

# Literature Unit

“Change”

Grade 3

By: Alicia Singer

## Easy Reader Biographies: Susan B. Anthony, Fighter for Woman's Rights

By: Carol Ghiglieri

Illustrated by: Antonio Castro

### **PDE Standards**

1.1.3. D- Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate).

1.1.3. E- Acquire a reading vocabulary by identifying and correctly using words (e.g., antonyms, synonyms, categories of words). Use a dictionary when appropriate.

1.2.3. A- Read and understand essential content of informational texts and documents in all academic areas.

### **Six Language Arts**

**Listening-** Students listen as the teacher reads aloud the biography on Susan B. Anthony. The students will discuss the vocabulary within the book. Students will take turns making their prediction on the correct meaning of the vocabulary.

**Speaking-** Students will discuss the contributions and set backs Susan B. Anthony fought for women's rights including her work to end slavery. Students will discuss topics within the school they would like to change and feel strong about just like Susan B. Anthony did. But despite these tremendous accomplishments, racism still exists today. Prior to the mock segregation, inform students that this exercise is merely "acting."

#### Day 1

Explain to students that discrimination can grow from assumptions and stereotypes that people make about others. Explain that an assumption is an idea that is taken for granted but not necessarily proven to be true. Now ask students to help define the word *stereotype*. Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgment about someone or something is difficult. This influence on our judgment is called a *bias*. Randomly separate students into two groups—a "majority" group and a "minority" group—during the course of one school day. **Before beginning this activity, teachers may want to send a letter home to parents that describe this activity. In the note, explain that in this experiment children will discover how stereotypes and biases toward others come about and how it feels to be discriminated**

against. If any parent is opposed to the idea of their child's participation, then of course that child is excused from the exercise. Ask students what kind of discrimination they've observed in their everyday life. How do assumptions and stereotypes play a role in this discrimination? Do they see discrimination on TV? How about in their school or neighborhood?

Segregate students on a random but visible norm. For example, you can randomly assign red and blue stickers for students to wear on their clothing throughout the experiment. The reds will comprise a majority of the population; the blues will represent the minority. The minority will not be given the same privileges or opportunities as members of the majority, for example:

- The majority (reds) will be given free time to read or talk quietly with friends. The minority (blues) will work and not have free time to relax.
- The majority will be allowed to work together on projects, if they wish. The minority must work independently.
- The majority will get questions answered first. The minority will be called on last.
- The majority will be dismissed first for lunch, recess, and at end of day. The minority will be dismissed last.

NOTE: The "privileges" above will be exercised during the course of one full school day. To ensure that everybody has an opportunity to be in the majority and in the minority, you may want to switch groups halfway through the day. Have all students keep a personal journal throughout the mock segregation. Encourage them to take notes on the dynamics of segregation and discrimination, noting how it feels to be a member of the privileged group and what it feels like to be discriminated against.

## Day 2

Break the red and blue groups into smaller subgroups of three or four students each. All the students within a subgroup must be from the same original group. (Therefore, reds should be with other reds and blues with blues.) In their small groups, have students share their ideas and thoughts on the mock segregation experiment using their journals for reference. On chart paper, have a recorder in each group write down what they felt was the most striking aspect of the mock segregation experiment. What did they find most disturbing or hurtful? What was most memorable? Invite each group to report its findings to the whole class. Have students discuss what they've learned about discrimination. What didn't they know or truly understand before the experiment?

**Reading-** The students will read the book again with a partner. Students will define bolded words throughout the biography on Susan B. Anthony, by using dictionaries. Students will be required to include the part of speech and use it in a sentence.

**Writing-** Students will write a persuasive paper on topics generated through discussion. "If I had the chance to change one thing in my school it would be..."

**Viewing-** Students will complete a web chart, with the help of the teacher, on the biography to retrieve important facts. Students will complete their own web chart to complete their writing

piece.

**Visually Representing-** Students will make a poster on the one thing they would like to change in the school. Some topics to consider for change are, recycling, healthier food, no soda machines in school, and a bigger selection of books in the library. The poster will include their persuasive writing paper, and will be decorated accordingly. The posters will be hung outside the classroom and the posters will be judged by the rest of the school and the principal. The students will vote by turning in a ballot with a corresponding number on the poster. The class will make a decorative box to hold the ballots. (The teacher can document the event by taking pictures of the posters and the voting process. The teacher can then make a scrap book for parents and students to reflect upon.) The winner of the poster contest will have the opportunity to make the change in the school.

