



# Connections with Carly

Grade Level: Elementary (K-4)

## Included:

Why Carly Left Home  
Who Does Carly Meet?  
What are they Thinking?  
Remembering a Time Pre-Writing  
Remembering a Time Rubric  
Social Groups  
My Backpack  
Carly and Me  
Compare and Contrast Rubric

# Handouts



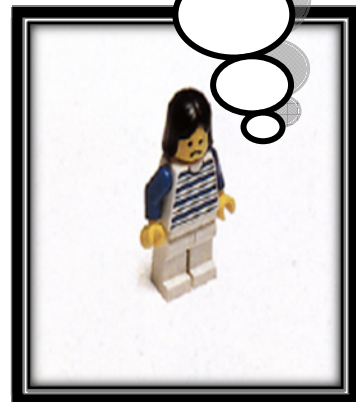
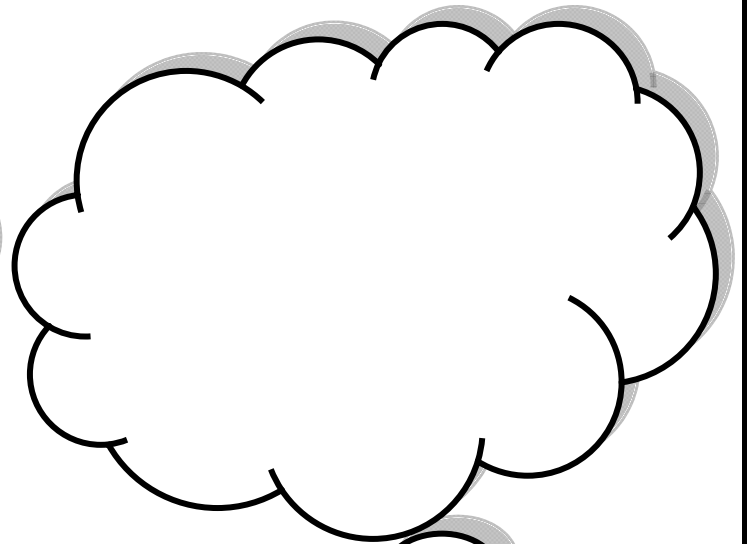
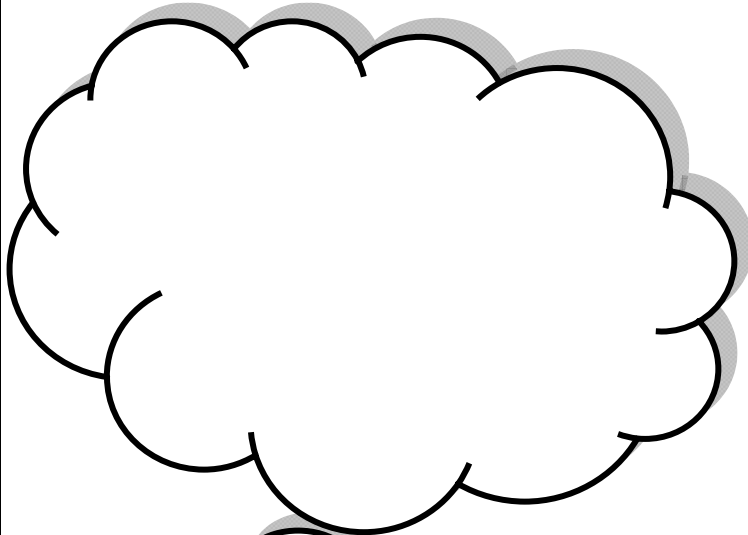
### ACTIVITY 3: WHO DOES CARLY MEET?

Carly meets many groups along her way. How does each group treat Carly and why do they turn her away?

Groups	How Do They Treat Carly? Why Do They Turn Her Away?
	<b>Couple in the Village</b>
	<b>Stone Eaters</b>
	<b>Silk-tails</b>
	<b>Smoky Crows</b>
	<b>Greedy Managers</b>
	<b>Poor People</b>

ACTIVITY 4: WHAT ARE THEY THINKING?

Look at the two images below. What do you think the person/people in each image is thinking?



Explain your answers.

