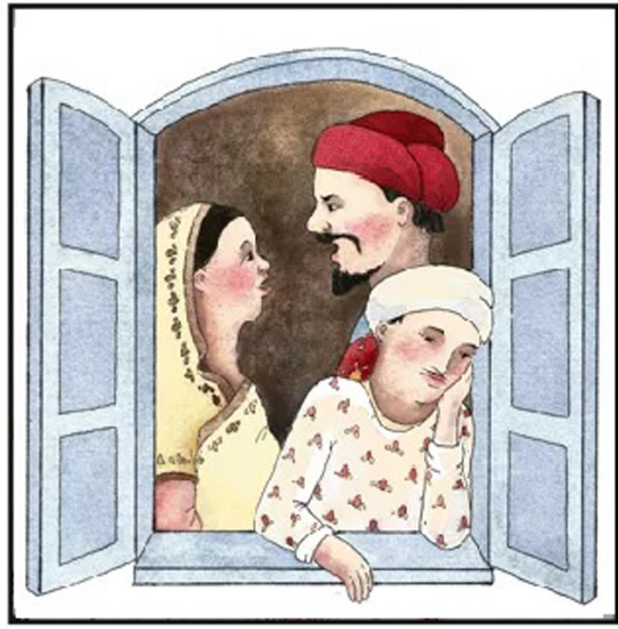




# Stories to Grow by

PRESENTS



## **All for a Paisa**

*Adapted Play Script by*  
Elaine Lindy & Lindsay Parker

# After the Play

Now that you've read the play, answer the questions below.

What was your favorite part?

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What was your *least* favorite part?

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Name one scene from Act 1, 2 or 3 you think could have been better:

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## Challenge!

Can you rewrite that scene to make the play better?  
Try it on the next page.

## Rewrite the scene:

**Tip:** Rewrite the scene so it is one or more of the following:

- ▶ *funnier*
- ▶ *more interesting*
- ▶ *less confusing*
- ▶ *more surprising*

Page or pages where that scene (or act) is in the play: \_\_\_\_\_



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# Reading Comprehension Questions

*Circle the correct answer*

## **Question 1 – "All for a Paisa"**

Before long, the lad reached the age to marry. His mother begged the merchant to seek a proper wife for him. The merchant, however, was much too ashamed of his lazy son. In his own mind, he had fully decided never to have him married. But the mother had her heart on this—the one thing that she had been looking forward to for years.

*From the passage, what can you assume about how young people were married in India at that time?*

- A.** The mother would make arrangements for her children to marry.
- B.** The father would make arrangements for his children to marry.
- C.** Young people would fall in love and marry whether their parents approved of their choice or not.
- D.** Only children of merchants were allowed to marry.

## **Question 2 – "All for a Paisa"**

When he came to the river, the boy stopped. "What can be bought for one paisa?" he worried, "to eat and to drink and do all of the other things my mother asks for? Surely this is an impossible task!"

- At that moment the daughter of an ironsmith came up. Seeing the lad's unhappy expression, she asked him what was the matter. He told her everything his mother had ordered him to do.**
- "I know how you can solve it," she said.**

*From the passage, why did the daughter of the ironsmith tell the lad how to solve the riddle?*

- A.** She was a "know-it-all" who loved to be right.
- B.** She did not want to be an ironsmith when she grew up.
- C.** She had always loved watermelons.
- D.** She wanted to help the lad.

# Open Response Question

As you write, be sure to:

- Use your own idea.
- Write neatly and clearly.
- Use only the space provided.

## Whootie Owl's Tip:

How to **ACE** these questions!

**A**nswer the question that's asked—  
read it carefully  
use **C**olorful words  
give **E**xamples



## **Question**

Finding solutions to riddles is one way to solve problems. Tell about a difficult problem you solved. What was it? Had others tried to find a solution before? How did you think of your solution?

