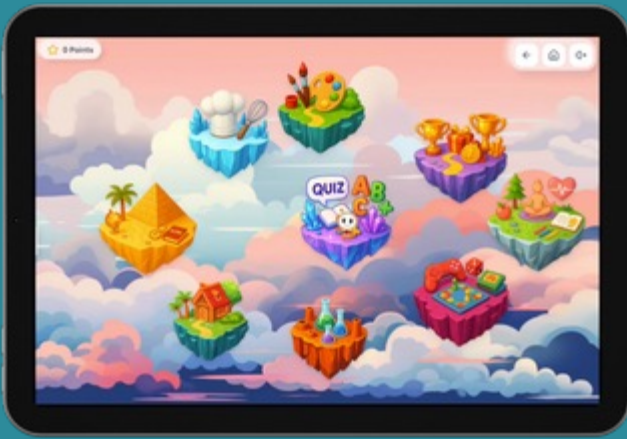


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Characters Make Us Care - Year 4

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Teaching the complete story

Characters Make Us Care • Teacher Guide 1 of 3

At a glance

Year 4 English • five lessons of 45–60 minutes. Pupils explain how a character goal, decision, wording and selected illustration detail can change a reader's response. Prior knowledge: story sequence, character goal and text evidence. Vocabulary: motivation, obstacle, atmosphere, tension, pacing and resolution.

Prepare

Have the two complete versions of “The Loose Bench”, the two controlled illustrations, display, practice pages and pencils ready. Keep answer pages for teacher use. The pair fixes the event and setting while changing Mia's posture and hand cue. Read the complete story aloud where decoding would hide interpretation skill.

Lesson 1: Goal and obstacle

Open with two unlabelled examples: Mia carrying the model into the hall and Mia finding the loose bench. Ask every pupil what she wants and what stands in the way; not who names only an emotion. Read the original story. Think aloud: “She wants to return Leah's model before visitors arrive; the missing bench complicates that goal.” Model one evidence-to-effect sentence using hand and closing around the bench. Partners find two more decisions, then each pupil gives one goal or want and evidence-linked explanation. Exit check: goal, obstacle and one exact detail.

Lesson 2: Action, label and image

Compare the full original and label-heavy versions without declaring one universally better. Model how “felt worried” tells a feeling while a precise action leaves more for readers to infer. Show Version 1 and Version 2 together. Name only what is visible, then propose a cautious reader effect. Guide the first practice page. Each pupil explains one changed visual cue and says why it cannot prove a private intention. Check a fresh example before moving on.

Decisions and reader effects

Characters Make Us Care • Teacher Guide 2 of 3

Lesson 3: Consequential decision

Revisit only insecure goal/obstacle ideas. Trace Mia's options: hide the piece, try an unseen repair or tell Noah. Model one full game turn. Show a weak "She is nice" response, then repair it by pointing to the open hand and explaining a possible reader reaction. Pupils complete Core Practice, then play all 12 cards with a partner. Listen for a specific clue and a linked effect on every turn. Exit check: explain how one decision changes what a reader expects.

Game checking key

Cards 1–3: hiding may make a reader question what Mia will do; Noah's wave can signal an answer to that question; the pause while parents pass delays the talk. Cards 4–6: her words signal a disclosure; disclosure may heighten uncertainty; the open hand may make disclosure seem more likely. Cards 7–9: admitting a late check invites concern; Noah's silence makes his reply matter; asking for help may bring relief. Cards 10–12: Kai smoothing the card may suggest care; Nina's hovering hand can make a reader watch for her next move; Rafi's open palm draws attention to the damage. Accept other plausible effects with explicit evidence. Never treat one cue as proof of thought.

