

XAVIER'S VOICE

6

printable
activities

Read Aloud Book Companion

CREATE A SUPERHERO

Name: _____
Date: _____
Partner: _____

Welcome, SUPER R

Get ready to create your own superhero!

Have you ever wanted to be a superhero? Well, you can be! You're in complete control - you decide what your superhero's name is, what powers he or she has, and what his or her superpower is. Use the information below to create your own superhero.

What is its name?	_____
What does it look like?	_____
What is its super power?	_____

LANGUAGE SCAVENGER HUNT

Name: _____
Date: _____
Partner: _____

Welcome, Treasure Hunter!
It's time to find some figurative language!

1 Writers use special words to make their stories more exciting. These are called figurative language .	2 Figurative language helps readers paint pictures in their minds with just words.	3 As you read, look for details that might mean more than what they first seem. These are your clues!
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Our story has at least four different types of figurative language.

Alliteration Using words that start with the same sound, like "Peter Piper picked."
Personification Giving human qualities to things, like "the wind whispered."

INFERENCE DETECTIVE

Name: _____
Date: _____
Partner(s): _____

Welcome, Detective!
Your mission is to uncover the hidden clues in our story.

1 Authors hide clues in their stories. These clues can be in what characters say, do, or think.	2 As you read, look for details that might mean more than what they first seem. These are your clues!	3 Use these clues and what you already know to make an inference - your best guess about what's really happening.	4 Record your clues and inferences on your detective worksheet. Remember to explain your reasoning!
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Analyzing illustrations is a great way to find clues about what is really happening in a story. Here's an example:

Illustration	My Observations and Questions	My Inference
I'm looking at the pictures on pages 2-3.	I notice Xavier is sitting by himself while the other kids are playing together. I wonder why Xavier is sitting alone. I also wonder how he is feeling.	After reading the words and looking closely at the pictures, I can make this inference: Xavier is sitting alone because he is afraid to ask the others if he can play with them. He's probably feeling very lonely.

Thank you!

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Jennifer Martinez



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- **You cannot** share this resource with others. This includes providing paper or digital copies; sharing links to digital copies; or uploading to any place where it can be accessed by anyone other than you and your own students.
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LET'S CONNECT



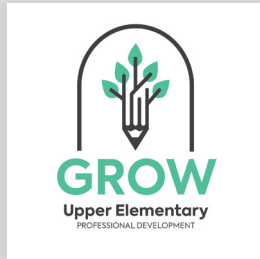
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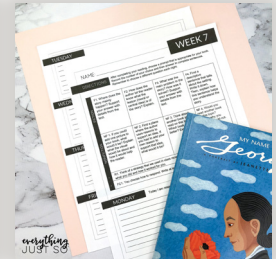
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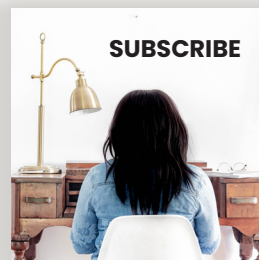
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TABLE OF CONTENTS

Click on an image to go directly to section

RESOURCE NOTES

Included in this Read Aloud Book Companion Kit:

- Vocabulary Grid and Booklet.** As they read, students collect new, important, and interesting words on their Vocabulary Grid. They can use the grid to complete their Vocabulary Booklet, inside one several words important to the story. Students write what they know about the word and then illustrate it. A blank page is included so students can add their own words from their Vocabulary Grid.
- Inference Detective Activity.** In the Inference Detective activity, students become literary sleuths, analyzing excerpts from the picture book to uncover hidden meanings about characters, plot, and settings. This activity sharpens critical thinking skills and deepens reading comprehension. Have students work individually or in small groups to examine clues and make evidence-based inferences. For added fun, set up a classroom Detective Agency with rotating cases to solve. This makes for an engaging literacy center or a captivating whole-class challenge that brings your picture book to life!
- Create Your Own Superhero.** Students design their own superhero inspired by the picture book's characters. This activity combines narrative writing with artistic expression, encouraging students to think creatively about character development. Students create a superhero name, powers, backstory, and costume using the provided templates. For added engagement, organize a "Superhero Parade" where students can showcase their creations. It's the perfect way to bring the themes of the picture book to life while developing writing and presentation skills!
- Figurative Language Scavenger Hunt.** In this activity, students become language detectives, searching the picture book for examples of figurative language. This activity enhances students' understanding of non-literal language and deepens their appreciation for the author's craft. Students can work individually or in pairs to find and record figurative language, then illustrate or explain its meaning. For added excitement, turn it into a friendly competition for the most examples found or the most creative explanations. It's a great way to bring the picture book language to life while building critical literacy skills.

