

# 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

After revealing a major secret about himself, Caleb is forced to see his world through different eyes. He learns that he is different and that different can be many things: hurtful, lonely . . . and sometimes even dangerous. Will things get better? Is it worth it to be honest about who he is?

## 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



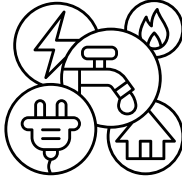
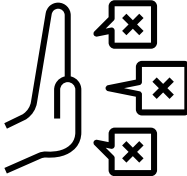


This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. D; 2. A; 3. A; 4. B**



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



## Different by Jennie Ford

Word	Definition	Image	Example
<b>coarse</b> (adjective)	having large grains or pieces, or a rough surface		She had <b>coarse</b> , red hair that grew big and untamable on her head. (ch 4)
<b>hesitant</b> (verb)	slow to act or speak, especially because you are nervous or unsure about what to do		"Hi Caleb," she answered, a little <b>hesitant</b> . (ch 4)
<b>utility</b> (noun)	community needs like electricity, gas, or water		He was some sort of business man with a large <b>utility</b> company. (ch 8)
<b>resist</b> (verb)	to refuse to accept something; push back against		He was impossible to <b>resist</b> . (ch 9)
<b>disappointment</b> (noun)	the unhappiness or discouragement that results when your hopes or expectations have not been satisfied		"One of the biggest things I worried about was seeing <b>disappointment</b> in Mom and Dad's eyes." (ch 10)
<b>seriously</b> (adverb)	in a solemn or considered manner		"Sam, I don't want to be different," I said <b>seriously</b> . (ch 10)

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

**Multiple Choice**

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

**1. Why does Caleb's relationship with his friends change over time?**

- A.** He focuses more on his studies.
- B.** He prefers spending time alone in his room.
- C.** He becomes disinterested in playing guitar.
- D.** He confesses to being confused about his sexuality.

**2. What is the central theme of Caleb's interaction with Janelle in Chapter Four?**

- A.** Recognition of shared isolation
- B.** Desire to conform to social norms
- C.** Appreciation of academic excellence
- D.** Rejection of traditional beauty standards

**3. How does Sam help Caleb with his struggles?**

- A.** Reminds him of family support
- B.** Teaches him to play pool
- C.** Gives money for college
- D.** Helps him make friends

**4. Why is Caleb hesitant to tell his parents how he feels?**

- A.** He wants to shield them from judgment.
- B.** He fears rejection.
- C.** He lacks academic confidence.
- D.** He is unsure of his identity.

**Written Response to Reading**

How does Caleb's perspective change from the beginning to the end of the text?  
(*Caleb's perspective changes by...*)

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