Lesson 4: Fresh perspective

Read "The Puppet's Scarf" for a complete case. Ask pupils to identify the paint mark, Leila's goal and the obstacle. Compare "felt worried" with "stained" and "stained" fingers. Then examine her raised shoulders and fingers kept clear of the mark. Pupils complete both rehearsal pages. Give one precise correction, such as "You named suspense; now show which detail caused that reader response." Ask for a revised explanation using a different detail. Keep wording and visual evidence separate before synthesising.

Access and challenge

Support: read aloud, allow an oral response or scribe, and offer "I notice ..., so a reader may ..." without supplying the detail. Core: independent evidence-to-effect links. Extension: defend an alternative plausible reading or revise one detail and predict its effect. All routes retain the same interpretation demand.

Assess and plan the next step

Characters Make Us Care • Teacher Guide 3 of 3

Lesson 5: Independent assessment

Retrieve the success criteria without showing sample answers. Give every pupil “The Missing Label” assessment page. They read the fresh scene and inspect the station-model illustration. Ask for one wording/action detail with its possible reader effect and one visible illustration detail with its possible reader effect. Permit oral, dictated or typed responses when motor output is incidental; pupils still select evidence and explain the link independently. Do not show the marking page until responses are complete.

Mark with evidence

Use the four-row rubric for concept/accuracy, application, reason/evidence and transfer/communication. A target response may cite Ben holding the bent corner where Ana can see it and asking to remain together; the illustration’s open hand and paused step can draw a reader’s attention to the difficult return. Different evidence-linked interpretation is valid. “He is nervous” without detail, or “the scene is suspenseful” without reader effect, needs a specific follow-up.

Respond to patterns

If pupils can name the detail but not its effect, model this may make a reader ... because ...” with a new small example. If pupils assert a private thought as a return to the two controlled Mia illustrations and practise cautious language. If pupils rely only on words, point to a visible hand, posture or object detail; if they rely only on the picture, locate a phrase and/or quote. Record one actual example and one next teaching step in the rubric spaces.

Final check

The intended evidence is a coherent text-and-image explanation from a fresh scene, not a device label or a suspense story. The activity cards and quiz are formative practice. The assessment and rubric provide the final independent evidence. Keep each matching answer or marking page beside its student page for teacher review.

Characters

> Make Us Care <

Notice a detail. Make a careful inference.
Explain its effect on a reader.

Goal and obstacle

Mia wants to return Noah's model before the exhibition. A tiny bench has come loose.

Action or visual detail

Mia closes her fingers around the bench, then opens her hand to show Noah.

Possible reader effect

A reader may care because she risks an awkward moment to be honest.



Mia felt worried.

This names a feeling but gives fewer clues to examine.



A posture clue suggests a possibility. It never proves a private thought.



Name: _____

The Loose Bench

Mia carried Noah's model community garden across the school hall with both hands. She had borrowed it on Tuesday to measure the tiny paths for an exhibition label. Now the exhibition opened in twenty minutes, and Noah was arranging the other models on the long table.

At the doorway, Mia stopped. A little wooden bench had come away from the corner of the model. It lay in her palm, no longer than her thumb. She remembered hearing a faint click when she lifted the model from her desk that morning. She had been late for class and had not looked closely.

Noah spotted her and waved. Mia tucked the bench behind the model. If she placed the garden on the table with that corner facing the wall, perhaps nobody would notice. But Noah might turn it to show visitors the painted vegetable beds. Mia imagined him discovering the gap while he was proudly explaining his work.

She walked toward him, then slowed when two parents stepped between them. Her fingers closed around the loose bench. She could still put it back herself with a dab of glue, but there was no glue in her bag and no time to find some without asking. Noah deserved to know before the visitors came.



