

# Short-Answer Questions

## Have Fun Making Mistakes

1. Franz keeps making mistakes saying the following tongue twister. Help Franz succeed in saying the tongue twister without making any mistakes. Read the following out loud. If you make a mistake, start over.

*This is this mistake. This is is mistake. This is to mistake. This is how mistake.  
This is keep mistake. This is for mistake. This is busy mistake. This is about  
mistake. This is someone mistake.*

2. Chris has made a couple mistakes in the sentence below. Find his mistakes. Then, rewrite the sentence correctly. Type your answer in the box below.

*Mom and Dad said their stopping by the ice cream shop on there way home.*

/2

# Reading Passage

## Hooray for Failure! - The Game

"You never fail until you stop trying." - Albert Einstein

Failure often means we are pushing to learn new skills. It means we are taking risks. This can also lead to new choices and dreams. That is all worth celebrating.

Each student will take stage at the front of the class. They will share a made-up 'failure'. It should be a silly thing, like 'I poured orange juice on my cereal this morning.' The class will clap and cheer over this failure. Take a bow, you have had a wonderful failure! Each of us makes mistakes. It is how we deal with the failure that counts. Did you laugh, learn from it, and fix it? Or did you get mad and give up?

# Comprehension Questions

1. Susan was baking a cake. She was following the directions in a recipe. She needed 3 eggs, but only had 2. Her cake turned out too dry and didn't rise.

a) What was Susan's failure? Type your answer in the box below.

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b) What did Susan do wrong?

c) What did Susan learn from her mistake? What should she do next time?

# Marking Rubric

Name:

	Level 1	Level 2	Level 3	Level 4
<b>Understanding Concepts</b>	Demonstrates a limited understanding of the concepts. Requires teacher intervention. <input type="checkbox"/>	Demonstrates a basic understanding of the concepts. Requires some intervention. <input type="checkbox"/>	Demonstrates a good understanding of the concepts. Requires no intervention. <input type="checkbox"/>	Demonstrates an excellent understanding of the concepts. Requires no intervention. <input type="checkbox"/>
<b>Responses to the text</b>	Expresses responses to the text with limited effectiveness; inconsistently supported by proof from the text. <input type="checkbox"/>	Expresses responses to the text with some effectiveness; supported by some proof from the text. <input type="checkbox"/>	Expresses satisfactory responses to the text with some effectiveness; supported by satisfactory proof from the text. <input type="checkbox"/>	Expresses thorough responses to the text with some effectiveness; thoroughly supported by proof from the text. <input type="checkbox"/>
<b>Analysis of Concepts</b>	Interprets various concepts from the text with limited, unrelated details and incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with some details but also some incorrect analysis. <input type="checkbox"/>	Interprets various concepts from the text with satisfactory details and good analysis. <input type="checkbox"/>	Interprets various concepts from the text with excellent details and thorough analysis. <input type="checkbox"/>
<b>Application of Concepts</b>	Demonstrates a limited ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a basic ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a satisfactory ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>	Demonstrates a strong ability to apply various concepts from the text to activities, discussions, and situations. <input type="checkbox"/>

Total Score =  /45