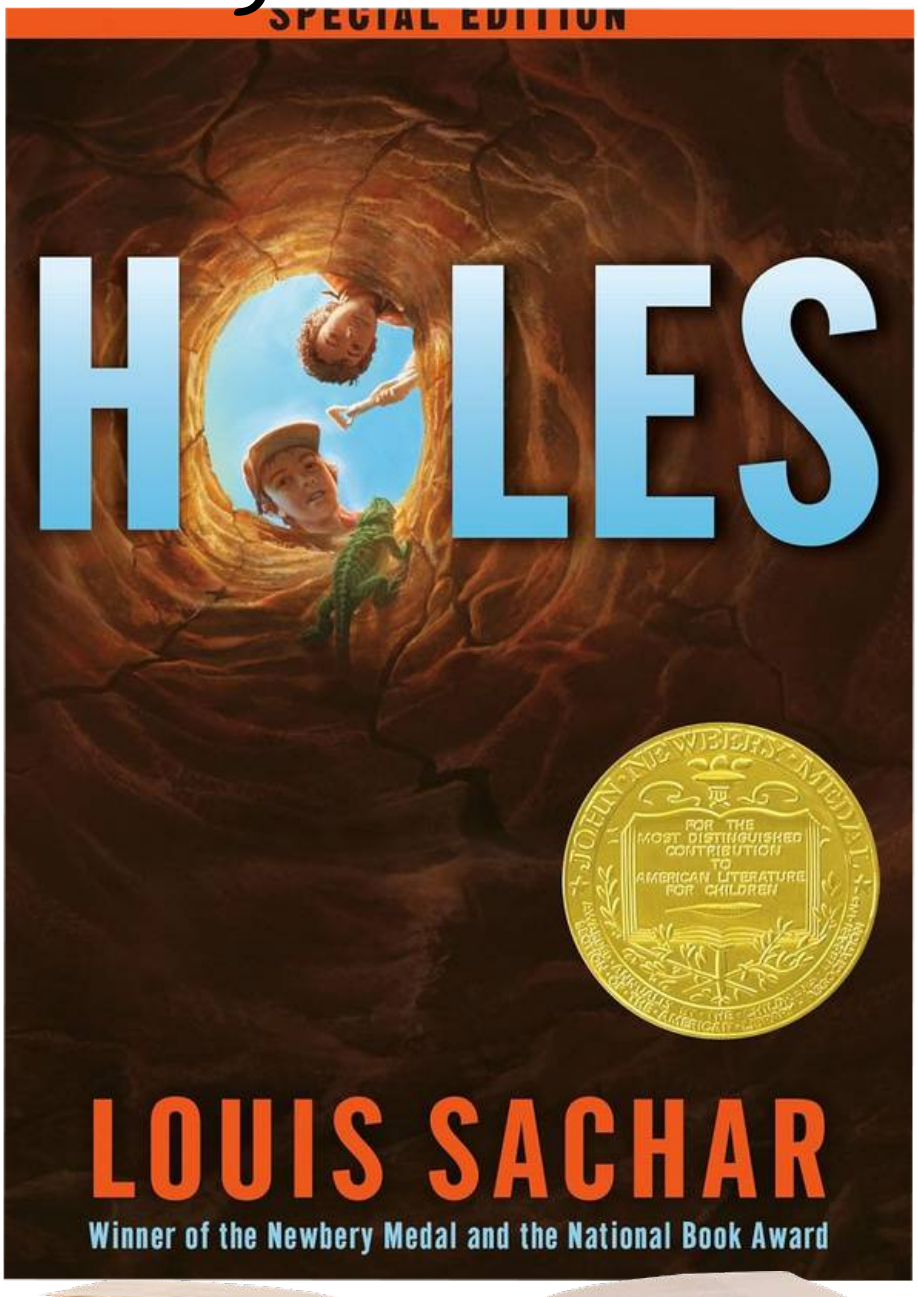
WHAT I THINK

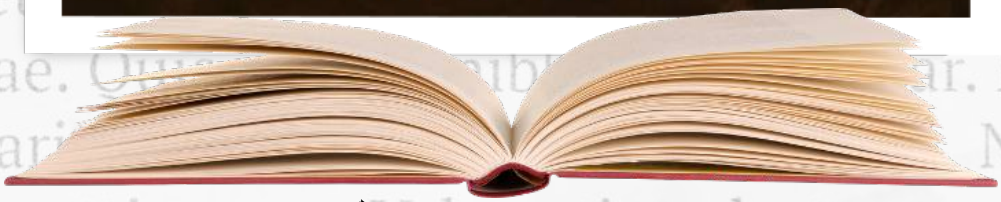


Use this graphic organizer with the First Chapter Friday videos on YouTube from the Word Nerd.

HOLES

by Louis Sachar

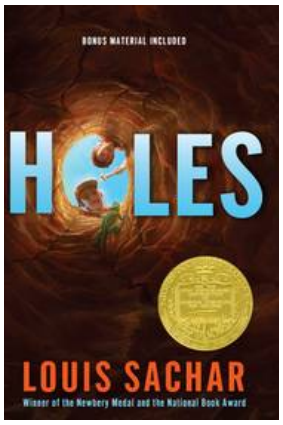




FIRST CHAPTER FRIDAY

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Name _____ Date _____



Holes

by Louis Sachar

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?

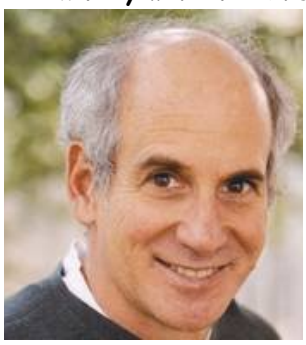
Stanley Yelnats is under a curse. A curse that began with his no-good-dirty-rotten-pig-stealing-great-great-grandfather and has since followed generations of Yelnatses. Now Stanley has been unjustly sent to a boys' detention center, Camp Green Lake, where the boys build character by spending all day, every day digging holes exactly five feet wide and five feet deep. There is no lake at Camp Green Lake. But there are an awful lot of holes.

It doesn't take long for Stanley to realize there's more than character improvement going on at Camp Green Lake. The boys are digging holes because the warden is looking for something. But what could be buried under a dried-up lake? Stanley tries to dig up the truth in this inventive and darkly humorous tale of crime and punishment —and redemption.

There is a movie vesion of this book and also a sequel.

Who Wrote It?

I was born in East Meadow, New York on March 20, 1954 and lived there until third grade. My dad worked on the 78th floor of the Empire State Building, and maybe that somehow inspired Wayside School, who knows? After I finished law school, I did part-time legal work as I continued to write children's books. It wasn't until 1989 that my books began selling well enough that I was finally able to stop practicing law and devote myself fully to writing. I write every morning, usually for no more than two hours a day. I never talk about a book until it is finished. I spent two years on my latest novel, and nobody, not even Carla, Sherre or my editor knew anything about it until it was finished. Then they were the first to read it.



That book is Fuzzy Mud. In my spare time, I like to play bridge. You can often find me at the bridge club in Austin, or at a bridge tournament somewhere around the country. You can learn more on my website: www.louissachar.com

AR Reading Level: 4.6

Lexile Level: 660L

I want to read this book: YES / NO

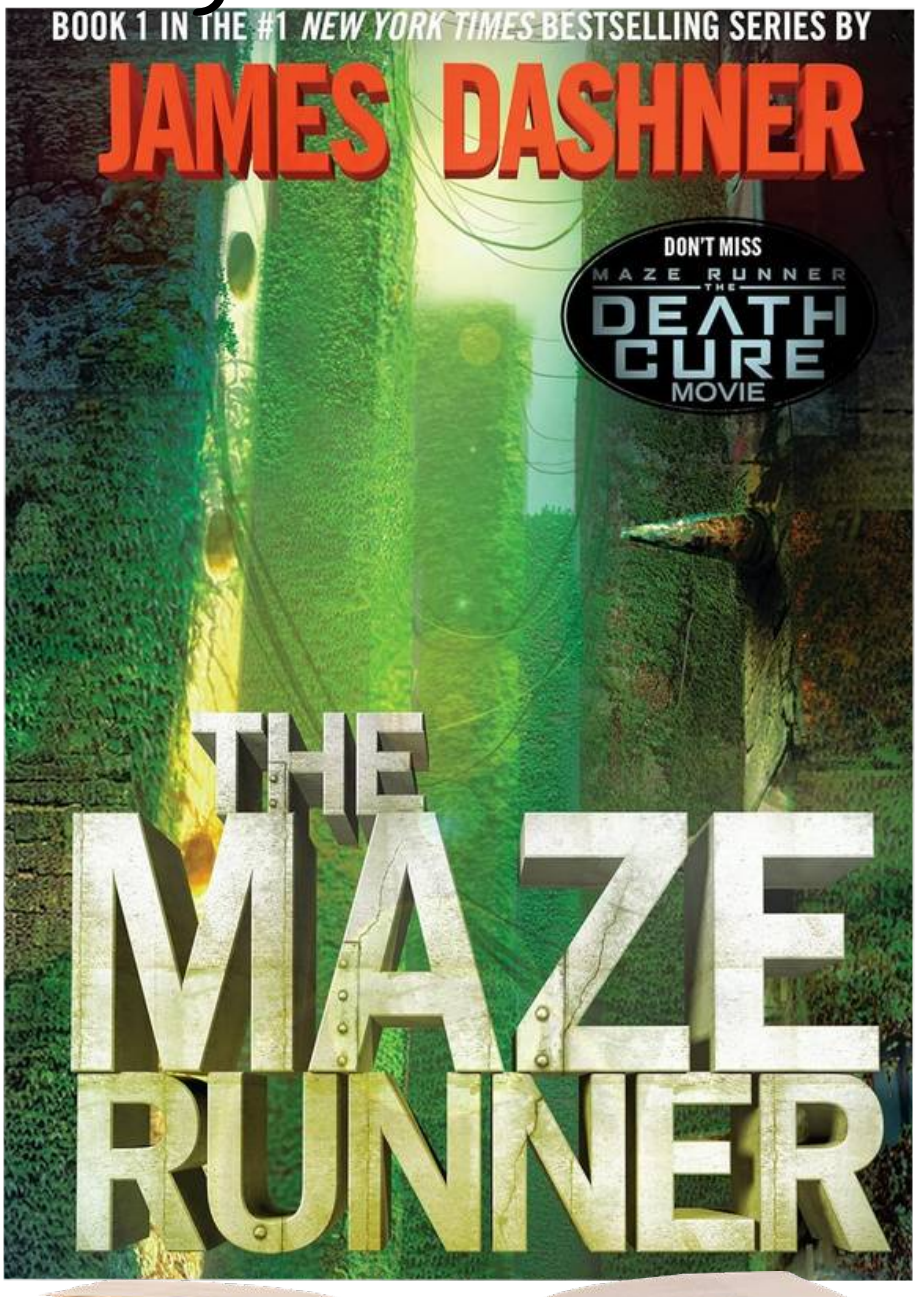
WHAT I THINK

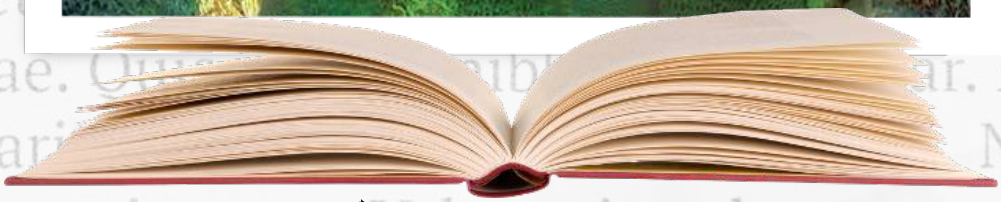


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THE MAZE RUNNER

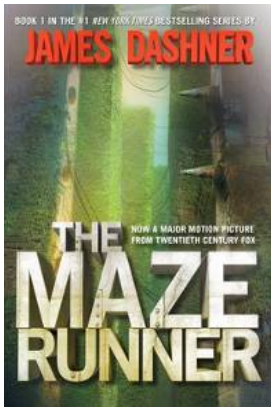
by James Dashner





FIRST CHAPTER FRIDAY

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Name _____ Date _____

The Maze Runner

by James Dashner

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?

When Thomas wakes up in the lift, the only thing he can remember is his name. He's surrounded by strangers—boys whose memories are also gone.

Outside the towering stone walls that surround them is a limitless, ever-changing maze. It's the only way out—and no one's ever made it through alive. Then a girl arrives. The first girl ever. And the message she delivers is terrifying: Remember. Survive. Run. The clock is ticking and Callum can't trust anyone...

A #1 New York Times Bestselling Series
A USA Today Bestseller
A Kirkus Reviews Best Teen Book of the Year
An ALA-YASLA Best Fiction for Young Adults Book
An ALA-YALSA Quick Pick

Book #1 in the series of 5!

Who Wrote It?

in 1972, James Dashner was born in Austell, GA but shortly after moved to Duluth, MN. He spent the rest his childhood (with his 5 brothers and sisters!) there, growing up along the shores of Lake Superior, until he graduated in 1991 and then moved to Utah to attended college at Brigham Young University. While he was there, earning his degree in accounting, he met his wife. After graduating college, James worked in finance before becoming a full-time writer. In addition to writing great books, James has had the opportunity for his books to be turned into movies. Actually, The Maze Runner series is the 4th most successful book to movie transition, coming in 4th behind The Hunger Games, Divergent and Twilight, earning $949 million dollars. James and his wife now live in Utah. You can learn more about this author on his website: http://www.jamesdashner.com



AR Reading Level: 5.3

Lexile Level: 770L

I want to read this book: YES / NO

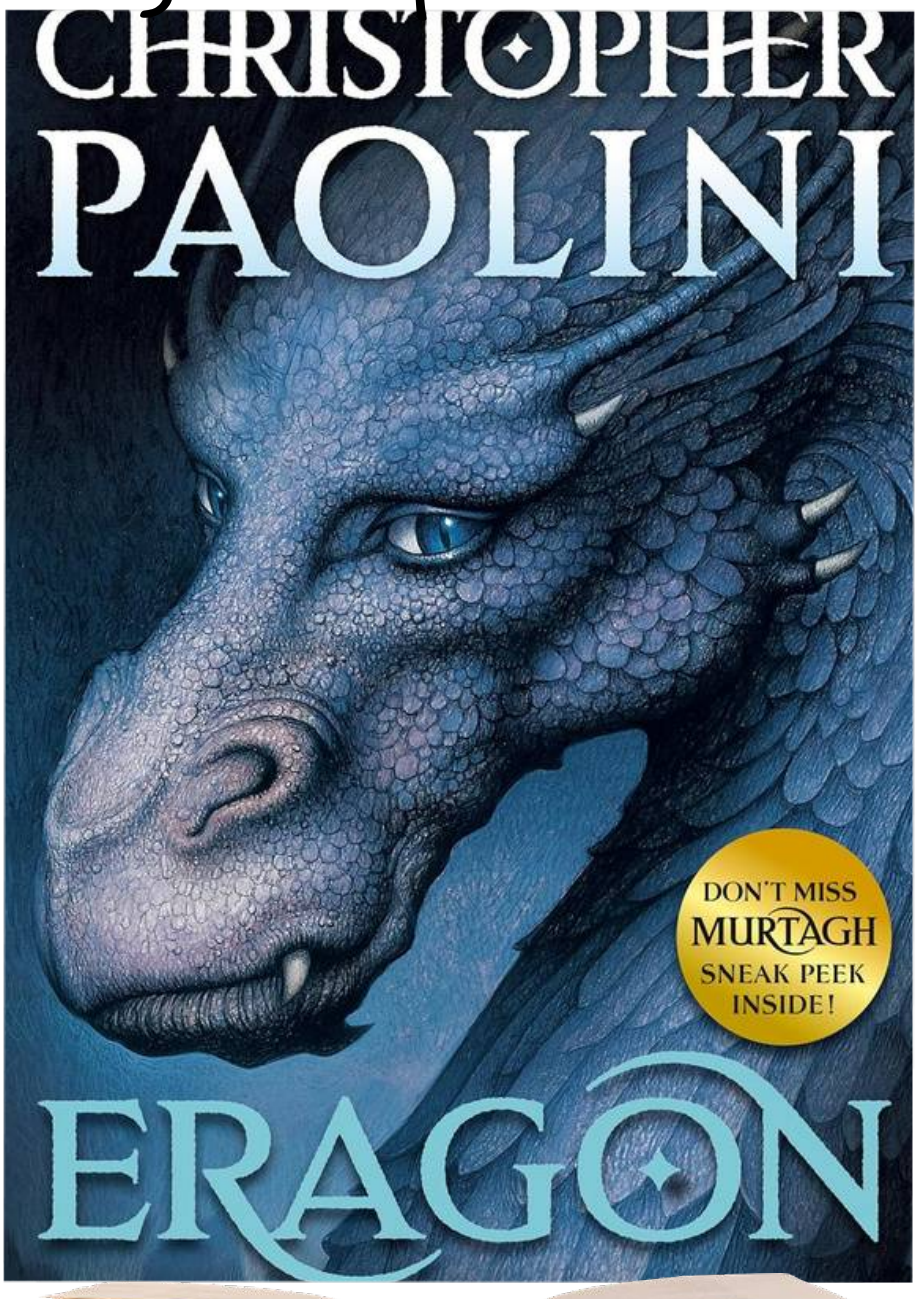
WHAT I THINK



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

Eragon

by Christopher Paolini





First Chapter Friday

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Name _____ Date _____



Eragon
by Christopher Paolini

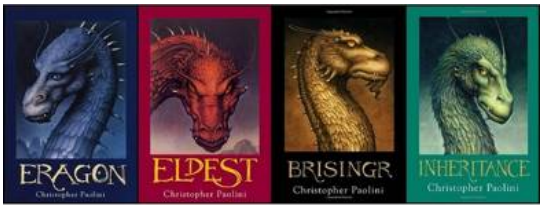
Read Aloud Video

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

What's It About?

When fifteen-year-old Eragon finds a polished blue stone in the forest, he thinks it is the lucky discovery of a poor farm boy. But when the stone brings a dragon hatchling, Eragon soon realizes he has stumbled upon a legacy nearly as old as the Empire itself. Overnight his simple life is shattered, and, gifted with only an ancient sword, a loyal dragon, and sage advice from an old storyteller, Eragon is soon swept into a dangerous tapestry of magic, glory, and power. Now his choices could save—or destroy—the Empire.

This book is the first in a series!



Who Wrote It?

Christopher was homeschooled by his parents. As a child, he often wrote short stories and poems, made frequent trips to the library, and read widely. The idea of Eragon began as the daydreams of a teen. Christopher's love for the magic of stories led him to craft a novel that he would enjoy reading. The project began as a hobby, a personal challenge; he never intended it to be published. Before he began writing Eragon, he plotted out the entire adventure. To really put himself in his characters' shoes, Christopher forged his own knives and swords, made chain mail, spun wool, camped in the Beartooth Mountains, made his own bow, built survival shelters, learned to track game, fletched arrows, felled trees, hiked, and camped. In short, the books embody a lot of his experiences of of living in Montana. In 2011, the Guinness World Records recognized him as the 'youngest author of a bestselling book series. Learn more about him on his website: www.paolini.net.