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# Research Topics

## "All for a Paisa"

**Choose any topic to the right of a black circle.**  
(Or write in your own idea at the end.)  
*Remember, you can work individually or in pairs.*



### Step 1: Choose a topic from "All for a Paisa"

#### **Paisa and Other Ancient Indian Coins**

- Describe the paisa—its earliest use, what was it made of, what was imprinted on it, what was its value, is it still in use today?
- Earliest Indian coins, BC—oldest coins, what is known about their use in trade, what images were imprinted on them, what is believed to have been their value?
- Coins in India in the last 2000 years—how have coins changed?
- About coin collecting today—how are coins traded and collected?

#### **Ironsmiths**

- What does an ironsmith make? How are the items made?
- What are the dangers of being an ironsmith?
- When did the trade of being an ironsmith begin?

#### **Watermelons**

- Describe the fruit—its size, color, ordinary & unusual uses.
- Describe the plant—its characteristics, favorable climate, origin.
- Climate for growing—where did watermelons originate and where are they grown today?

#### **Your own idea for a topic from the story:**

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# Plan Your Research



**Step 2:** Write as a question what it is you want to find out about your topic. This will be your opening, for now.

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**What do you already know about your topic?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**What do you want to find out about your topic?**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Challenge:** *what else?* \_\_\_\_\_  
\_\_\_\_\_

**Sources you plan to use: (check as many as you want)**

- \_\_\_\_\_ books
- \_\_\_\_\_ encyclopedias
- \_\_\_\_\_ atlases
- \_\_\_\_\_ almanacs
- \_\_\_\_\_ dictionaries
- \_\_\_\_\_ magazine articles
- \_\_\_\_\_ interviews
- \_\_\_\_\_ Internet
- \_\_\_\_\_ other: .....



# Research Tips



**Step 3:** Record facts on Fact Cards you can cut out on the next few pages. You can ask your teacher for more.



## Tips for the library

- ✓ Ask to see the area of the library where books on your topic are shelved. Ask if there's an "inter-library loan" system where you can request titles from other libraries, too.
- ✓ Ask if you can search a computer database for magazine articles on your topic. You can often search by subject or keywords.

## Tips for other sources

- ✓ You can use **online** encyclopedias such as Britannica and Encarta.
- ✓ If you go on the Internet, pay attention to domain name extensions such as "edu" (education), "org" (non-profit organization), or "gov" (government). Be careful of "com" (commercial) sites. Many of these have excellent information, but may also have advertisements and little else.

## Tips on taking notes

- ✓ Use a separate index card for each fact or quotation you might want to use. Try to think of a heading for each card. For example, "Huts today" or "Largest pumpkins ever" or "Where pumpkins grow."
- ✓ Summarize the information in your own words (paraphrasing). Use quotation marks if you copy the information exactly (this rule applies if you are copying a lot of information or only a phrase).
- ✓ Be sure to write down the source, including the author's name and the page number where the information appears.

# Fact Cards

**Fact:** .....

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**Source:** Book, web site, other .....

Author .....

Year published ..... pages (if any) .....

**Fact:** .....

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**Source:** Book, web site, other .....

Author .....

Year published ..... pages (if any) .....

*\*photocopy as needed*

# Fact Cards

**Fact:** .....

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**Source:** Book, web site, other .....

Author .....

Year published ..... pages (if any) .....

**Fact:** .....

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**Source:** Book, web site, other .....

Author .....

Year published ..... pages (if any) .....

*\*photocopy as needed*

# Organize Your Fact Cards



**Step 4: Organize your Fact Cards**  
so your thoughts "flow" in  
a natural and logical way.

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**Fact:** .....

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**Fact:** .....

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**Fact:** .....

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**Fact:** .....

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**Fact:** .....

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**Fact:** .....

