Learning Outcome
Identify and describe the protagonist in a story using text evidence and the term “protagonist”

Duration
Approximately 50 minutes

Necessary Materials
Provided: N/A
Not Provided: Hansel and Gretel retold by Rika Lesser, chart paper, markers

Lesson Plan

• DIRECT TEACHING

I will explain the term “protagonist” (a leading hero in a story) and identify protagonists from familiar stories previously read aloud. I will chart typical characteristics of a protagonist (leadership, bravery, kindness, etc.).

TIP: Guide students in identifying popular protagonists in movies and on TV. How are they all similar? What makes a character a “protagonist”?

• THINK CHECK

Ask: How did I decide that the character was the protagonist? Students should respond that you thought about the characteristics of this character and thought about the characteristics of protagonists (leaders, heroes, brave, clever, caring, hardworking, etc.). Then, you decided that this character was the protagonist because he/she shared all the same characteristics of a protagonist.

• GUIDED PRACTICE

WE will read Hansel and Gretel retold by Rika Lesser and identify Hansel and Gretel as the protagonists in the story. We will chart evidence from the text that proves they are protagonists.

• INDEPENDENT PRACTICE

YOU will identify a protagonist from your independent reading book. You will write a paragraph about the protagonist, supporting your answer with evidence from the text.

TIP: You may want to have students listen to Rapunzel by Paul O. Zelinsky for the Independent Practice.

Build Student Vocabulary reconciled

<table>
<thead>
<tr>
<th>Tier 2 Word: reconciled</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contextualize the word as it is used in the story</td>
</tr>
<tr>
<td>The father wasn’t reconciled to the idea of leaving his children in the forest.</td>
</tr>
<tr>
<td>Explain the meaning student-friendly definition)</td>
</tr>
<tr>
<td>To reconcile means to solve a conflict. When the father had not reconciled to the idea of leaving his children in the forest, it means that he still felt conflicted.</td>
</tr>
<tr>
<td>Students repeat the word</td>
</tr>
<tr>
<td>Say the word reconciled with me: reconciled.</td>
</tr>
<tr>
<td>Teacher gives examples of the word in other contexts</td>
</tr>
<tr>
<td>Two boys in the class had a big fight last week. They reconciled after they had basketball practice. I am reconciled to the fact that I do not draw well; my talent is in music. I would like to reconcile our differences, so we can remain friends.</td>
</tr>
</tbody>
</table>
**LESSONS & UNITS: CHARACTER 4TH GRADE UNIT**

**Lesson 1: Protagonist**

<table>
<thead>
<tr>
<th>Students provide examples</th>
<th>Think about a time when you had to reconcile a fight or argument. Tell me about it by saying, “Once I reconciled__________________________.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students repeat the word again.</td>
<td>What word are we talking about? reconciled</td>
</tr>
<tr>
<td>Additional Vocabulary Words</td>
<td>morsel, prospered</td>
</tr>
</tbody>
</table>

**Build Student Background Knowledge**

Before reading *Hansel and Gretel*, explain that the story is one of the original fairy tales told by The Brothers Grimm. Jacob and Wilhelm Grimm were two German boys who collected "oral" tales. Oral tales are stories that are passed on by people telling each other, rather than writing them down and reading them. Generations tell each other the same stories, and they get passed down over many years. The Brothers Grimm collected all of the fairy tales they heard and wrote them down for future generations to read.
Lesson 2: Antagonist

Learning Outcome
Identify and describe the antagonist in a story using text evidence and the term “antagonist”

Duration
Approximately 50 minutes

Necessary Materials
Provided: N/A
Not Provided: Hansel and Gretel retold by Rika Lesser, chart paper, markers

Lesson Plan

- **DIRECT TEACHING**
  
  *I* will explain the term “antagonist” (person opposed to or who competes with a protagonist) and identify antagonists from the same familiar stories discussed in Lesson 1. I will chart typical characteristics of antagonists (unkind, dishonest, greedy, etc.).

- **THINK CHECK**
  
  Ask: How did I determine that this character was the antagonist? Students should explain that you thought about the characteristics of the character, and thought about the characteristics of antagonists (unkind, unhelpful, dishonest, greedy, etc.), and decided that this character was the antagonist because they showed the same characteristics.

- **GUIDED PRACTICE**
  
  *WE* will identify the old woman and the stepmother as the antagonists in Hansel and Gretel retold by Rika Lesser. We will chart evidence from the text that proves they are antagonists.