AR Reading Level: 5.6

Lexile Level: 710L

I want to read this book: YES / NO

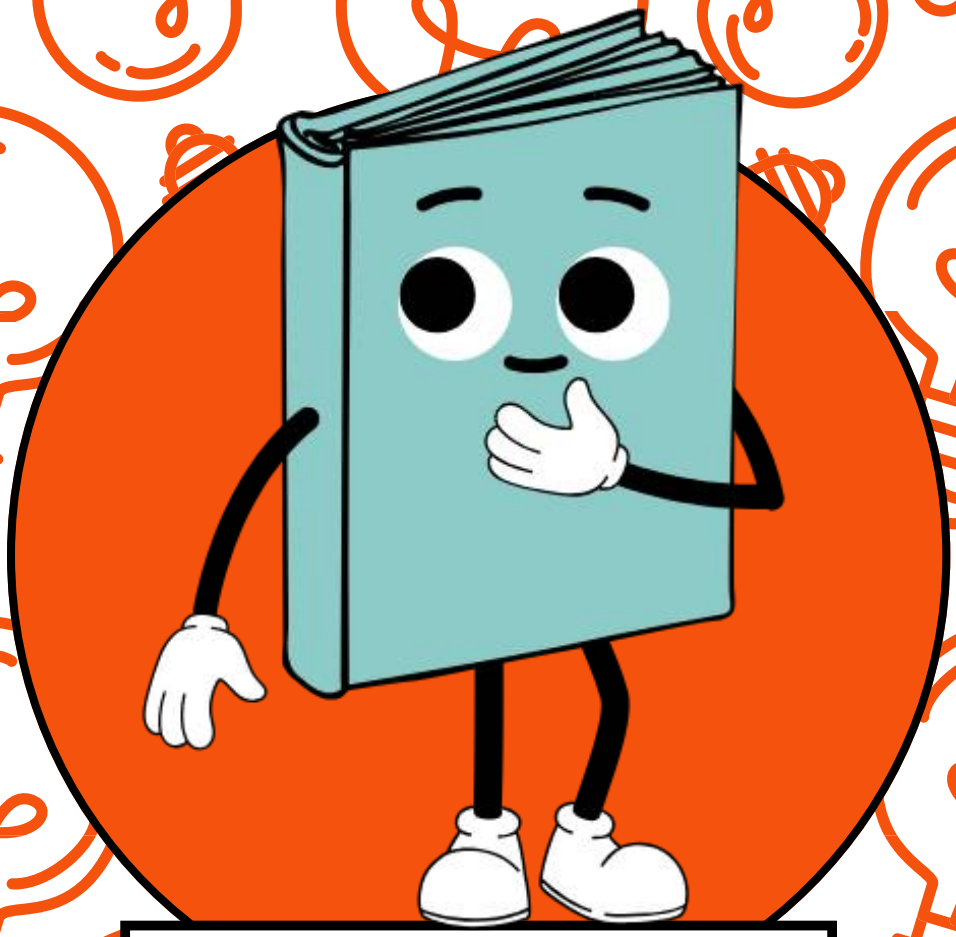
WHAT I THINK



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

BRAIN BREAKS

LINKS + ANSWER SHEETS/KEYS



November
2026

November Brain Break
LEADERBOARD

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

TEAM #1

Week 1	Week 2	Week 3	Week 4	Total

TEAM #2

Week 1	Week 2	Week 3	Week 4	Total

TEAM #3

Week 1	Week 2	Week 3	Week 4	Total

TEAM #4

Week 1	Week 2	Week 3	Week 4	Total

TEAM #5

Week 1	Week 2	Week 3	Week 4	Total

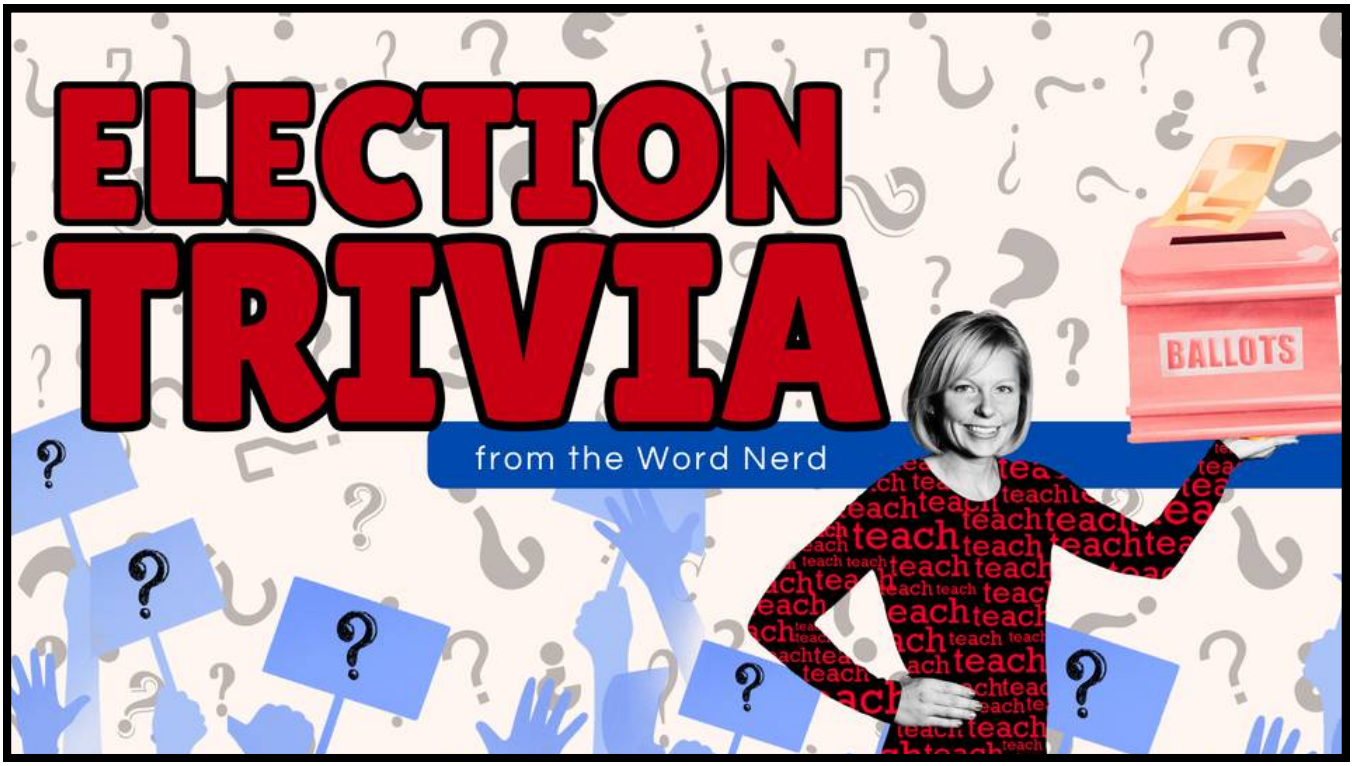
TEAM #6

Week 1	Week 2	Week 3	Week 4	Total

Trivia Game Video Link

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

ELECTION DAY TRIVIA



This link will take you to the YouTube Video of Election Day Trivia: https://youtu.be/6G8hoO8bSZE?subconfirmation=1

Use the reading comprehension passage on the next page to give your students some background knowledge on this topic. Implementation ideas are shared in the video!

THE U.S. PRESIDENTIAL ELECTION: A SIMPLE GUIDE



Every four years, something important happens in the United States: the presidential election. This is when people choose their leader and help decide what will happen in the country. Let's learn how it all works!

THE ELECTORAL COLLEGE

In the election, we have something called the Electoral College. This is a part of the U.S. Constitution. Instead of voting directly for a candidate, people vote for special electors who will support that candidate. Each state has a certain number of electoral votes based on how many people live there. There are 538 electoral votes in total. To become president, a candidate must be at least 35 years old and get at least 270 electoral votes. California has the most votes at 54, while seven states have only 3 votes each, including Alaska, Delaware, The District of Columbia, North Dakota, South Dakota, Vermont and Wyoming. This means a candidate can win even if they don't get the most regular votes!

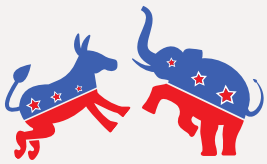


ELECTION DAY

Election Day is always on the first Tuesday after the first Monday in November. This date was chosen a long time ago, in 1845, so farmers and workers would have time to vote after the harvest. They wanted everyone to be able to vote! On Election Day, millions of Americans go to polling places to cast their votes. In many states, voters need to show some form of ID, but some states have different rules.

POLITICAL PARTIES AND CANDIDATES

In the U.S., there are two main political parties: the Democrats and the Republicans. The Democratic Party is represented by a donkey and often supports fairness and protecting the environment. The Republican Party, represented by an elephant, usually focuses on individual rights and growing the economy. Each party holds special elections to choose their candidates, leading to big events where they officially announce who will run for president.



A BRIEF HISTORY

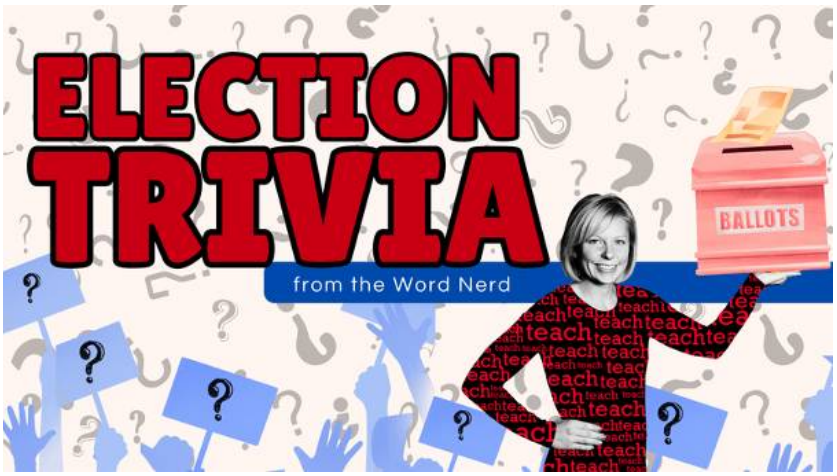
The history of presidential elections has many important moments. For example, in 1870, the rules changed so that men of all races could vote. In 1920, women gained the right to vote. These were big steps toward fairness. During the Civil War, soldiers mailed in their votes, which was a new idea at the time. Today, we can still vote by mail! Other changes came with technology. William McKinley was the first candidate to use a telephone during his campaign, and the first TV debate happened in 1960. This showed candidates that how they looked mattered.

CONCLUSION

Understanding the U.S. presidential election is very important! One day, when you turn 18, you'll be able to vote, too! Learning about how it works now will help you be ready when that time comes. Remember, everyday citizens play a big part in this process and help shape the future of the nation with each vote they cast!

TEST YOUR KNOWLEDGE WITH THIS FUN QUIZ! →

Created by The Word Nerd



Election Day 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 Election Day Trivia ROCKSTAR?!?!

Score: ____/ 20

Trivia Video

Election Day Trivia



How much do you know about the US Presidential Election? Take this Trivia quiz and see!

1 **A _____ is is a system of government in which the people who live in the country participate in the way their community runs.**

A) Dictatorship B) Aristocracy C) Monarchy D) Democracy

2 **How often does the United States elect a new president?**

A) 1 Year B) 2 Years C) 3 Years D) 4 Years



3 **Which animal represents the DEMOCRATIC party?**

A) Lion B) Elephant C) Donkey D) Bear

4 **Which animal represents the REPUBLICAN party?**

A) Eagle B) Donkey C) Tiger D) Elephant

5 **True or False? Election Day in the United States is always held on a Sunday.**

A) True B) False

6 **What month is Election Day held in the U.S.?**

A) September B) October C) November D) December

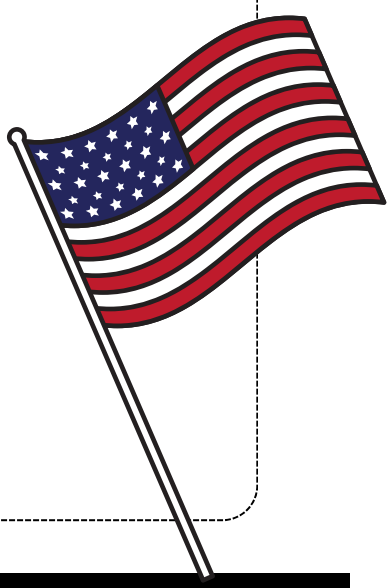
7 **The decision to vote on a particular day during a particular month was based on the calendar and activities of which profession?**

A) Bankers B) Lawyers C) Farmers D) Teachers



8 **Which amendment granted women the right to vote?**

A) 15th B) 19th C) 24th D) 26th



9 **True or False? The first televised presidential debate was in 1960.**

A) True B) False

10 **How many electoral votes are needed to win the presidency?**

A) 270 B) 300 C) 538 D) 100

11 **True or False? Every state has the same number of electoral votes.**

A) True B) False

12 **Which of the following states has the most electoral votes?**

A) Texas B) Florida C) California D) New York

13 **What is the term for a candidate who is running for reelection?**

A) Incumbent B) Challenger C) Nominee D) Opponent

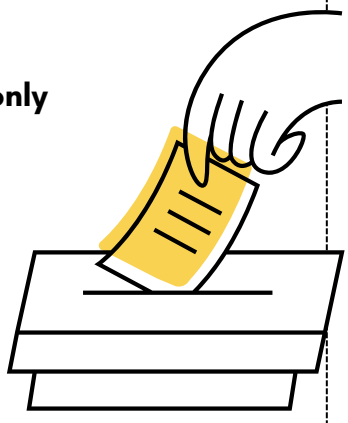


14 **True or False? If no candidate receives a majority of electoral college votes, the House of Representatives chooses the president.**

A) True B) False

15 **Which president famously defined democracy as "Government of the people, by the people, for the people."**

A) George Washington B) Theodore Roosevelt
C) Abraham Lincoln D) Rutherford B. Hayes



16 **True or False? The Democratic and Republican parties are the only political parties in the United States.**

A) True B) False

17 **What is the legal voting age in the United States?**

A) 16 B) 18 C) 21 D) 25

18 **At what age is a person eligible to be elected president?**

A) 25 B) 30 C) 35 D) 40

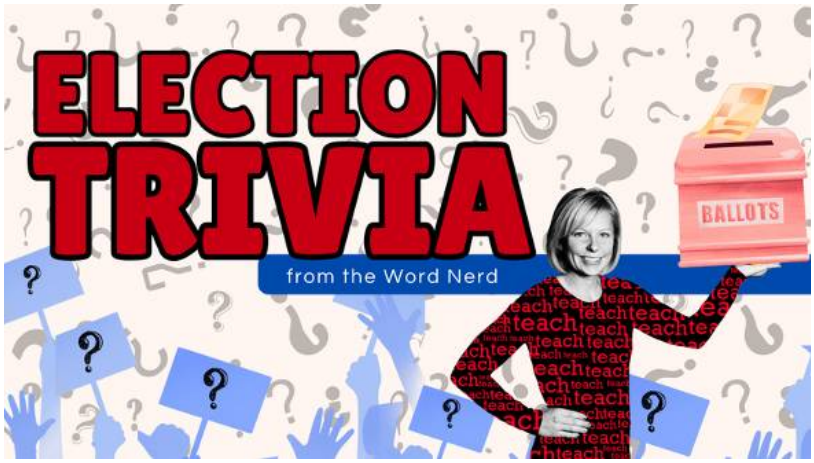
19 **True or False? The practice of mail-in voting started during the Civil War, to allow soldiers to vote from the battlefield.**

A) True B) False

20 **Which President was the first to use a telephone during a campaign?**

A) John F. Kennedy B) William McKinley
C) Theodore Roosevelt D) Benjamin Harrison





Election Day Trivia Answer Sheet

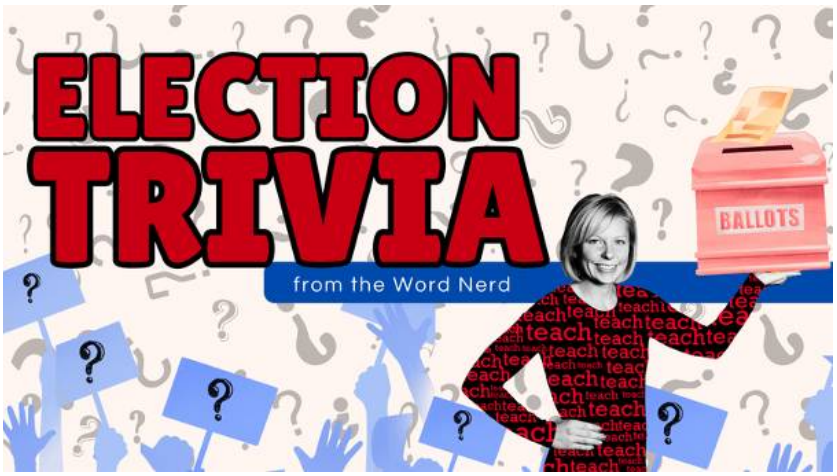
Directions:
Circle your answer for each question below.

Trivia Video

Name/Team Name: _____

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

Score:
_____/ 20



Election Day 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. D) Democracy
2. D) 4 years
3. C) Donkey
4. D) Elephant
5. False
6. C) November
7. C) Farmers
8. B) 19th
9. True
10. A) 270
11. False
12. C) California
13. A) Incumbent
14. True
15. C) Abraham Lincoln
16. False
17. B) 18
18. C) 35
19. True
20. B) William McKinley

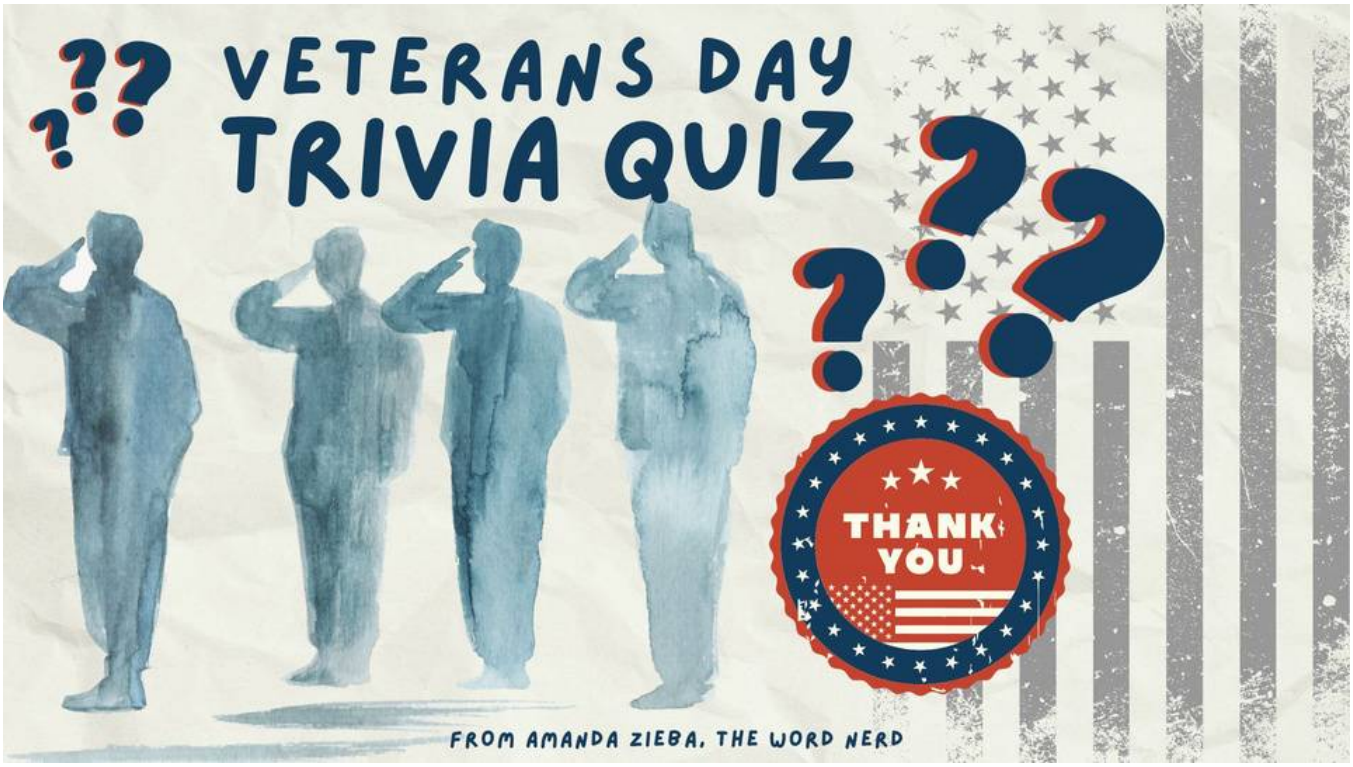
Thanks for playing!
www.wordnerdcollaborative.com



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!

VETERANS DAY TRIVIA VIDEO



This link will take you to the YouTube Video of Veterans Day Trivia questions: https://youtu.be/XL70pNsENNA?sub_confirmation=1

VETERANS DAY - A HISTORY

Veterans Day used to be called Armistice Day. It became a holiday in 1938. This holiday honors all military veterans who served our country.

WHEN DID IT START AND WHY?

It was made to remember the end of World War I. At first, it only celebrated World War I veterans. Now, it honors all veterans, whether they served in war or peace. President Dwight D. Eisenhower changed the name to Veterans Day to honor more heroes.

WHEN IS VETERANS DAY?

Every year, Veterans Day is on November 11th. This date is special because it marks the end of World War I on the 11th hour of the 11th day of the 11th month in 1918. Many countries, like Canada, Great Britain, and Australia, also celebrate this day and call it Remembrance Day. On this day, we thank veterans for their service and sacrifices.

WHO IS CELEBRATED AND HOW?

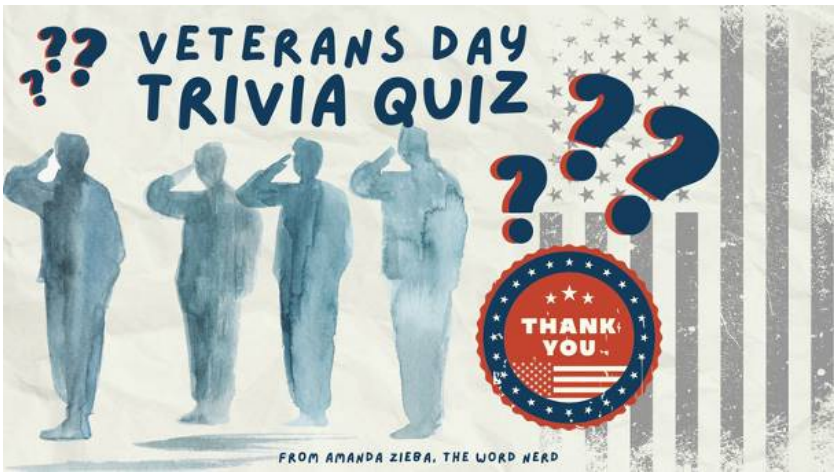
Veterans Day also shows the diverse group of people who served in the military. For example, 11% of veterans are women. About 19 million veterans live in the U.S. now. Veterans are honored in many ways. One special place is Arlington National Cemetery in Virginia, where many soldiers and their families are buried. The first Veterans Day celebration was in Alabama. New York City has the biggest and oldest Veterans Day parade, starting in 1919.



IS IT THE SAME AS MEMORIAL DAY?

This day is different from Memorial Day. Veterans Day honors all who have served, while Memorial Day remembers those who died in military service. Both days let us think about the bravery and sacrifices of our armed forces.

TEST YOUR KNOWLEDGE WITH THIS FUN QUIZ!



