

# TEACHER RESOURCES & STUDENT ACTIVITIES



# How to Use Storyshares Teacher Resources & Student Activities

## Pre-Reading

Share **background information**.

Introduce the **vocabulary** to the students. Discuss meanings. Click here for an **instructional routine** for vocabulary.

## Reading

Share the written response to reading prompt ahead of time as the **focus for reading**.

Encourage students to **read a chapter** of the text independently or in pairs.

## After Reading

Students can complete the **trivia worksheet** or make it into a game! Either way, make time to review answers.

Students complete the **written response to reading** prompt.

## Background Information

Henry is figuring out life with a learning disability and may always need help to answer his questions. Luckily, his family and friends are there for him.

## Visual Vocabulary

This vocabulary guide was created with English language learners in mind. This table flags Tier 2 vocabulary words in every chapter. This guide includes the definitions in context, as well as images and examples from the text.

## Trivia Questions

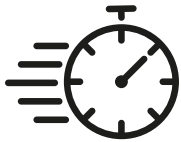
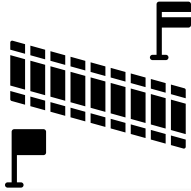






This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. D; 2. A; 3. B; 4. B**



Click [here](#) for reading comprehension worksheets and graphic organizers.



## Developing Henry by Mari Sexton

Word	Definition	Image	Example
<b>instant</b> (noun)	a very short space of time; moment		In an <b>instant</b> , my mom is there, yelling at him. (ch 1)
<b>border</b> (noun)	the line between two countries		I don't like crossing the <b>border</b> . (ch 3)
<b>patrol</b> (noun)	people who keep watch over an area		She is afraid of the border <b>patrol</b> . (ch 4)
<b>sirens</b> (noun)	a warning device that makes a loud, piercing noise		From our hiding spot, I see the red lights and hear the <b>sirens</b> . (ch 9)
<b>assignments</b> (noun)	tasks that have to be completed		I look for my <b>assignments</b> but can't find them. (ch 10)
<b>duty</b> (noun)	something that a person should do because it is right or fair; responsibility		We finish eating and my brother and sister get kitchen <b>duty</b> because I helped cook. (ch 11)
<b>recognizes</b> (verb)	to identify from an earlier experience		He <b>recognizes</b> the girl holding the paper. (ch 18)
<b>appreciate</b> (verb)	to be grateful for or to		Know that we <b>appreciate</b> it. (ch 20)

Name: \_\_\_\_\_ Date: \_\_\_\_\_

### Multiple Choice

Read the questions carefully. Choose the answer that fits the question best.

**1. Why does Henry's mother insist he make a decision about his science class immediately?**

- A. She believes Henry enjoys science.
- B. She wants Henry to make his own choices.
- C. She thinks it will improve Henry's grades.
- D. She is concerned about missing work frequently.

**2. How does Henry initially react to receiving Alexia's note?**

- A. He opens it but realizes he can't read it.
- B. He asks a friend to read it for him.
- C. He reads it immediately and feels happy.
- D. He discards it without looking at it.

**3. What happens when Henry tries to play volleyball in PE class?**

- A. He successfully returns several hits.
- B. He serves the ball into the net and struggles.
- C. He leads his team to a victory.
- D. He decides to coach the team instead.

**4. What motivates Hector to confront the girls with the note?**

- A. He wants to get revenge on them.
- B. He wants to protect his brother from being mocked.
- C. He is angry at Henry and takes it out on them.
- D. He realizes it's Alexia they are talking about.

### Written Response to Reading

Describe how Henry feels when he notices Alexia with another boy. (*When Henry sees Alexia with another boy, he feels...*)

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