VOCABULARY GRID

Write down the words you find in the story that you think are important, interesting, and new to you. Write them in the grid that has the beginning letter.

M	T	O	T	N
D	L	Z	S	X/Y
C	H	M	R	W
B	O	J	Q	V
A	L	K	P	U

INFERENCE DETECTIVE

Welcome, Detective!
Your mission is to uncover the hidden clues in our story.

- Authen hese clues in their stories. These clues can be in what characters say, do, or think.
- As you read, look for details that might mean more than what they first seem. These are your clues!
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Analyzing illustrations is a great way to find clues about what is really happening in a story. Here's an example:

Illustration	My Observations and Questions	My Inference
I'm looking at the pictures on pages 2-3.	I notice Xavier is sitting by himself while the other kids are playing together. I wonder why Xavier is sitting alone. I also wonder how he is feeling.	After reading the words and looking closely at the pictures, I can make this inference: Xavier is sitting alone because he is afraid to sit with the others if he can't play with them. He's probably feeling very lonely.

CREATE A SUPERHERO

Welcome, SUPER Reader!
Get ready to create your own SUPERhero!

Have you ever wanted to be a superhero? Well, today you get to create one! You're in complete control - you decide what looks like, where it comes from, and its super power. Use the prompts below to begin creating.

What is its name?	Where does it come from?
What does it look like?	What does it wear?
What is its super power?	How did it get this power?

1. Resource Notes.

Notes explaining what is included and suggestions for how to use the materials in your classroom.

2. Vocabulary Grid and Booklet.

Use to build background knowledge and vocabulary.

3. Inference Detective.

Students make inferences after reading the story.

4. Create Your Own Superhero.

Students use the prompts to create their own superhero.

LANGUAGE SCAVENGER HUNT

Welcome, Treasure Hunter!
It's time to find some figurative language.

Writers use special words to make their stories more exciting. These are called figurative language.	Figurative language helps readers point pictures in their minds with just words.	As you read the story, keep your eye open for those special words or phrases.	You'll record what you find and then draw an illustration to match each one.
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Our story has at least four different types of figurative language:

Alliteration Using words that start with the same sound, like "Peter Piper picked."	Metaphor Saying something is something else, like "Life is a roller coaster."
Personification Giving human qualities to things, like "The wind whispered."	Onomatopoeia Words that sound like what they mean, like "buzz" or "crash."

SCENE SWITCH

Let's flip the script, Scene Switcher!

- In our story, we usually hear what Xavier thinks and feels, but what if we could hear the story from someone else?
- Go back to this recess scene on page 2. Xavier is sitting alone, feeling small compared to his louder classmates.
- Now, imagine you're someone else in this scene. You could be:
 - A teacher watching Xavier from across the playground.
 - Another student who notices Xavier but isn't sure how to talk to him.
- Rewrite the scene as if you were that character. Think about:
 - What do they see when they look at Xavier?
 - How do they feel about what they see?
 - What are they thinking?

I'm rewriting the scene from _____'s point of view.

The new scene:

WHAT-IF GAME

Let's play, "What-ifs!"
Imagine new adventures for Xavier using "What-if" questions.

Here's how to play:

- Pick a card and read the "What-if" question out loud.
- Use your imagination to continue the story based on this new idea.
- Tell your new mini-story to your group.
- Listen to your classmates' ideas too. Can you add to their stories?
- Write your own "What-if" idea on a blank card to add to the game!
- There are no wrong answers. The more creative your ideas, the better!

WHAT-IF? What if Xavier decided to show his sketches on the first day of school?	WHAT-IF? What if BJ had never approached Xavier about his drawings?
WHAT-IF? What if Xavier's superhero drawings came to life?	WHAT-IF? What if Xavier had a friend who also liked to draw superheroes?