- **INDEPENDENT PRACTICE**
  
  *YOU* will identify an antagonist from your independent reading book. You will write a paragraph about the antagonist, supporting your answer with evidence from the text.

  **TIP:** You may want to have students listen to Rapunzel by Paul O. Zelinsky for the Independent Practice. For an alternative Independent Practice, have students create a “Wanted” poster for the antagonist. They should draw a picture of the character’s face, and write the negative qualities and actions beneath their drawing.
Learning Outcome
Identify and describe how the relationship between the protagonist and antagonist affects the plot

Duration
Approximately 50 minutes

Necessary Materials
Provided: Graphic Organizer Handout, Example Graphic Organizer for Guided Practice, Independent Practice Worksheet
Not Provided: Hansel and Gretel retold by Rika Lesser, chart paper, markers

Lesson Plan

- DIRECT TEACHING

I will explain that the relationship between the protagonist and antagonist usually causes a problem in the story. This leads to the plot of the story. I will chart the relationship between a protagonist and antagonist from a familiar story (preferably the familiar story discussed during the Direct Teaching in Lessons 1 and 2). I will explain how the conflict between the two characters affects the plot. (Direct Teaching Graphic Organizer is provided below in Teacher and Student Materials.)

- THINK CHECK

Ask: How did I determine how the protagonist and antagonist affected the plot in the story? Students should respond that you described the protagonist and antagonist and their relationship, and then identified the conflict in the story.

TIP: If your students are having trouble understanding how a character conflict relates to the plot, ask them to imagine what would happen if the protagonist and antagonist were friendly and there was no conflict. How would the story be different? Then, return to the original question.

- GUIDED PRACTICE

WE will chart the relationship between Hansel and his mother in Hansel and Gretel retold by Rika Lesser. We will explain how the conflict between Hansel and his mother affected the plot. (Guided Practice Teacher Example Chart is provided below.)

- INDEPENDENT PRACTICE

YOU will use a graphic organizer to chart the relationship between Gretel and the old woman. You will explain how the conflict between the two characters affects the plot. (Student Independent Practice is provided below.)
Problem in the Plot:

Description of the Protagonist:

Description of the Antagonist:

Description of the Conflict:

How did the conflict between the protagonist and antagonist affect the plot?

_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
_______________________________________________________________________________________________________
Name: __________________________________________________ Date: __________________________

Problem in the Plot:
Hansel and Gretel were left in the forest alone. They went to an old woman’s house, but she was a witch and wanted to eat them.

Description of the Protagonist:
Hansel:
- Clever
- Protective of his sister
- Caring
- Smart

Description of the Antagonist:
Mom:
- Unkind
- Selfish
- Does not love her children

Description of the Conflict:
There was not enough food to eat so their Mom convinces their Dad to leave them in the forest.

How did the conflict between the protagonist and antagonist affect the plot?

Because food was scarce and the Mom did not love Hansel and Gretel she convinces their Dad to leave them in the forest. It is because they are lost in the forest that they find the house with the old woman who tries to eat them.
How did the conflict between the protagonist and antagonist affect the plot?

_________________________________________________________________________________________

_________________________________________________________________________________________

_________________________________________________________________________________________
Unit Extension Ideas

- Compare and contrast the character traits of the protagonist and antagonist. Use a Venn diagram to compare each character. (See Additional Activity A Worksheet below in Teacher and Student Materials.)
- Discuss the following questions:
  - How does the protagonist see him or herself?
  - How does the antagonist see him or herself?
  - How do other characters see the protagonist and antagonist?
  - Are there ever bad character traits for a protagonist and good character traits for an antagonist?
- Continue to read stories with protagonist v. antagonist conflicts.
- Ask students to identify the protagonist and antagonist and explain their reasoning.
- Ask students to analyze the relationship between these characters and explain how this conflict affected the story.
- Students can write a story with a clear protagonist and antagonist. Use the graphic organizer provided for the Independent Practice for Lesson 3 as a prewriting activity to organize thoughts.
- Students can write a story featuring a protagonist and antagonist they have studied. Have students tell the story from the perspective of the protagonist or antagonist and vice versa. Some examples of this include The True Story of the Three Little Pigs by John Scieszka, The Wolf Who Cried Boy by Bob Hartman and The Three Little Wolves and the Big Bad Pig by Eugene Trivizas.
- Students can work in pairs to role play characters. One student can take on the role of the antagonist or protagonist while the other student will interview the character. Have the interviewer write a list of questions to ask the character. Then, have students switch roles.