Persuasive Anchor

“If I had the chance to change one thing in my school it would be...”

FCA's

1. Use three vocabulary words in your paper. Underline them.
2. Write a minimum of five supporting sentences.
3. Papers must be error free in spelling.

If I had one chance to change one thing in my school it would be recycling. When you recycle you are saving your property and our environment. Some people are passionate and recycle everyday and some don't. I believe people should be arrested if they do not recycle. We can recycle at school by reusing plastic bottles to make art projects with them. We can exchange aluminum cans for money and use the money to buy books for the library. This is a right I have and I want everyone in this school to come together and RECYCLE!

Assessment

## Multiple Choice- Susan B. Anthony

1. In what year was Susan B. Anthony born?
  - a. 1848
  - b. 1851
  - c. 1820 \*
  - d. 1872
2. When Susan B. Anthony was younger, her parents:
  - a. Her parents' home schooled her.
  - b. Her parents' did not allow school at all.
  - c. Her parents' wanted her to go to school. \*
  - d. Her parents' wanted her to stay home from school.
3. In fact, Susan B. Anthony was \_\_\_\_ years old when she learned to read.
  - a. 1
  - b. 4
  - c. 2
  - d. 3 \*
4. Susan B. Anthony was arrested for \_\_\_\_\_. This was against the law.
  - a. Singing
  - b. Voting \*
  - c. Standing
  - d. Fighting
5. What does *equal* mean?
  - a. The same \*
  - b. Different
  - c. Only for boys
  - d. Only for girls
6. Susan's parents did not allow her to:
  - a. Speak
  - b. Read and write
  - c. Play with toys \*
  - d. Go outside and play
7. At what age did Susan become a teacher?
  - a. 14

- b. 15 \*
  - c. 16
  - d. 17
8. Susan was born in what state?
- a. Maine
  - b. Maryland
  - c. Pennsylvania
  - d. Massachusetts \*
9. \_\_\_\_\_ is something that is owned.
- a. Rights
  - b. Property \*
  - c. Arrested
  - d. Convention
10. In 1848, a group of people got together to talk about woman's rights. The meeting was called the Woman's Rights \_\_\_\_\_.
- a. Convicts
  - b. Convection
  - c. Convention \*
  - d. Passionate
11. In 1851, Susan met Elizabeth Cady Stanton. She was the leader for woman rights. Elizabeth was very \_\_\_\_\_ about woman's rights.
- a. Equal
  - b. Election
  - c. Property
  - d. Passionate \*
12. Susan and Elizabeth believed that woman should have the same \_\_\_\_\_ as men.
- a. Name
  - b. Rights \*
  - c. Property
  - d. Timeline
13. Susan traveled all over the country. She often traveled by \_\_\_\_\_.
- a. Car

- b. Bus
  - c. Train \*
  - d. Plane
14. In 1872, Susan voted in a/an \_\_\_\_\_ for the president of the United States.
- a. Party
  - b. Booth
  - c. School
  - d. Election \*
15. More than 100 other woman voted. This was against the law. Susan was \_\_\_\_\_.
- a. Arrested \*
  - b. Yelled at
  - c. Told to go home
  - d. Asked to leave
16. Susan B. Anthony worked for woman's rights for over \_\_\_\_\_ years.
- a. 25
  - b. 50
  - c. 75 \*
  - d. 100
17. When Susan died in 1906, women were still \_\_\_\_\_ to vote.
- a. Scared
  - b. Allowed
  - c. Not allowed \*
  - d. Undecided
18. In 1920, the law was \_\_\_\_\_. At last, women were given the right to vote.
- a. Copied
  - b. Changed \*
  - c. Misused
  - d. Not changed

19. The law allowing women to vote is known as the Anthony \_\_\_\_\_.

- a. Law
- b. Allows
- c. Amendment \*
- d. Constitution

20. In what year did the law pass to allow women to vote?

- a. 1920 \*
- b. 1921
- c. 1922
- d. 1923

By: Sarah Alcott

Illustrated by: Benrei Huang

### **PDE Standards**

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1.3.3. D. Identify the structures in poetry (e.g., pattern books, predictable books, nursery rhymes).