Veterans Day Trivia Answer Sheet

Directions:
Write your answers on the lines below.

Name/Team Name: _____

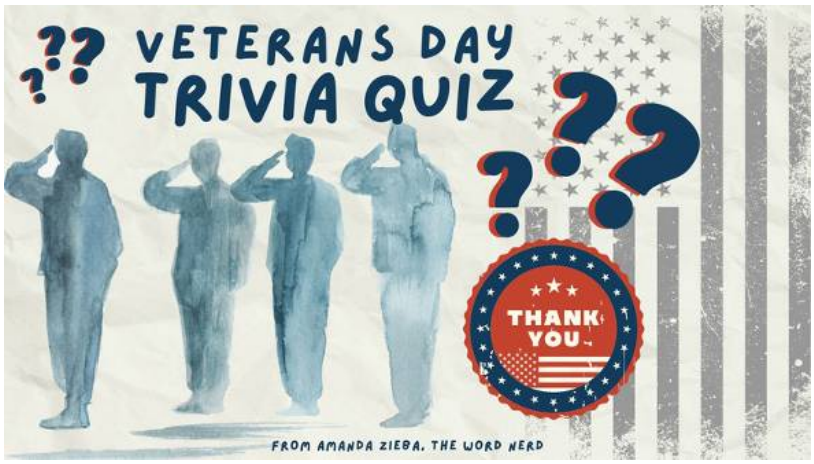
1. _____ 11. _____
2. _____ 12. _____
3. _____ 13. _____
4. _____ 14. _____
5. _____ 15. _____
6. _____ 16. _____
7. _____ 17. _____
8. _____ 18. _____
9. _____ 19. _____
10. _____ 20. _____

Are you a Veterans Day Trivia Victor?

Trivia Video

www.amandazieba.com

Score: ____/ 20



Veterans Day Trivia Answer Sheet

Directions:
Circle your answer for each question below.

Trivia Video

Name/Team Name: _____

1. A B C D
2. W_____ W_____ __
3. A B C D
4. True or False
5. Veterans Day or Veteran's Day
6. A B C D
7. 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
13. A B C D
14. 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. True of False

Score: _____/ 20

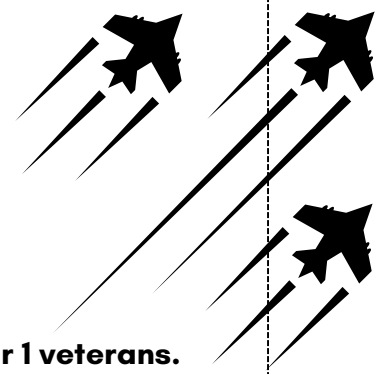
Veterans Day Trivia

Trivia Video

Are you a Veterans Day Trivia Victor? Take this Trivia quiz and see!

1 **The original name for Veterans Day was _____.**

a) Army Day b) Armed Forces Day c) Armistice Day d) Arm Wrestling Day



2 **Armistice Day was created to commemorate the end of -- .**

W_____ W_____ __

3 **In what year did Armistice Day officially become a holiday?**

a) 1918 b) 1924 c) 1938 d) 1945

4 **At first, Veterans Day was only meant to celebrate World war 1 veterans.**

a) True b) False

5 **When it comes to actually spelling out this holiday, which one is officially correct?**

a) Veterans Day b) Veteran's Day

6 **It has changed a few times over the years, but ever since 1975, Veterans Day is now always on...**

a) Nov. 11 b) The 1st Tues of Nov. c) The 1st Mon of Oct. d) Oct. 25



7 **Which President officially changed the name of the holiday from Armistice Day to Veterans Day?**

a) Jimmy Carter b) Dwight D. Eisenhower

c) Franklin D. Roosevelt d) Gerald Ford

8 **As of 2022, which 3 states are home to the most veterans?**

a) Wisconsin, Texas, Arizona

b) New York, Florida, Connecticut

c) Alaska, Virginia, Montana

d) New Mexico, South Carolina, Alabama

9 **Which other countries celebrate Veterans Day, but call it "Remembrance Day"?**

a) Great Britain b) Canada c) Australia d) All of the Above

10 **True or False: Veterans day honors all veterans who served honorably regardless of whether during war or peace time.**

a) True b) False



11 **As of today, What percentage of veterans are women?**

a) 5% b) 10% c) 15% d) 20%

12 **In which war did more veterans serve?**

a) Vietnam War b) Korean War

13 **How many veterans served in the Gulf War (1990-1991)?**

a) 1 million b) 3 million c) 5 million d) 8 million

14 **Arlington National Cemetery, where 400,000 service members and their families are buried, is located in which state?**

a) Maryland b) Washington, D.C. c) Virginia d) Connecticut

15 **Approximately how many veterans are living in the United States today?**

a) 15 million b) 19 million c) 24 million d) 37 million

16 **Which city has been holding the largest and oldest Veterans Day parade, dating back to 1919?**

a) Arlington, VA b) New York City, NY
c) Washington, D.C. d) Fort Liberty, NC

17 **The very first celebration referred to as "Veterans Day" was held in which state?**

a) Florida b) California c) Alabama d) Hawaii

18 **During the 2022 midterm elections, what percentage of candidates for the US Senate, US House of Representatives or state governor claimed military experience?**

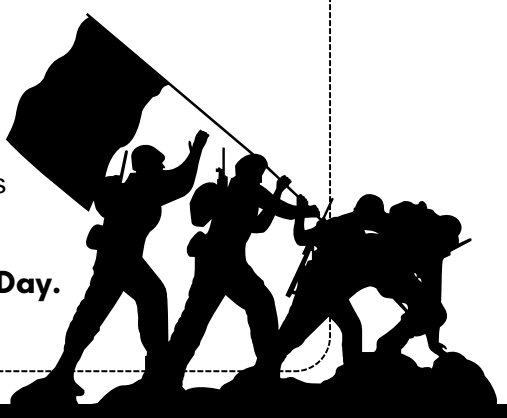
a) 1% b) 13% c) 21% d) 26%

19 **March 13 is an additionally designated Veterans Day for a special kind of veteran. Who?**

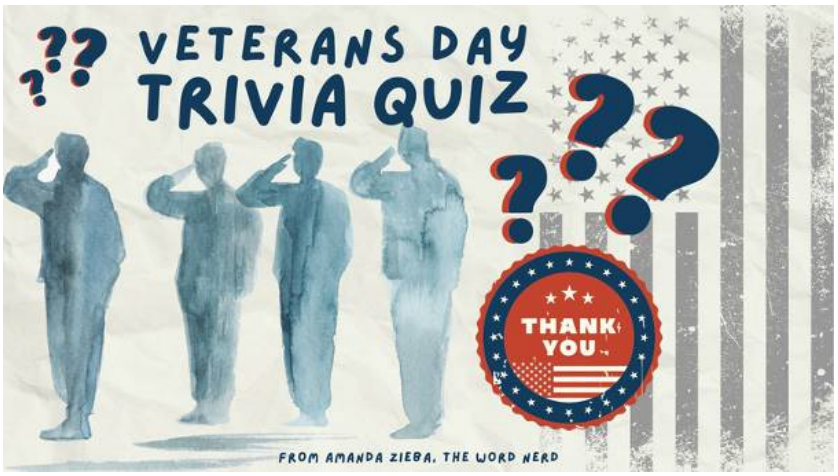
a) K-9 Veterans b) Military Spies
c) Missing in Action/Prisoner of War d) Disabled Veterans

20 **True or False: Veterans Day is different than Memorial Day.**

a) True b) False



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Veterans Day Trivia Answer Key

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

ANSWER KEY

1. C) Armistice Day
2. World War 2
3. C) 1938
4. True
5. Veterans Day
6. A) November 11
7. B) Dwight D. Eisenhower
8. C) Alaska, Virginia, Montana
9. D) All of the Above
10. True
11. B) 10%
12. A) Vietnam War
13. D) 8 Million served
14. C) Virginia
15. B) 19 Million
16. B) New York City, NY
17. C) Alabama
18. C) 21%
19. A) K-9 Veterans
20. True

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

Trivia Video

PICTURE DETECTIVE

BRAIN BREAK









4 Rounds, 1 video + answer sheets and a whole lotta fun!





Picture Detective Round 2

Use the below links to access this activity in a variety of ways.

PICTURE DETECTIVE CANVA SLIDES

This link will take you to a single Canva Slides show that contains all four rounds of the game. Round 2 starts on slide #27.

YOUTUBE VIDEO



Round 2 starts at the 4:00 minute mark!



Round 2 Answer Sheet

Starts at Min Mark 4:00

What everyday item is pictured in each close up photograph?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Round 2 Answer Sheet

Starts at Min Mark 4:00

What everyday item is pictured in each close up photograph?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Print and cut in half vertically

MODIFIED ANSWER SHEET



Round 2 Answer Sheet

Starts at Min Mark 4:00

What everyday item is pictured in each close up photograph?

1. clam shell or oreo cookie
2. cigarette or sea plant
3. mud or chocolate
4. grass or paint brush
5. cactus or watermelon rind
6. blonde beard
   or spaghetti noodles
7. honey or candle wax
8. chameleon skin
   or pea seed shell
9. human hands
   or wrinkled sheets
10. lizard skin or cantaloupe



Round 2 Answer Sheet

Starts at Min Mark 4:00

What everyday item is pictured in each close up photograph?

1. clam shell or oreo cookie
2. cigarette or sea plant
3. mud or chocolate
4. grass or paint brush
5. cactus or watermelon rind
6. blonde beard
   or spaghetti noodles
7. honey or candle wax
8. chameleon skin
   or pea seed shell
9. human hands
   or wrinkled sheets
10. lizard skin or cantaloupe

Print and cut in half vertically

Video



Picture Detective Round #2

Name: _____





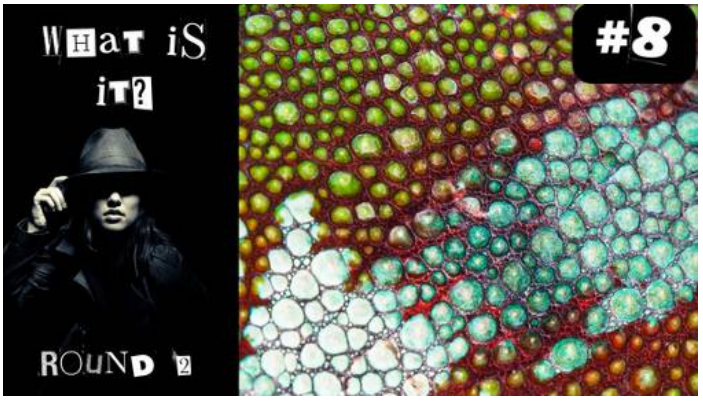




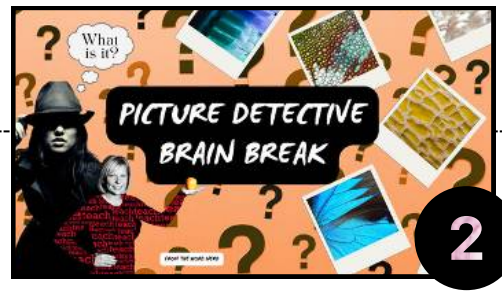








Video



Picture Detective Round #2

Name: _____





Record Your Answers Here:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



Round 2 Answer Sheet

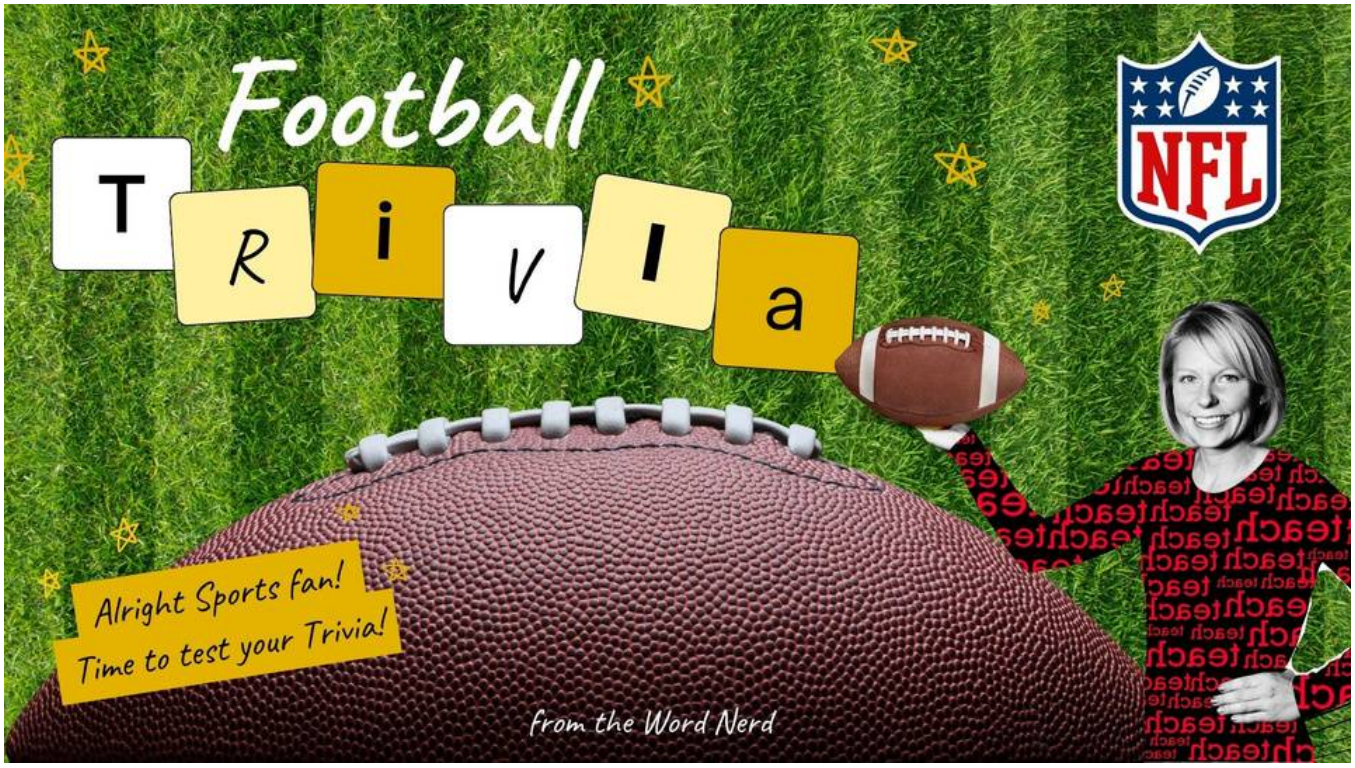
What everyday item is pictured in each close up photograph?

1. Oreo cookie
2. Cigarette
3. Chocolate Bar
4. Bird Feather
5. Cactus
6. Spaghetti Noodles
7. Honey
8. Chameleon
9. Human Hands
10. Cantaloupe

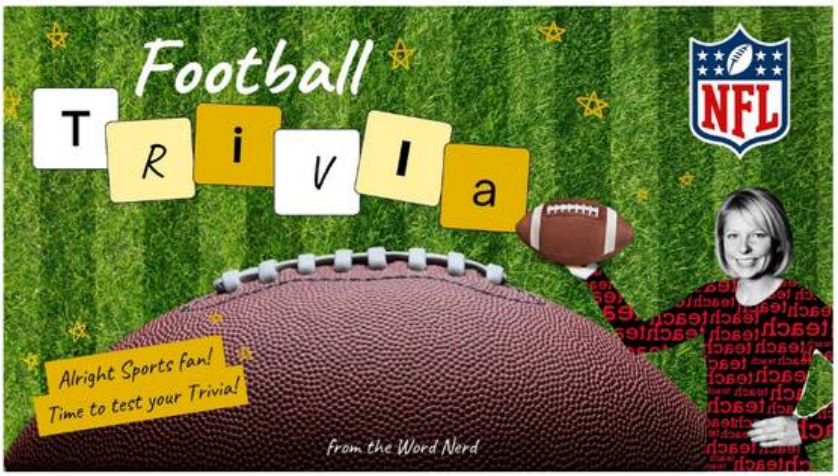
Trivia Game Video Link

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

NFL FOOTBALL TRIVIA VIDEO



This link will take you to the YouTube Video of World Series Trivia questions: https://youtu.be/1hfw_elvUd8?sub_confirmation=1



NFL Football Trivia Answer Sheet

Directions:
Write your answers on the lines below.

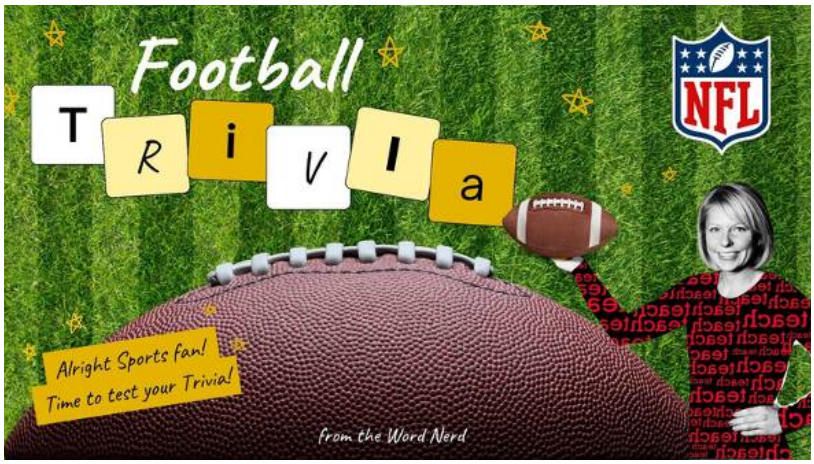
Trivia Video

Name/Team Name: _____

1. _____
2. _____
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10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

How did you do?
Are you a the NFL Football Trivia

MVP?



NFL Football 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. True or False
8. _ _ _ by and _ _ _ _ _ r
9. A B C D
10. A B C
11. LA Ch _ _ _ _ _ _ and LA R _ _ _ _
12. Ra_____s and Co_____s
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 the NFL Trivia
MVP?!?!



NFL Football Trivia

Trivia Video

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

1 **The acronym NFL stands for...**

a) Not For Long b) National Football League
c) No Fun Lately d) Nothing Fancy League

2 **How many NFL stadiums use real, natural grass, rather than turf?**

a) 10 b) 13 c) 16

3 **The NFL officially began in what year?**

a) 1910 b) 1920 c) 1930 d) 1940

4 **True or False: Footballs are made of PIG SKIN.**

a) True b) False



5 **Which NFL team has won more games than any other team?**

a) Green Bay Packers b) Buffalo Bills c) New England Patriots d) Dallas Cowboys

6 **Why was the huddle created?**

a) An intimidation factor, to make the other team nervous about the next play.
b) The stadium was too loud to share a play. If they weren't in a huddle, they couldn't hear it.
c) A deaf player didn't want his hand signals to be seen by the other team.
d) It is a teammate bonding experience.