More Books for Teaching Character

- Fantastic Mr. Fox by Roald Dahl
- The Twits by Roald Dahl
- Cam Jansen and the Mystery of the Babe Ruth Baseball by David A. Adler
- Tales of a Fourth Grade Nothing by Judy Blume
- Jenny Archer to the Rescue by Ellen Conford
Character

Definition: The looks, traits, thoughts, actions and relationships of a person, animal or object with life-like qualities in a text.

Character Questions:
- What does the character look like?
- What is the character thinking?
- Who does the character love or hate?
- What does the character do? How does the character act?
- Why does the character act the way he or she does?
- What does the character want?
Deep-Sea Search

This spring [2005], David Jourdan and a team of explorers will search the floor of the Pacific Ocean for an old airplane. Their expedition, or voyage, will concentrate on an area west of Howland Island. The tiny island is located roughly halfway between Australia and Hawaii. The explorers are trying to solve one of history's greatest mysteries—what ever happened to Amelia Earhart?

Who Was Amelia Earhart?

Amelia Earhart was an aviator, or airplane pilot, who broke many flying records during the 1930s. In 1932, she became the first woman to fly alone across the Atlantic Ocean. In 1937, Earhart attempted to become the first woman to fly an airplane around the world.

During that historic trip, she and her navigator, or guide, Fred Noonan, vanished forever. They were scheduled to land on Howland Island in the Pacific. After their disappearance, the U.S. government launched a search, but no trace of the plane was found.

Some people think Earhart's plane ran out of gas and crashed into the Pacific Ocean. Others believe she may have crash-landed on a deserted island and was never rescued.
Searching the Seafloor

Jourdan is confident that his team will find Earhart's plane. "Our expectation is the plane will be largely, if not completely, intact," he said.

The explorers will use **sonar** to search the ocean floor. Sonar sends out sound waves, which bounce off underwater objects.

Over the years, many unsuccessful attempts have been made to solve Earhart's mystery. Despite the uncertainty, Earhart will be remembered as a pioneer of aviation and a fearless flier.
“Deep-Sea Search” Questions

_____ 1. To fly around the world, Earhart must have
   a. been able to fly very fast.
   b. been very brave.
   c. had a very large plane.
   d. wanted to get to other countries around the world.

_____ 2. David Jourdan is now going to try and find Earhart’s plane even though many people have not been able to find it. He must be
   a. thorough.
   b. patient.
   c. very curious.
   d. all of the above.

_____ 3. The author included a map to
   a. show the reader where Earhart flew.
   b. show where people have looked for Earhart’s plane.
   c. show the reader how to get to Earhart’s plane.
   d. show the reader how fast Earhart was able to fly.

_____ 4. Earhart broke a lot of aviator records. As a woman, she teaches other women that they
   a. should not fly airplanes.
   b. should set high goals.
   c. should pursue higher education.
   d. should eat well and get plenty of exercise.

_____ 5. What is the main idea of this passage?

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

© 2010 Urban Education Exchange. All rights reserved
“Deep-Sea Search” Answer Sheet

__C__ 1. To fly around the world, Earhart must have
   a. been able to fly very fast.
   b. **been very brave**.
   c. had a very large plane.
   d. wanted to get to other countries around the world.

__C__ 2. David Jourdan is now going to try and find Earhart's plane even though many people have not been able to find it. He must be
   a. thorough.
   b. patient.
   c. very curious.
   d. **all of the above**.

__TF__ 3. The author included a map to
   a. **show the reader where Earhart flew**.
   b. show where people have looked for Earhart's plane.
   c. show the reader how to get to Earhart's plane.
   d. show the reader how fast Earhart was able to fly.

__C__ 4. Earhart broke a lot of aviator records. As a woman, she teaches other women that they
   a. should not fly airplanes.
   b. **should set high goals**.
   c. should pursue higher education.
   d. should eat well and get plenty of exercise.

__MI__ 5. What is the main idea of this passage?

   **Answers will vary. The main idea is that explorers are trying to find Earhart's plane that disappeared years ago.**

   **Suggested Additional Vocabulary:**
   expectation, attempt, concentrate, intact, trace
Kid Ambassadors

Aspen Wilson, 10, and Thorin Bell, 10, of Leavenworth, Washington are a little too young to walk the halls of the United Nations. But they aren’t too young to learn about becoming ambassadors. An ambassador is a person who represents his or her government in another country.