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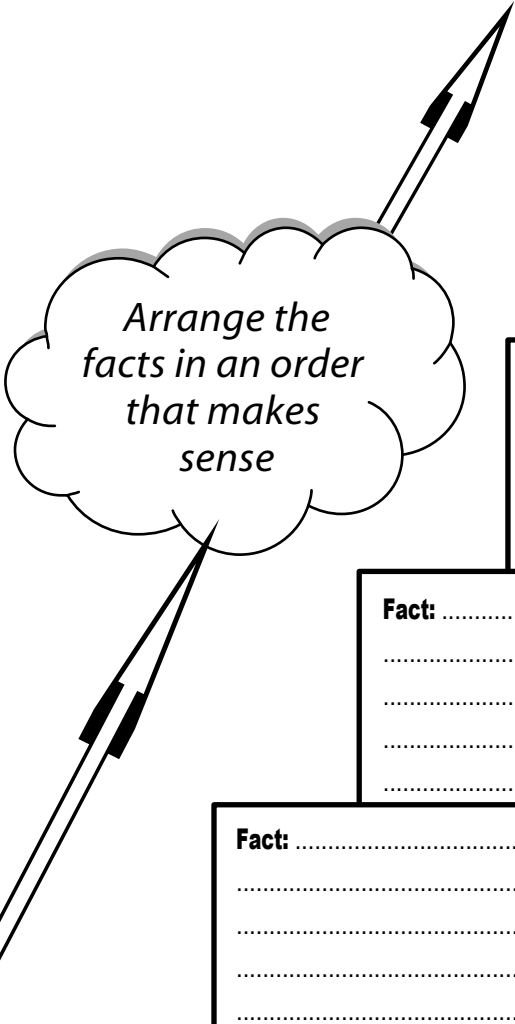
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**Source:** Book, web site, other.....

Author .....

Year published ..... pages (if any) .....



*Arrange the facts in an order that makes sense*

**\* You should have at least six Fact Cards - try to get ten or more!**

Now you are ready to write the **rough draft** for your **persuasive writing** piece. Use this page and the next one. If you need more space, use extra lined sheets of paper.

- ☛ It's time to write complete sentences. To convince your reader, remember to write **as if you really mean it!**
- ☛ Remember— similes and descriptive details make writing more exciting. In persuasive writing, transitional words can introduce new ideas or present reasons in a sequence. Try to use all three word strategies!

**Title:** .....

**Your name:** .....

The **main idea** from "Susu and the Magic Mirror" that you think is true in real life (your statement from the top of the chart on page 24).



Four horizontal lines for writing the main idea.

Your first **supporting example**. One specific example from the story that proves your point.



Eight horizontal lines for writing the supporting example.

## **Three Ways to Hook your Audience:**

### **1. Ask an interesting question.**

*Did you know the largest pumpkin pie was over five feet in diameter and weighed over 350 pounds?*

*What do I have in common with the African bush pig?  
When it's hot, we both love to wallow in the mud.*

### **2. State an unusual or fascinating fact.**


*If you think a penny isn't much, consider a paisa.  
There are 100 paisa in one rupee, and one rupee is  
only about two cents in U.S. money!*

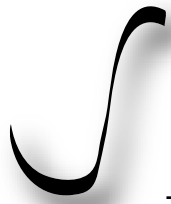
*The cassava plant may not look like much, but its roots  
make good bread and believe it or not, its leaves have  
protein—the same protein as in eggs!*

### **3. Share your reaction to what you learned.**

*I had never heard of bush pigs before, and now I think  
about them all the time. That's because...*

# Hook Your Audience

 **Step 5: Rewrite the opening. Create a "hook" to engage the interest of your audience.**



A "hook" grabs someone by the chin. That's what you want your opening to do. Earlier, you wrote the opening as a question. How can you rewrite your opening to be sure it hooks your audience?

Turn the page to learn three techniques. Read them. Then come back here to write a great hook for your introduction.