7 **A team needs at least 11 players for a game.**

a) True b) False

8 **American football evolved from what 2 sports?**

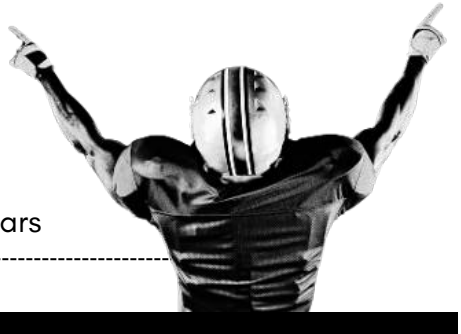
R _____ and S_____

9 **Which NFL team features a helmet logo on only one side of their helmet?**

a) Cowboys b) Steelers c) Dolphins d) Patriots

10 **What is the oldest NFL franchise in continuous operation with the same name in the same location?**

a) Cleveland Browns b) Green Bay Packers c) Chicago Bears



11 **Los Angeles, the second largest media market, didn't have a football team between 1995 and 2015. Now they have 2. Who are they?**

Los Angeles R_____ and Los Angeles C_____

12 **Which two NFL teams have an official marching band?**

The B_____ R_____

The W _____ C_____

13 **Which US president threatened to ban football?**



a) Harry S. Truman b) Woodrow Wilson
c) Bill Clinton d) Theodore Roosevelt

14 **What is the correct geometry term for the shape of a football?**

a) oblong sphere b) ovaloid sphere
c) football shaped d) prolate spheroid

15 **True or False: NFL games have been played on every day of the week**

a) True b) False

16 **In what year did it become a requirement to wear a helmet while playing professional football?**

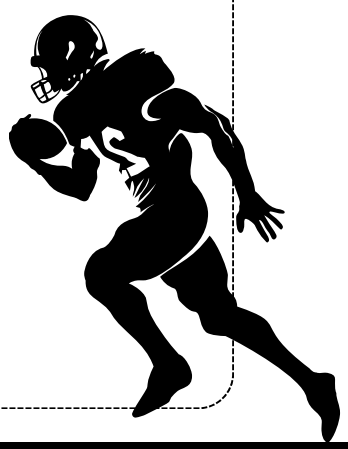
a) 1921 b) 1937 c) C1943 d) 1950

17 **Who is the only player in the NFL to receive a star on the Hollywood Walk of Fame.**

a) Terry Bradshaw b) Peyton Manning c) Tom Brady d) Aaron Rodgers

18 **True or False: Football is the most popular sport in the United States.**

a) True b) False

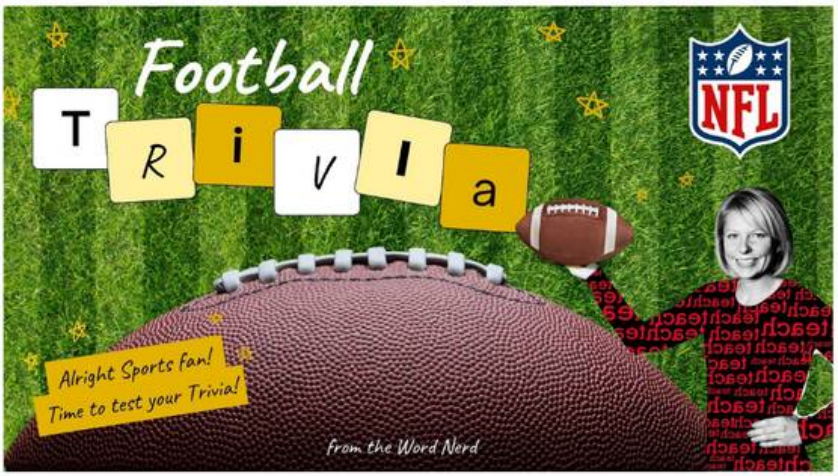


19 **How many <u>cows</u> does it take to make one full season's worth of NFL footballs?**

a) 150 b) 800 c) 600 d) 350

20 **A football field is 100 yards long. How many feet is that?**

a) 300 feet b) 360 feet c) 420 feet



NFL Football 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. B) National Football League
2. C) 16
3. B) 1920
4. False
5. A) Green Bay Packers
6. C) A deaf player wanted to hide his hand signals
7. True
8. Rugby and Soccer
9. B) Steelers
10. B) Green Bay Packers
11. LA Chargers & LA Rams
12. Ravens & Commanders
13. D) Theodore Roosevelt
14. D) prolate spheroid
15. True
16. C) 1943
17. A) Terry Bradshaw
18. True
19. C) 600
20. A) 300

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

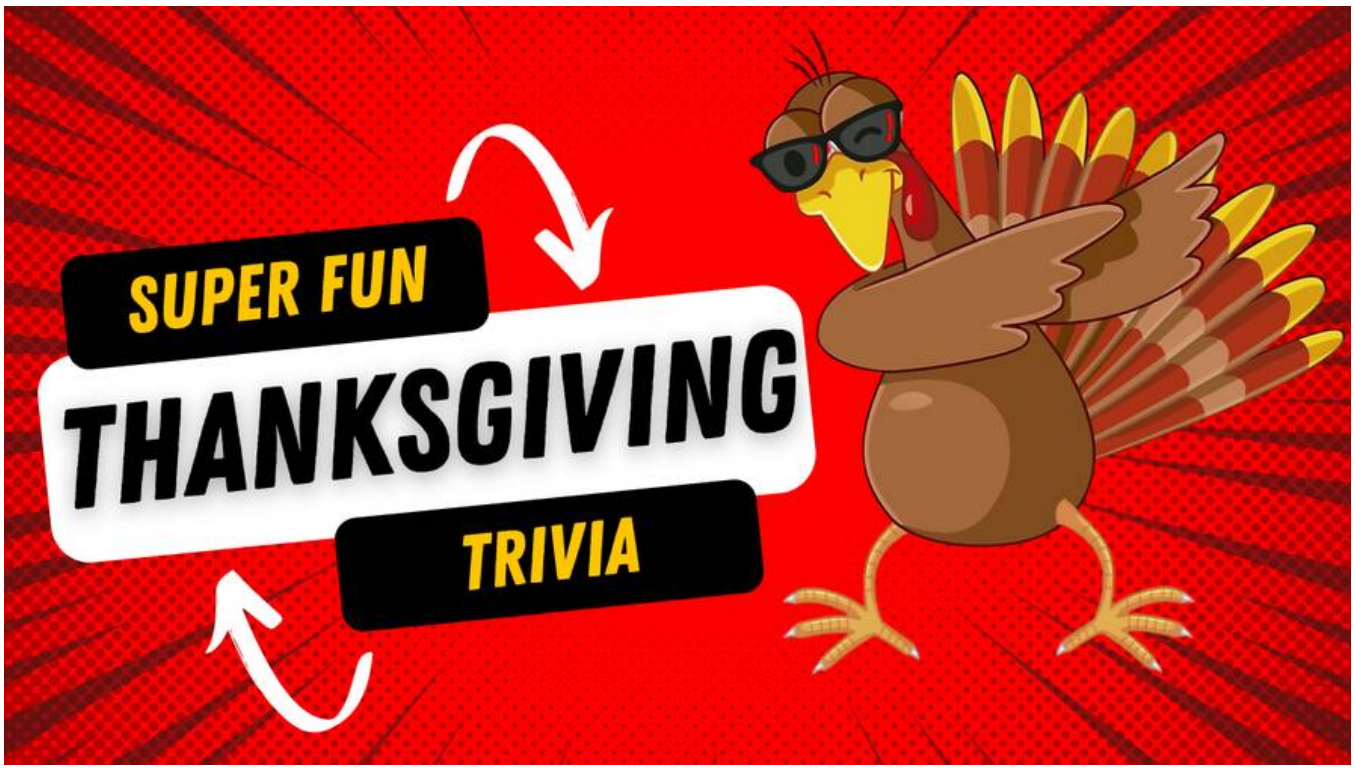
Score: ____/ 20



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!

THANKSGIVING TRIVIA VIDEO



This link will take you to the YouTube Video of Halloween Trivia questions: https://youtu.be/3TQyNimRrew?sub_confirmation=1



Thanksgiving Day Trivia Answer Sheet

Directions:
Write your answers on the lines below.

Trivia Video

Name/Team Name: _____

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

How did you do? Are you a Thanksgiving Trivia ROCKSTAR?!?!

Score: ____/ 20

Trivia Video

Thanksgiving Trivia

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

1 **How long was the first Thanksgiving celebration?**

a) 3 days b) one week c) ten days d) one month

2 **Who was the first president to pardon a turkey?**

a) Thomas Jefferson b) John F. Kennedy c) Richard Nixon d) Jimmy Carter

3 **What year was the 1st Thanksgiving NFL Football game?**

a) 1924 b) 1934 c) 1944 d) 1954

4 **What Native American tribe celebrated the first Thanksgiving with the Pilgrims?**

a) The Oneida b) The Sioux c) The Wampanoag d) The Chippewa

5 **True or False? Female turkeys do not gobble. Only male turkeys gobble.**

a) True b) False

6 **What percentage of Americans skip turkey on Thanksgiving?**

a) 2% b) 12% c) 24% d) 30%

7 **Which president made Thanksgiving a permanent holiday?**

a) John Adams b) Abraham Lincoln c) Calvin Coolidge

8 **How many calories (on average) are consumed, per person, at Thanksgiving dinner?**

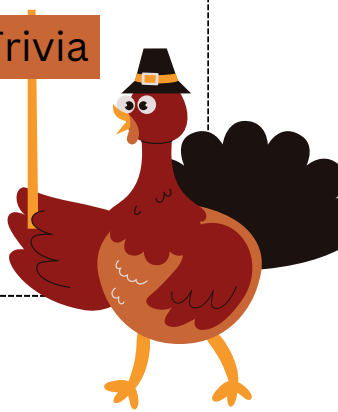
a) 2,300 calories b) 4,500 calories c) 5,700 calories d) 8,000 calories

9 **When was the first turkey trot?**

a) 1896 b) 1908 c) 1923 d) 1951

10 **Black Friday is the biggest day of the year for what trade profession?**

a) Masons b) Electricians c) Dental Hygienists d) Plumbers



11 **How many pumpkin pies are consumed in the United States on Thanksgiving?**

a) 5 million b) 15 million c) 50 million d) 500 million

12 **True or False: Americans prefer Pumpkin Pie over Apple Pie.**

a) True b) False

13 **What year did the Macy's Thanksgiving Day Parade start?**

a) 1900 b) 1928 c)1941

14 **What percentage of Americans prefer Thanksgiving leftovers to Thanksgiving dinner?**

a) 20% b) 40% c) 60% d) 80%

15 **In 1992 this comedian released his famous "Thanksgiving Song."**

a) Will Smith b) Jimmy Fallon c) Adam Sandler d) Weird Al Yankovic

16 **When was the GREEN BEAN CASSEROLE introduced to Thanksgiving dinners?**

a) 1938 b) 1955 c) 1971 d) 1980

17 **According to the Guinness Book of World Records, how much does the heaviest turkey on record weigh?**

a) 57 lbs. b) 79 lbs. c) 86 lbs. d) 105 lbs.

18 **Statistically, what is American's favorite Thanksgiving side dish?**

a) Cranberries b) Stuffing c) Mashed Potatoes

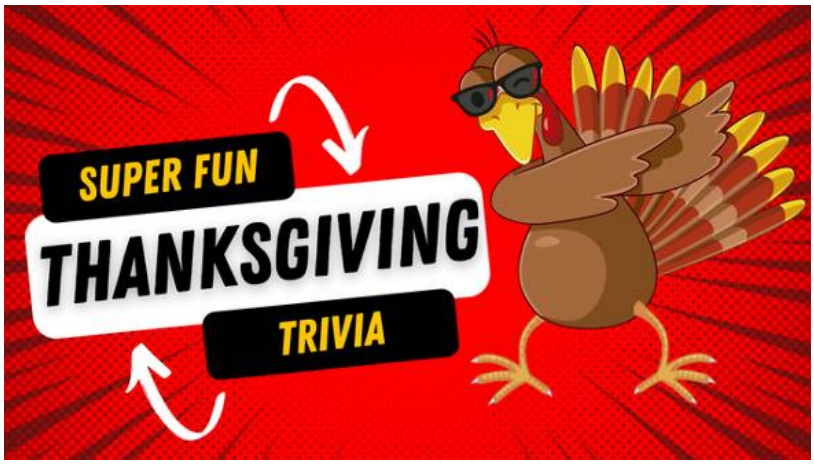
19 **True or False: The name of the Native American interpreter who helped the Pilgrims was Squanto.**

a) True b) False

20 **Which president refused to celebrate Thanksgiving?**

a) Thomas Jefferson b) Grover Cleveland C) Zachary Taylor





Thanksgiving Trivia Answer Sheet

Directions:
Circle your answer for each question below.

Trivia Video

Name/Team Name: _____

1. A B C D
2. A B C D
3. 1934 or 1954
4. A B C D
5. True or False
6. 12% or 22% or 32%
7. John Abrams or Abraham Lincoln or Calvin Coolidge
8. A B C D
9. A B C D
10. A B C D
11. A B C D
12. True or False
13. 1900 or 1928 or 1941
14. 18% or 50% or 68% or 80%
15. A B C D
16. A B C D
17. 38 pounds or 59 pounds or 86 pounds
18. Cranberries or Stuffing or Mashed Potatoes
19. True or False
20. Thomas Jefferson or Grover Cleveland or Zachary Taylor

Score: ____/ 20



Thanksgiving Trivia Answer Key

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

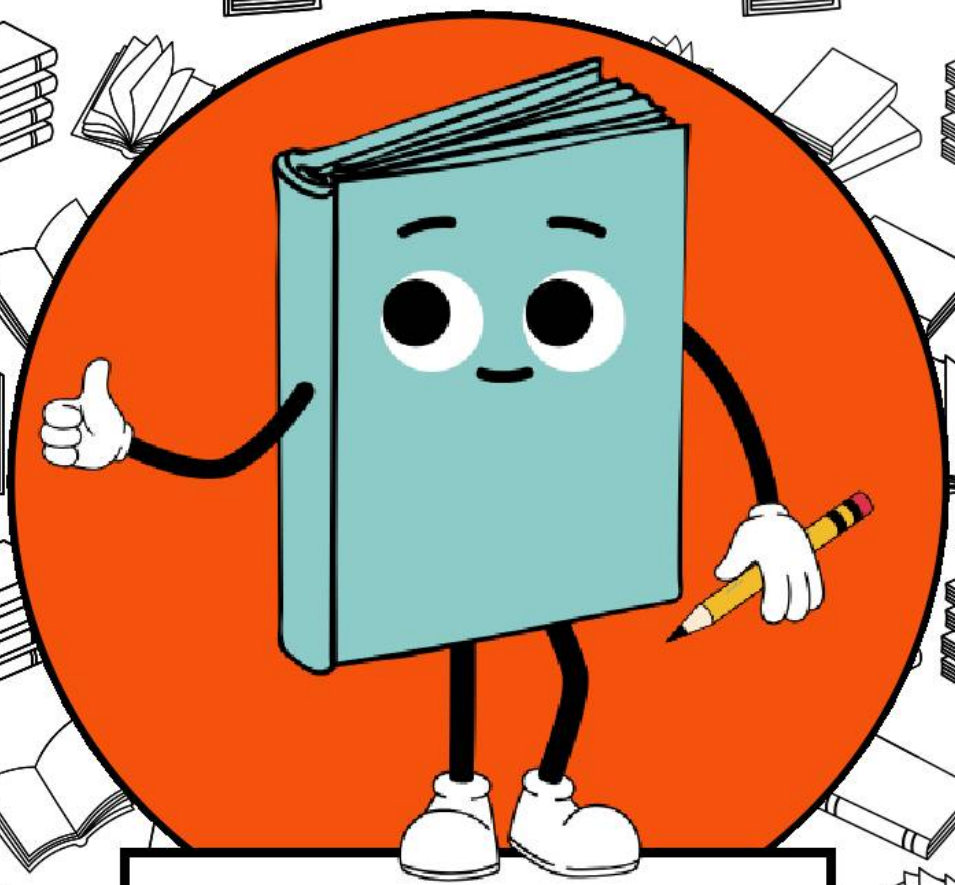
ANSWER KEY

1. A) 3 Days
2. B) John F. Kennedy
3. 1934
4. C) The Wampanoag
5. True
6. 12%
7. Abraham Lincoln
8. B) 4,500 calories
9. A) 1896
10. D) Plumbers
11. C) 50 million
12. False
13. 1928
14. 80%
15. C) Adam Sandler
16. B) 1955
17. 86 pounds
18. Stuffing
19. True
20. Thomas Jefferson

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

Trivia Video

WRITING PROMPTS



November
2026

HOW TO USE
THE WRITING PROMPTS

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

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

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

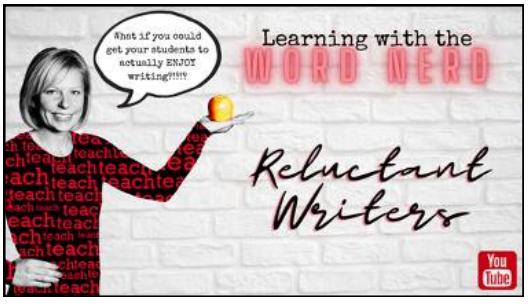
If you want, keep these "curriculum and standard" pieces of information to yourself, go for it! There is no need to let the kids know we have a secret plan to trick them into being better writers and hating it a little bit less each day!

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

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

Happy Writing!

P.S. For more ideas on how to get reluctant writers going, watch this video.



(https://youtu.be/l7UWA-pw040?sub_confirmation=1)

MULTI-USE FORMS

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

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





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

Total Points = ___/10

NAME: _____

WRITING PROMPTS



Rubric

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

Total Points = ___/10

Teacher Comments:



GEMS AND OPPORTUNITIES



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

Title of Piece/Date Written



GEMS

LIST SEVERAL THINGS THE WRITERS DOES WELL

*
*
*
*
*
*

OPPORTUNITIES



LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

*
*
*
*
*
*

FINAL COMMENTS

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:

GEMS AND OPPORTUNITIES

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

Title of Piece/Date Written

GEMS

LIST SEVERAL THINGS THE WRITERS DOES WELL

-
-
-
-
-
-

OPPORTUNITIES

LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

-
-
-
-
-
-

FINAL COMMENTS

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:

GEMS AND OPPORTUNITIES

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

Title of Piece/Date Written

GEMS

LIST SEVERAL THINGS THE WRITERS DOES WELL

-
-
-
-
-
-

OPPORTUNITIES

LIST OPPORTUNITIES FOR THE WRITER TO IMPROVE

-
-
-
-
-
-

FINAL COMMENTS

WRITE ANY FINAL COMMENTS OR FEEDBACK HERE:

JOURNAL WRITING RUBRIC

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

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

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

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

Total Points = ___/10

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

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

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			
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

November 3-7

Monday

Who Would You Pick?

Style/Skills:
Personal Reflection
Persuasion

Tuesday

What Would This Robot Do?

Style/Skills:
Creative Thinking
Science Fiction
Description

Wednesday

Word Choice Word Play

Style/Skills:
Word Choice
Figurative Language
Strong Verbs

Thursday

Majestic Mutations

Style/Skills:
Creative Thinking
Description
Science Fiction

Friday

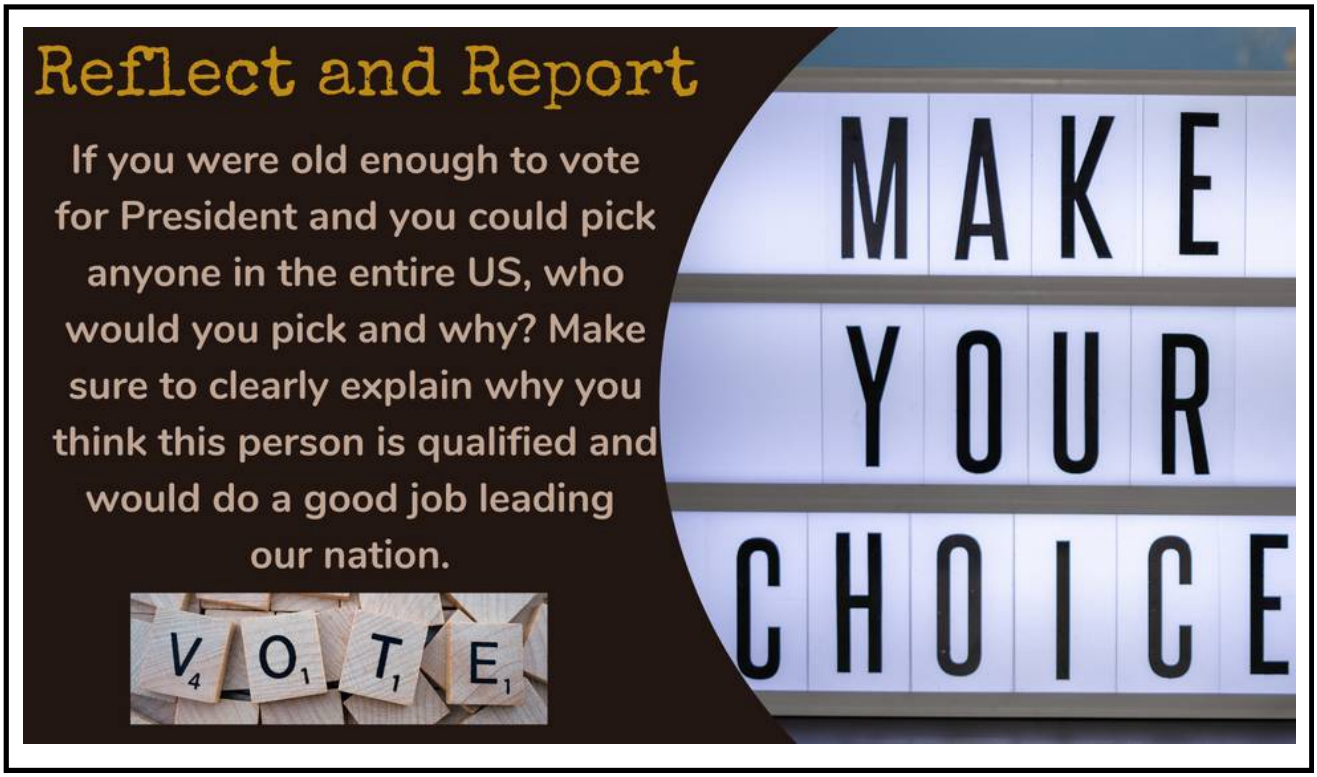
Free Write Friday

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



NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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▶ Rubric

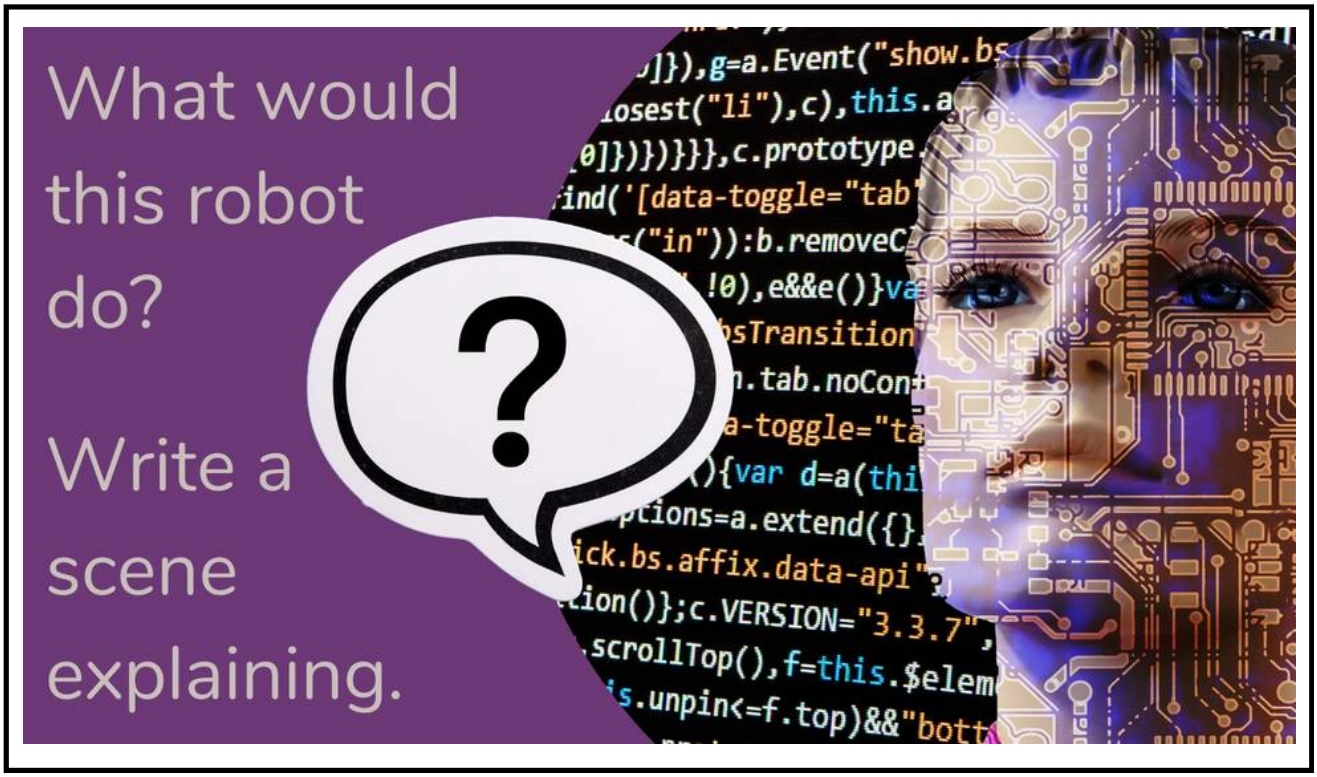
Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
Length is appropriate			
Format is correct (letter, fiction story, news article, diary entry, etc.)			