Name: _____

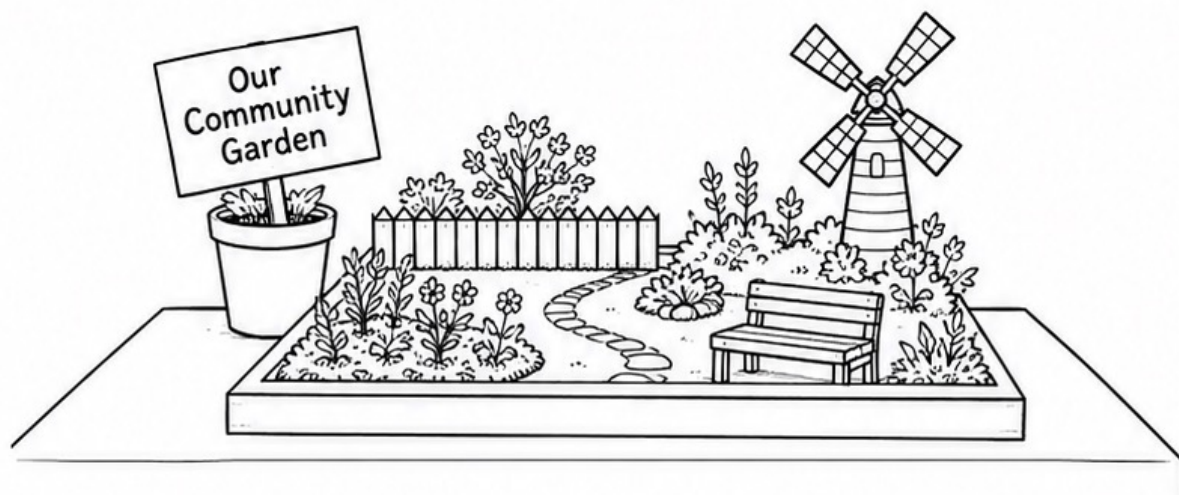
The Loose Bench

"I need to show you something," Mia said when the parents moved on. She opened her hand. "The bench came off while I had your model. I'm sorry I didn't check it sooner."

Noah looked at the empty corner, then at the bench. For a moment he said nothing. Mia waited beside him instead of pushing the piece into place.

"Thanks for telling me now," Noah said. "I bought the repair kit for my windmill. Could you hold the garden steady?"

They worked at the end of the table. Mia kept her hands flat beneath the base while Noah set the bench back. When a teacher announced that the doors were opening, Noah turned the model so the repaired corner faced the visitors. Mia stood beside him. She could explain the path labels, and this time she did not need to hide her hand.



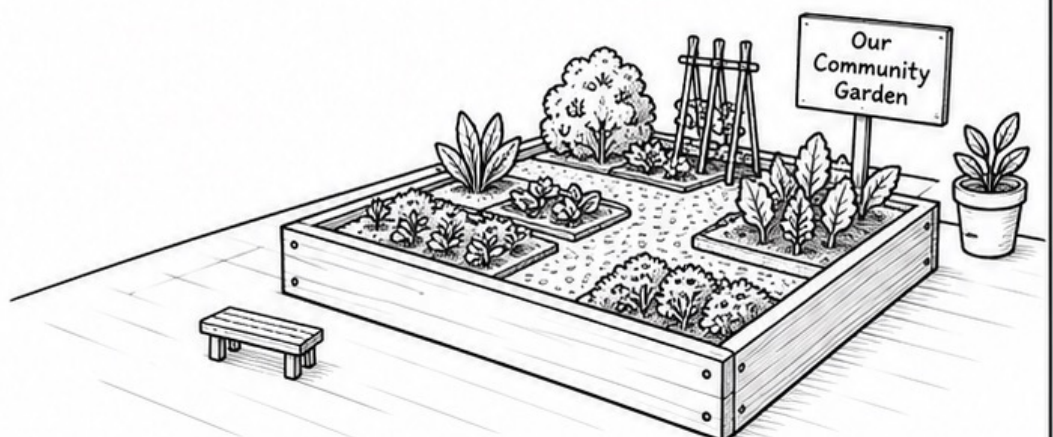
The Loose Bench: Comparison Version

Mia carried Noah's model community garden into the school hall. She had borrowed it to measure the paths for an exhibition label and now needed to return it. The exhibition would open in twenty minutes. Noah was beside the long table, getting his models ready. Mia wanted the return to go well.