**Rewrite your opening here.**  
"Hook" the interest of your audience.



**Opening:** .....

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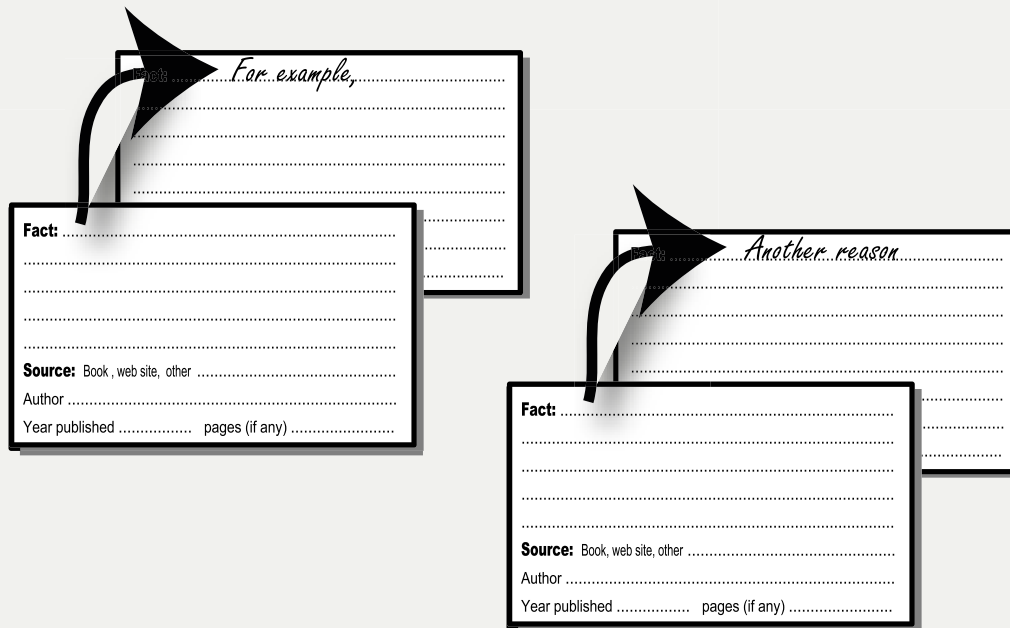
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# Transitional Words

## Connect to the next idea

How can you make the transition more smooth from the information on one Fact Card to the next? **Transitional words** can do the trick:



### Other Transitional Words:

*What's more,*  
*Another interesting fact...*  
*This is shown by...*  
*Which leads us to...*  
*After that...*  
*I was surprised to learn..*  
*That is why...*

⇒ Add **transitional words** as necessary to your Fact Cards so your research report will flow more smoothly.



# Write a Conclusion

 **Step 6: Write a reasonable conclusion.**

- \_\_\_\_\_ Is your conclusion linked to your opening?  
Is it linked to the question you wrote on page 13?
- \_\_\_\_\_ Does it follow logically from the data you presented?
- \_\_\_\_\_ Do you use words that are catchy or memorable?

Turn the page to learn three techniques. Read them, then come back here to write your own conclusion.

**Write your conclusion here.**  
Be sure it's linked to your opening!



<p><b>Conclusion:</b> .....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
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## **Three Ways to Write a Conclusion:**

### **1. Answer the question you asked at the beginning.**

*In conclusion, the fact that the the largest pumpkin pie was over five feet in diameter and weighed over 350 pounds is only one example of how much people have loved pumpkins throughout history.*

### **2. Describe a logical conclusion from your facts.**

*Though it's hard to imagine why people used to keep track of a coin worth two one-thousandth of a penny, the fact that they did shows us something important: how much even a little bit of money meant to people who were poor in ancient India.*

### **3. End with something catchy.**

*Bush pigs deserve their day in the sun. I can see it now - bush pig stuffed animals, bush pigs on backpacks and computer games. Bush Pig America, here I come!*



# WHOOTIE OWL'S PASS-THE-DRAFT GAME

## How to Play

- Cut out your rough draft
- Listen as your teacher tells you how to break into small groups.
- Bring your rough draft to your group.
- When your teacher says "Pass the Draft!", pass your rough draft to the person on your right. Read the paper that's handed to you. *Think*—what would make the writing better? Keep your comments **POSITIVE**. Look at the chart below for pictures, words, or both. Be **NICE!**—use at least one smile face!
- When your teacher says "Pass the Draft!" again, pass it to your right.
- When your own rough draft is returned to you, the game is over. You'll have many good comments on your draft—and so will everyone else. *Everyone wins!*

## Comments Chart

~~Something you like:~~



~~Something you do not like:~~



~~Something you do not understand:~~



~~A suggestion:~~



I like this part.

Good reason.

Good example.

Funny!

Good word choice.

Good ending.

*~another thought of your own~*

Take out this part

You already said this.

Something is missing.

Need more detail.