WHAT-IF GAME

Let's play, "What-ifs!"
Imagine new adventures for Xavier using "What-if" questions.

Directions: Choose one of the "What-if" questions. Use your imagination to answer the question. Write your new mini-story below. The more creative your ideas, the better!

My "What-if" question:

My mini-story:

5. Figurative Language Scavenger Hunt.

Students look for multiple types of figurative language in the story.

6. Scene Switch.

Students choose a scene from the story to rewrite from a new point of view.

7. What-if Game - Option 1.

Students read "What-if" questions aloud and then use their imagination to answer the question. Completed in a group.

8. What-if Game - Option 2.

Students work independently to write a new mini-story using the "What-if" questions.

RESOURCE NOTES

Included in this Read Aloud Book Companion Kit:

1. Vocabulary Grid and Booklet. As they read, students collect new, important, and interesting words on their Vocabulary Grid. They can use the grid to complete their Vocabulary Booklet. Inside are several words important to the story. Students write what they know about the word and then illustrate it. A blank page is included so students can add their own words from their Vocabulary Grid.

2. Inference Detective Activity. In the Inference Detective activity, students become literary sleuths, analyzing excerpts from the picture book to uncover hidden meanings about characters, plot, and settings. This activity sharpens critical thinking skills and deepens reading comprehension.

Have students work individually or in small groups to examine clues and make evidence-based inferences. For added fun, set up a classroom "Detective Agency" with rotating cases to solve. This makes for an engaging literacy center or a captivating whole-class challenge that brings your picture book to life!

3. Create Your Own Superhero. Students design their own superheroes inspired by the picture book's characters. This activity combines narrative writing with artistic expression, encouraging students to think creatively about overcoming challenges.

Students create a superhero name, powers, backstory, and costume using the provided templates. For added engagement, organize a "Superhero Parade" where students can showcase their creations. It's the perfect way to bring the themes of the picture book to life while developing writing and presentation skills!

4. Figurative Language Scavenger Hunt. In this activity, students become language detectives, searching the picture book for examples of figurative language. This activity enhances students' understanding of non-literal language and deepens their appreciation for the author's craft.

Students can work individually or in pairs to find and record figurative language, then illustrate or explain its meaning. For added excitement, turn it into a friendly competition for the most examples found or the most creative explanations. It's a great way to bring the picture book's language to life while building critical literacy skills!

5. Point of View Rewrite. Students imagine a scene from the picture book through another character's eyes. This activity deepens students' understanding of narrative voice and character motivation.

For an extra challenge, students can present their rewrites as a dramatic reading or create a storyboard. It's an engaging way to explore the impact of perspective on storytelling while encouraging empathy and practicing writing skills.

6. The "What-if" Game. In this game, students explore alternative storylines for the picture book using creative prompts. This activity encourages imaginative thinking and deepens story comprehension.

Two options are included – one where students work with partners and one for independent work. For an extension activity, turn it into a storytelling circle where each student adds to the story. It's a playful way to enhance critical thinking about plot development while boosting creativity and verbal skills.

THE STANDARDS

This unit is appropriate for students in grades 3 – 4. Below is a list of the foundational Common Core State Standards covered in this unit. Under each foundational standard, I've added a brief synopsis of grade specific language to show how each translates to the three grades.

READING – LITERATURE

Key Ideas and Details:

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.

RL.3.1 – Ask and answer questions, referring explicitly to the text.

RL.4.1 – Refer to details and examples when explaining the text and drawing inferences.

R.2 – Determine central ideas or theme of a text and analyze their development; summarize the key supporting details and ideas.

RL.3.2 – Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.4.2 – Determine a theme of a story, drama, or poem from details in the text; summarize the text.

R.3 – Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

RL.3.3 – Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3 – Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

Craft and Structure:

R.4 – Interpret word 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.

RL.3.4 – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

RL.4.4 – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.

R.5 – Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text.

RL.3.5 – Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.4.5 – Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.

R.6 – Assess how point of view or purpose shapes the content and style of a text.

RL.3.6 – Distinguish their own point of view from that of the narrator or those of the characters.

RL.4.6 – Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas:

R.7 – Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

RL.3.7 – Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

RL.4.7 – Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

R.9 – Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.3.9 – Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

RL.4.9 – Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity:

R.10 – Read and comprehend complex literary and informational texts independently and proficiently.