A little wooden bench had come away from one corner. Mia saw it in her hand. She felt worried about the broken model. She remembered a faint click when she had lifted it from her desk that morning. She had been late for class, so she had not stopped to examine it. Now she felt even more worried.

Noah waved when he saw her. Mia was nervous about telling him. She considered placing the garden with the damaged corner facing the wall. That might mean nobody noticed the missing bench at first. She also thought that Noah might turn the model to show visitors the vegetable beds. He would then see the gap during his explanation.

Mia felt unhappy about that possibility. She walked across the hall. Two parents crossed in front of her, and she waited for them to move. She thought about fixing the bench herself, but she did not have any glue. She was also worried about having little time left before the visitors arrived.



The Loose Bench: Comparison Version

When she reached Noah, Mia told him what had happened. "The bench came off while I had your model," she said. "I'm sorry I didn't check it sooner."

Noah looked at the model and the bench. He was quiet for a moment. Mia felt anxious while she waited for his answer. Then Noah said he had brought a repair kit for his windmill and asked Mia to hold the garden steady.

They fixed the bench together at the end of the table. A teacher announced that the doors were opening. Noah turned the garden toward the visitors. Mia stayed beside him and explained the path labels. She felt relieved that the model was ready and that Noah knew what had happened.



Version 1



Version 2



Name: _____

Action Clues: Guided Practice

For each case, name the visible or written detail and explain one possible effect on a reader. Use *may* or *might* when the character's feeling is uncertain.



- 1 Mia closes her fingers around the loose bench.

Detail: her fingers close around the bench.

A reader may wonder whether she will hide it or tell Noah.



- 2 Noah waves while Mia stops a step away.

Detail: _____

Effect on a reader: _____



- 3 Mia felt worried.

Detail: _____

Does a feeling always give the same observable clue as an action?

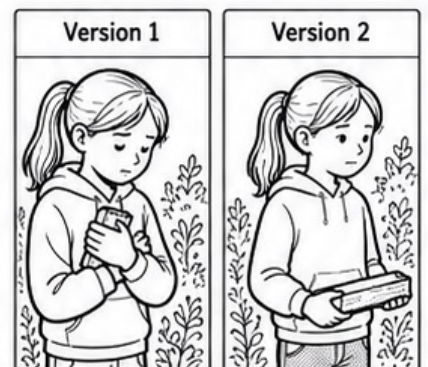
Explain: _____



- 4 In Version 1 Mia clutches the bench near her chest. In Version 2 her open hand holds it at waist height.

Detail: _____

Effect on a reader: _____



Stronger stories
build kinder communities.

Name: **ANSWERS**

Action Clues: Guided Practice

For each case, name the visible or written detail and explain one possible effect on a reader. Use *may* or *might* when the character's feeling is uncertain.



- 1 Mia closes her fingers around the loose bench.

Detail: her fingers close around the bench.

A reader may wonder whether she will hide it or tell Noah.



- 2 Noah waves while Mia stops a step away.

Detail: Mia stops a step away as Noah waves.

Effect on a reader: A reader may wonder what he will tell him.



- 3 Mia felt worried.

Detail: The sentence name worry.

Does a feeling label give the same observable clue as an action?

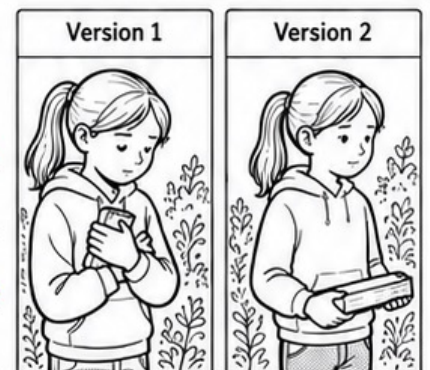
Explain: A label tells a feeling but gives no observable action to examine.