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



www.wordnerdcollaborative.com

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.)			

▶ Rubric

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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▶ Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD

Let's Get Creative!

Create a new creature that is a mutation of a shark.

Describe its physical features, habitat, diet and activities.



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▶ Rubric

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

Total Points = ___/10

Teacher Comments:

WRITING PROMPTS

November 10-14

Monday

An Ocean Sized Forest

Style/Skills:
Creative Writing
Dystopian Genre

Tuesday

Why Do You Shine?

Style/Skills:
Personal Reflection

Wednesday

Lost at the Museum

Style/Skills:
Creative Writing
Setting Details

Thursday

Talking with Gramps

Style/Skills:
Dialogue Writing
Characterization

Friday

Free Write Friday

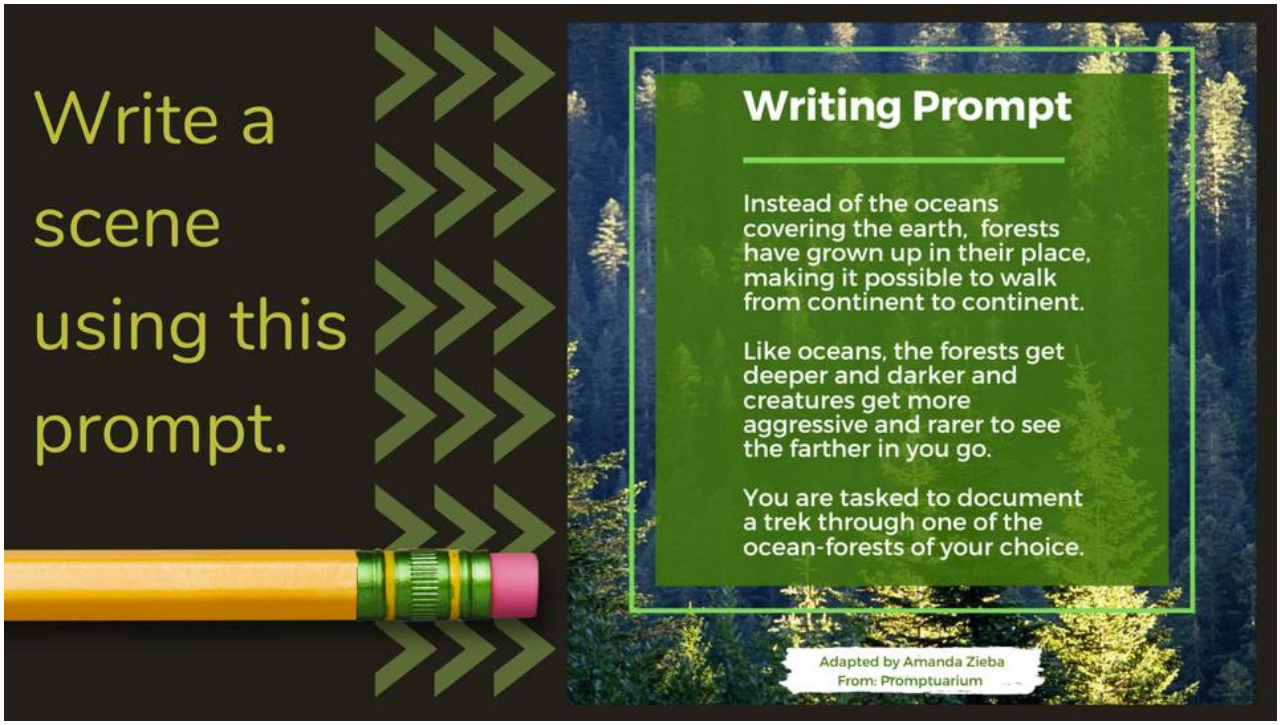
Write whatever you'd like... including continuing a past prompt. :)





NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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▶ Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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▶ Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD

You arrive at home from school to find your grandpa dressed in a funky shirt and dancing around the house with a radio.

Write a scene of dialogue between the two of you.





Dialogue:
words spoken out loud by characters in a story

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Rubric

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

Total Points = ___/10

Teacher Comments:

WRITING PROMPTS

November 17-21

Monday

A New Discovery

Style/Skills:
Science Fiction
Descriptive Writing

Tuesday

Big Things Start Small

Style/Skills:
Personal Reflection
Motivational Writing (Persuasive)

Wednesday

Family Celebrations

Style/Skills:
Personal Reflection
Description

Thursday

Came From Nowhere

Style/Skills:
Creative Writing
Predictions
Time/Transition/Location Words

Friday

Free Write Friday

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





NAME: _____

WRITING PROMPTS
FROM THE WORD NERD

Astronauts discovered this creature on a new planet. Make a list of questions and/ or facts about 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

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD

USE THIS LINE TO START YOUR OWN STORY

""Don't ever let someone call your life, your dreams little."

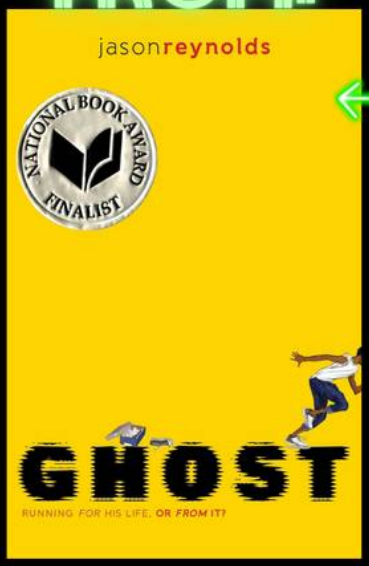
-from: Ghost by Jason Reynolds

WRITE ABOUT YOURSELF OR A CHARACTER AND THEIR BIG DREAMS!

WHAT DO THEY WANT TO DO?

WHAT IS THEIR PLAN?

FROM:



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▶ Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



www.wordnerdcollaborative.com

▶ Rubric

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

Total Points = ___/10

Teacher Comments:

WRITING PROMPTS

November 24-28

Monday

Fortune Cookie

Style/Skills:
Creative Writing
Prediction

Tuesday

Three Things Happened...

Style/Skills:
Chronological Order
Content Flow
Transition Words

Wednesday

Perfect Day

Style/Skills:
Personal Reflection

Thursday

Searching for More

Style/Skills:
Cross Curriculum Connections (Social Studies/History)
Creative Writing

Friday

Free Write Friday

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



NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

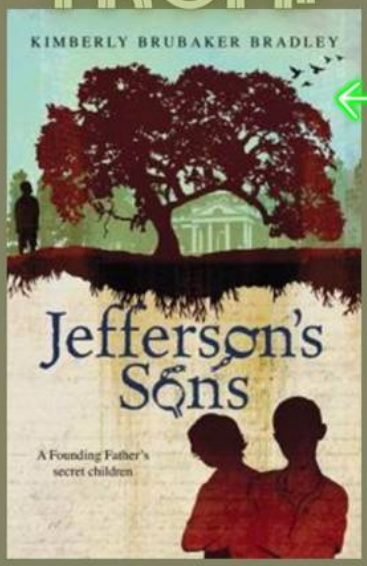
WRITING PROMPTS
FROM THE WORD NERD

USE THIS LINE TO START YOUR OWN STORY

3 "Three important things happened in the second half of that year."

–from: Jefferson's Sons by Kimberly Brubaker Bradley

FROM:



IDEAS/STRATEGIES

- CREATE YOUR LIST FIRST
- THINK ABOUT THE ORDER YOU WANT TO SHARE THE ITEMS
- TRY TO ADD A SURPRISING ITEM
- IF YOU CAN'T THINK OF ANYTHING, THINK ABOUT WHAT YOU DON'T WANT TO HAPPEN AND MAKE THAT LIST!

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▶ Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



www.wordnerdcollaborative.com

Rubric

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

Total Points = ___/10

Teacher Comments:

NAME: _____

WRITING PROMPTS
FROM THE WORD NERD



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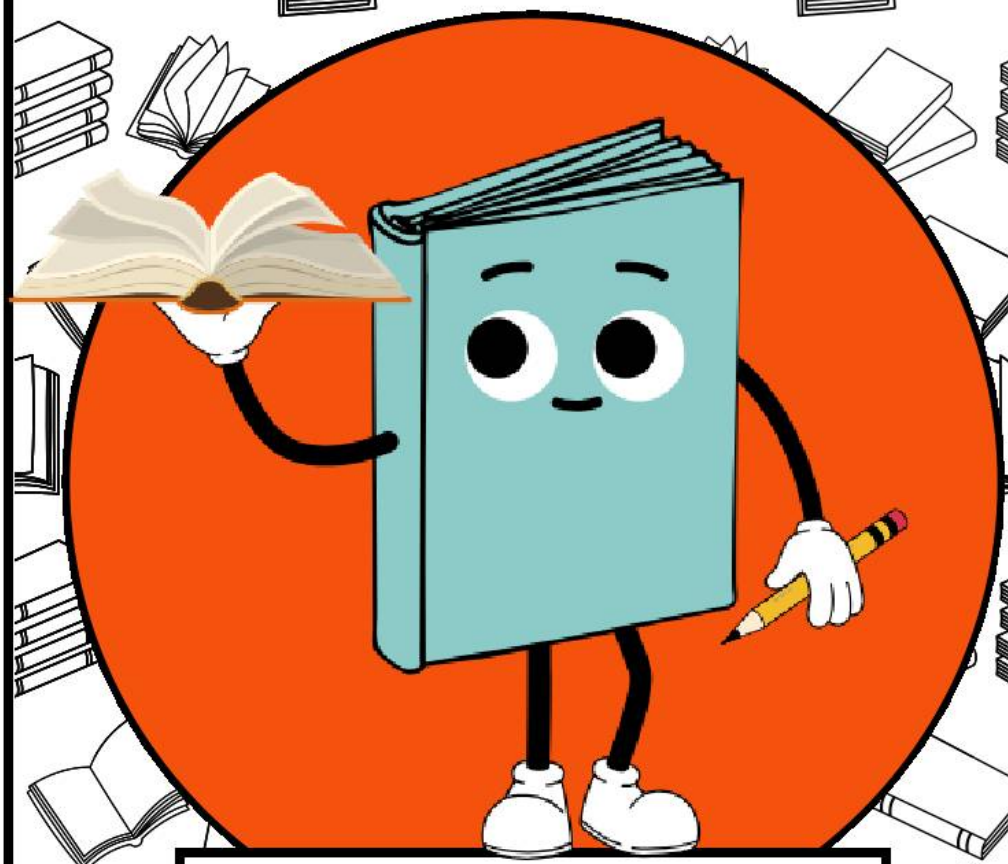
▶ Rubric

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

Total Points = ___/10

Teacher Comments:

LESSONS



November
2026

Theme Lesson

Review the story element of theme through...

- Definition slides
- Literary and film examples
- Interactive exploration group activity
- Individual writing assessment + rubric



Created by The Word Nerd, Amanda Zieba

Theme Lesson

Hey there, Teacher Friend!

Theme can be a hard lesson to teach, in part because it feels (especially to a middle schooler) so abstract. This lesson is my attempt to make this story element more concrete (and hopefully engaging and fun).

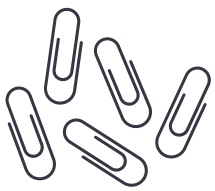
First, introduce or review theme through direct instruction slides and note taking sheets as well as literary and film examples (links included for read aloud and film clips).

Then, their knowledge into action! Print pages 95-105 for a group exploration activity. Make them big! Laminate them for reuse... or keep them as single pages and have students rotate from table to table recording their ideas... it's up to you and what you think will work best for you/your students/your classroom environment.

On each poster, students will record books and movies they think showcase the targeted theme. There is also a space for them to include evidence to support their choice. Set a timer, give students a dedicated time at each poster and the rotate. Hopefully, seeing other examples will jog their memory and help them think of more examples. If you are worried they won't be able to come up with any at the first station on their own, add one in yourself to get them going.

After students have been to all the stations, share the themes and their examples aloud. Ask students which they think best exemplifies each theme and why. Each individual or small group could prepare a statement to share with the class, identifying their choice and argument in favor of their exemplar example. (page 106) Then, share them aloud! Perhaps a healthy discussion will ensue! (At least, that is my goal/hope!)

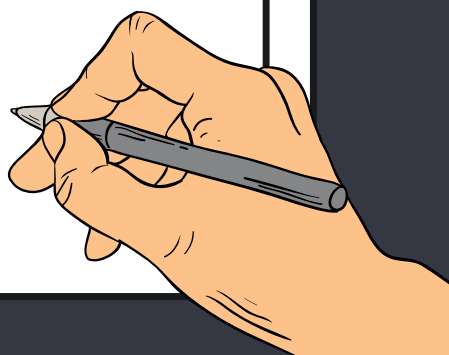
Finally, vote! Come up with a BEST EXAMPLE LIST and post it in your classroom. In future class periods, compare the results from class to class. Bonus tip: Have some of the books the students mention on hand to disperse to students suddenly interested in checking them out. And one last idea, you could do a grade level vote for the movies that were suggested and watch it as a reward for excellent engagement and participation.



Happy Teaching!

Amanda

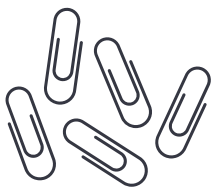
The Word Nerd

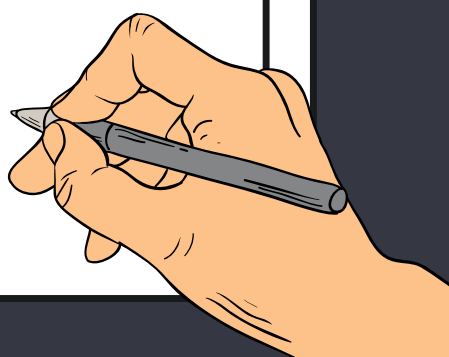


Theme Lesson

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Interactive Exploration/Poster Activity ... 95-105
Student Response Worksheet ... 106





Theme Lesson

Examples in Literature and Film

Circle of Life
- Film: The Maker (https://www.youtube.com/watch?v=YDXOioU_OKM) or Bao (https://www.youtube.com/watch?v=7q2HGxwu8Ms)
- Literature: Where the Red Fern Grows by Wilson Rawls and Sadako and the Thousand Paper Cranes by Eleanor Coerr

Coming of Age
- Film: La Luna (https://www.youtube.com/watch?v=7UMecxjQAvk)
- Literature: The Lost Year by Katherine Marsh and/or Ender's Game Orson Scott Card

Faith vs. Doubt
- Film: Coin Operated (https://www.youtube.com/watch?v=5L4DQfVIcdg)
- Literature: The Giver by Lois Lowry and/or Divergent by Veronica Roth

Fate vs. Free Will
- Film: Umbrella (https://www.youtube.com/watch?v=Bl1FOKpFY2Q)
- Literature: A Wish in the Dark by Christina Soontornvat

Good vs. Evil
- Film: A Joy Story (https://www.youtube.com/watch?v=ZQGuVKHtrxc)
- Literature: A Wrinkle in Time by Madeline L'Engle and/or Between Monsters and Marvels by Alysa Wishingrad

Hubris
- Film: Lifted (https://www.youtube.com/watch?v=LVLoc6FrLi0)
- Literature: Percy Jackson and The Lightening Thief by Rick Riordan

Identity
- Film: Snack Attack (https://www.youtube.com/watch?v=6YSxJnqCr8I)
- Literature: The Crossover by Kwame Alexander and/or Okay Witch by Emma Steinkellner

Justice
- Film: The Bridge (https://www.youtube.com/watch?v=_X_AfRk9F9w)
- Literature: The Hunger Games by Suzanne Collins and The Red Queen by Victoria Aveyard

Pursuit of Love
- Film: The Blue Umbrella (https://www.youtube.com/watch?v=t5aziLb8Irl)
- Literature: The Selection and One for the Murphys

Revenge
- Film: Presto (https://www.youtube.com/watch?v=5Wa4gLSn8Hc)
- Literature: Children of Blood and Bone by Tomi Adeyemi

Survival
- Film: Partly Cloudy (https://www.youtube.com/watch?v=PfyJQEIsMt0)
- Literature: Alone by Megan E. Freeman

Use these slides to introduce/review Theme.



https://www.canva.com/design/DAF5thmrS00/vvfGm2CrZb9PqbvWRHRFtg/edit?utm_content=DAF5thmrS00&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton



** Use the following pages for your students to take notes.

Created by The Word Nerd, Amanda Zieba

Notes Sheet

Theme

- A _____ _______
- A _____ or “take away” learned or experienced through the _____ and their situation.
- If done well, theme can add a meaningful _____ to a story that will help you _____ the story to your real life as well as learn an important lesson.
- Theme is _____ than _____.
- Theme occurs _____ times throughout the story.
- Theme can be _____ or obvious.
- Theme can also be defined as the ___ ____ or underlying _____.

If you had to tell a new student who missed today’s lesson about theme, how would you explain it in your own words?

THEME NOTES

	Circle of Life

	Coming of Age

	Faith vs. Doubt

	Fate vs. Free Will

	Good vs. Evil

	Hubris

THEME NOTES

	Identity

	Justice

	Pursuit of Love

	Survival

ADDITIONAL NOTES

Theme: Circle of Life

Definition:

Books with this theme explore the ideas that what comes around, goes around and that life isn't a permanent state. These books help us understand that death is an evolution rather than THE END.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Coming of Age

Definition:
This theme involves the intense experiences of transitioning from a child to an adult, and how these growing up experiences shape the future of the main character.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Faith vs. Doubt

Definition:
Whether it's faith in a religion, a higher being, other people, or belief in their own self, believing is is a difficult task for the main character in books with this theme. Through the story they discover if their long held faith is worth hanging on to.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models

Theme: Fate vs. Free Will

Definition:
The main character ponders how much of our actions as humans are decided by fate and how much is dictated by free will. These main characters wonder: are we in control of our own lives, or not?

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Good vs. Evil

Definition:
This story features an external battle between good and evil forces... a battle whose outcome will have a large impact.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Hubris

Definition:
A story in which the main character exudes excessive self-confidence as well as the terrible decisions that arise from it. (Hint: often found in mythology)

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Identity

Definition:
The main character wrestles with the question: Who am I? “Identity” refers to the qualities that make one person different from another. How much of a difference exists between one person and another? Is that different important? Why?

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Justice

Definition:

What makes a society just? Justice, in its broadest sense, is the concept that individuals are to be treated in a manner that is equitable and fair. These theme looks at the consequences of just and unjust actions and what qualifies those actions to be just and/or unjust.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Pursuit of Love

Definition:

Some say love is the most important thing in the entire world. Whether it's romantic, familial, or platonic love, this kind of story is about a person's quest to find love and the conflict that comes from pursuing it.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Revenge

Definition:
This story follows a character as they attempt to find and put right wrongs that have been committed. Revenge is tempting, but is it worth it? Can revenge beget justice? And How far is too far? These are the questions a main character grapples with in a story with this theme.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Theme: Survival

Definition:
The literary theme of survival applies to stories about being about fighting against nature to stay alive, but it also applies to stories about the survival of ideas, groups, and society/humanity-at-large.

Examples

In the space below, list examples of books and movies that showcase this theme/lesson learned.

As a group, identify the example that best models this theme. Circle it or mark it with a star.

Name:

Chosen Theme:

_____

Book/Movie:_____

Author/Screen Writer: _____

Directions: Use the space below to explain how your chosen story showcases the identified theme. Remember to use specific examples as evidence to support your answer.

PAGE VS. SCREEN

Analyzing How a Story is Seen



from the Word Nerd Collaborative

PAGE VS. SCREEN

AN INTERACTIVE LESSON ON BOOKS AND MOVIES

There are all sorts of ways to tell a story and all sorts of things we can learn about storytelling by experiencing different versions.