RL.3.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

RL.4.10 – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

WRITING

Text Types and Purposes:

W.3 – Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.3.3 – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.3.3.A – Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.B – Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.C – Use temporal words and phrases to signal event order.

W.3.3.D – Provide a sense of closure.

W.4.3 – Same as third

W.4.3.A – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.B – Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.C – Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.D – Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.E – Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing:

W.4 – Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.3.4 – With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.

W.4.4 – Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5 – Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.3.5 – With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing

W.4.5 – Same as third.

Research to Build and Present Knowledge:

W.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.3.9 – (Begins in 4th grade)

W.4.9 – Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:

W.10 – Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING AND LISTENING**Comprehension and Collaboration:**

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.

SL.3.1 – Engage effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.

SL.4.1 – Same as third.

SL.2 – Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.2 – Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.2 – Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3 – Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

SL.3.3 – Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4.3 – Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas:

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.

SL.3.4 – Report on a topic or text, tell a story, or recount an experience with facts and details, speaking clearly.

SL.4.4 – Report on a topic or text, tell a story, or recount an experience in an organized manner, using facts and descriptive details to support main ideas or themes; speak clearly.

SL.6 – Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

SL.3.6 – Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

SL.4.6 – Differentiate between contexts that call for formal and informal speech; use formal English when appropriate.

VOCAB GRID

Name: _____ Date: _____

Directions: As you read, write down words you think are important, interesting, and those that are new to you. Write each word in the box that has its beginning letter.

A	B	C	D	E
F	G	H	I	J
K	L	M	N	O
P	Q	R	S	T
U	V	W	X/Y	Z

IMPORTANT VOCABULARY

Name: _____ Date: _____

Directions: Let's learn a few important words from the story. Fill in the prompts with what you know about each word. Use the blank entries for words you recorded on your Vocab Grid.

imagination

What it makes me think of:

How I can use it:

How I picture it:

Part of speech: _____

My definition: _____

therapist

What it makes me think of:

How I can use it:

How I picture it:

Part of speech: _____

My definition: _____

IMPORTANT VOCABULARY

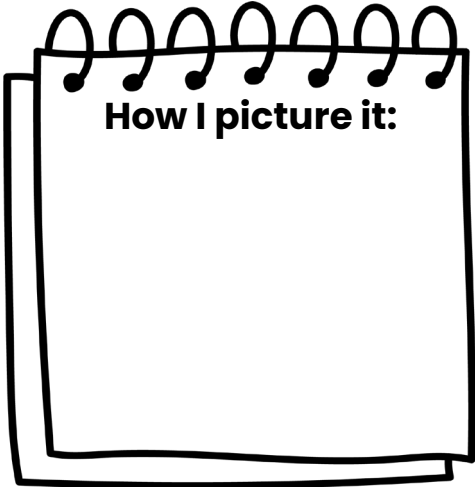
loneliness

Part of speech: _____

My definition: _____

What it makes me think of:

How I can use it:



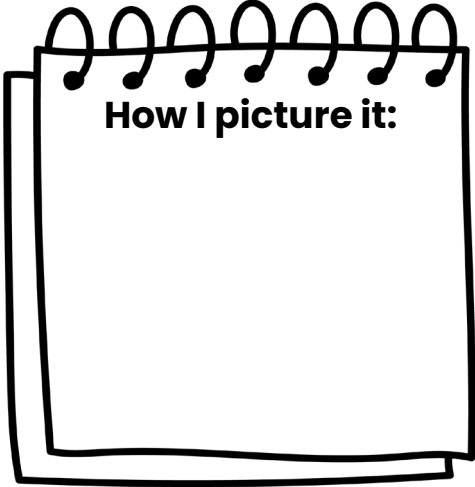
superhero

Part of speech: _____

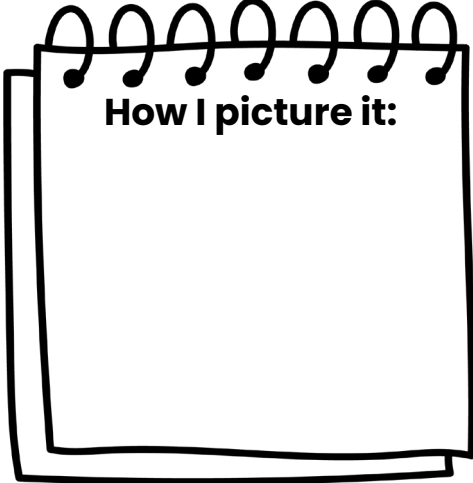
My definition: _____

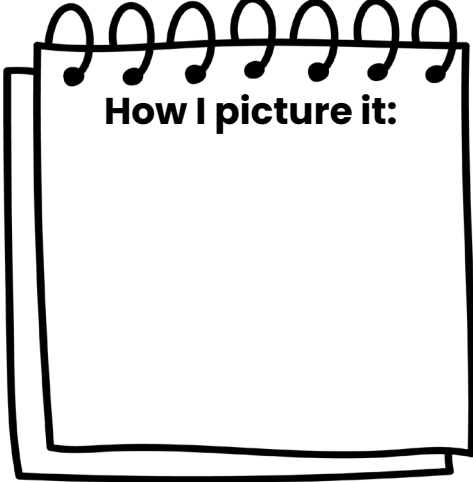
What it makes me think of:

How I can use it:



IMPORTANT VOCABULARY

<p>hero</p>	<p>What it makes me think of:</p> <hr/> <hr/> <hr/>	 <p>How I picture it:</p>
<p>Part of speech: _____</p> <p>My definition: _____</p> <hr/> <hr/> <hr/>	<p>How I can use it:</p> <hr/> <hr/> <hr/>	

<p>nemesis</p>	<p>What it makes me think of:</p> <hr/> <hr/> <hr/>	 <p>How I picture it:</p>
<p>Part of speech: _____</p> <p>My definition: _____</p> <hr/> <hr/> <hr/>	<p>How I can use it:</p> <hr/> <hr/> <hr/>	

IMPORTANT VOCABULARY

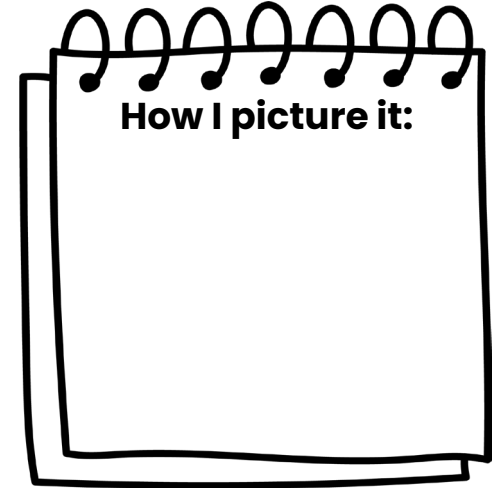
obnoxious

Part of speech: _____

My definition: _____

What it makes me think of:

How I can use it:



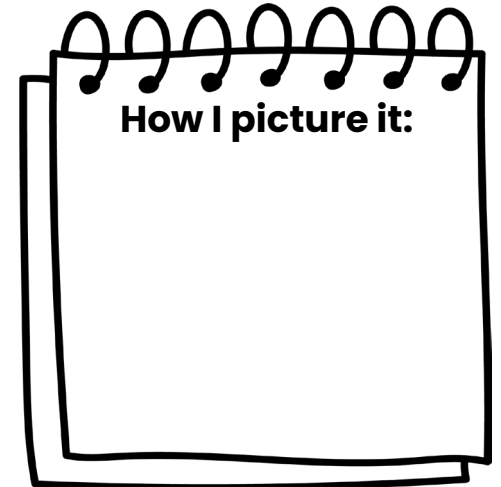
friendship

Part of speech: _____

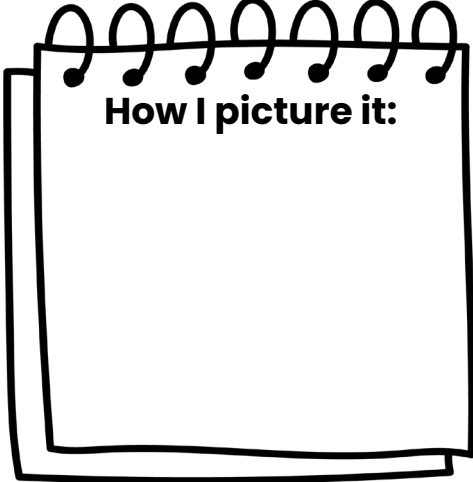
My definition: _____

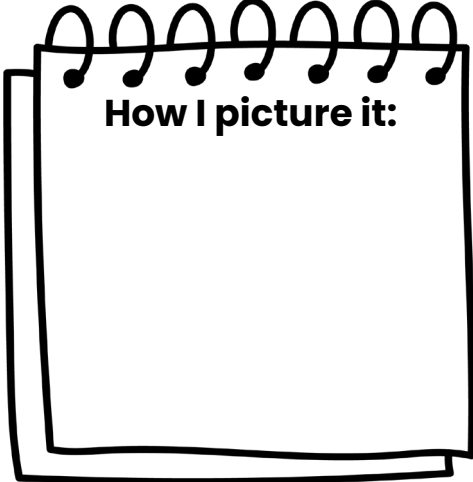
What it makes me think of:

How I can use it:



IMPORTANT VOCABULARY

<div style="border: 1px solid black; height: 75px; width: 100%;"></div>	What it makes me think of:	 <p>How I picture it:</p>
Part of speech: _____	_____ _____ _____	
My definition: _____	How I can use it:	
_____ _____ _____	_____ _____ _____	

<div style="border: 1px solid black; height: 75px; width: 100%;"></div>	What it makes me think of:	 <p>How I picture it:</p>
Part of speech: _____	_____ _____ _____	
My definition: _____	How I can use it:	
_____ _____ _____	_____ _____ _____	

INFERENCE DETECTIVE

Name: _____

Date: _____

Partner(s): _____

Welcome, Detective!

Your mission is to uncover the hidden clues in our story.

1

2

3

4

<p>Authors hide clues in their stories. These clues can be in what characters say, do, or think.</p>	<p>As you read, look for details that might mean more than what they first seem. These are your clues!</p>	<p>Use these clues and what you already know to make an inference - your best guess about what's really happening.</p>	<p>Record your clues and inferences on your detective worksheet. Remember to explain your reasoning!</p>
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Analyzing illustrations is a great way to find clues about what is really happening in a story. Here's an example:

Illustration	My Observations and Questions	My Inference
<p>I'm looking at the pictures on pages 2-3.</p>	<p>I notice Xavier is sitting by himself while the other kids are playing together. I wonder why Xavier is sitting alone. I also wonder how he is feeling.</p>	<p>After reading the words and looking closely at the pictures, I can make this inference: Xavier is sitting alone because he is afraid to ask the others if he can play with them. He's probably feeling very lonely.</p>

You give it a try, Detective! Find the pages listed below. Read the words and look closely at the pictures. Then, write down your observations and questions. Last, make an inference based on your work.

Illustration	My Observations and Questions	My Inference
Pages 14-15.		

Now it's your turn! Find an interesting part of the story. Read the words and look closely at the pictures. Then, record your observations and questions. Last, make an inference.

Illustration	My Observations and Questions	My Inference

CREATE A SUPERHERO

Name: _____

Date: _____

Partner(s): _____

Welcome, SUPER Reader!

Get ready to create your own SUPERhero!

Have you ever wanted to be a superhero? Well, today you get to create one! You're in complete control - you decide what it looks like, where it comes from, and its super power. Use the prompts below to begin creating.

What is its name?	Where does it come from?

What does it look like?	What does it wear?

What is its super power?	How did it get this power?

How did it become a superhero?	What challenges does it have?

Who are its friends?	Who are its enemies?

What problem does it have?	How does it solve their problem?

Using your notes, write three paragraphs about your superhero. Then draw an illustration including as many details as possible.

Paragraph 1	Paragraph 2	Paragraph 3
<p>Introduce your character. Tell us where it came from and what it looks like.</p>	<p>Explain its superhero journey. Tell about its super power, how it got it, and how it became a hero.</p>	<p>Talk about your hero's problem, its friends and enemies, and how it uses its power for good.</p>

MY SUPERHERO

BY: _____

LANGUAGE SCAVENGER HUNT

Name: _____

Date: _____

Partner(s): _____

Welcome, Treasure Hunter!
It's time to find some figurative language.