- 4 In Version 1 Mia clutches the bench near her chest. In Version 2 her open hand holds it at waist height.

Detail: Version 1 clutches near the chest; Version 2 holds the bench openly.

Effect on a reader: Version 1 may invite more uncertainty about what Mia will do.



Stronger stories
build kinder communities.

Name: _____

Action Clues: Core Practice

For each short case, write one detail and a possible reader effect.
Avoid claiming to know a private thought.



1. Mia opens her hand to show Noah the bench.

Detail: _____

Effect: _____

2. Noah looks at the empty corner before speaking.

Detail: _____

Effect: _____

3. Mia waits instead of pushing the bench into place.

Detail: _____

Effect: _____

4. The caption says Mia was nervous.

Detail: _____

Effect: _____

5. Noah asks Mia to hold the model steady.

Detail: _____

Effect: _____

6. The picture shows Mia standing a step from Noah with the bench in her hand.

Detail: _____

Effect: _____

Name: **ANSWERS**

Action Clues: Core Practice

For each short case, write one detail and a possible reader effect.
Avoid claiming to know a private thought.



1. Mia opens her hand to show Noah the bench.

Detail: **opens her hand**

Effect: **reader may admire her honesty.**

2. Noah looks at the empty corner before speaking.

Detail: **looks at empty corner**

Effect: **reader may wait for his response.**

3. Mia waits instead of pushing the bench into place.

Detail: **waits instead of pushing**

Effect: **reader may see she respects Noah's choice.**

4. The caption says Mia was nervous.

Detail: **caption names nervousness**

Effect: **reader is told, with fewer action clues to interpret.**

5. Noah asks Mia to hold the model steady.

Detail: **asks Mia to hold it steady**

Effect: **reader may feel relief at their cooperation.**

6. The picture shows Mia standing a step from Noah with the bench in her hand.

Detail: **one step away, bench in hand**

Effect: **reader may wonder if she will speak.**

Name: _____

Action Clues: New Cases

For each case, quote or describe an exact detail. Explain how it may affect a reader.

1. Kai finds the borrowed display card under a chair. He smooths its bent corner before bringing it to Ava.

Evidence:

Possible reader effect:



2. Nina reaches the classroom door with a borrowed puppet. The illustration shows her hand hovering above a torn paper sleeve.

Evidence:

Possible reader effect:



3. The story says, 'Rafi was sorry.' The picture shows Rafi returning the borrowed lantern, with its cracked handle visible in his open palm.

Evidence:

Possible reader effect:



A visible clue supports an interpretation; it does not prove a private thought.



Name: **ANSWERS**

Action Clues: New Cases

For each case, quote or describe an exact detail. Explain how it may affect a reader.

1. Kai finds the borrowed display card under a chair. He smooths its bent corner before bringing it to Ava.

Evidence:

Kai smooths the bent corner before returning the card.

Possible reader effect:

A reader may see that he is trying to care for Ava's work.



2. Nina reaches the classroom door with a borrowed puppet. The illustration shows her hand hovering above a torn paper sleeve.

Evidence:

Nina's hand hovers above the torn sleeve.

Possible reader effect:

A reader may wonder if Nina will point out the damage.



3. The story says, 'Rafi was sorry.' The picture shows Rafi returning the borrowed lantern, with its cracked handle visible in his open palm.

Evidence:

Rafi holds the cracked handle in an open palm.

Possible reader effect:

The visible damage may make his return seem honest; it does not prove his private thought.



A visible clue supports an interpretation; it does not prove a private thought.



Character Decision Consequence Game

Characters make choices. Their choices create effects.

Small clues. Big ideas.

Look closer
Think deeper
Read between the lines



You need: a partner, 12 challenge cards, pencils and a recording sheet.



How to play:

- 1 Take one card.
- 2 Name the exact word, action or visual clue.
- 3 Explain one possible effect on a reader.
- 4 Partner checks whether the effect is linked to the clue.
- 5 Swap roles.



