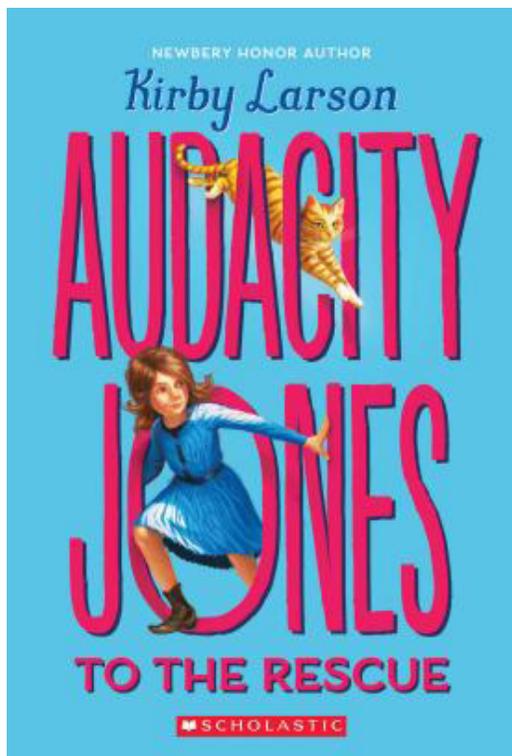
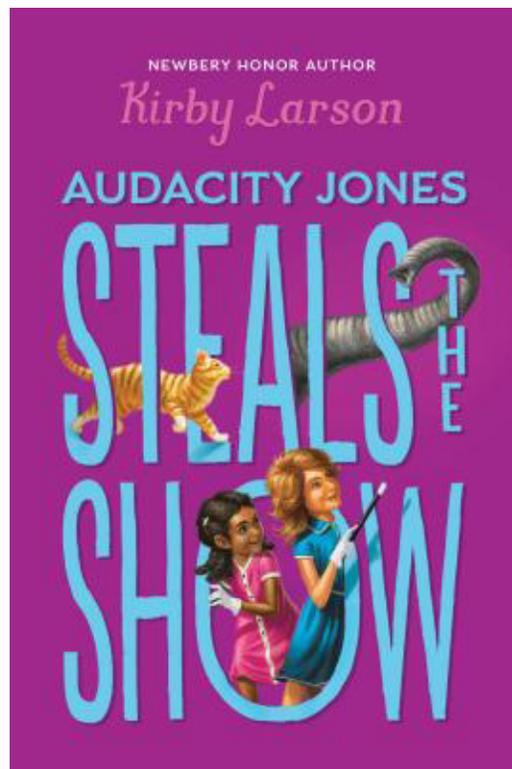


*A Common Core State Standards-Aligned Educator's Guide
for Grades 3 to 7*



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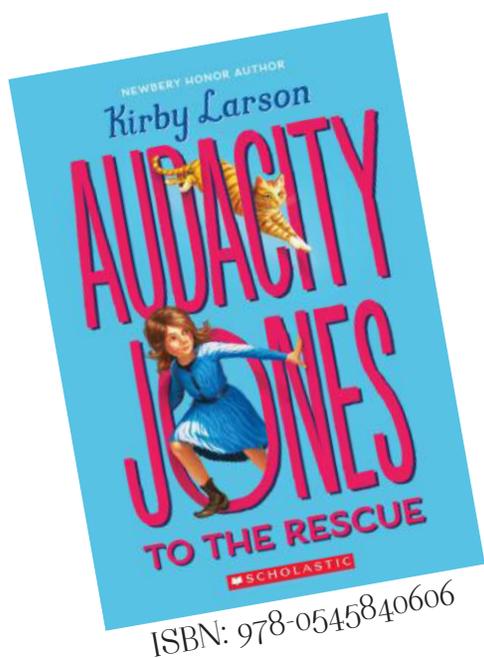
Written by Newbery Honor Author
Kirby Larson

Published by Scholastic Inc.

Guide Created by
Debbie Gonzales, MFA



About the Books

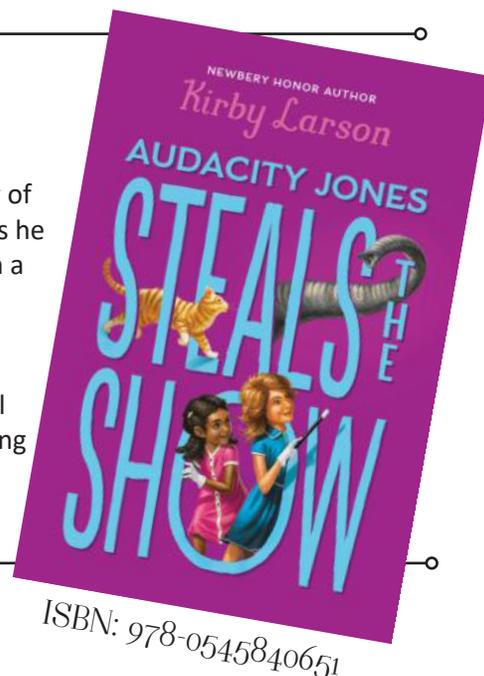


Audacity Jones pines for adventure, something to break up the monotony of her days at Miss Maisie’s School for Wayward Girls. Being a Wayward Girl isn’t so awful -- even if Audie is condemned to the Punishment Room almost daily. Audie has the dearest of friends at the School, as well as a terribly clever feline companion named Miniver and plenty of books to read there. Still, she longs for an escapade to rival those of the characters in the swashbuckling novels she so adores.

But when the mysterious Commodore Crutchfield visits the school and whisks Audie off to Washington, DC, she knows she’s in for the journey of a lifetime. Soon, though, it becomes clear that someone has unsavory plans for Audie -- plans that involve the President of the United States and a very sinister plot. Can Audie save the day before it’s too late?