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**ACTIVITY 5: REMEMBERING A TIME PRE-WRITING**



**1. What activity or group were you left out of?**

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**2. How did this make you feel?**

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**3. Why do you think you were left out of the group?**

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**4. Did you try to become a part of the group?  
If so, what did you do to try to become a part of the group?**

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**5. How do you think the group members could have helped to include you into the group?**

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## ACTIVITY 5: REMEMBERING A TIME RUBRIC

### Scoring Rubric: Narrative Based on Personal Experience

	4	3	2	1
<b>Organization</b>	The narrative has a clear beginning, middle and end. It begins with the first, last, or most important event. It ends with the writer's feelings or thoughts about the experience.	The narrative has a beginning, middle and end. It begins with the first, last, or most important event. It ends with a personal comment or reflection.	The narration may lack a clear beginning or end. It contains a personal comment or thought, but this may require further	The writing does not have a beginning, middle, or end. It may lack any personal comment or reflection.
<b>Elements of Narration</b>	The narrative is interesting and has a clear point. It is told in chronological order; transitions make the order clear. The narrative contains numerous and specific details about people, places, and events; the details are appropriate for the intended audience. The writer consistently uses the first-person point of view.	The narrative has a clear point. It is told in chronological order; transitions make the order clear, although they may be repetitive. The narrative contains some specific details about people, places, and events; some may not be identified clearly enough for the intended audience. The writer usually uses the first-person point of view.	The narrative is told in chronological order. Transitions are seldom used and may be repetitive. The amount and types of detail do not demonstrate an awareness of the intended audience. The point of view may shift.	The order of events may be confusing or the narrative may lack essential details. The amount and types of detail do not demonstrate an awareness of the intended audience. The point of view keeps shifting.
<b>Grammar, Usage, Mechanics, and Spelling</b>	There are few or no errors in mechanics, usage, grammar, or spelling. The writer correctly uses first-person pronouns, including <i>I</i> and <i>me</i> . Dialogue is punctuated correctly.	There are some errors in mechanics, usage, grammar, or spelling. The writer usually uses first-person pronouns, but the case may be wrong. The punctuation in the dialogue may have minor errors.	There are several errors in mechanics, usage, grammar, or spelling. The writer may use second and third person pronouns. Dialogue is punctuated inconsistently. Word choice or spelling may hinder easy comprehension.	Numerous errors in mechanics, usage, grammar, or spelling interfere with meaning. Dialogue may lack essential punctuation. Word choice or spelling may interfere with comprehension.

Rubric from

[http://www.rcampus.com/rubricshowc.cfm?code=\\$34639&sp=true](http://www.rcampus.com/rubricshowc.cfm?code=$34639&sp=true)

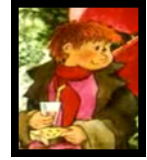
## ACTIVITY 6: SOCIAL GROUPS



ACTIVITY 8: MY BACKPACK



ACTIVITY 9: CARLY AND ME



**ME**

**CARLY**

How are we alike?

How are we different?

- With regards to \_\_\_\_\_
- With regards to \_\_\_\_\_
- With regards to \_\_\_\_\_
- With regards to \_\_\_\_\_
- With regards to \_\_\_\_\_

How are we different?

## ACTIVITY 9: COMPARE & CONTRAST RUBRIC

CATEGORY	4	3	2	1
<b>Purpose &amp; Supporting Details</b>	The paper compares and contrasts items clearly. The paper points to specific examples to illustrate the comparison. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is general. The paper includes only the information relevant to the comparison.	The paper compares and contrasts items clearly, but the supporting information is incomplete. The paper may include information that is not relevant to the comparison.	The paper compares or contrasts, but does not include both. There is no supporting information or support is incomplete.
<b>Organization &amp; Structure</b>	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure but does not follow a consistent order when discussing the comparison.	The paper breaks the information into whole-to-whole, similarities -to- differences, or point-by-point structure, but some information is in the wrong section. Some details are not in a logical or expected order, and this distracts the reader.	Many details are not in a logical or expected order. There is little sense that the writing is organized.
<b>Transitions</b>	The paper moves smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas. The paper uses a variety of sentence structures and transitions.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas.	Some transitions work well; but connections between other ideas are fuzzy.	The transitions between ideas are unclear or nonexistent.
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the