This resource will help you and students deconstruct and compare different versions of a story, specifically, books and movies. The goal is to better understand how a story is made and how story elements impact a reader, all while focusing on my favorite part of stories... enjoying them!



Standards Covered in this Resource

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.

CCSS.ELA-Literacy.RL.6.7
Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

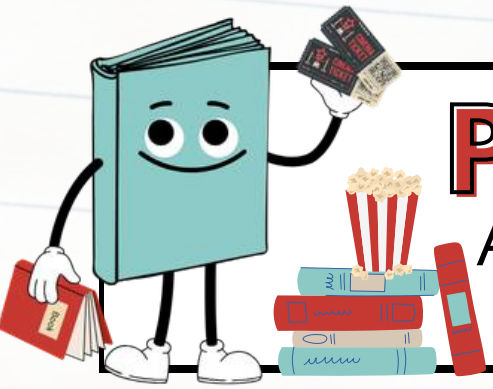


If you have any questions while using this resource, feel free to reach out!

wordnerd@amandazieba.com

Happy teaching, reading, watching and writing!

Amanda Zieba
(aka: The Word Nerd)



PAGE VS. SCREEN

Analyzing How a Story is Seen

from the Word Nerd Collaborative

Step 1:

Read chapter 1 of your chosen story. You can either do this directly from a physical copy of the book, or if you don't have access to the book, head to Amazon.com and click "read sample".



Step 2:

Go to ScreenWritersNetwork.org and search for your movie script. You can either print a few pages of the script or have students read directly from the website. To help your students understand the lingo and abbreviations that come with this format, use this brief slideshow.

Step 3:

Watch the movie. Watch as long as you'd like, but I recommend (for the sake of the activity) to watch until the end of the chapter 1 event. Later you can come back and watch more as a reward for finishing the book/activity/etc. You know your school best, so watch via DVD/Streaming/etc. as your school allows. Do not just show the trailer... more on this soon. :)

Step 4:

Compare! Using the next few pages, record important information about each version of the story and then, look for similarities and differences. Use these as the pre-writing phrase for any longer pieces of writing you'd like your students to complete.

Standards Covered in this Resource

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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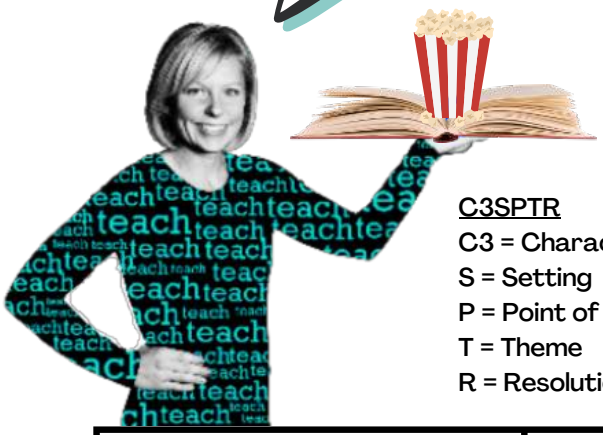
CCSS.ELA-Literacy.RL.6.9
Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Name: _____

Class: _____

C3 Story Parts To Remember!

Story Elements



C3SPTR

C3 = Character, Conflict, Climax
S = Setting
P = Point of View
T = Theme
R = Resolution

Directions: Read/listen to the first chapter of the book, read the first scene of the screen play and watch the first scene of the movie. For each, identify as many story element pieces as possible.

	Book Chapter 1	Screen Play Scene 1	Movie Scene 1
Title			
Author/ Writer			
Characters			
Setting			
Conflict			
Point of View			
Additional Details			

Now that you've experienced 3 different forms of the story, which do you prefer and why? Which version was the strongest/most impactful/enjoyable? Why? Jot a few notes below and then use this page to write a full response (per your teacher's instructions.)

_____

_____

_____

Name: _____

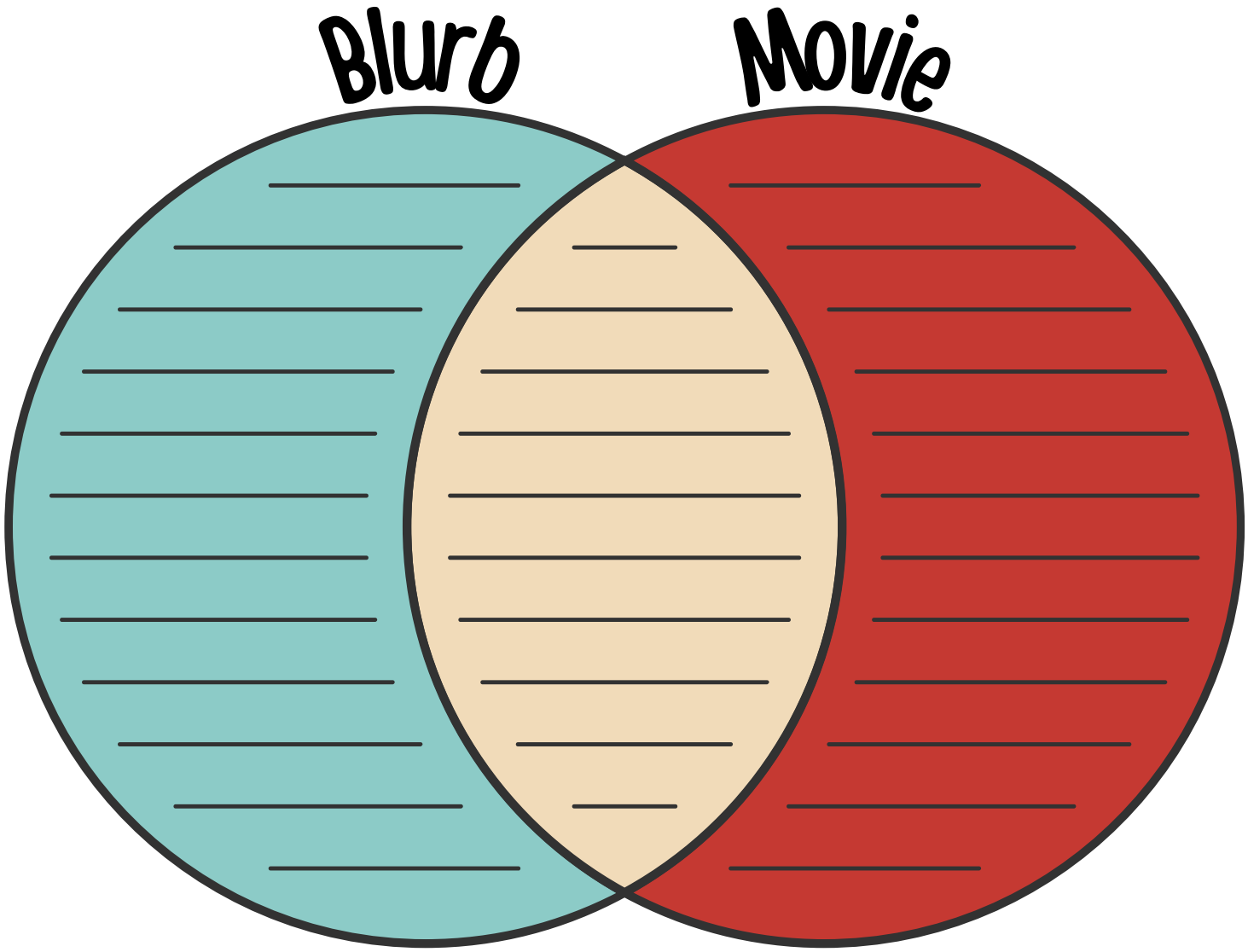


Compare and Contrast

Find a book that has been turned into a movie. Read the book's blurb (summary on the back cover or inside flap or Amazon description) and also watch the movie version trailer (search on YouTube). Then compare and contrast these two "introductions" to the story. If you are stuck, ask yourself the below questions to generate some ideas.

Questions to ask yourself:

1. **Was character or plot more strongly emphasized? How did this focus impact my first impression?**
2. **Did the "introduction" lean heavily into the celebrity status of the author/creators/actors?**
3. **What additional elements (images, sound effects, music, visuals, endorsements, awards) were present? How did they affect your first impression?**



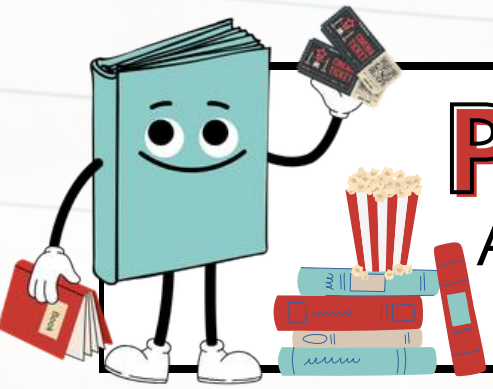
Overall, which introduction version (the blurb or the movie trailer) did a better job of making you want to read/experience the story? Why? Be specific! What elements pulled you in?

_____

_____

_____

_____



PAGE VS. SCREEN

Analyzing How a Story is Seen

EXTENSION ACTIVITIES

Option 1

Using what you now know about screenplays, write a script for you and a partner (or small group) introducing your audience to a story that has been turned into both a book and a movie. In your script highlight several positive features from each form. Encourage your audience to experience both versions and then make up their mind about which was better, the book or the movie. Practice your script and then perform it for your classmates!

Option 2

Create a billboard promoting your chosen story. Include information about both the book and movie, about the writer and actors. Work to include story elements and visually represent them in an appealing and clear way. Your goal is to convince students to give the story a try!

Option 3

Create a powerpoint or slide show presentation explaining the differences between the multiple versions of the story. Add in your opinions and how you think the author would feel about the way their story is being presented now. Do your best to include specific examples from all three versions (book, screenplay and movie).

Option 4

Create your own trailer video for this book. (Canva and iMovie will work well for this!). Work to include as many story elements as possible and also film effects like music. Study other examples to give you ideas! Keep the target audience and what will appea to them, in mind!

No matter what option you choose, have fun showcasing what you have learned!



COMPARING

STORIES ACROSS MULTIPLE FORMS OF MEDIA





COMPARING

STORIES ACROSS

MULTLIPLE FORMS OF MEDIA



USING THE S.P.A.R.K. FRAMEWORK

7TH GRADE ELA

LESSON FOCUS:

Students will compare and contrast how the true story of Arthur the dog is presented in:

- Hollywood film
- Nonfiction news articles
- Documentary/interview footage

Students will analyze:

- Media Choices
- Author's Purpose
- Accuracy vs Entertainment
- How Different Formats Shape Audience Emotions

STANDARDS COVERED:

Primary Standard

CCSS.ELA-LITERACY.RI.7.7

Compare and contrast a text to an audio, video, or multimedia version of the text.

Layered Standards

CCSS.ELA-LITERACY.RI.7.1

Cite several pieces of textual evidence to support analysis.

CCSS.ELA-LITERACY.RI.7.6

Determine an author's point of view or purpose and analyze how the author distinguishes that position.

ESSENTIAL QUESTION:

How do different forms of media change the way a true story is told?

LEARNING TARGETS:

Students can:

- Compare how a story is presented across media forms
- Identify similarities and differences between fictional and nonfiction accounts
- Explain how filmmakers and journalists shape audience emotions
- Support ideas with evidence

MATERIALS NEEDED:

Movie: Arthur the King (watch free, here.)

Nonfiction Articles

The Guardian Article: "The Day I Met Arthur"

History vs Hollywood: Arthur the King True Story Comparison

SPARK

S: Start with the Hook

P: Provide Content

A: Ask and Guide Thinking

R: Respond Through Writing

K: Keep it Going





LESSON PLAN

CREATED BY AMANDA ZIEBA, THE WORD NERD

Start with a Hook to Grab Attention

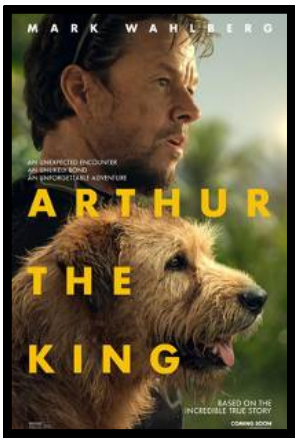
S — START WITH A HOOK (5 MINUTES)

HOOK QUESTION:
"If Hollywood turns a true story into a movie, should they stick to the facts or make it more dramatic?"

STUDENTS:

- Discuss with a partner, stand on a continuum, or vote:
  - FACTS FIRST
  - ENTERTAINMENT FIRST

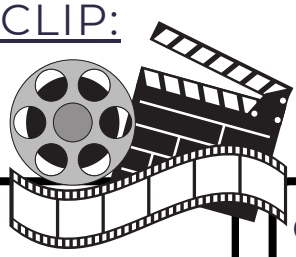
INTRODUCE THE "HOLLYWOOD OR REAL LIFE?" GAME



TELL STUDENTS:
"As we watch scenes from Arthur the King, your job is to predict: Did this REALLY happen... or did Hollywood change it?"

STUDENTS VOTE AFTER EACH CLIP:

- Real
- Hollywood



Clip 1

"The Meatball Scene"

Approximate Time: 18:00–21:00

Purpose:
Arthur first bonds with the team after being fed.

Clip 2

"Arthur Refuses to Leave"

Approximate Time: 43:00–48:00

Purpose: Arthur continues following the racers through harsh terrain.

Clip 3

"The Kayaking Rescue"

Approximate Time: 1:18:00–1:24:00

Purpose: Arthur jumps into dangerous water and the team risks the race to save him.

CREATED BY AMANDA ZIEBA, THE WORD NERD

P — PROVIDE SHORT CONTENT (60 MINUTES)

Provide short, accessible content to build skills and background knowledge

ADVENTURE RACE CHECKPOINTS ACTIVITY

PLACE 4 SIGNS AROUND THE CLASSROOM:

- JUNGLE
- MOUNTAIN
- RIVER
- FINISH LINE

STUDENTS "TRAVEL" TO EACH CHECKPOINT THROUGHOUT THE LESSON. (APPROX. 15 MIN PER CHECKPOINT)

**** At each checkpoint include instrucions as well as the printed article and device necessary to watch the designated clip.**

CHECKPOINT #1: JUNGLE

Read Nonfiction Excerpt from: The Guardian Article

AS YOU READ, THINK ABOUT:

- Arthur following the racers
- Mikael feeding Arthur
- the emotional bond

AFTERWARD, DISCUSS:

- What stayed the same?
- What did the movie dramatize?
- Why would filmmakers make changes?



CHECKPOINT #2: MOUNTAIN

Watch This ESPN Documentary Clip.

(8 min)

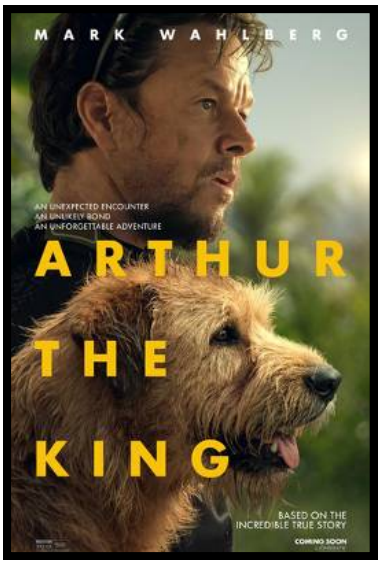


AS YOU WATCH/LISTEN, THINK ABOUT:

- Which version feels more emotional?
- Which feels more trustworthy?
- How are documentaries different from Hollywood movies?

AFTERWARD, DISCUSS WITH YOUR THOUGHTS WITH YOUR RACE TEAMMATES.

CHECKPOINT #3: RIVER



Rewatch Movie Clip #3 - The Kayaking Rescue (1:18:00–1:24:00)

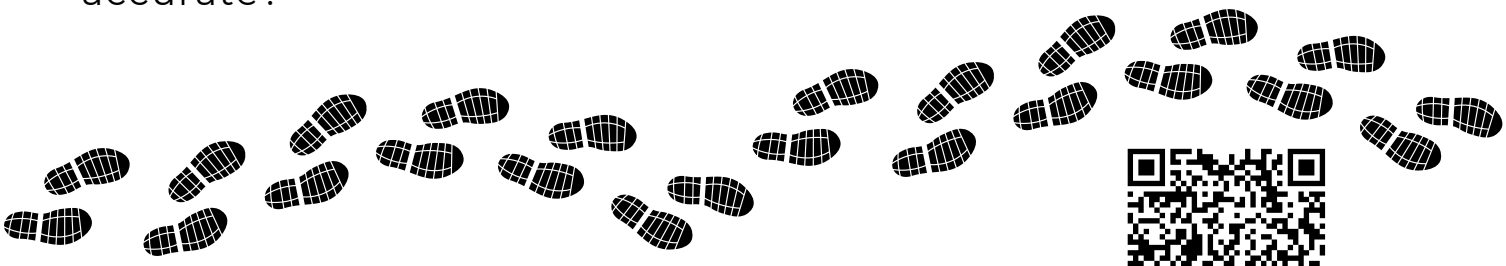
AS YOU WATCH, ASK YOURSELF:
If YOU were directing this scene, how would you make it even more emotional?

POSSIBILITIES INCLUDE:

- Music
- Slow Motion
- Camera Angles
- Lighting
- Sound Effects
- Embellish PLot

THEN DISCUSS:

- Would those changes make the story more entertaining... or less accurate?



CHECKPOINT #4: FINISH LINE



Read this nonfiction article from History vs. Hollywood

AS YOU READ, THINK ABOUT:
Which change surprised you the most?

THEN, DISCUSS:

1. Why do you think filmmakers made that change?
2. Which change do you think was unnecessary?
3. Which version of Arthur's story would you trust most? (Movie, Article or Documentary) Why?

CREATED BY AMANDA ZIEBA, THE WORD NERD



A — ASK AND GUIDE (10 MINUTES)

Ask and guide thinking with structured prompts

FULL CLASS DISCUSSION

Pose these questions to student. Aask them to discuss in their racing groups and pick a spokesperson to share when their group is called upon.

DISCUSSION QUESTIONS

1. What details stayed the same across all versions?

Sentence Starter:
- "Both the movie and nonfiction texts show..."

2. What changes did the filmmakers make?

Sentence Starter:
- "The movie version changed..."

3. What was the purpose of each media form?

Sentence Starters:
- "The filmmakers wanted viewers to..."
- "The article focused on..."
- "The documentary emphasized..."

4. What evidence supports your thinking?

Sentence Starter:
- "In the article, it states..."
- "In the movie clip, viewers can see..."

CREATED BY AMANDA ZIEBA, THE WORD NERD

CREATED BY AMANDA ZIEBA, THE WORD NERD

R — RESPOND WITH WRITING (15 MINUTES)

Respond through quick writing or discussion

WRITING PROMPT:

Compare how Arthur's story is told in the movie, nonfiction article, and documentary/interview clips.

STUDENTS SHOULD:

- Identify similarities
- Identify differences
- Explain which version felt most powerful or trustworthy
- Use evidence

OPTIONAL WRITING FRAME:
"The movie, article, and documentary all show _____. However, the movie changes _____. The most effective version was _____ because _____."

K — KEEP IT GOING! (15 MINUTES)

Keep it going!

FINAL ACTIVITY:

NEWS REPORTER VS MOVIE TRAILER

STUDENTS WORK IN PAIRS.

PARTNER 1: CREATES A DRAMATIC MOVIE TRAILER VOICEOVER.

Example: "One dog. One impossible journey. One team fighting for survival…"

PARTNER 2: CREATE A FACTUAL NEWS REPORT VERSION.

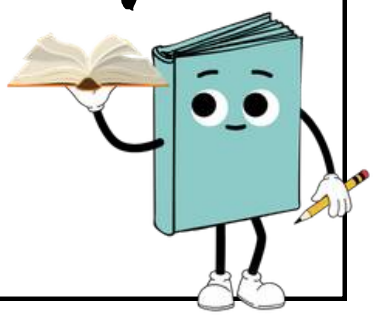
Example: "Adventure racer Mikael Lindnord encountered a stray dog during a race in Ecuador…"

SHARE OUT

STUDENTS PRESENT MINI PERFORMANCES TO THE CLASS.

Steps:
1. Write Script
2. Practice
3. Perform

(Goal Length = 20-40 sec)



TEACHER DIRECTIONS

SUMMATIVE ESSAY ASSESSMENT

Arthur the King

COMPARING STORIES ACROSS MULTIPLE FORMS OF MEDIA



This extension turns the lesson into a meaningful summative assessment while still feeling connected to the engaging activities students already completed. It naturally assesses: media comparison, textual evidence, and author's purpose without requiring teachers to create a completely separate assignment.

PURPOSE

Students will write a multi-paragraph essay comparing how Arthur's story is told through:

- the Hollywood film version,
- nonfiction articles,
- and documentary/interview footage.

Students will analyze:

- similarities and differences,
- media choices,
- emotional impact,
- author/director purpose,
- and use evidence to support ideas.

SUGGESTED ESSAY LENGTH

- 4–5 paragraphs
- Approximately 500–800 words

SUGGESTED TIMELINE

DAY	ACTIVITY
DAY 1–2	Hollywood vs. Real Story Comparison Lesson
DAY 3	Organize essay and draft introduction/body paragraphs
DAY 4	Draft conclusion and revise
DAY 5	Final copy and reflection

STANDARDS ASSESSED

RI. 7.7 — **CCSS.ELA-LITERACY.RI.7.7**
Compare and contrast a text to an audio, video, or multimedia version of the text.

RI. 7.1 — **CCSS.ELA-LITERACY.RI.7.1**
Cite several pieces of textual evidence to support analysis.

