

Shawna's Sparkle Teacher's Guide

Welcome! Here are some ideas to accompany my book, *Shawna's Sparkle*. The book may be purchased from the link at either of my websites (MelissaMorrisseyBooks.com or melissaunderwoodmorrissey.com) or through amazon.com, barnesandnoble.com, or other online retailers.

The book is printed in Dyslexie font to make it easier for children with dyslexia to read. These are some of my ideas. I encourage you to use your own as well. I also encourage you to appeal to all students by allowing them to dictate answers as necessary into an app such as VoiceNote II, which is a free download on Google. They could also draw pictures or type. I have lines on my worksheets, but I encourage students to use their own paper and use as much space as they need.

I would recommend teaching all the vocabulary words for decoding/sight word knowledge. However, looking them all up is not necessary. Use groups to find meanings of words, draw pictures, act them out, etc. Make learning fun and accessible to all! I purposely put some challenging words in my books because I know children love to collect big words and use them when we give them the chance and the encouragement!

This book is also great for addressing social/emotional standards. I have included some that are applicable from Illinois. I encourage you to consult the work of Kari Dunn Buron for more information on emotional regulation.

Look for the teacher's guide on my next book (which will actually become a series) *Einstein the Science Dog*. Coming soon!

Who is the main character in this story? Name the other characters. _____

Is this story written in first or third-person narrative? How do you know? _____

What effect does the repetition of the rules have in the story: "She could be quiet. She could listen. She could learn."

Pick any page in the text and rewrite it in first-person narrative. _____

How old is **Shawna**?

Use the text to describe what kind of student **Shawna** is?
Quote parts of the text in your answer.

How did **Shawna** get along with her classmates? How do you know?

What key details tell us that **Shawna** liked to read?

How did **Shawna** feel about herself? (Remember to back up your answer with details from the text.)_____

How did **Shawna** change throughout the book? Answer this questions with words or your own pictures to show the change._____

What is the author trying to teach us in *Shawna's Sparkle*? Use the text to back up your answers._____

Describe **Shawna** in several sentences (or more!).

How does **Shawna's** view of herself differ from the lady in white's view of **Shawna**?

How do the pictures in *Shawna's Sparkle* show the changes in **Shawna** over the course of the story? Be sure to give specific examples._____

Pick a specific page in *Shawna's Sparkle* and tell how the illustration helps with the meaning of the text._____

Why do you think the author used the word cringed? Why not just say **Shawna** was scared? What other word(s) could the author have chosen?_____

What does it mean to “pore over homework?” _____

What are some other words the author could have chosen instead of the word terrified? Would you choose this word or another word? Why or why not?

What does it mean to be “consumed with worry?” _____
