

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

Everyone deserves a place to feel welcome and safe—it's common sense. Perry, Gael, Dawson, Marina, and Valentina fight for the creation of a Gay-Straight Alliance club.

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




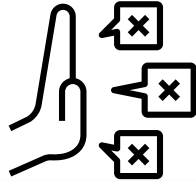
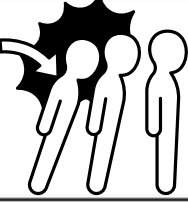
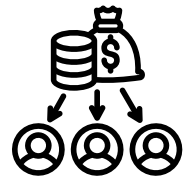


This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. A; 2. C; 3. A; 4. D**



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



Common Sense by Jamie Todd

Word	Definition	Image	Example
principal (noun)	the person who is head of a school		She looked back at the principal and shrugged. (ch 1)
support (verb)	to encourage or provide enough for		"My parents would support what we did." (ch 1)
severity (adjective)	the fact or condition of being severe; seriousness or intensity		"...She's only a sophomore, but the severity of it still wouldn't look good." (ch 1)
resist (verb)	to fight against or oppose		Perry didn't resist , but his anger didn't cease. (ch 1)
consequence (noun)	that which follows; result		"It would be a better consequence than suffering this injustice." (ch 2)
distributed (verb)	shared or spread out		So we distributed the advertisements anonymously... (ch 3)
hesitate (verb)	to stop or pause because of not feeling sure		"..we will not hesitate in taking you to court over this..." (ch 3)
pride (noun)	an inborn feeling of self-worth		...Valentina walked out of Dr. Berg's office glowing with pride . (ch 3)

Name: _____ Date: _____

Multiple Choice

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

1. What was the primary reason for creating the pamphlets according to Dawson?

- A.** To ensure a safe place for the minority students
- B.** To protest against academic grading policies
- C.** To make the club members famous
- D.** To challenge the principal directly

2. Why did Marina threaten Dr. Berg with legal action?

- A.** Dr. Berg discriminated against athletes
- B.** Dr. Berg didn't approve the history class
- C.** Dr. Berg refused to grant permission for the club
- D.** Dr. Berg criticized the fashion club

3. What role did Perry play in the creation of the club?

- A.** He joined to support his sister and friends
- B.** He initiated the club idea himself
- C.** He was indifferent to the club's creation
- D.** He opposed the idea of the club

4. How did Dr. Berg initially react to the pamphlet?

- A.** He dismissed the pamphlet as unnecessary
- B.** He was supportive
- C.** He demanded immediate distribution of more copies
- D.** He was confused and dismissive of the terms used

Written Response to ReadingWhat historic reference did Gael use to inspire the pamphlet strategy? (*Gael referenced...*)