RI. 7.6 — **CCSS.ELA-LITERACY.RI.7.6**
Determine an author's point of view or purpose and analyze how the author distinguishes that position.



BONUS TIP!

At the beginning and end of each class, watch 10–15 minutes of the Hollywood version, Arthur the King, as an added motivation tool!



STUDENT DIRECTIONS

ARTHUR THE KING



★ YOUR ADVENTURE: ★

WRITE YOUR STORY. PROVE YOUR POINT.

ESSAY PROMPT

Write a multi-paragraph essay comparing how Arthur's story is told in:

- the movie *Arthur the King*,
- nonfiction articles,
- and documentary/interview clips.

In your essay:

- explain important similarities,
- explain important differences,
- analyze how each media form tells the story differently,
- explain the purpose of each version,
- and support your ideas with evidence from the movie, articles, and documentary/interview clips.

Finally, explain:

- Which version felt most effective, emotional, or trustworthy to you — and why?

ESSAY REQUIREMENTS CHECKLIST

Your essay should include:

- ☑ An introduction with a thesis statement
- ☑ At least 3 body paragraphs
- ☑ Evidence from multiple media sources
- ☑ Explanation of similarities and differences
- ☑ Analysis of author/director purpose
- ☑ A conclusion paragraph
- ☑ Correct spelling and grammar

YOU'VE GOT THE MAP. NOW TAKE THE ADVENTURE!

YOUR SOURCES:

- MOVIE: *Arthur the King*
- NONFICTION ARTICLES
- DOCUMENTARY/ INTERVIEW CLIPS

BE CURIOUS. BE A STORY EXPLORER!

★ EVIDENCE IS YOUR COMPASS. THOUGHTFUL ANALYSIS IS YOUR GUIDE. ★

ARTHUR THE KING

ESSAY STRUCTURE

FOLLOW THE TRAIL TO A STRONG ESSAY!

Use this structure to organize your ideas and write a clear, focused, and powerful essay.



INTRODUCTION

- Introduce Arthur's story
- Introduce the three media forms
- State a clear thesis/opinion

BODY PARAGRAPH 1

SIMILARITIES ACROSS VERSIONS

- What stayed the same?
- What key events appeared in all versions?

BODY PARAGRAPH 2

DIFFERENCES BETWEEN MEDIA FORMS

- What did the movie change?
- What details were dramatized?
- What did the documentary or articles focus on instead?

BODY PARAGRAPH 3

AUTHOR'S PURPOSE / MEDIA CHOICES

- Why did filmmakers make changes?
- How did music, pacing, interviews, or visuals affect emotions?
- Which version felt most trustworthy or powerful?

CONCLUSION

- Restate main ideas
- Reflect on how media shapes storytelling

FINISH LINE

HELPFUL SENTENCE STARTERS

★ COMPARING



- ★ "Both versions show..."
- ★ "Similarly..."
- ★ "One important similarity is..."

★ CONTRASTING



- ★ "However..."
- ★ "The movie version changes..."
- ★ "Unlike the documentary..."

★ EVIDENCE



- ★ "In the article, it states..."
- ★ "In the movie clip, viewers can see..."
- ★ "The documentary explains..."

★ AUTHOR'S PURPOSE



- ★ "The filmmakers wanted viewers to feel..."
- ★ "The documentary focused on..."
- ★ "The article emphasized..."

REMEMBER:
Strong essays have a clear path from start to finish!

YOU'VE GOT THIS!
Plan your essay.
Use evidence.
Tell your story.

SUMMATIVE ESSAY RUBRIC

Arthur the King

COMPARING STORIES ACROSS MULTIPLE FORMS OF MEDIA



Use this rubric to guide your best work!

CRITERIA	4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 APPROACHING EXPECTATIONS	1 BEGINNING
RI.7.7 COMPARE & CONTRAST MEDIA	Thoroughly compares all media forms with strong insight and detail	Clearly compares similarities and differences between media forms	Some comparison included but lacks depth or clarity	Minimal or unclear comparison
RI.7.1 USE OF EVIDENCE	Uses multiple strong pieces of evidence from all sources effectively	Uses appropriate evidence from multiple sources	Limited or weak evidence	Little to no evidence used
RI.7.6 AUTHOR'S PURPOSE	Insightfully explains how different creators shape audience understanding and emotions	Explains purpose and media choices clearly	Basic explanation of purpose	Limited understanding of purpose
ORGANIZATION & STRUCTURE	Essay is exceptionally organized and easy to follow	Essay is organized with clear paragraphs	Some organization present but inconsistent	Difficult to follow
ANALYSIS & CRITICAL THINKING	Demonstrates deep thinking and thoughtful analysis	Shows clear understanding and analysis	Some analysis but mostly summary	Limited analysis
CONVENTIONS (grammar, spelling, punctuation)	Few or no grammar/spelling errors	Minor grammar/ spelling errors	Frequent errors that sometimes distract	Errors interfere with understanding

PLAN IT.
WRITE IT.
PROVE IT!

Strong essays compare, explain, analyze, and PROVE it!

SUMMATIVE ESSAY RUBRIC

Arthur the King

COMPARING STORIES ACROSS MULTIPLE FORMS OF MEDIA

Use this rubric to guide your best work!

CRITERIA	4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 APPROACHING EXPECTATIONS	1 BEGINNING
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PLAN IT.
WRITE IT.
PROVE IT!

Strong essays compare, explain, analyze, and PROVE it!



How Long Will It Take?
THE ARTHUR THE KING LESSON

Comparing Stories Across Multiple Forms of Media

ENGAGING. MEANINGFUL. STANDARDS-ALIGNED. FLEXIBLE FOR YOUR CLASSROOM.

LESSON OVERVIEW (Not Including the Summative Essay)

Students compare how Arthur's true story is told in the movie, nonfiction articles, and documentary/interview clips through engaging activities like Hollywood or Real Life?, Adventure Race Checkpoints, and News Reporter vs Movie Trailer. Students analyze media choices, author's purpose, and use evidence to support their thinking.

LESSON FLOW: SPARK FRAMEWORK

S — START WITH A HOOK (5 MIN)
- **Discussion:** "Should movies based on true stories stay completely accurate?"
- Introduce the Hollywood or Real Life? prediction game!

P — PROVIDE CONTENT (50–60 MIN OVER 1–2 DAYS)
- Watch key movie clips
- Read nonfiction articles
- Watch documentary/interview clips
- **Adventure Race Checkpoints:** Students "travel" through the race as they compare media.

A — ASK & GUIDE THINKING (10 MIN)
- Guided questions on similarities, differences, author's purpose, and evidence
- **Film Director Choices:** How did filmmakers impact your emotions?

R — RESPOND (10–15 MIN)
- Short written response comparing the three versions of the story.
- Support with evidence!

K — KEEP IT GOING (15 MIN)
- **News Reporter vs Movie Trailer:** Students create two versions of the same event.
- **Arthur's MVP Award:** Who was the true MVP of the story and why?

MOVIE CLIPS
1. The Meatball Scene 18:00–21:00
2. Arthur Refuses to Leave 43:00–48:00
3. The Kayaking Rescue 1:18:00–1:24:00

(Times are approximate and may vary slightly.)

NONFICTION ARTICLES
- The Guardian – "The day I met Arthur" (Mikael Lindnord) theguardian.com/lifeandstyle/2016/jul/20/mikael-lindnord-arthur-dog-jungle-expert
- History vs Hollywood – Arthur the King True Story Comparison historyvshollywood.com/reelfaces/arthur-the-king/

DOCUMENTARY / INTERVIEW CLIPS
- ESPN Feature on Arthur and Mikael Lindnord (Search on YouTube) youtube.com/results?search_query=ESPN+Arthur+the+King+Mikael+Lindnord
- Mikael Lindnord Interview Clips (Search on YouTube) youtube.com/results?search_query=Mikael+Lindnord+Interview

CHOOSE YOUR ADVENTURE!

Three flexible options based on your time and your students' needs.

OPTION 1: SPRINT VERSION
1 CLASS PERIOD
45–60 MINUTES

- ✓ Hook discussion (5 min)
- ✓ Movie Clip #1 (3 min)
- ✓ Article excerpt (5 min)
- ✓ Documentary clip (3 min)
- ✓ Hollywood or Real Life? (3 min)
- ✓ Guided questions (10 min)
- ✓ Writing response paragraph (15 min)

Great for busy weeks! Hits all three standards and scratches the surface.

OPTION 2: STANDARD VERSION
2 CLASS PERIODS
90–120 MINUTES

DAY 1
- Hook, Clip #1, Article, Hollywood or Real Life?
- Checkpoint Discussion
- Clip #2, Documentary Segment
- Compare/Contrast Chart

DAY 2
- Clip #3, Director Choices
- Guided Questions
- Writing Response
- News Reporter vs Movie Trailer

The version that feels rich, engaging, and manageable for most classrooms.

OPTION 3: EXPEDITION VERSION
3 CLASS PERIODS
135–150 MINUTES

DAY 1 — HOOK + JUNGLE CHECKPOINT
- Hook, Hollywood or Real Life?
- Meatball Scene, Article Reading, Discussion

DAY 2 — MOUNTAIN + RIVER CHECKPOINTS
- Documentary Clip, Arthur Refuses to Leave
- Kayaking Scene, Director Choices

DAY 3 — FINISH LINE
- Guided Questions, News Reporter vs Movie Trailer
- Paragraph Response, MVP Award, Reflection

The full experience! Deep engagement, movement, collaboration, and meaningful analysis.

STANDARDS IN ACTION

RI.7.7
Compare & Contrast Text with Multimedia
Students compare how the same story is told across a movie, articles, and documentary clips.

RI.7.1
Cite Textual Evidence
Students use multiple pieces of evidence from different sources to support their analysis.

RI.7.6
Analyze Author's Purpose
Students determine the purpose of each creator and how their choices shape the audience.

One lesson.
Multiple skills.
Maximum impact.

HIGH ENGAGEMENT. HIGH IMPACT. ALL STANDARDS. ALL IN ONE LESSON.

LIGHTS. CAMERA. COMPARISON.

★ How Different Media Tell the Same Story ★

ARTHUR THE KING

PRODUCTION ARTHUR THE KING
SCENE TRUE STORY
TAKE IN MANY WAYS

THE STORY STAYS THE SAME... BUT THE EXPERIENCE CHANGES.

HOLLYWOOD MOVIE

- Dramatic music
- Emotional acting
- Suspenseful pacing
- Created to entertain
- Uses camera angles, music, and effects

NONFICTION ARTICLE

- Factual details
- Quotes and evidence
- Informational tone
- Created to inform
- Uses words, facts, and sources

DOCUMENTARY

- Real interviews
- Real footage
- Emotional + factual
- Created to inform and connect emotionally
- Uses real people, footage, narration, and facts

DIRECTOR'S TOOLBOX

When filmmakers want you to FEEL something, they use:

MUSIC | CAMERA ANGLES | PACING | EFFECTS | ACTING

JOURNALIST'S TOOLBOX

When writers want you to KNOW something, they use:

FACTS | QUOTES | EVIDENCE | RESEARCH

DOCUMENTARY MAKER'S TOOLBOX

When documentary creators want you to UNDERSTAND something, they use:

INTERVIEWS | REAL FOOTAGE | FACTS | HUMAN STORIES

MEDIA DETECTIVE QUESTIONS

- What stayed the same?
- What changed?
- Why did the creator make those choices?
- How did those choices affect me as the audience?

MOVIES make us **FEEL**.

ARTICLES help us **LEARN**.

DOCUMENTARIES help us **UNDERSTAND**.

THE BIG IDEA

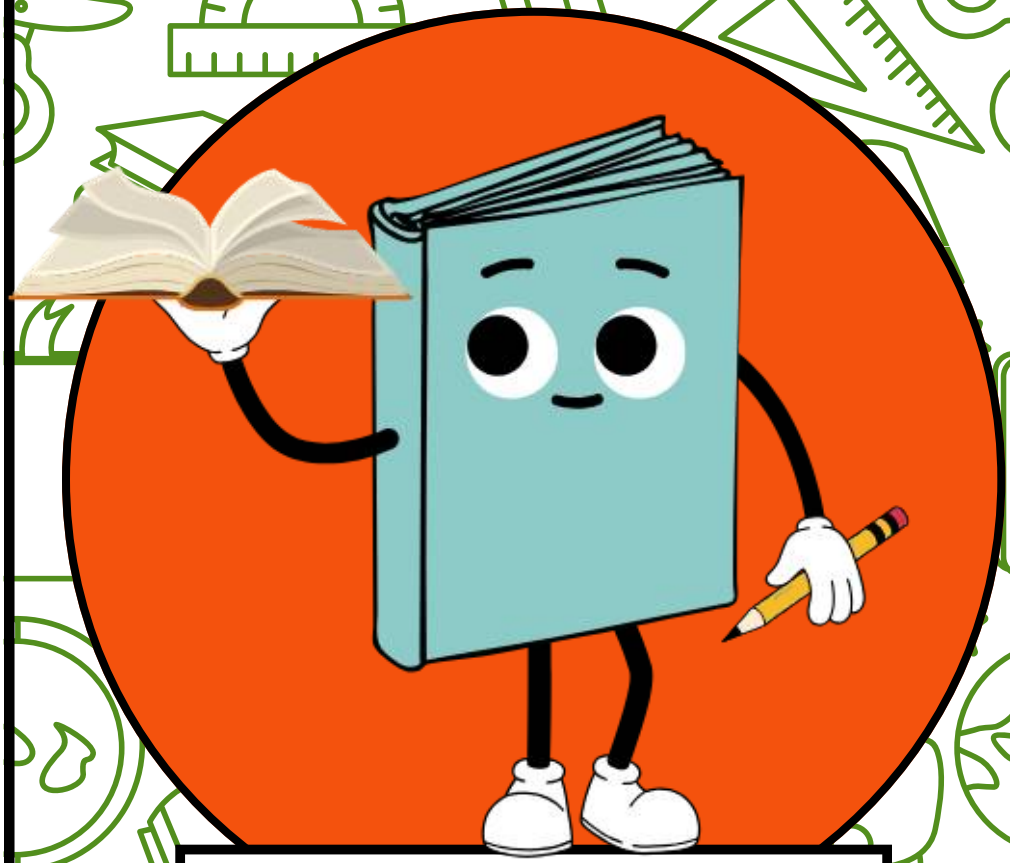
Same Story.
Different Medium.
Different Experience.



BE A MEDIA DETECTIVE. THINK CRITICALLY. QUESTION EVERYTHING.

ADDITIONAL RESOURCES

BECAUSE YOU DESERVE THEM!



November
2026

Comprehension Strategy

Improve your students' reading comprehension with this fun strategy! In this video, I will teach you how to engage your students by letting them play with playdough while you read aloud - yep, you read that right. You can use this strategy with fiction or nonfiction text, and with students of all ages. After this quick 8 minute tutorial video, you'll be ready to bring a whole new level of understanding (and fun!) to your reading lesson.



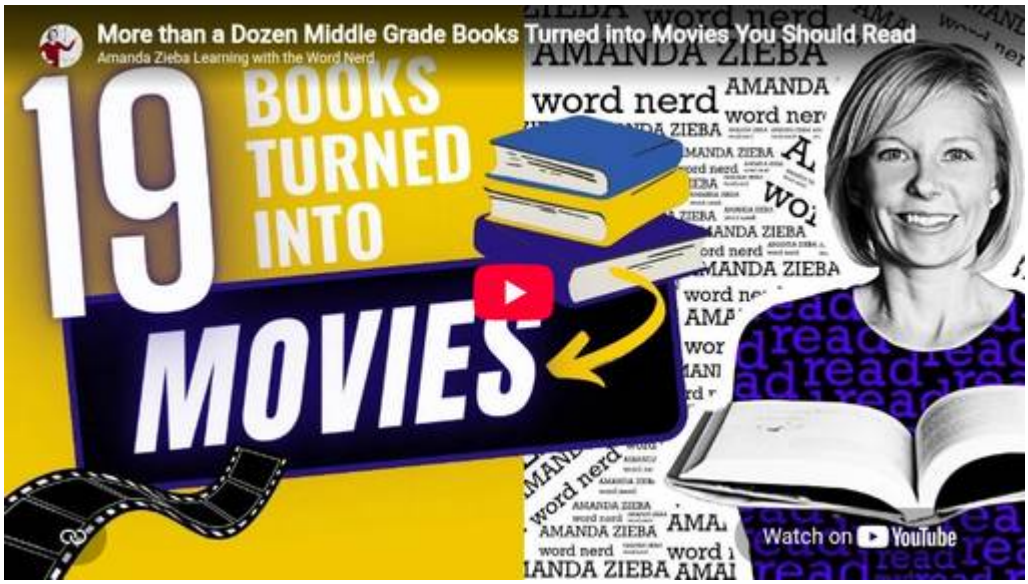
Here's a video that will walk you through the process!

BOOKS INTO MOVIES

Here are some videos and playlists to use alongside this month's lessons and resources.

QUICK RECS

19 Cinematic reading recommendations in less than 4 minutes. Pull these titles from your school or classroom library so when kids immediately want these books, you are ready! Click here to watch the video.





FCF BOOKS INTO MOVIES PLAYLIST

This playlist has 25 books (and counting!) that have been turned into movies. If a student is looking for one, this is a great place to get them started!



Would You Rather...

PERSUASIVE WRITING WORKSHEETS

Sports Edition



CREATED BY THE WORD NERD

TAKEAWAYS

Even silly prompts ("Would you rather have pizza every day or ice cream every day?") still help students practice the serious structure of argumentative writing—without the intimidation of "real" essay topics. This lowers the stakes while reinforcing core skills.

WE WANT STUDENTS TO BE ABLE TO:

- Choosing a side → Making a clear claim.
- Backing it up → Giving 2-3 strong reasons with evidence or examples.
- Using transitions → Showing relationships between ideas.
- Acknowledging the other side → Strengthening their argument.
- Concluding clearly → Wrapping up their reasoning in a persuasive way.

SPARK STUDENT ENGAGEMENT - START WITH THE VIDEO!

Video Link



STANDARDS IN ACTION

W.6.1 – Write arguments to support claims with clear reasons and relevant evidence.

- Students should learn to:
  - Make a claim → choose one option in their "Would You Rather?"
  - Give reasons → explain why they chose it.
  - Use evidence/examples → support their reasoning with logic, facts, or even life experience.
  - Acknowledge the other side → briefly explain why someone might choose differently, and why their choice is stronger.

W.6.1a – Introduce claims clearly, organize reasons and evidence.

- Skill Focus: Write an introductory sentence that states their choice.
- Ex: "I would rather be a ballerina than a weightlifter because it fits my personality and challenges me in new ways."

W.6.1b – Support claim(s) with clear reasons and relevant evidence.

- Skill Focus: Develop 2-3 strong reasons with examples or explanations.
- Ex: "Dancing allows me to express myself creatively, and it's also excellent exercise."

W.6.1c – Use words, phrases, and clauses to clarify relationships among claims, reasons, and evidence.

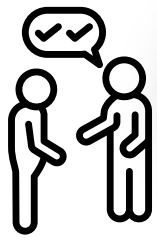
- Skill Focus: Use transition words like for example, in addition, because, however, and therefore to guide readers.

W.6.1d – Establish and maintain a formal style.

- Skill Focus: Write in a clear, academic voice (not "texting language"), even if the topic is silly.
- Ex: "I'd choose..." instead of "Because it's cool."

W.6.1e – Provide a concluding statement or section.

- Skill Focus: Wrap up by restating the claim and leaving a final thought.
- Ex: "For these reasons, being a ballerina would be a better fit for me than being a weightlifter."



BUILD YOUR CASE

You've made your choice... now it's time to convince someone else to agree with you! Use this organizer to help plan and write your persuasive paragraph. Strong persuasive writers make a claim, give clear reasons, support their ideas, and wrap it all up like a pro!

FOLLOW THESE STEPS!

✅ Step 1: Make Your Claim

Write a strong opening sentence that clearly states your answer to the Would You Rather question.

Example: I would rather live in a treehouse than on a boat because I love nature and dislike water.

✅ Step 2: Give Your Reasons

List 2-3 strong reasons why you chose your answer. Add examples or explanations for each one.

✅ Step 3: Use Transitions

Use words like because, for example, in addition, also, however, even though to connect your ideas and make your writing flow.

✅ Step 4: Think About the Other Side

Can you think of why someone might choose the other option? Briefly explain why your choice is still the better one.

Example: Some people might say... But I think...

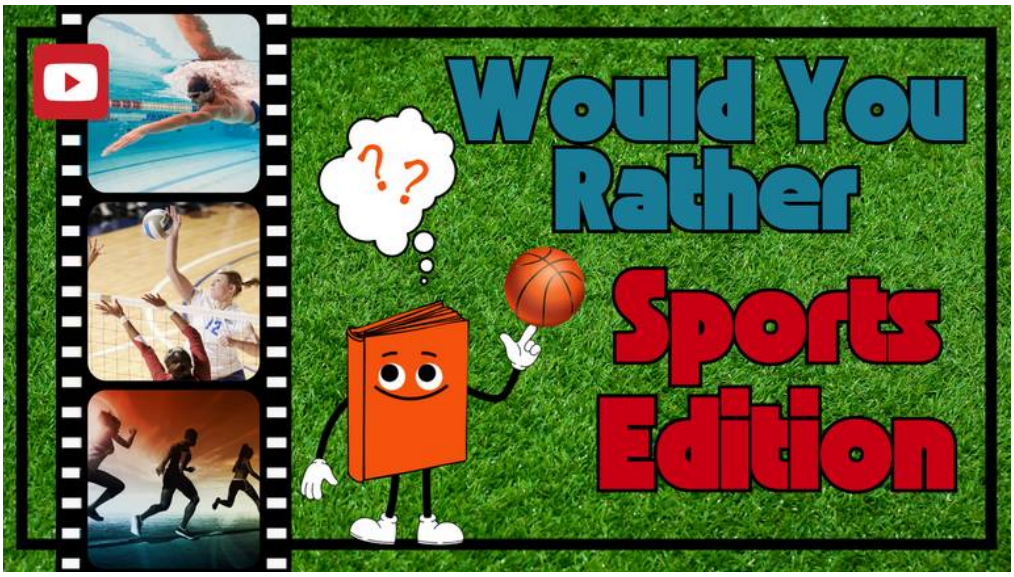
✅ Step 5: Wrap It Up

Write a conclusion sentence that restates your choice and leaves the reader convinced.