The two boys were accepted to the People to People Student Ambassador Programs. They will travel to the United Kingdom for two weeks. Thorin and Aspen will visit England, Scotland, Wales, and Northern Ireland.

While in England, they plan to see a Shakespeare play and ride the huge London Eye Ferris wheel, which opened in 1999. They also will visit Oxford University, one of the oldest universities in the world.

"I hope to come back with the knowledge of how people live in other parts of the world," Thorin told Weekly Reader. He is looking forward to meeting new people and trying new foods in his first trip abroad.

The goal of the student ambassador program is to help young people gain a better sense of what it means to be a good neighbor and a global citizen. Since the program was started in 1956 by President Dwight D. Eisenhower, thousands of U.S. kids and teens have represented their country overseas.

1 United Nations: building where political people from many different countries meet to discuss issues
“Kid Ambassadors” Questions

1. Which trait below is not necessary in becoming an ambassador?
   a. They should like to travel.
   b. They should like to try new things.
   c. They should enjoy riding ferris wheels.
   d. They should enjoy meeting new people.

2. An ambassador has to be
   a. an adult.
   b. a parent.
   c. a government official.
   d. responsible.

3. The goal of the Student Ambassador Program is
   a. to send students to other countries.
   b. to teach students how to be good neighbors.
   c. to teach students to be global citizens.
   d. all of the above.

4. The Student Ambassador Program was started by
   a. George Bush.
   b. Franklin Roosevelt.
   c. Dwight Eisenhower.

5. How would you describe Thorin based on the information given in the article? Explain.

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
“Kid Ambassadors” Questions

1. Which trait below is not necessary in becoming an ambassador.
   a. They should like to travel.
   b. They should like to try new things.
   c. **They should enjoy riding ferris wheels.**
   d. They should enjoy meeting new people.

2. An ambassador has to be
   a. an adult.
   b. a parent.
   c. a government official.
   d. **responsible.**

3. The goal of the Student Ambassador Program is
   a. to send students to other countries.
   b. to teach how to be a good neighbor.
   c. to teach how to be a global citizen.
   d. **all of the above.**

4. The Student Ambassador Program was started by
   a. George Bush.
   b. Franklin Roosevelt.
   c. **Dwight Eisenhower.**

5. How would you describe Thorin based on the information given in the article? Explain.

   **Answers will vary, but may include that Thorin is 10 years old, lives in Leavenworth, Washington, is adventurous, and looks forward to meeting new people and trying new things.**

   **Suggested Additional Vocabulary:** overseas, global citizen
McGwire Strikes Out!

Steroid scandal blocks slugger from Hall of Fame.

Two star athletes will join the National Baseball Hall of Fame this summer [2007]—Cal Ripken Jr. and Tony Gwynn. Former St. Louis Cardinals slugger Mark McGwire, however, will have to wait for admission.

McGwire didn't come close to receiving the 75 percent of the votes required for a player to be elected. This is the first year McGwire was eligible, or qualified, for the honor. (To be on the ballot, an athlete must be retired for at least five years.)

McGwire is suspected of having used steroids when he broke a major-league record with 70 home runs in the 1998 season. Steroids are drugs that build up muscles to increase strength. During his career, McGwire hit 583 home runs, the seventh highest of all time. Before joining the Cardinals, he played first base for the Oakland Athletics.

Retired Baltimore Orioles shortstop Ripken and San Diego Padres outfielder Gwynn have never been suspected of using steroids. They are admired by many baseball fans for their fairness and honesty. Both played their entire careers on one team. In July [2007], the pair will be inducted, or admitted, into the National Baseball Hall of Fame in Cooperstown, New York.

Questionable Career?

McGwire has never openly admitted to steroid use. However, during a hearing before the U.S. Congress in 2005, he did not deny using the muscle-building drugs. That testimony has led many people to believe that McGwire did use steroids. In 2002, Major League Baseball banned the use of the drugs, which are hazardous, or dangerous, to a person's health.
After learning he was not voted into the National Baseball Hall of Fame, McGwire defended his baseball career. "I had an absolutely wonderful career that I'm very proud of," he told the Daily Titan newspaper of California State University, Fullerton. McGwire added that he wasn't in control of getting into the Hall of Fame. "I was in control of hitting the ball."

**Two New Hall of Famers**

Check out the stats for the two newest members of the National Baseball Hall of Fame.