1

2

3

4

<p>Writers use special words to make their stories more exciting. These are called figurative language.</p>	<p>Figurative language helps readers paint pictures in their minds with just words.</p>	<p>As you read the story, keep your eyes open for these special words or phrases.</p>	<p>You'll record what you find and then draw an illustration to match each one.</p>
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Our story has at least four different types of figurative language:

Alliteration	Metaphor
<p>Using words that start with the same sound, like "Peter Piper picked."</p>	<p>Saying something is something else, like "life is a roller coaster."</p>

Personification	Onomatopoeia
<p>Giving human qualities to things, like "the wind whispered."</p>	<p>Words that sound like what they mean, like "buzz" or "crash."</p>

It's time for your hunt! Look for examples of each type of figurative language below. Write your example in the box. Then, draw an illustration of it.

Alliteration	
My Example	My Illustration

Metaphor	
My Example	My Illustration

Personification	
My Example	My Illustration

Name: _____ Partner(s): _____

Onomatopoeia	
My Example	My Illustration

Can you find even more, Treasure Hunter? Reread the story to find more types of figurative language. Record what you find below.

My Example	Type of Figurative Language and How I Know

My Example	Type of Figurative Language and How I Know

SCENE SWITCH

Name: _____

Date: _____

Partner(s): _____

Let's flip the script, Scene Switcher!

1

2

3

In our story, we usually hear what Xavier thinks and feels. But what if we could hear the story from someone else?

Go back to this recess scene on page 2:

Xavier is sitting alone, feeling small compared to his louder classmates.

Now, imagine you're someone else in this scene.

You could be:

- A teacher watching Xavier from across the playground
- Another student who notices Xavier but isn't sure how to talk to him

Rewrite the scene as if you were that character.

Think about:

- What do they see when they look at Xavier?
- How do they feel about what they see?
- What are they thinking?

I'm rewriting the scene from _____'s point of view.

The new scene:

WHAT-IF GAME

Let's play, "What-ifs?"

Imagine new adventures for Xavier using "What-if" questions.

Here's how to play:

- Pick a card and read the "What-If" question out loud.
- Use your imagination to continue the story based on this new idea.
- Tell your new mini-story to your group.
- Listen to your classmates' ideas too. Can you add to their stories?
- Write your own "What-If" idea on a blank card to add to the game!
- There are no wrong answers. The more creative your ideas, the better!

WHAT-IF?

What if Xavier decided to show his sketches on the first day of school?

WHAT-IF?

What if BJ had never approached Xavier about his drawings?

WHAT-IF?

What if Xavier's superhero drawings came to life?

WHAT-IF?

What if Xavier had a friend who also liked to draw superheroes?

WHAT-IF?

What if Xavier lost his sketchbook and someone else found it?

WHAT-IF?

What if Xavier's superhero drawings magically came to life one day?

WHAT-IF?

What if one of Xavier's superheroes had powers that only worked when he was feeling confident?

WHAT-IF?

What if Xavier discovered a secret room at school that amplified his voice when he spoke inside it?

WHAT-IF?

What if Xavier had to move to a new school where no one knew about his quiet nature?

WHAT-IF?

What if the story took place in a futuristic world where Xavier's drawings could be projected into real-life scenarios?

WHAT-IF?

What if Xavier found out that his favorite cartoon character, Super Slaeem, was inspired by a real person?

WHAT-IF?

What if Xavier was asked to speak at a school assembly about his art and how it helps him communicate?

WHAT-IF?

What if a local artist saw Xavier's work and invited him to be part of a community mural project?

WHAT-IF?

What if BJ was actually shy too and had his own way of dealing with it that he shared with Xavier?

WHAT-IF?

WHAT-IF?

WHAT-IF GAME

Let's play, "What-ifs?"

Imagine new adventures for Xavier using "What-if" questions.

Name: _____ Date: _____

Partner(s): _____

Directions: Choose one of the "What-If" questions. Use your imagination to answer the question. Write your new mini-story below. The more creative your ideas, the better!

My "What-if" question: _____

My mini-story: _____

Let's try another one! Choose a different "What-If" question. Then, use your imagination to create a new mini-story.

My "What-if" question: _____

My mini-story: _____