### **Six Language Arts**

**Reading and Listening** – The teacher will read the book to the class. The teacher will then share the poem written by Clara Barton. “The Women Who Went to the Fields” by: [Clara Barton](#)

**Speaking** – The teacher will collect all the poems and randomly assign students to read poems out loud to the class.

**Writing** – Student will write a Tanka poem. Examples of titles may include, “Clara Barton”, “The Battlefield Nurse”, and “The Red Cross”.

**Viewing** – Student will reflect on the teacher’s model (Tanka poem) by writing it on the board or displayed on an overhead projector. Students will paste their completed poems on a red cross made out of construction paper. The teacher will hang the poems along with their timelines out in the hallway for the rest of the school to enjoy.

**Visual Representing** - Invite students to create a time line of their own lives and to extend that time line 50 years into the future. Explain that the time line should depict their lives as they want them to be. Encourage students to explore their talents, goals, and dreams before creating the time line. They might visit such Web sites as [Find Your Ideal Career Track](#), [Choosing a Career](#), [Deciding Your Goals](#), and so on, before creating their time lines. Encourage students to use their own time lines to develop plans for reaching future goals.

## **Tanka Poem**

FCA's

1. No spelling errors
2. The poem must consist of a pattern of syllables 5-7-5-7-7.
3. Include the words Red Cross in your poem.

1881

The American Red Cross

Loved geography

Tended to all soldiers' wounds

Red Cross helps with disasters

1881

Eigh-teen eigh-ty one

$$1 + 1 + 1 + 1 + 1 = 5$$

The American Red Cross

The A-mer-i-can-Red-Cross

$$1 + 1 + 1 + 1 + 1 + 1 + 1 = 7$$

Loved geography

Loved ge-og-raph-y

$$1 + 1 + 1 + 1 + 1 = 5$$

Tended to all soldiers' wounds

Ten-ded-to-all-sold-iers'-wounds

$$1 + 1 + 1 + 1 + 1 + 1 + 1 = 7$$

Red Cross helps with disasters

Red-Cross-helps-with-di-sas-ters

$$1 + 1 + 1 + 1 + 1 + 1 + 1 = 7$$

1. Clara was a nick name given by her family. What was Clara Barton's first name?
  - a. Marissa
  - b. Clarissa \*
  - c. Carissa
  - d. Melissa
  
2. Clara Barton was born in what year?
  - a. December 2, 1821
  - b. December 5, 1821
  - c. December 24, 1821
  - d. December 25, 1821 \*
  
3. What is the definition of *geography*?
  - a. The study of writing.
  - b. The study of reading.
  - c. The study of maps. \*
  - d. The study of lines.
  
4. How many brothers did Clara have?
  - a. 1
  - b. 2 \*
  - c. 3
  - d. 4
  
5. What made Clara so special to include in our history?
  - a. She took care of her sisters.
  - b. She took care of her brothers.
  - c. She took care of hurt soldiers. \*
  - d. She took care of hurt animals.
  
6. How many schools were in Clara's town?
  - a. 1 \*
  - b. 2
  - c. 3
  - d. 4
  
7. What does the word *frontier* mean?
  - a. Settled land

- b. Unsettled land \*
  - c. Land owned by the soldiers
  - d. Land owned by the government
8. What was Clara's favorite subject?
- a. Math
  - b. English
  - c. Reading
  - d. Geography \*
9. Growing up Clara was a \_\_\_\_ girl.
- a. Sad
  - b. Mad
  - c. Shy \*
  - d. Angry
10. Why was Clara taking care of her brother?
- a. He fell down the steps.
  - b. He fell down a well.
  - c. He fell off the covered bridge.
  - d. He fell off the barn roof. \*
11. At what age did Clara become a teacher?
- a. 11
  - b. 14
  - c. 17 \*
  - d. 21
12. Clara became the first female clerk in the \_\_\_\_\_.
- a. United States Patent Office \*
  - b. United States Post Office
  - c. United States Air Force
  - d. United States Army