Worked turn.

Card Mia opens her hand to show Noah the bench.

Weak answer: 'She is nice.'

Better answer: 'The open hand shows the loose bench. A reader may respect Mia for showing Noah the damage.'



Constructive correction: Ask 'Which visible detail led you to that idea?'
Try the sentence again.



Finish: After all 12 cards, each partner chooses one answer to improve with more exact evidence.



Same story. Different perspectives.

Readers make connections.



Character Challenge Cards 1-6



Read the situation. Think about the character. What might the reader think or feel?

1

Mia hides the loose bench behind the model.



Clue? Reader effect?

2

Noah waves before he sees the empty corner.



Clue? Reader effect?

3

Mia waits when the parents pass between them.



Clue? Reader effect?

4

Mia says, "I need to show you something."



Clue? Reader effect?

5

Version 1 shows Mia clutching the bench near her chest.



Clue? Reader effect?

6

Version 2 shows the bench in Mia's open hand.



Clue? Reader effect?



Small actions can make a big impression.





Character Challenge Cards 7–12



7

Mia says she did not check the model sooner.

Clue? Reader effect?

8

Noah is quiet for a moment after he sees the bench.

Clue? Reader effect?

9

Noah asks Mia to hold the garden steady.

Clue? Reader effect?

10

Kai smooths a bent display card before returning it.

Clue? Reader effect?

11

Nina's hand hovers above a torn paper sleeve.

Clue? Reader effect?

12

Rafi holds a cracked handle in his open palm.

Clue? Reader effect?

PREVIEW

Name: _____

The Puppet's Scarf: Read and Notice

Leila borrowed Arun's paper puppet for the class display. As she returned it, she saw a blue paint mark across its yellow scarf. Arun had painted the scarf the night before. 'It is only a mark,' Leila whispered, but she folded her paint-stained fingers under her sleeve. Arun was pinning labels to the display board. Leila crossed the room, stopped beside him and held the puppet where he could see the scarf. 'I brushed it with my wet poster,' she said. 'Can I help make a new scarf?' Arun looked at the mark then reached for a spare strip of yellow paper.