*~another thought of your own~*

I don't understand.

Confusing.

Your example doesn't prove your opinion.

Your example is saying something different from your opinion.

*~another thought of your own~*


Here's an idea...


Move this part someplace else.

How about trying this?...

*~another thought of your own~*

## Revise Your Story


 When **WHOOTIE OWL'S PASS-THE-DRAFT GAME** is over, look at the comments the other students in your class wrote on your rough draft. *What do you think?* You may agree with some of them, with none of them, or with *all* of them! Choose the ones you think will make your writing more interesting, more clear— and more convincing!

 Begin your **final copy** on the next page. Include suggestions from **WHOOTIE OWL'S PASS-THE-DRAFT GAME** you thought were good. As you write, consider the three questions below. Write your **final copy** *in pencil* so you can make revisions. Ask yourself:

**1** Am I using a voice that's clear and strong? Do I sound as if *I really mean it*?

**2** Do my examples and reasons prove my opinions?

**3** Are there places where I can strengthen my writing with:  
\***similes,**  
\***descriptive details,** or  
\***transitional words?**

 *If you have a lot of changes and your pages look messy, then rewrite it one last time for a neat and clean **final copy**.*

Your next **supporting example.**

Give an example from another story you know that also proves your point.



A large rectangular box with rounded corners and a thin black border, containing ten horizontal lines for writing.

Your third **supporting example.**

Describe something that happened in your own life that also proves your point.



A large rectangular box with rounded corners and a thin black border, containing ten horizontal lines for writing.

Finish by saying why it's important for everyone in the world to know that the statement you checked is true.



A large rectangular box with rounded corners and a thin black border, containing ten horizontal lines for writing.

Write the **final copy** for your **persuasive writing piece**. Use a *pencil*.  
This way you can edit your writing so it will be as convincing as possible.  
If you need more space, use extra sheets of paper.

**Title:** .....

**Your name:** .....

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Name: \_\_\_\_\_

Date: \_\_\_\_\_

Total Score: \_\_\_\_\_

# Self-Scoring Rubric

Circle the box that best describes your work

(1)

(2)

(3)

## WRITING

<b>Clarity</b>	It may be hard for a reader to follow my writing. I'm not sure if a reader will be clear about what I'm trying to say.	I think my writing is clear. I give at least two examples to prove my point.	I think I make my point very well. I use two or more examples to prove my point. My ideas are fresh and interesting.
<b>Word Choice</b>	I'm not comfortable trying new words. -or- Some words I use may be confusing to the reader.	I take some risks with word choices. I'm not sure if my word choices work very well.	I use many words that are bright and exciting. They help the reader imagine what I am trying to say.
<b>"Pass the Draft Game"</b>	I do not think the comments I made were very useful.	I made at least a couple of comments I think the writers will find useful.	I tried to imagine what would make the writing better. I was polite when I made my suggestions.

## EFFORT

<b>Extent</b>	I didn't put a lot of effort into it.	I put some good effort into it.	This was my best effort.
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## ACHIEVEMENT

<b>Quality of Work</b>	I'm not very proud of my work this time.	I like my work. I think parts of my writing are good quality.	I'm proud of my work. This is an example of my best-quality writing.
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# About the Self-Scoring Rubric *and How to Use It*

