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

I was five years old when I discovered that I am invincible, but it's a secret that I'll have to keep for as long as I live.

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. D; 4. D**



Click <u>here</u> for reading comprehension worksheets and graphic organizers.





Vocabulary Guide

Sucker Stick by Stephen Leitschuh

Word	Definition	Image	Example
tang (noun)	a sharp, strong flavor or odor		But the sweet tang of lime on my tongue didn't materialize. (ch 1)
materialize (verb)	become actual fact; happen	***	But the sweet tang of lime on my tongue didn't materialize. (ch 1)
evidence (noun)	something that gives proof or a reason to believe		Was I trying to hide the evidence? (ch 2)
limp (adjective)	without firmness, force, energy		Hours later, Dad carried in, limp as a dishrag, my brother Danny. (ch 2)
stroked (verb)	to touch or brush gently with the hand or a brush		She sat on the side of his bed and tenderly stroked Danny's hair. (ch 2)
deserved (verb)	to be worthy of or have a right to		I deserved whatever happened to me after what I had put my little brother through. (ch 2)
whatever (pronoun)	anything or everything that	33	I deserved whatever happened to me after what I had put my little brother through. (ch 2)
though (conjunction)	in spite of the fact that	3	Though with luck, that won't happen anytime soon. (ch 3)

Definitions were created by Achieve the Core's Academic Word Finder by Student Achievement Partners.



Reader Trivia

Name:	Date:
Multiple	Choice
Read the questions carefully. Choose the ans	swer that fits the question best.
 How did the narrator's perception of invincibility change over the course of the story? A. It was proven when he served in Vietnam. B. It disappeared after the incident with Danny. C. It made him less cautious as an adult. D. It evolved from childhood naivete to a superstitious attachment to the sucker stick. Why did the narrator hide the sucker stick after the incident involving Danny? A. He wanted to hide evidence of his involvement. B. He planned to throw it away later. C. He thought the sucker stick was valuable. D. He wanted to give it back to Danny. 	 3. Which of the following best describes the family's reaction after Danny consumed the poisoned sucker? A. They left Danny alone to recover by himself. B. They punished the narrator immediately. C. They calmly waited to see if Danny would get sick. D. They responded with urgency and followed the doctor's advice. 4. What significance does the narrator attribute to the sucker stick in his adult life? A. It motivates him to become a doctor. B. It serves as a constant reminder to avoid sweets. C. It causes him to distrust his family. D. It becomes a symbol of his survival and a personal good luck charm.
Written Respor	se to Reading
How did the experience with the sucker stinvincibility throughout their life? (<i>The narr influenced their sense of invincibility through</i>	ator's experience with the sucker stick