Audacity Jones and her best friend, Bimmy, are setting off from Miss Maisie’s School for Wayward Girls on an extraordinary adventure! In the glittering city of New York, the girls meet Harry Houdini, the world’s most famous magician, as he prepares a new spectacle: Houdini plans to make an elephant disappear from a crowded theater.

But Audacity and Bimmy discover a nefarious plot that puts Houdini’s illusion in jeopardy. Who could be trying to sabotage the master magician? Audie will need all her smarts, the help of friends new and old, and even her best juggling skills to solve this mystery. Will she manage to save the show in time?

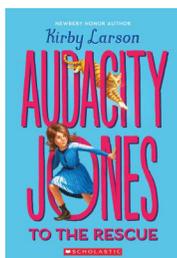


About the Author



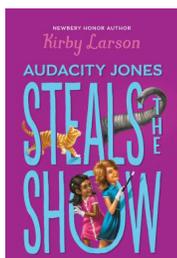
Kirby Lane Larson is an American writer of children’s books including Oppenheim Platinum Award-winner **The Magic Kerchief**, illustrated by Rosanne Litzinger. Her book, **Hattie Big Sky**, was a finalist for the 2007 Scandiuizzi Book Award of the Washington State Book Awards, and won a 2007 Newbery Honor. Kirby is retired from the faculty at the Whidbey Writers Workshop MFA program. **Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival** and **Nubs: The True Story of a Mutt, a Marine & a Miracle** both have won a Show-Me Award. Kirby lives in Kenmore, Washington with her husband, Neil. When she’s not reading or writing, Kirby can be found beachcombing or bird watching with Winston the Wonder Dog.

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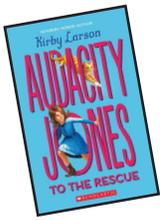
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Audacity Jones to the Rescue Discussion Questions

"Audacity!" The headmistress's shrill voice put a stopper on the lunchtime whispers and giggles of the Wayward Girls. "What can you be thinking? (1)"

- The word *audacity* means spunky, daring, and bold. Determine how Audacity's name reflects her character.
- The word *wayward* is defined as stubborn, uncomplicant, and unmanageable. Do Bimmy and the triplets give the impression of being *wayward*? How so?
- Explain how the act of cleaning one's plate could be considered to be an audacious act at Miss Maisie's School for Wayward Girls.
- Observe Divinity's character. The word *divinity* means angelic, godlike, and wonderful. Does her name reveal her character traits? Explain your answer.

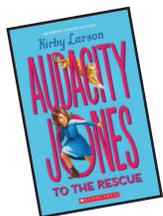
Miss Maisie cleared her throat. "Girls, we have a guest. A distinguished and important guest." She lowered her voice. "So behave!" Then she turned and, with a flourish, gestured for someone to enter. "Do come in, Commodore Crutchfield! (11)"

- The term *exposition* identifies the opening scenes in which the author introduces primary characters and establishes the premise of the story. Consider how the author established the characters and the setting in which the opening scene of this novel. Discuss the use a detail in the story's *exposition*.
- The *inciting incident* is the point in the story in which the protagonist is thrust into the main action of the story. Consider how Commodore Crutchfield's arrival serves as the inciting incident in AUDACITY JONES TO THE RESCUE.
- Explain why Audacity found the Chinese proverb "Pearls don't lie on the seashore. If you desire one, you must dive for it (18)" to be confirmation that she should go with Commodore Crutchfield.
- Paraphrase Audacity's saying "That everything will turn out splendid in the end. And if it's not splendid, it's not the end." Discuss the bonding affect these words have on Bimmy and the triplets (19).

He had hired the man; he must be at a loss in his predicament. And ever watchful because of it. How could she have been so oblivious? There was no other conclusion that Audie could draw than the fact that the Commodore was not trying to keep information from her but from Cypher (63),

- Consider the prior scene in which Miniver caused Detective Gardella's book to fall from Audacity's lap. Explain how the pages happened to fall open to precisely the page containing the information Audacity needed. Note Miniver's nonchalant behavior. Was the act of discovering incriminating an accident or are other forces involved? Explain your answer.
- Discuss Audacity's buzzing ears. Observe the situations during which this occurs. Predict why it happens.
- Explore the citation above. Are Audacity's assumptions true in this situation? Discuss the Commodore's reasons to harbor information.





"Right. Sweet little calico. Though Mrs. Roosevelt didn't think it was too sweet when those boys rode his right up into the White House." Daddy Dub sucked between his teeth. "And didn't those horses look sharp decked out in Mr. Roosevelt's blue? Rosettes on the bridles, on the footmen's hats. It was a sight to see. (81-82)"

- Closely examine elements of this scene – the setting, the historical information, the relationship between characters. Discuss how Daddy Dub connects both the presidential past and future.
- Though a minor character, explore the importance of Daddy Dub's guidance in the story.
- Explore similarities and differences of Juice and Audacity's characters. Identify ways that they both conflict with and strike a balance with one another.
- Discuss significance of the the bridal rosettes. Explain how the cockades serve to deepen the plot.

Bimmy recited the missive from memory. "Madame Volta and Igor stop Need a catcher pronto for my friend Audacity Janes Ardmore Hotel Washington DC stop Love Bimmy. (134)"

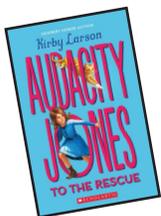
- Early in the story, Bimmy appeared to be fearful of change and challenge as demonstrated when "threw her arms around Audie's waist (19)" at the mention of her friend leaving with the Commodore. Yet in this scene, Bimmy is taking initiative to save her friend. Determine the reasons for the change in Bimmy's character.
- Tell what Bimmy meant by using the word *catcher* in the telegram.