**Cal Ripken Jr.**
Ripken grew up near Baltimore, Maryland, where he played pro baseball throughout his 21-year career. He was a two-time American League Most Valuable Player and set a record for playing the most games in a row: 2,632.
**Team:** Baltimore Orioles (1981—2001)
**Positions:** shortstop and third base
**Games played:** 3,001
**Batting average:** .276
**Home runs:** 431
**Runs batted in (RBIs):** 1,695
**Total hits:** 3,184

**Tony Gwynn**
Gwynn grew up in California, where he played basketball and baseball. He decided to play baseball professionally and became one of the sport's best hitters. During his 20-year career, he led the National League in batting average eight times.
**Team:** San Diego Padres (1982—2001)
**Position:** right field
**Games played:** 2,440
**Batting average:** .338
**Home runs:** 135
**RBIs:** 1,138
**Total hits:** 3,141
“McGwire Strikes Out” Questions

1. Cal Ripken Jr. and Tony Gwynn always played on one team. This shows their
   a. loyalty.
   b. honesty.
   c. strength.
   d. fame.

2. Which of the following shows a positive character trait?
   a. McGwire played for the Oakland Athletics before he joined the Cardinals.
   b. McGwire has never openly admitted to steroid use.
   c. McGwire was eligible for induction in the Hall of Fame in 2007.
   d. Ripken and Gwynn are known for their fairness and honesty.

3. Which sentence does not use “eligible” correctly?
   a. He was not eligible for the scholarship because of his grades.
   b. She doesn’t like eligible mashed potatoes.
   c. To be eligible to get a driver’s license you need to be 16.
   d. He was eligible to be president.

4. Being voted into the National Baseball Hall of Fame, shows a player’s
   a. athleticism and sportsmanship.
   b. wealth and power.
   c. interest and drive.
   d. dishonesty and deceit.

5. Mark McGwire should not be inducted into the Hall of Fame. Is this a fact or opinion? Explain.
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
   _______________________________________________________
“McGwire Strikes Out” Answer Sheet

C 1. Cal Ripken Jr. and Tony Gwynn always played on one team. This shows their
   a. loyalty.
   b. honesty.
   c. strength.
   d. fame.

C 2. Which of the following shows a positive character trait?
   a. McGwire played for the Oakland Athletics before he joined the Cardinals.
   b. McGwire has never openly admitted to steroid use.
   c. McGwire was eligible for induction in the Hall of Fame in 2007.
   d. Ripken and Gwynn are known for their fairness and honesty.

ViC 3. Which sentence does not use “eligible” correctly?
   a. He was not eligible for the scholarship because of his grades.
   b. She doesn't like eligible mashed potatoes.
   c. To be eligible to get a driver's license you need to be 16.
   d. He was eligible to be president.

C 4. Being voted into the National Baseball Hall of Fame, shows a player's
   a. athleticism and sportsmanship.
   b. wealth and power.
   c. interest and drive.
   d. dishonesty and deceit.

F/O 5. Mark McGwire should not be inducted into the Hall of Fame. Is this a fact or opinion? Explain.

   Answers will vary. This statement is an opinion. Not everyone agrees. Some say that he should be inducted and some say that he should not because of his suspected steroid use.

Suggested Additional Vocabulary: admire, banned, stats, scandal, suspected
The Chimp's Champ

A woman who kicked off the environmental conference knows a thing or two about chimps. Jane Goodall is a scientist who is famous for her research in Africa on how chimpanzees behave in the wild.

Goodall gave a speech to kids about making the world a better place. She even introduced herself with chimpanzee noises!

What advice did she have for kids about protecting the environment? "Get involved and do something!"

Today, Jane Goodall works for the United Nations. She travels around the world and speaks about the environment and peace.

Goodall credits her mom for being her greatest inspiration to study chimpanzees. "When I dreamed of going to Africa at 8, everybody laughed at me," she told Weekly Reader. "[My mom] was the one who said that if you really want something, work hard, take advantage of the opportunity, and never give up!"

---

1 research: careful study and investigation for the purpose of discovering and explaining new knowledge
2 protecting: defending or guarding from attack, invasion or loss; to shield from injury or danger
3 environment: the air, water, minerals, and living things that surround and affect living things
“The Chimp's Champ” Questions

____ 1. Jane Goodall is a scientist who studies chimpanzees. This shows that she
   a. is sillier than the average adult.
   b. knows a lot about nature.
   c. has a large family.
   d. likes to pretend she is a kid.