Example: That's why I would definitely rather live in a treehouse!

WOULD YOU RATHER?

Name: _____



VIDEO

Video Link

Directions: As you watch the video, circle your preferred choice and then follow the physical cue on screen!

1. Would you rather be an athlete or a coach?
2. Would you rather attend a professional sports event or a college sports event?
3. Would you rather be the highest paid player on a team or be on the most successful team?
4. Would you rather be the referee/umpire or the announcer/commentator?
5. Would you rather watch sports in person or on TV?
6. As an athlete would you rather get a brand deal for shoes or a sports drink?
7. Would you rather be the #1 Draft Pick or Rookie of the Year?
8. Would you rather be stronger physically or mentally?
9. Would you rather have an animal mascot or a non-animal mascot?
10. Would you rather compete in an individual sport or team sport?

Respond: Which would you rather match up do you have the strongest feelings about? Why?

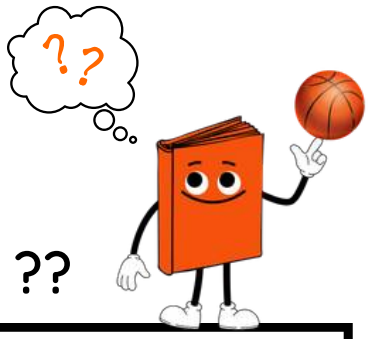
_____

_____

Name: _____ Date: _____

SPORTS EDITION

Would You Rather...



_____ or _____ ??

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.

Rubric

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

Total Points = ___/10

Comments:

Created by the Word Nerd

Name: _____ Date: _____

SPORTS EDITION

Would You Rather...

be an athlete or a coach?





Use this space to brain-dump ideas, list reasons, or otherwise plan your response.



▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
Thoughts are clearly presented and easy to follow			
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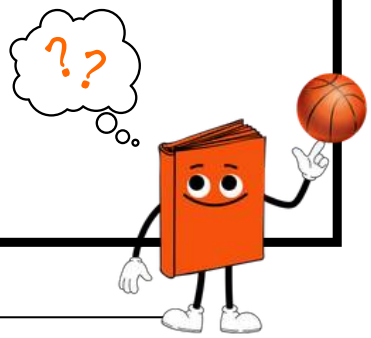
SPORTS EDITION

Would You Rather...



attend a professional sports event or a college sports event?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.



▼ Rubric

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SPORTS EDITION

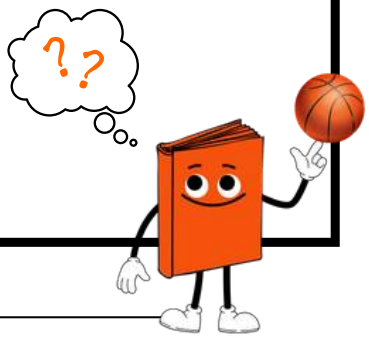
Would You Rather...

be the highest paid player on a team or be on the most successful team?





Use this space to brain-dump ideas, list reasons, or otherwise plan your response.



▼ Rubric

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Follows the prompt and stays on topic			
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Total Points = ___/10

Comments:

Created by the Word Nerd

Name: _____ Date: _____

SPORTS EDITION



Would You Rather...

be the referee/umpire or the announcer/commentator?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.





▼ Rubric

Task	0	1	2
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Total Points = ___/10

Comments:

Created by the Word Nerd

Name: _____ Date: _____

SPORTS EDITION

Would You Rather...



watch sports in person or on TV?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.





Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
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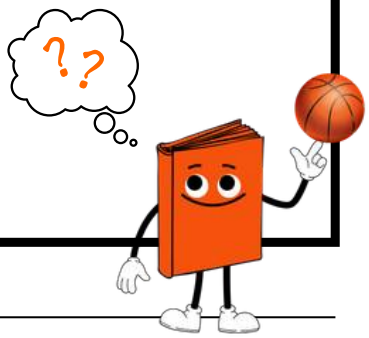
Would You Rather...

get a brand deal for shoes or a sports drink?



Use this space to brain-dump ideas, list reasons, or otherwise plan your response.





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

Total Points = ___/10

Comments:

Created by the Word Nerd

Name: _____ Date: _____

SPORTS EDITION

Would You Rather...

be the #1 Draft Pick or Rookie of the Year?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.



▼ Rubric

Task	0	1	2
Follows the prompt and stays on topic			
Uses correct grammar/capitalization/punctuation			
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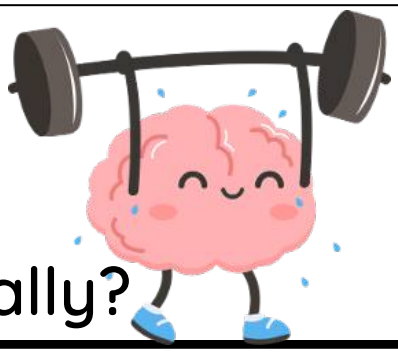
Total Points = ___/10

Comments:

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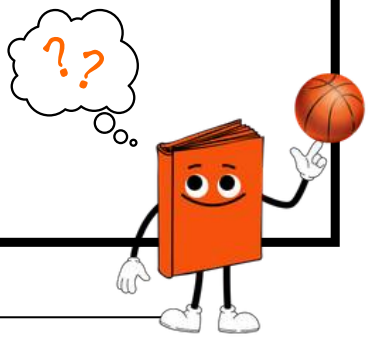
SPORTS EDITION



Would You Rather...

be stronger physically or mentally?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.



▼ Rubric

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

Total Points = ___/10

Comments:

Created by the Word Nerd

Name: _____ Date: _____

SPORTS EDITION

Would You Rather...



have an animal mascot or a non-animal mascot?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.



▼ Rubric

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

Total Points = ___/10

Comments:

Created by the Word Nerd

Name: _____ Date: _____

SPORTS EDITION

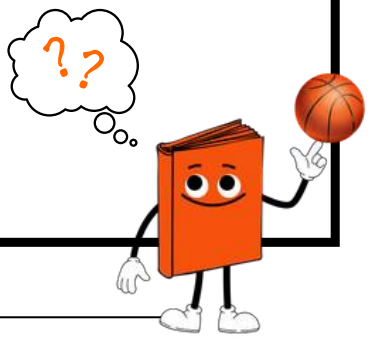
Would You Rather...



compete in an individual sport or team sport?

Use this space to brain-dump ideas, list reasons, or otherwise plan your response.





▼ Rubric

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

Total Points = ___/10

Comments:

Created by the Word Nerd

GRATITUDE

DOESN'T HAVE TO BE

LOUD



IT JUST HAS TO BE

NOTICED.

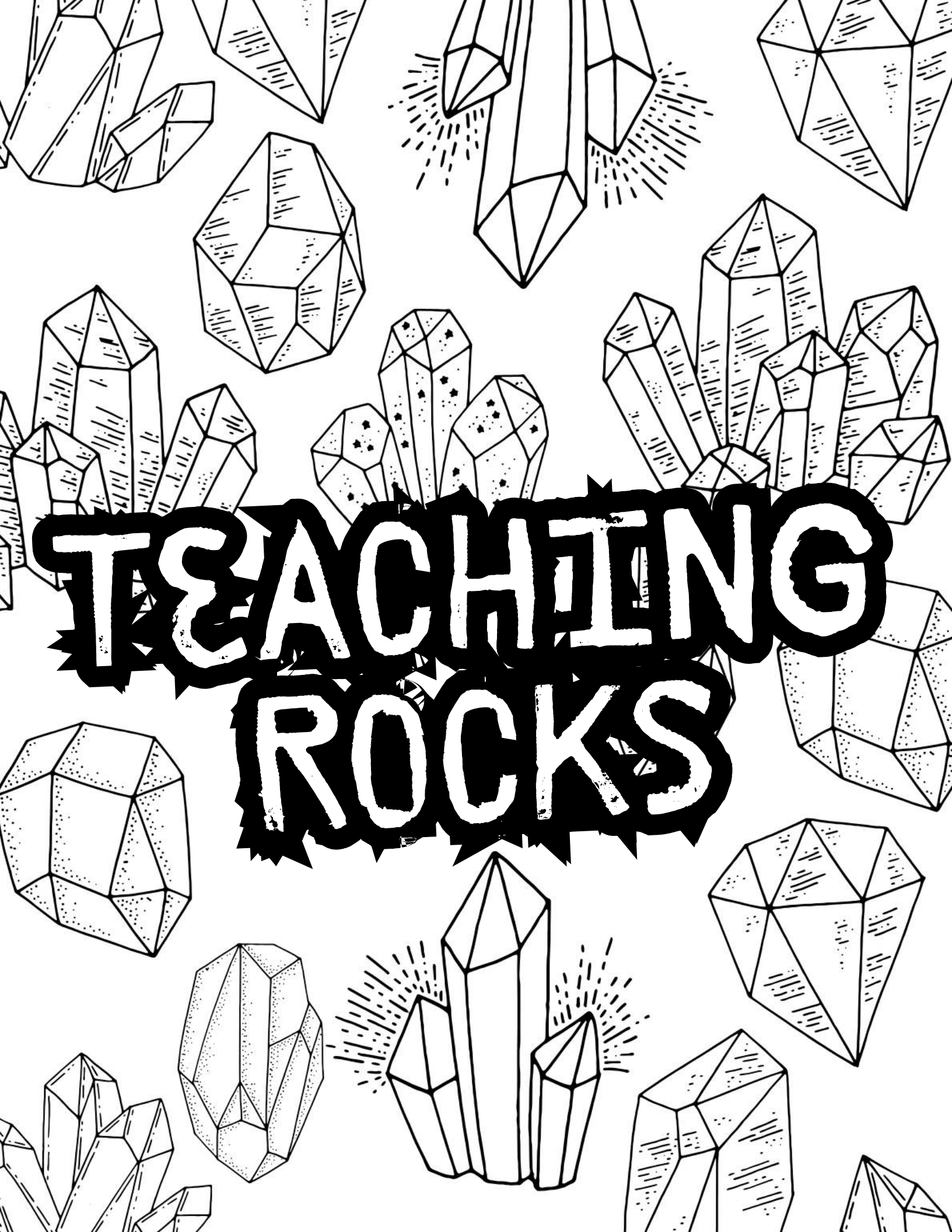

SPROUTING
NEW IDEAS
EVERY DAY

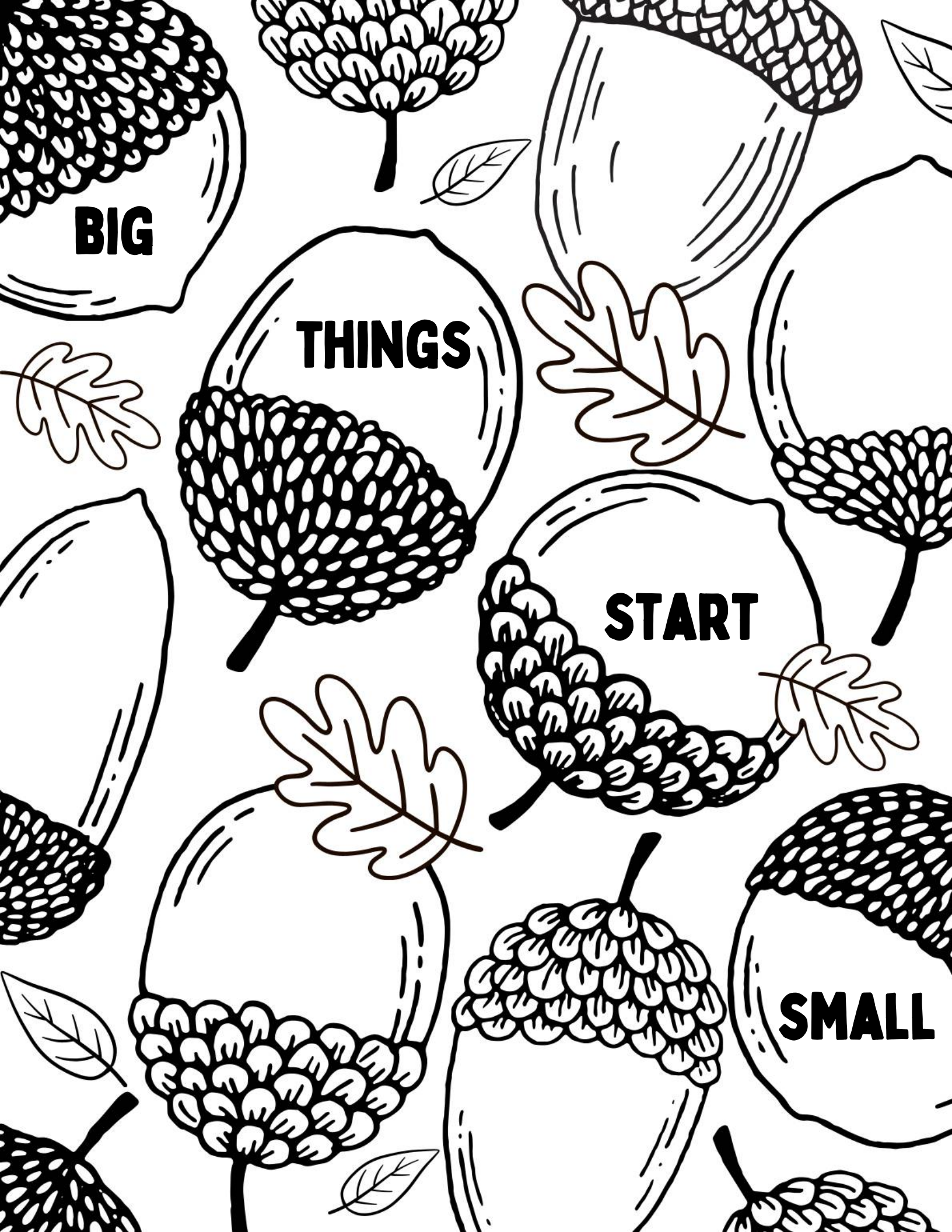

LEAVES FALL
THINGS CHANGE.
I AM
OKAY.

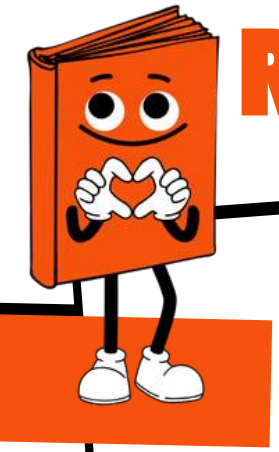

Welcome to:
NOVEMBER

Happy Fall Y'all!




TEACHING
ROCKS


BIG
THINGS
START
SMALL



ROLL THE CREDITS!

Dear Teacher Friend,

And that's a wrap! Well, on November anyway. We've still got plenty of scenes left to shoot before this school year's grand finale. At the beginning of the month, we talked about how teaching is a lot like directing a movie. There are scripts to follow, scenes to edit, unexpected plot twists, and a cast of characters who occasionally decide to improvise. (Usually at the most inconvenient moments, lol.)

But there's one more part of movie-making I want to talk about before we close the curtain on November. The credits. Have you ever stayed in the theater long enough to watch ALL the credits roll? I'm always amazed by how many people it takes to bring one story to life. Hundreds, sometimes thousands, of people contributing their talents, time, and energy to create something wonderful. And while the actors might get most of the applause, we know the movie wouldn't exist without everyone else. I think teaching is a lot like that, too.

Sure, you're the director of your classroom. But you've also got a supporting cast helping you create something special.

- The colleague who shares a lesson that saves you an hour of planning.
- The student who makes everyone laugh at exactly the right moment.
- The custodian who keeps your classroom looking its best.
- The friend who listens to your stories after school.
- The family member who handles dinner when your brain has officially clocked out for the day.

And let's not forget YOU. The person making a thousand little decisions, finding creative solutions, and bringing this whole production together.

As we wrap up November, a month when gratitude naturally takes center stage, I want to encourage you to roll the credits on your own classroom production. Who deserves a shout-out? Who helped make your month a little easier, brighter, or more enjoyable? Maybe send them a quick thank-you text, leave a sticky note on their desk, or simply tell them how much you appreciate them. Use the next two page as space to reflect and then take action and share your gratitude with the supporting cast in your life!

And while you're at it, give yourself a little credit, too. Because the best productions aren't created by one person doing everything. They're created by people bringing their best to the table, helping each other out, and enjoying the process along the way.

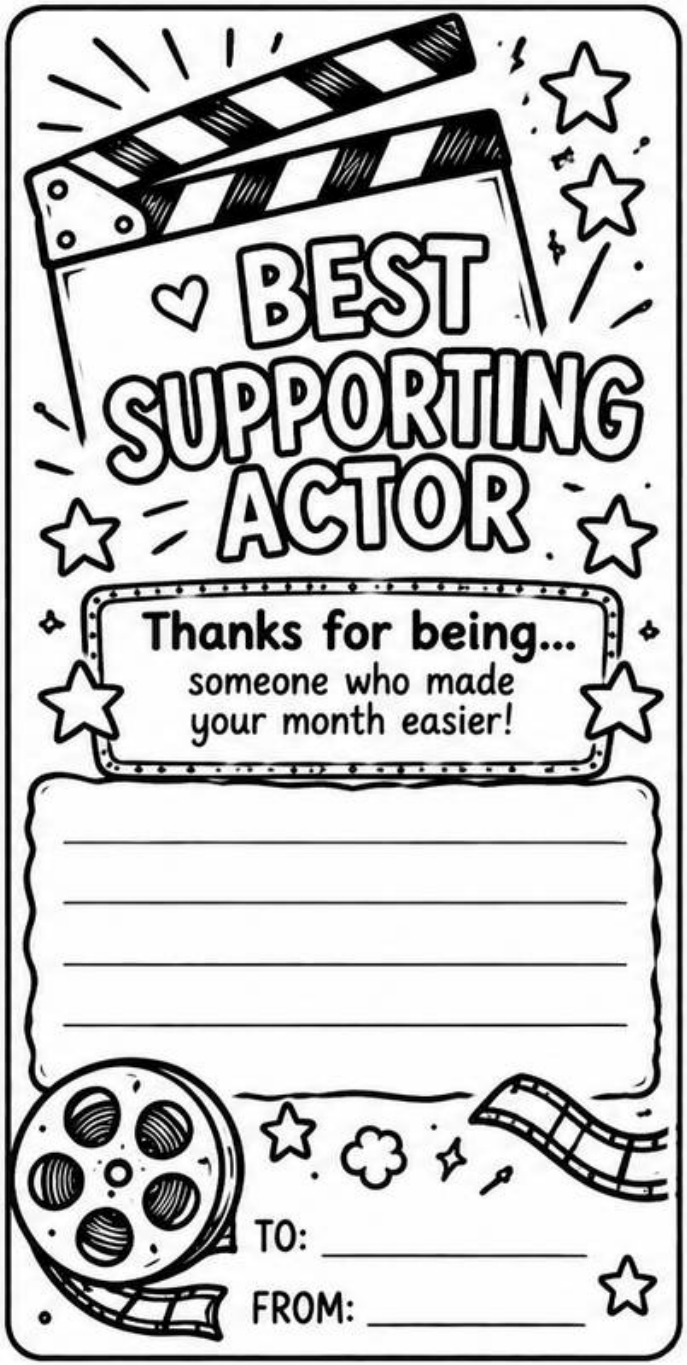
I'm grateful to be a small part of your supporting cast here at the Word Nerd Collaborative. Thank you for inviting me into your classroom, trusting me with a little piece of your planning, and allowing me to help make your teaching days a bit easier. Now, go enjoy the blooper reel, celebrate your cast, and get ready for the next adventure.

THAT'S A WRAP, TEACHER FRIEND!



, AMANDA


THE
NOVEMBER CREDITS
A WORD NERD COLLABORATIVE PRODUCTION
BEST SUPPORTING ACTOR
Someone who made your month easier.
BEST COMIC RELIEF
Someone who made you laugh.
BEST BEHIND-THE-SCENES CREW MEMBER
Someone whose work deserves recognition.
BEST PLOT TWIST
An unexpected moment that turned out wonderfully.
BEST DIRECTOR'S DECISION
Something YOU did that deserves celebrating.
SPECIAL THANKS TO EVERYONE WHO MADE THIS MONTH POSSIBLE.
COMING SOON: DECEMBER!


BEST SUPPORTING ACTOR
Thanks for being...
someone who made your month easier!
TO: _____
FROM: _____


BEST COMIC RELIEF
Thanks for being...
someone who made you laugh!
TO: _____
FROM: _____


BEST BEHIND-THE-SCENES CREW MEMBER
Thanks for being...
someone whose work deserves recognition!
TO: _____
FROM: _____