Is it possible that a cat could mysteriously open a door that was heretofore locked? We leave it to you to judge. But we do provide this gentle reminder: Min is one remarkable cat (158).

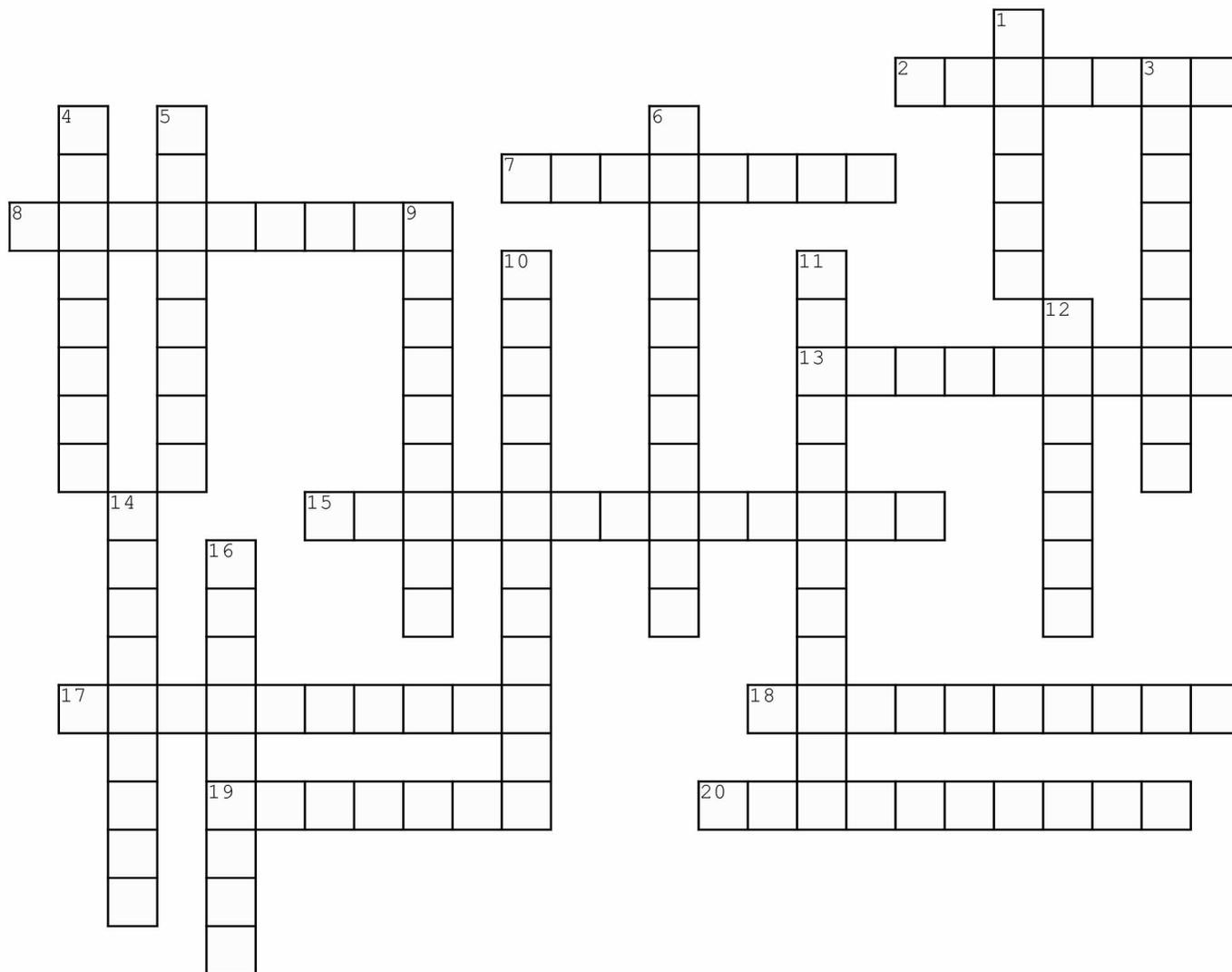
- There is a literary genre known as *magical realism* in which elements of magic creep into a realistic setting. In the scene referred to above, consider how the door that was once securely locked easily opened. Explain how the mystery behind opening the door serves as an example of magical realism.
- The word *remarkable* means extraordinary, unusual, and miraculous. Discuss this and other instances of Min's and Audie's remarkable natures.
- Note that the narrator uses the word *we* when acknowledging that Min is a remarkable cat. Determine why the narrator uses a plural pronoun in this case. Could this reference be an example of magical realism, as well? Explain your answer.

Dorothy returned the hug and then broke away long enough to gesture to Audie and Juice. "I was kidnapped," she said. "And they saved me. (201)"

- Describe the surprising changes that occurred in the the following characters by the end of the story – Cipher, Commodore Crutchfield, Bimmy, Dorothy, and Juice. Identify how their character altered as a result of joining Audie on her adventure.
- Examine how Audacity's audacious nature influenced the "splendid" ending of the story.
- In the Author's Note, author Kirby Larson discusses the historic event that served as inspiration for AUDACITY JONES TO THE RESCUE (210). She discovered a story about the mistaken "kidnapping" of the real Dorothy Taft. Discuss Ms. Larson's use of fantasy and fact to write a historical fiction novel.