13. What does the word *battlefield* mean?
- a. A field where a battle is fought. \*
  - b. A field where children play.
  - c. A field where animals live.
  - d. A field for houses to be built.
14. Mainly slavery existed in the \_\_\_\_\_ states.
- a. Eastern
  - b. Western
  - c. Southern \*
  - d. Northern
15. The Civil War began between the North and the South in what year?
- a. 1861 \*
  - b. 1875
  - c. 1888
  - d. 1890
16. How did Clara help the soldiers?
- a. By taking care of the soldiers wounds.
  - b. By giving the soldiers food and drinks.
  - c. By giving the soldiers clothing.
  - d. Clara did all of these to help the soldiers. \*
17. The soldiers called Clara the\_\_\_\_\_.
- a. “Angel of the Battlefield” \*
  - b. “Angel of the War Zone”
  - c. “Angel of the Hospital”
  - d. “Angel of the Red Cross”
18. Clara was sent to \_\_\_\_\_ and discovered the International Committee of the Red Cross.
- a. England
  - b. Maryland
  - c. Greenland
  - d. Switzerland \*
19. In what year did Clara start the American Red Cross?
- a. 1880

b. 1881 \*

c. 1882

d. 1883

20. Clara Barton died in \_\_\_\_\_. She will be remembered as a brave and heroic woman, in war and in peace.

a. 1912 \*

b. 1913

c. 1914

d. 1915

## **“The Women Who Went to the Fields”**

The women who went to the field, you say,  
The women who went to the field; and pray  
What did they go for? Just to be in the way!--  
They'd not know the difference betwixt work and play,  
What did they know about war anyway?  
What could they do? of what use could they be?  
They would scream at the sight of a gun, don't you see?  
Just fancy them round where the bugle notes play,  
And the long roll is bidding us on to the fray.  
Imagine their skirts 'mong artillery wheels,  
And watch for their flutter as they flee 'cross the fields  
When the charge is rammed home and the fire belches hot;  
They never will wait for the answering shot.  
They would faint at the first drop of blood, in their sight.  
What fun for us boys, -- (ere we enter the fight;)  
They might pick some lint, and tear up some sheets,  
And make us some jellies, and send on their sweets,  
And knit some soft socks for Uncle Sam's shoes,  
And write us some letters, and tell us the news.  
And thus it was settled by common consent,  
That husbands, or brothers, or whoever went,  
That the place for the women was in their own homes,  
There to patiently wait until victory comes.  
But later, it chanced, just how no one knew,  
That the lines slipped a bit, and some began to crowd through;  
And they went, where did they go? Ah; where did they not?  
Show us the battle, the field, or the spot  
Where the groans of the wounded rang out on the air  
That her ear caught it not, and her hand was not there,  
Who wiped the death sweat from the cold clammy brow,  
And sent home the message; -"T is well with him now"?  
Who watched in the tents, whilst the fever fires burned,  
And the pain-tossing limbs in agony turned,  
And wet the parched tongue, calmed delirium's strife  
Till the dying lips murmured, "My Mother," "My Wife"!  
And who were they all? They were many, my men:  
Their record was kept by no tabular pen:  
They exist in traditions from father to son.  
Who recalls, in dim memory, now here and there one.  
A few names were writ, and by chance live to-day;  
But's a perishing record fast fading away.  
Of those we recall, there are scarcely a score,  
Dix, Dame, Bickerdyke,--Edson, Harvey, and Moore,  
Fales, Wittenmyer, Gilson, Safford and Lee,  
And poor Cutter dead in the sands of the sea;  
And Frances D. Gage, our "Aunt Fanny" of old,  
Whose voice rang for freedom when freedom was sold.  
And Husband, and Etheridge, and Harlan and Case,

Livermore, Alcott, Hancock, and Chase,  
And Turner, and Hawley, and Potter, and Hall.  
Ah! The list grows apace, as they come at the call:  
Did these women quail at the sight of a gun?  
Will some soldier tell us of one he saw run?  
Will he glance at the boats on the great western flood,  
At Pittsburgh and Shiloh, did they faint at the blood?  
And the brave wife of Grant stood there with them then,  
And her calm, stately presence gave strength to his men.  
And Marie of Logan; she went with them too;  
A bride, scarcely more than a sweetheart, tis true.  
Her young cheek grows pale when the bold troopers ride.  
Where the "Black Eagle" soars, she is close at his side,  
She staunches his blood, cools the fever-burnt breath,  
And the wave of her hand stays the Angel of Death;  
She nurses him back, and restores once again  
To both army and state the brave leader of men.  
She has smoothed his black plumes and laid them to sleep,  
Whilst the angels above them their high vigils keep:  
And she sits here alone, with the snow on her brow  
Your cheers for her comrades! Three cheers for her now.  
And these were the women who went to the war:  
The women of question; what did they go for?  
Because in their hearts God had planted the seed  
Of pity for woe, and help for its need;  
They saw, in high purpose, a duty to do,  
And the armor of right broke the barriers through.  
Uninvited, unaided, unsanctioned oft times,  
With pass, or without it, they pressed on the lines;  
They pressed, they implored, till they ran the lines through,  
And this was the "running" the men saw them do.  
Twas a hampered work, its worth largely lost;  
Twas hindrance, and pain, and effort, and cost:  
But through these came knowledge, knowledge is power.  
And never again in the deadliest hour  
Of war or of peace, shall we be so beset  
To accomplish the purpose our spirits have met.  
And what would they do if war came again?  
The scarlet cross floats where all was blank then.  
They would bind on their "brassards" and march to the fray,  
And the man liveth not who could say to them nay;  
They would stand with you now, as they stood with you then,  
The nurses, consolers, and saviors of men.