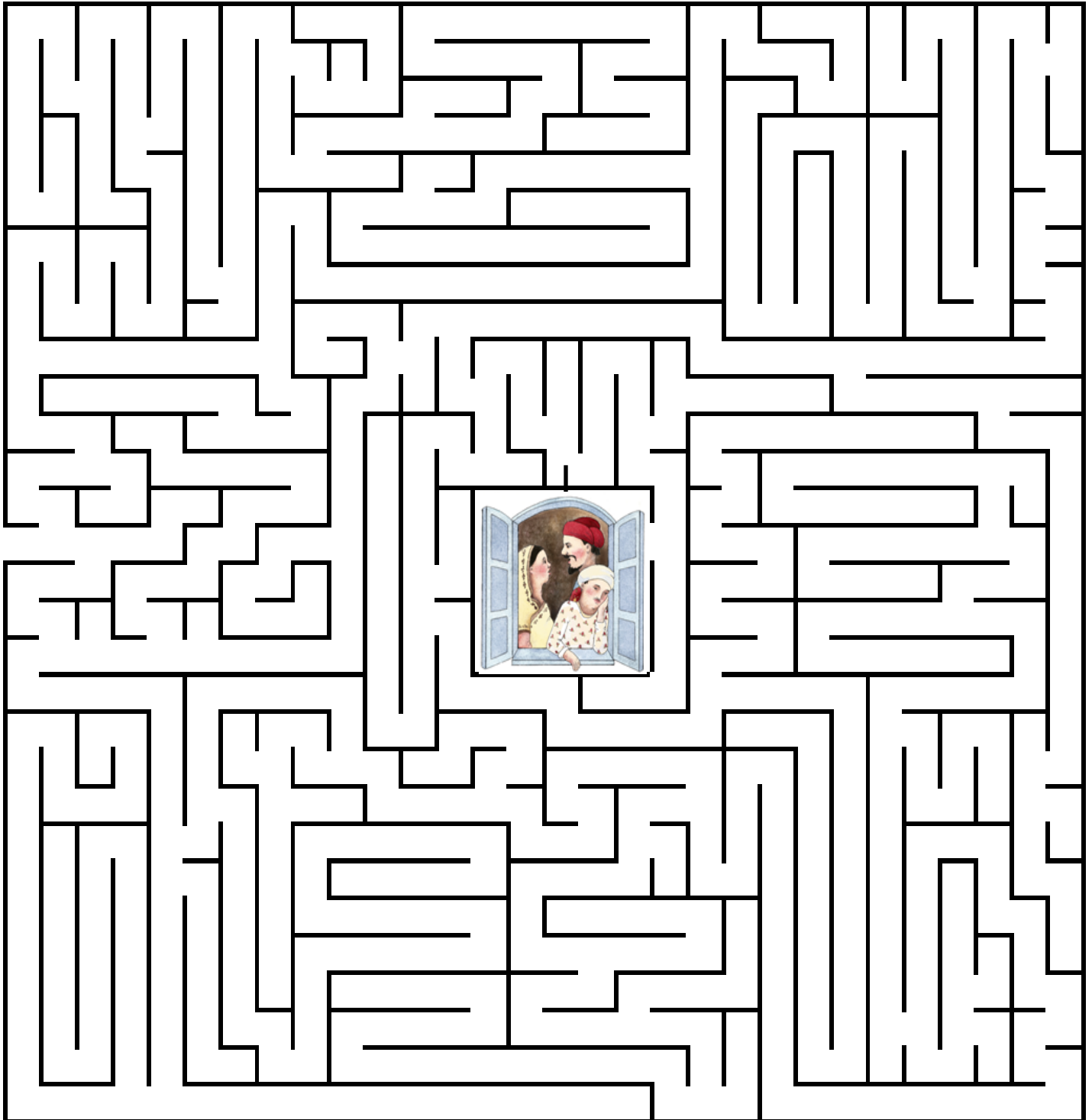
## The value of using self-scoring rubrics:

- Easy to use and to explain. Makes sense at a glance. Concise and digestible.
- Makes teacher's expectations very clear. Articulates clear criteria.
- Provides insights to *students* and *teachers* alike about a student's strengths and areas in need of improvement.
- Provides opportunities for improvement through revision.
- Helps define "quality."

## Tips on using Whootie Owl's Self-Scoring Rubric:

- Read aloud the Self-Scoring Rubric to your students before they begin the rough draft of their original story. That way, students will understand what they are expected to do, and how they are expected to do it.
- Ask students to complete the Self-Scoring Rubric when they have completed the Whootie Owl Story Journal.
- Review each student's self-assessment in a private conference. If your assessment of the student's work differs from the student's self-assessment, ask the student to support her or his claim.
- If you like, add up the "points." That is, each column has a value of (1), (2), or (3). Find the total number of "points."
- Keep each student's Self-Scoring Rubric in the student file. The next time your class completes a Whootie Owl book, show the student the prior Self-Scoring Rubric and discuss how the Writing, Effort and Achievement selections changed and, if you added the points as described above, how the sum changed.