Audacity Jones to the Rescue Vocabulary Crossword Puzzle

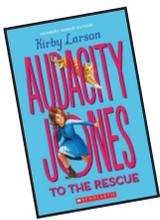
**Across**

- 2. a structure consisting of a roof supported by columns (190)
- 7. suppose that something is true (157)
- 8. bossy, overbearing (91)
- 13. relating to the sense of smell (91)
- 15. snobby, arrogant, snooty (91)
- 17. healthy, beneficial (82)
- 18. a commotion or fuss (44)
- 19. dark-skinned (127)
- 20. anxious, very upset (43)

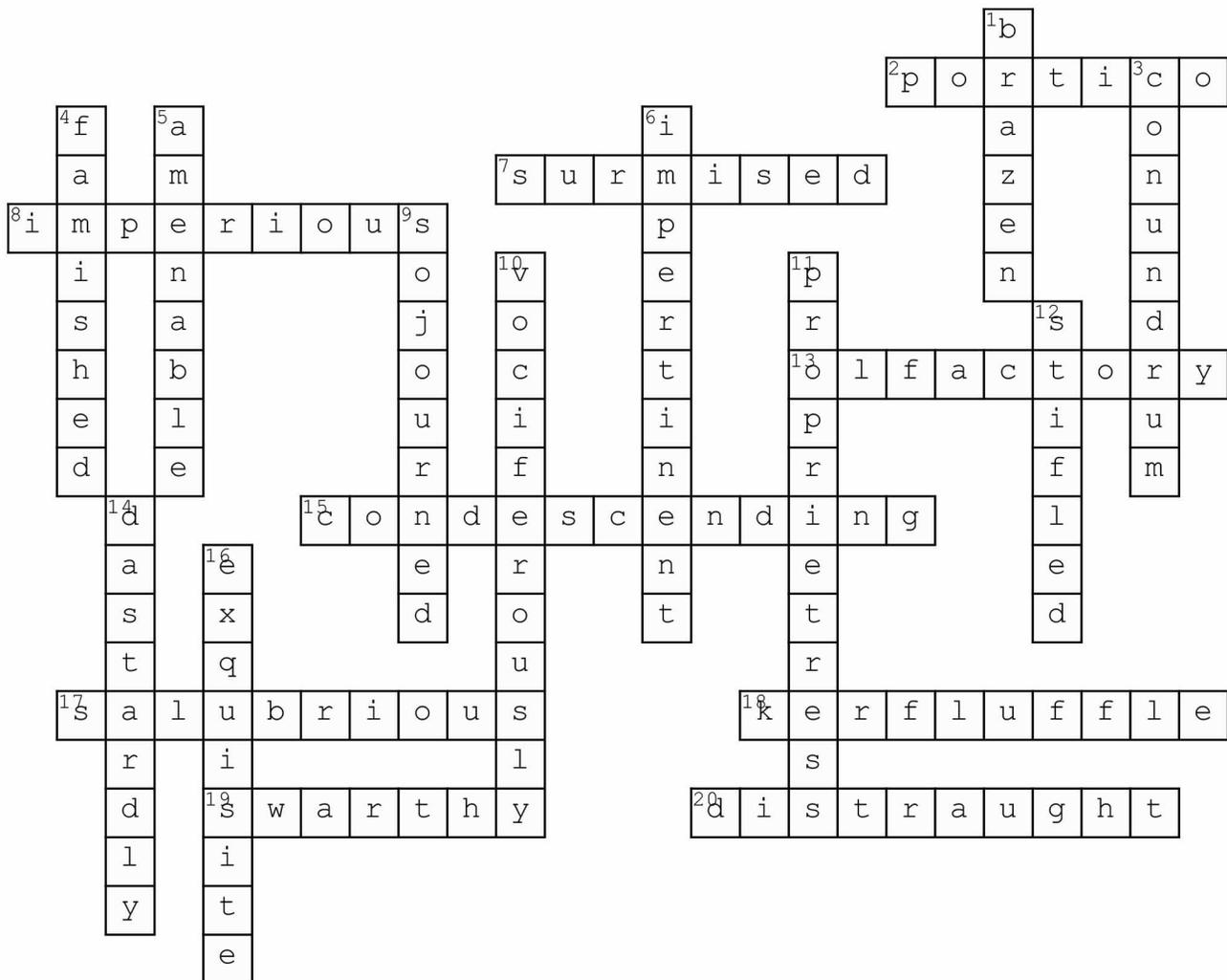
Down

- 1. bold and without shame (162)
- 3. puzzle, mystery (91)
- 4. starving (44)
- 5. open and responsive to suggestion (133)
- 6. bold, disrespectful (46)
- 9. visit, brief travel (40)
- 10. loud, noisy, boisterous (31)
- 11. female business owner (35)
- 12. prevent, restrained, hold back (32)
- 14. wicked and cruel (197)
- 16. attractive, beautiful, delicate (11)





Audacity Jones to the Rescue Vocabulary Crossword Puzzle Answers

**Across**

2. a structure consisting of a roof supported by columns (190)
7. suppose that something is true (157)
8. bossy, overbearing (91)
13. relating to the sense of smell (91)
15. snobby, arrogant, snooty (91)
17. healthy, beneficial (82)
18. a commotion or fuss (44)
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1. bold and without shame (162)
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12. prevent, restrained, hold back (32)
14. wicked and cruel (197)
16. attractive, beautiful, delicate (11)



Audacity Jones to the Rescue Vintage Paper Dolls

After the day's lessons from Professor Teachttest, made excruciatingly unbearable without Audie to liven them up, Bimmy and the triplets excused themselves from a rousing session of snipping paper dolls from the Sears, Roebuck and Co. catalog (Divinity always picked the best pages for herself anyway) and met up under the stairway (12).

Objective: To explore the correlation between the story and historical references stated in the text.