Alexander and the Terrible, Horrible, No Good, Very Bad Day

By: Judith Viorst

Illustrated by: Ray Cruz

**PDE Standards**

1.1.3. D- Read text using self-monitoring comprehension strategies (e.g., predict, revise predictions, reread, use text organization including headings, graphics, and charts, and adjust reading rate).

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1.2.3. A- Read and understand essential content of informational texts and documents in all academic areas.

**Listening and Speaking-** Before beginning the lesson create a "Have You Ever..." search paper by dividing a piece of white paper into 16 equal squares: Draw four columns down and four rows across the sheet of paper. At the bottom of each square write something that at least one student in the class may have experienced or a quality at least one student may have, such as "broken a bone," "felt mad," "spoke two languages," "wanted to change a bad day," or "felt happy." Photocopy one copy of the search paper for each student. To begin, play a few rounds of telephone with the class to demonstrate the importance of having good speaking and listening skills. Ask them: Why is it important to give clear directions? What kinds of situations have you been in when you have had to listen very carefully to someone talking? Why is it important to develop good speaking and listening skills? Have students describe situations when they have not used good speaking or listening skills. What were the results?

Explain to students that they will play a scavenger hunt-type game with their classmates. Hand out copies of "Have You Ever..." and tell students that the object of the game is to be the first person in the class to complete the squares. To do so, they must match a classmate's name to the criteria written in a square. Each square must represent a different person, so a winning "Have You Ever..." sheet cannot have one student's name on it in more than one square. Tell students that they will walk around the classroom and ask their classmates questions to fill in the squares on their sheet, such as "Have you ever broken a bone?" If a classmate has broken a bone, they

meet the criterion, and the student should write the classmate's name in that square. If not, the student can choose to ask the person a different question or move to a different classmate until they have found one who has broken a bone. Explain to students that they will also answer questions. For example, if Mary is asking John a question, she cannot leave him when he has answered her question. She should wait until John asks his question and they are both ready to move to new classmates.

1. Remind students that everyone in the classroom will be working on their scavenger hunt at the same time, so it is important that students use indoor voices, listen to what their classmates are saying very carefully, and not to run. The first person to fill in all of their squares without repeating a name wins. Tell students to raise their paper and call out if they think they have won.
2. Give students time to complete their scavenger hunt. Walk around the classroom while students are engaged to make sure everyone is playing fairly and nobody is running. Call time when a student has announced they have finished and have students quietly freeze where they are standing while you check the possible winning sheet. If the student is mistaken, have the class resume the activity. If not, ask students to return to their seats.
3. Discuss the scavenger hunt with students. Who learned something new about their classmates? What did they learn? Why was it important to use good listening skills during the scavenger hunt? Why was it important to use good speaking skills?

**Reading** – The teacher will read *Alexander and the Terrible, Horrible, No Good, Very Bad Day*. Ask students if they ever had a day like this?

**Writing-** The student will pair off with a partner. (Peanut butter and jelly) The students will interview their partner. The student using their listening and speaking skills from the prior lesson, will ask questions to their partners. The questions will be based around the story. The students will be writing a paper on “Explain your classmate’s \_\_\_\_\_ day”. Some questions could be asked such as; did you ever have a bad day? Explain. What was your best day ever? How did you feel during this day? What made you change the way you feel? What made you feel better or worse?

**Viewing-** The student will read their paper of the person they interviewed. Students will hang their papers from the ceiling in the classroom.