# All for a Paisa



# Hidden Answer

**Question:** What should anyone puzzle over puzzles?

**To Discover the Answer:** Find the words listed below in the box of letters. The words may be listed forwards, backwards, or diagonally so look carefully! When you are done, the answer will be revealed! *(Don't worry if there are extra letters at the end of the message—that's normal!)*

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

**CONUMDRUM**

**DEVICE**

**RIDDLES**

**CREATIVE**

**ENIGMA**

**SECRET**

**CRYPTOGRAM**

**MAZE**

**THINKING**

# Answer Key

## Hidden Answer

"PUZZLING OVER  
PUZZLES CAN  
BROADEN THE  
MIND."

# Illusions #1

## Test Your Creative Thinking!

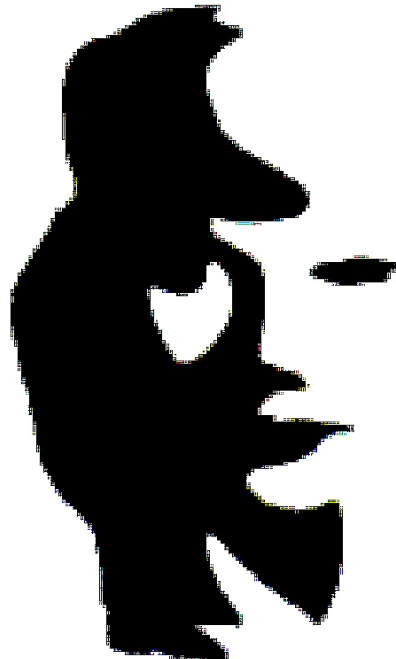
**Is this a young girl  
or an old woman?**



*Actually both! It's an old woman looking to the left with her chin to her chest and a young girl looking away from you over right shoulder. Notice that the nose of the old woman forms the chin of the girl!*

**Is this a sax player  
or a woman?**

*Actually both! A sax player in profile in black and a woman in shadow looking directly at you!*



# Illusions #2

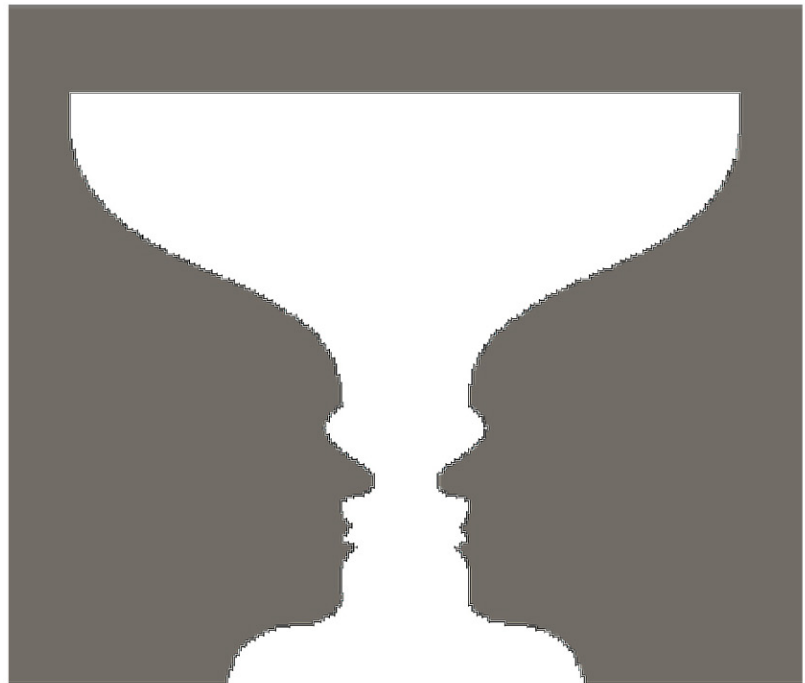
## Test Your Creative Thinking!

A cool profile?



*It's actually the word "Liar" standing on end with the letter "r" at the bottom!*

Goblet, right?



*How about two faces in profile looking at each other?*