Materials:

- Paper Dolls (Guide, pg. 9)
- Vintage Clothing Cards (Guide, pg. 10)
- Cardstock
- Laminator (optional)
- Computer paper
- Scissors
- Pencil
- Fine-tipped markers
- Writing materials

Procedure:

- Print **Paper Dolls** and **Vintage Clothing Cards** on cardstock.
- Use scissors to carefully trim around **Paper Dolls** and the **Vintage Clothing Card** borders.
- Laminate **Paper Dolls** (optional).
- Choose a **Vintage Clothing Card**. Study the details of the clothing featured in the card.
- Place a piece of computer paper under a **Paper Doll**. Lightly trace around the shape of the doll with a pencil.
- Using the chosen **Vintage Clothing Card** as a guide, sketch a likeness of the style of clothing suitable to fit the paper doll. Be certain to include foldable tabs over the shoulders and sides of the outfit.
- Use scissors to carefully trim around the border of the hand-drawn vintage outfit.
- Place hand-drawn vintage outfit on **Paper Doll**. Fold tabs to secure paper outfit on doll.
- Use fine-tipped markers to decorate outfit.
- Repeat process using the other **Vintage Clothing Cards** as guides.



Trace around paper doll.

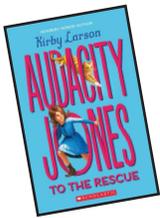


Copy Vintage Clothing Card.



Place outfit on Paper Doll.

Write an essay describing your impression of clothing children wore in the early 1900's. Consider how the clothing effected a child's everyday life. Explore the similarities and differences of the historic styles and the clothes kids wear today. Cite supporting statements from the text.



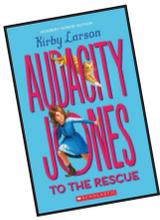
Audacity Jones to the Rescue Paper Dolls



Audacity Jones to the Rescue Vintage Clothing Cards



*Photo Credits: Vintage Victorian Fashion & Custom Reproduction Clothing - www.vintagevictorian.com
Pinterest.com*



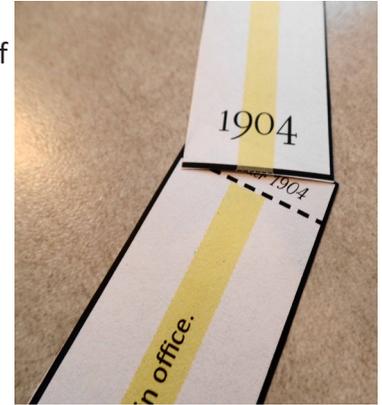
Audacity Jones to the Rescue A Historical Timeline

*"I know it's important to keep the President happy, especially with all the hard work he has to do. I mean, can you imagine running this country? Keeping peace between the Democrats and Republicans? Between farmers and businessmen? Between oilmen and the conservationists?"
Audie's head began to ache a bit in sympathy for Mr. Taft (1904).*

Objective: To gain an understanding of how the historical elements of the story contribute to the development of setting and character.

Materials:

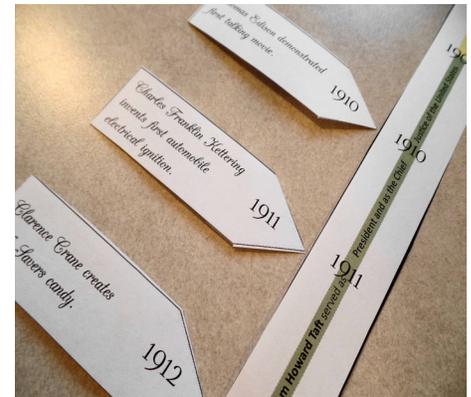
- *Audacity Jones to the Rescue*
- Timeline Strips (Guide, pg. 12)
- Timeline Tabs (Guide, pg. 13)
- Blank Timeline Tabs (Guide, pg. 14)
- Scissors
- Tape
- Writing materials
- Research materials



Secure Timeline Strips.

Procedure:

- Print **Timeline Strips** and **Timeline Tabs**.
- Using scissors, trim about borders of **Timeline Strip** and **Timeline Tabs**.
- Using tape, secure **Timeline Strips** in sequential order.
- Place **Timeline Tabs** on the left of the **Timeline Strip** next to the corresponding date.
- Observe and discuss the industrial development of the historical times during which *Audacity Jones to the Rescue* was written.
- Using the **Blank Timeline Tabs** and research materials, create tabs recording additional innovations and inventions that occurred during this time in history.

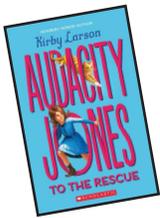


Match Timeline Tabs to dates.

The historic period in which Audacity Jones to the Rescue was written is known as the Second Industrial Revolution. This was time of great innovation and numerous inventions, many of which are enjoyed today. Automobiles replaced horse-drawn carriages. Trains transported people across country at a remarkable speed for the day. Great minds created great things during this period in history.

Using the Historic Timeline as inspiration, write an essay explaining how historic instances and facts served to support the storyline in Audacity Jones to the Rescue. Cite examples from the text to support your claims.





Timeline Strips

1900
President William McKinley in office

1901

1902

1903

1904

tape under 1904

1905
served in office.

1906
soldier, naturalist, reformer -

1907
statesman, author, explorer,

1908
President Teddy Roosevelt

tape under 1908

1909
Justice of the United States.

1910
President and as the Chief

1911
William Howard Taft served as

1912

tape under 1912

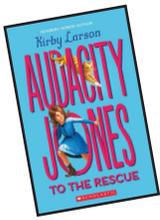
1913
and an academic.