____ 2. Jane Goodall wanted to go to Africa from a very young age. She must be very __________.
   a. convincing
   b. determined
   c. positive
   d. happy

____ 3. Jane Goodall suggests to "Get involved and do something!" to protect the environment. Which is an example of protecting the environment?
   a. picking up garbage
   b. wasting paper
   c. taking long showers
   d. driving to the park

____ 4. Jane Goodall's mom sounds like she is ______________.
   a. energetic
   b. entertaining
   c. sad
   d. encouraging

____ 5. The author states that Goodall travels, speaking about the environment and peace. How are the environment and peace related to each other? Explain.
"The Chimp’s Champ” Answer Sheet

1. Jane Goodall is a scientist who studies chimpanzees. This shows that she
   a. is sillier than the average adult.
   b. knows a lot about nature.
   c. has a large family.
   d. likes to pretend she is a kid.

2. Jane Goodall wanted to go to Africa from a very young age. She must be very __________.
   a. convincing
   b. determined
   c. positive
   d. happy

3. Jane Goodall suggests to “Get involved and do something!” to protect the environment. Which is an example of protecting the environment?
   a. picking up garbage
   b. wasting paper
   c. taking long shower
   d. driving to the park

4. Jane Goodall’s mom sounds like she is ______________.
   a. energetic
   b. entertaining
   c. sad
   d. encouraging

5. The author states that Goodall travels, speaking about the environment and peace. How are the environment and peace related to each other? Explain.

   Answers will vary. Treating the environment well and peace are closely related. Wars can be caused because different groups of people fight for control of limited resources in the environment. If resources are plentiful, people will be more likely to share.

Suggested Additional Vocabulary: conference
<table>
<thead>
<tr>
<th>CONCEPTS OF COMPREHENSION: CHARACTER 4th GRADE UNIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Question Sheet</td>
</tr>
</tbody>
</table>
Watch Your Commas!

Grammar warrior Lynne Truss takes on the comma.

When Lynne Truss spots a grammar error on a sign, she goes on the attack. Truss whips out her pen, corrects the mistake, and signs her name. "[It’s like the] mark of Zorro," she told WR News, comparing herself with the swordsman who carved a Z wherever he went.

Truss does more than fight grammar errors on the streets. The British author writes books about them. Three years ago, she penned a best-selling book for adults on punctuation. Now she has a children’s edition, entitled Eats, Shoots & Leaves: Why, Commas Really DO Make a Difference!

The book shows how forgetting or misplacing a comma completely changes the meaning of a sentence. "Punctuation gives clarity and precision to your writing," Truss says.
“Watch Your Commas!” Questions

1. Lynne Truss is best known for
   a. writing a punctuation book.
   b. acting like Zorro.
   c. correcting signs she sees.
   d. carrying lots of pens.

2. It is a fact that
   a. Lynne Truss acts like Zorro.
   b. Lynne Truss looks like Zorro.
   c. punctuation clarifies writing.
   d. forgetting a comma does not affect clarity.

3. Lynne Truss values the correct use of punctuation because
   a. she is an English teacher that grades lots of papers.
   b. punctuation makes written communication clear.
   c. she does not like the impact of television on homework.
   d. as an editor she is tired of constantly correcting people’s writing.

4. Lynne Truss compares herself to
   a. a swordsman.
   b. an author.
   c. a graffiti artist.
   d. a teacher.

5. Based on the information given about Lynne Truss, what personality characteristics would you use to describe her?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

© 2010 Urban Education Exchange. All rights reserved.
“Watch Your Commas!” Answer Sheet

1. Lynne Truss is best known for
   a. writing a punctuation book.
   b. acting like Zorro.
   c. correcting signs she sees.
   d. carrying lots of pens.

2. It is a fact that
   a. Lynne Truss acts like Zorro.
   b. Lynne Truss looks like Zorro.
   c. punctuation clarifies writing.
   d. forgetting a comma does not affect clarity.

3. Lynne Truss values the correct use of punctuation because
   a. she is an English teacher that grades lots of papers.
   b. punctuation makes written communication clear.
   c. she does not like the impact of television on homework.
   d. as an editor she is tired of constantly correcting people’s writing.

4. Lynne Truss compares herself to
   a. a swordsman.
   b. an author.
   c. a graffiti artist.
   d. a teacher.

5. Based on the information given about Lynne Truss, what personality characteristics would you use to describe her?

   Answers will vary but may include that she is persistent and that she cares deeply about grammar and correct writing.

   Suggested Vocabulary: penned, precision