**Visual Representing-** Students will write their papers from their interviews. The students will paste their paper on a piece of construction paper and on the other side the students will create a picture of the students’ day and the emotion they were feeling.

Expository

“Explain your classmate’s \_\_\_\_\_ day”

FCA’s

1. Students will refer to their interview with their partner.
2. Students will write in cursive.
3. Must be at least 5 sentences long.

The person I interviewed was Fred. Fred told me about a very bad day he had two weeks ago. He stepped off his bed and broke his ankle. The pain was very bad. His mom took him to the hospital. He was afraid of the doctor. Fred had a big machine take pictures of his ankle. He is now wearing a cast. Fred says his ankle didn’t hurt any more but it was very itchy.

Broke a bone.	Painted a picture.	Owened a dog.	Read more than ten books.
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“HAVE YOU EVER...”

Spoke two languages	Played sports.	Liked to draw.	Worked on a computer.
Played a board game.	Got scared by a scary movie.	Laughed so hard you cried.	Built anything out of LEGGO's
Likes to jump rope.	Likes to plant flowers.	Likes doing Math.	Plays an instrument.

Alexander and the Terrible, Horrible, No Good, Very Bad Day

#### Assessment

1. Alexander went to bed and woke up with what in his hair?
  - a. Gum \*
  - b. bugs
  - c. toothpaste
  - d. feathers
2. Where did Alexander's sweater end up after tripping over the skateboard?
  - a. Out the window

- b. Down the steps
  - c. Wet in the sink \*
  - d. Under his bed
3. What did Alexander find in the cereal box?
- a. Candy
  - b. Nothing \*
  - c. A Corvette Sting Ray
  - d. A Junior Undercover Agent code ring
4. Where did Alexander end up sitting in the car pool?
- a. In the front seat.
  - b. In the back seat in the middle. \*
  - c. In the back seat on the right side.
  - d. In the back seat on the left side.
5. Why didn't Mrs. Dickens like Alexander's picture?
- a. He colored out of the lines.
  - b. He used the wrong colors.
  - c. He didn't finish his picture.
  - d. He said it was an invisible castle. \*
6. The teacher told Alexander he was singing\_\_\_\_\_.
- a. To soft
  - b. To loud \*
  - c. Out of key
  - d. The wrong words
7. What number did Alexander forget to say?
- a. 14
  - b. 15
  - c. 16 \*
  - d. 17
8. Paul told Alexander that he wasn't his best friend. He is now his \_\_\_\_\_ best friend.
- a. First
  - b. Second

- c. Third\*
- d. Fourth

9. Alexander wished Paul's ice cream would fall off the cone and land where?

- a. Asia
- b. Atlanta
- c. Australia \*
- d. Antarctica

10. What did Alexander's mother forget to pack in his lunch?

- a. Juice
- b. Dessert \*
- c. Sandwich
- d. Potato Chips

11. Who had a cavity?

- a. Mom
- b. Nick
- c. Anthony
- d. Alexander \*

12. Alexander's mother scolded him for fighting and being muddy. What does *scolded* mean?

- a. Hugged
- b. Being mad
- c. Being yelled at \*
- d. Taught a lesson

13. What kind of sneakers did Alexander get?

- a. Plain white with no stripes. \*
- b. White ones with blue stripes.
- c. Red ones with white stripes.
- d. Blue ones with red stripes.

14. What happened in Dad's office?

- a. Alexander sat there quietly.
- b. Alexander jumped on the couch.
- c. Alexander messed up the office. \*
- d. Alexander didn't go to the office.

15. What did Alexander have for dinner?

- a. Corn
- b. Carrots
- c. Potatoes
- d. Lima Beans \*

16. What was on T.V. that Alexander hated?

- a. Hugging
- b. Kissing \*
- c. Laughing
- d. Crying

17. When Alexander was in the bathtub what went down the drain?

- a. The soap
- b. The marble \*
- c. The wash cloth
- d. The rubber duck

18. Who did the cat sleep with at night?

- a. Mom
- b. Nick
- c. Anthony
- d. Alexander \*

19. What happened to the Mickey Mouse light?

- a. It burnt out. \*
- b. It wouldn't turn on.
- c. It wouldn't turn off.
- d. His brother broke it.

20. What did Alexander's mother tell him before he went to bed?

- a. All days are like this.
- b. **Some days are like this.** \*
- c. Only one day would be like this.
- d. The rest of your life would be like this.