1914
Wilson was an politician

1915
President Thomas Woodrow

1916





Timeline Tabs

*The first radio receiver
successfully received transfer.* 1901

*Color photography invented by
Auguste and Louis Lumiere.* 1907

The birth of the Teddy Bear. 1902

Model T first sold. 1908

*Wright Brothers invent
first gas motored and
manned airplane.* 1903

*Thomas Edison demonstrated
first talking movie.* 1910

*Teabags invented by Thomas
Sullivan.* 1904

*Charles Franklin Kettering
invents first automobile
electrical ignition.* 1911

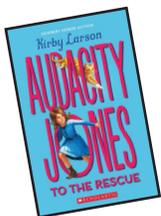
*Albert Einstein published
Theory of Relativity.* 1905

*Clarence Crane creates
Life Savers candy.* 1912

*William Kellogg invents
cornflakes.* 1906

*The Crossword Puzzle is
invented by Arthur Wynne.* 1913





Blank Timeline Tabs





Audacity Jones Steals the Show Discussion Questions

The cat's tail snapped back and forth like a metronome. Then it flicked twice more, tapping two additional titles: Animal Kingdom 1 and Harmsworth Natural History. Audie quickly skimmed the books before adding them to her pile, noting that both seemed to focus on large animals (13).

- Foreshadowing is used as a literary device to tease readers about plot turns that will happen later in the story. Determine how Miniver's selection of the titles above serves to foreshadow the events that occur in AUDACITY JONES STEALS THE SHOW.
- In this scene, Audie explains to Min that she cannot travel with Bimmy and Cypher. Audie must leave her beloved feline friend behind. Examine Min's reaction to the message.
- Determine who ultimately knows more about the intention of and occurrences of the trip, Min or Audie. Explain your answer.



"Oh, I let Floppy go in the woods near Cedar Rapids. Sometimes circus animals aren't treated very nice." A pained look flitted across Bimmy's face. "I wanted him to have a happy, rabbity life (48)."

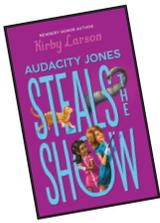
- Interpret what the "pained look" says about Bimmy's experience with circus life. Discuss how such experiences serve to develop a sense of compassion for others.
- Explore how Bimmy's perception of the Great Oberon differs than that of the cabbie's. Explain how and why their views conflict.
- Consider Bimmy's response to the sights and scents of the circus on page 45. Explore the deep sense of loss she keeps within herself at all times. Determine how her sadness serves to deepen her character.
- Compare and contrast Audie and Bimmy's characters. Identify traits that are similar. Tell of ways that the two differ. Show how their similarities and differences compliment their relationship.
- Identify Bimmy's deepest desire. Tell what she wants, more than anything at all.



"My ear is buzzing like anything," Audie said (81).

- Consider the sequence of events in this scene. Audie's ear began buzzing immediately after Houdini confessed to being late, thus possibly responsible for Theo's disappearance. Determine the reasons why Audie's ear is buzzing in this scene.
- Earlier in the scene, Bimmy's reaction to Houdini's showmanship was not "worshipful" due to the fact that "circus life had shown her that there was very little magical to magic" (80). Interpret the meaning of this statement.
- Is there a magical element to Audie's buzzing ear? Explain your answer.
- The term *mimic* refers to a person skilled in imitating the voice and mannerisms of others. On page 83, Bimmy suggests that Oberon may be a mimic. Discuss why this is problematic in regards to Theo's safety.





This was a baby elephant, Audie could see that. An orphan, no doubt; who better than Audie to know that pain of that situation? "What's your name, little fellow?" She asked, her heart softening. Audie glanced round and noticed a small placard on the wall near the cage. "Baby? Is that you? (109)"

- Explore the emotional significance of this scene. In it, Audie discovers her beloved Min in the presence of and caring for an elephant, the very animal who made her an orphan. Make a connection with what is lost and gained for Audie as result of this plot point.
- Note that it was stated that Audie's ears were not buzzing in this scene, and yet Min was in the presence of a dangerous animal. Explain the importance of this detail.
- Audie and Miniver had be separated for a long period of time and yet Min did not come to her when she called. Interpret Min's response. Explain why she ignored Audie's call.
- Miniver is intuitive, resourceful, and wise. Could it be that Min was guiding Audie to Baby? Is so, for what reason?



Theo hesitated, then took it. "Thank you." But the great Oberon did not let go of the photo. He tugged it close, thus tugging Theo closer. From his vest pocket, he pulled a watch. He swung it in front of her eyes (147).

- Explain why, in this scene, Theo initially hesitated when the Great Oberon offered to give her a photo.
- The act of swinging a watch in front of Theo's eyes suggests that Oberon is placing her under a hypnotic spell. Tell why controlling Theo in this way poses problems for Houdini and the other characters.
- The word *revenge* means fight back, retaliate, and to be out for blood. Determine how revenge can be "delicious" (148).



Theo smiled. "Oh, surely, Mr. Wylie Wurme, as a master hypnotist, you of all people would know that a person cannot be hypnotist doing something she wouldn't ordinarily do." She adjusted her spectacles on her nose. "And I certainly wouldn't sabotage Mr. Houdini's act. (161)"

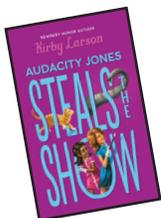
- The word *sabotage* is defined as damage, attack, and disrupt. Consider how Theo's intelligence and intuition served to "sabotage" Mr. Wylie Wurme's plan to destroy Houdini's performance.
- At what point in the story do you think Theo realized Wurme's true identity? Explain your answer.
- Tell why it was important to Theo that Houdini succeed.



Audie was completely satisfied. All the subterfuge had been worthwhile, even though Bimmy and her mother and father would have but one evening together (173).

- *Subterfuge* means cunning, trickery, and deception. Determine how engaging in such trickery could bring about something as joyful as a family reunion.
- Predict when Audie first had the idea to connect Bimmy with her family. How long was she at work on this plan? Explain your answer.
- The title of this chapter is 'A Bit of Magic for Bimmy.' Discuss how the experience of bringing her dear friends' family together was a magical experience for both Audie and Bimmy.





Audacity Jones Steals the Show Vertical Vocabulary List

1. ___ ___ ___ **A** ___ ___ ___
2. ___ ___ **U** ___ ___ ___
3. ___ ___ ___ ___ ___ ___ **D** ___ ___ ___ ___ ___
4. ___ ___ ___ ___ **A** ___ ___ ___
5. **C** ___ ___ ___
6. ___ ___ ___ ___ **I** ___ ___
7. ___ ___ **T** ___ ___ ___
8. ___ ___ ___ ___ **Y** ___ ___ ___
9. **J** ___ ___ ___ ___
10. ___ ___ ___ ___ **O** ___ ___ ___ ___ ___
11. ___ ___ ___ ___ ___ **N** ___ ___ ___ ___
12. ___ ___ ___ ___ **E** ___ ___
13. ___ ___ ___ ___ **S** ___ ___

Clues:

- | | |
|--|---|
| 1. a metal band, chain, or shackle (55) | 9. feeling or showing envy (91) |
| 2. baffle, perplex, confuse (10) | 10. unwilling to help others or do what they ask (124) |
| 3. the secret to performing magic tricks (175) | 11. military observation of a region to locate an enemy (4) |
| 4. likable and easy to get along with (39) | 12. steal (64) |
| 5. crouch down in fear (86) | 13. magic trick (118) |
| 6. a short sword with a curved blade (12) | |
| 7. make less severe, serious, or painful (43) | |
| 8. any very large thick-skinned mammal, such as an elephant (19) | |





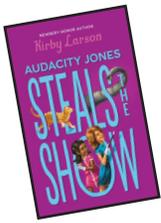
Audacity Jones Steals the Show
Vertical Vocabulary List Answers

1. m a n A c l e
2. f l U m m o x
3. p r e s t i D i g i t a t e
4. s i m p A t i c o
5. C o w e r
6. s c i m l t a r
7. m i T i g a t e
8. p a c h Y d e r m
9. J e a l o u s
10. u n n c O o p e r a t i v e
11. r e c o n N a i s s a n c e
12. p i l f E r e d
13. i l l u S i o n

Clues:

- | | |
|--|---|
| 1. a metal band, chain, or shackle (55) | 9. feeling or showing envy (91) |
| 2. baffle, perplex, confuse (10) | 10. unwilling to help others or do what they ask (124) |
| 3. the secret to performing magic tricks (175) | 11. military observation of a region to locate an enemy (4) |
| 4. likable and easy to get along with (39) | 12. steal (64) |
| 5. crouch down in fear (86) | 13. magic trick (118) |
| 6. a short sword with a curved blade (12) | |
| 7. make less severe, serious, or painful (43) | |
| 8. any very large thick-skinned mammal, such as an elephant (19) | |





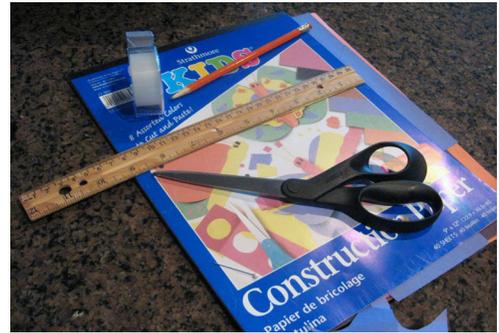
Audacity Jones Steals the Show Showmanship - The Magic Wand

"Perhaps I can help." He whistled for Bobby, who flew to his master. "Fetch my wand! (163)"

Objective: To make a connection between the text and a performance experience in a creative manner.

Materials:

- A sheet of both black and white construction paper
- Tape
- Scissors
- A pencil
- A ruler
- A straight pin



Procedure:



Step 1: Measure and cut one 6 in. by 11 in. strip of black construction paper. Using the pencil as a base, roll the black paper strip over pencil creating a straw-like tube. Secure tube with tape.



Step 2: Measure and cut two pieces of 1 in. by 6 in. strips of white construction paper.



Step 3: Wrap and tape these pieces of white construction paper at the ends of the black tube, thus creating a magic wand.



Step 4: Insert straight pin at the midway point of the wand.

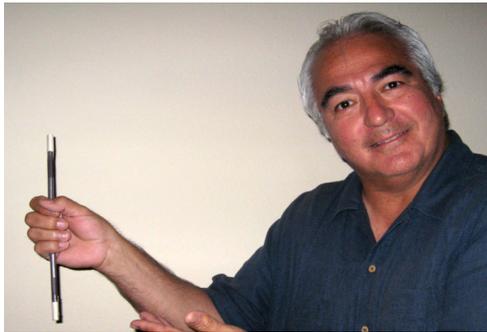


Audacity Jones Steals the Show The Illusion

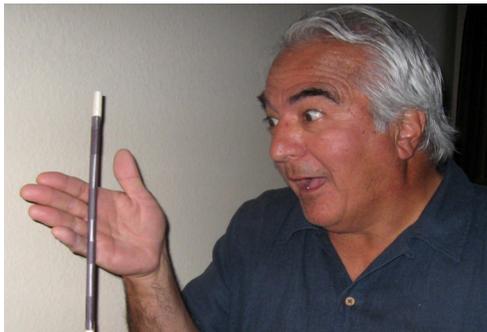
"Soon the city will be amazed at Harry Houdini, vanishing elephant." She pressed her hand to his his arm. "But you and Audie will be true magicians, Jamie Doolan. And it will be my great honor to be a part of your show (128)."



Astound your friends! Follow the steps below and become a true magician, too!

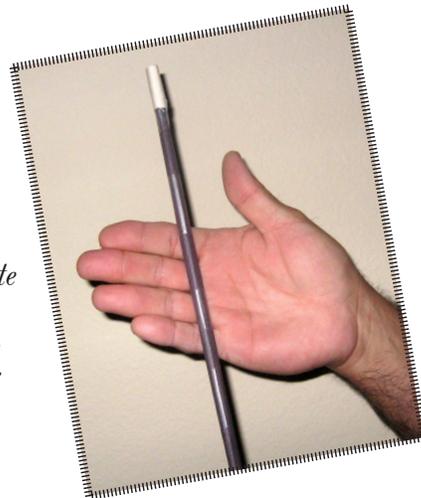


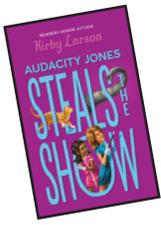
Step 1: Hold wand as pictured to the right, making certain that the straight pin is secured between your ring and middle finger. Be sure to keep the straight pin hidden from the audience.



Step 2: Become a showman. Get the audience excited. Call upon the power of magic! Ask the audience to join you in using your special magic word. Then, ever-so-dramatically, open your hand to reveal your magic wand suspended in air!

The crowd roared again. Houdini had them in his complete power. It was as if he had cast a spell. He had cast a spell, Audie realized. It was called showmanship (158).





Audacity Jones Steals the Show Character Trait Analysis

"I was afraid you'd turn chicken," he exclaimed.

Audie set Min down to catch her breath. "My word is my bond," she assured him.

"Are we ready to bargain? (143)"

Objective: To identify a character's dominant character trait through the use of description, citation, and illustration.

Materials:

- AUDACITY JONES STEALS THE SHOW
- Cast of Characters (Guide, pg. 21)
- Character Trait List (Guide, pg. 22)
- Character Trait Analysis Graphic Organizer (Guide, pg. 23)
- Pencil
- Markers or colored pencils

Procedure:

- Print **Character Trait List** and **Character Trait Analysis Graphic Organizer**.
- Choose a character from the **Cast of Characters** list. Write the name on the **Character Trait Analysis Graphic Organizer** in the space provided.
- Consider the **Character Trait List**. Choose one trait that best describes the chosen character.
- Explain reasons why you feel that trait best suits the character in the spaces provided.
- Search through AUDACITY JONES STEALS THE SHOW to discover an example that supports your claim. Cite a quote and the page number.
- Use markers or colored pencils to illustrate the scene in which the character is demonstrating the trait.
- Share your work with the class.

CAST OF CHARACTERS

Audie

Miniver

Bimmy

Theo

Cypher

Mr. Houdini

Oberon

Punk

Bobby

Billy Bottle



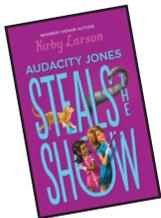


Audacity Jones Steals the Show Character Trait List

Active	Honest	Cowardly
Admirable	Hopeful	Cruel
Adventurous	Humble	Dangerous
Agreeable	Innocent	Deceitful
Amusing	Intelligent	Devious
Appreciative	Inventive	Difficult
Athletic	Joyful	Dishonest
Authentic	Kind	Disloyal
Brave	Loving	Disobedient
Bright	Loyal	Disrespectful
Brilliant	Neat	Disruptive
Capable	Nice	Envious
Caring	Optimistic	Fearful
Charming	Passionate	Foolish
Cheerful	Patient	Forgetful
Clever	Peaceful	Greedy
Compassionate	Playful	Hateful
Confident	Reliable	Inconsiderate
Considerate	Respectful	Insincere
Cooperative	Responsible	Insulting
Courageous	Selfless	Intolerant
Courteous	Sincere	Irresponsible
Curious	Skillful	Jealous
Dedicated	Strong	Liar
Easygoing	Sweet	Mean
Educated	Thoughtful	Obnoxious
Enthusiastic	Trustworthy	Power-hungry
Exciting	Understanding	Resentful
Extraordinary	Unselfish	Selfish
Fair	Wise	Shallow
Forgiving	Aggressive	Sneaky
Friendly	Angry	Snobbish
Generous	Anxious	Uncaring
Gentle	Argumentative	Uncooperative
Good-natured	Arrogant	Unforgiving
Grateful	Bossy	Unfriendly
Happy	Brutal	Ungrateful
Hardworking	Careless	Unreliable
Helpful	Clumsy	Weak
Heroic	Conceited	Wicked

Reference: Teaching Made Practical: Resources for Upper Elementary
www.teachingmadepractical.com





Audacity Jones Steals the Show

Character Trait Analysis Graphic Organizer

Character: _____

Character Trait:



Explain reasoning:



Citation:



Illustrate a scene in which trait is demonstrated:



Common Core State Standards Alignment

English Language Arts Standards » Anchor Standards for Reading		Discussion Questions	Crossword Puzzle	Paper Dolls	Timeline	Vertical Vocab	Showmanship	Character Traits
CCSS.ELA-Literacy.CCRA.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	●						●
CCSS.ELA-Literacy.CCRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	●			●			●
CCSS.ELA-Literacy.CCRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	●						●
CCSS.ELA-Literacy.CCRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	●	●			●		●
CCSS.ELA-Literacy.CCRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	●	●	●	●	●	●	●
CCSS.ELA-Literacy.CCRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	●	●	●	●	●	●	●

English Language Arts Standards » Anchor Standards for Writing

CCSS.ELA-Literacy.CCRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.			●	●			●
CCSS.ELA-Literacy.CCRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			●	●			●
CCSS.ELA-Literacy.CCRA.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.				●			
CCSS.ELA-Literacy.CCRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.				●			
CCSS.ELA-Literacy.CCRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.			●	●			●

English Language Arts Standards » Anchor Standards for Speaking & Listening

CCSS.ELA-Literacy.CCRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	●		●	●			●	●
CCSS.ELA-Literacy.CCRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	●	●	●	●	●	●	●	●
CCSS.ELA-Literacy.CCRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.			●	●				●
CCSS.ELA-Literacy.CCRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			●	●			●	
CCSS.ELA-Literacy.CCRA.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	●		●	●			●	●