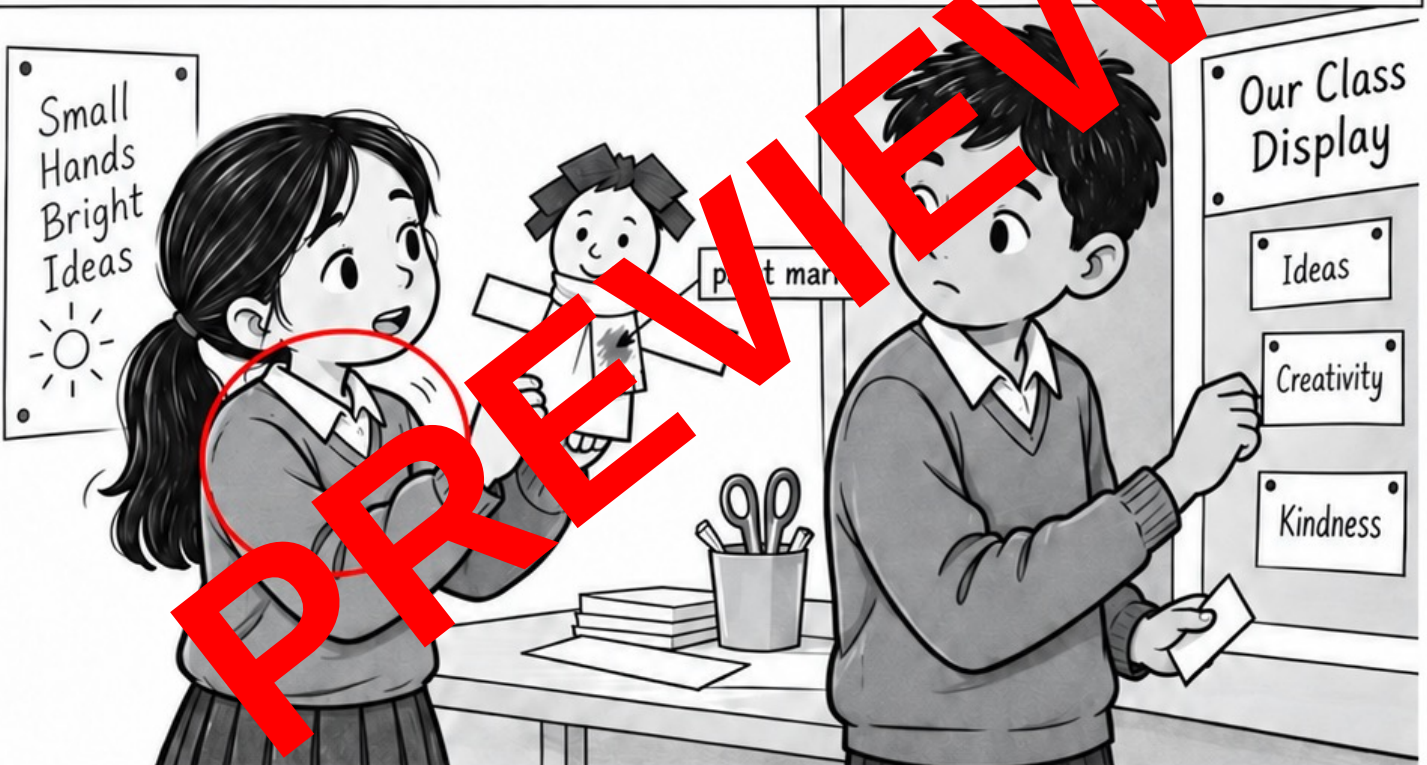
1. Underline one action or wording detail that may make a reader care.

2. Circle one visible detail in the picture. What might it suggest to a reader?

Name: **ANSWERS**

The Puppet's Scarf: Read and Notice

Leila borrowed Arun's paper puppet for the class display. As she returned it, she saw a blue paint mark across its yellow scarf. Arun had painted the scarf the night before. 'It is only a mark,' Leila whispered, but she folded her paint-stained fingers under her sleeve. Arun was pinning labels to the display board. Leila crossed the room, stopped beside him and held the puppet where he could see the scarf. 'I brushed it with my wet poster,' she said. 'Can I help make a new scarf?' Arun looked at the mark then reached for a spare strip of yellow paper.



1. Underline one action or wording detail that may make a reader care.

She folds her paint-stained fingers under her sleeve; a reader may notice that she is hesitating.

2. Circle one visible detail in the picture. What might it suggest to a reader?

Her raised shoulders and fingers kept clear of the mark may make a reader watch how she tells Arun.

Name: _____



The Puppet's Scarf: Explain the Effect

Use a detail, explain a possible reader effect, and avoid claiming a private thought as fact.

1. Compare 'Leila felt worried' with 'she folded her paint-stained fingers under her sleeve'. Which gives a reader more to interpret? Use the exact words and explain why.

2. Compare Leila's raised shoulders and fingers close of the mark with a neutral pose. How might the chosen illustration make a reader respond?

Weak answer: 'The scene is suspenseful.' Repair it by naming one exact detail and its effect.



Name: **ANSWERS**



The Puppet's Scarf: Explain the Effect

Use a detail, explain a possible reader effect, and avoid claiming a private thought as fact.

1. Compare 'Leila felt worried' with 'she folded her paint-stained fingers under her sleeve'. Which gives a reader more to interpret? Use the exact words and explain why.

The folded paint-stained fingers give the reader an action to interpret. The label 'worried' tells a feeling directly; the action may make us wonder whether Leila will show Arun the mark.

2. Compare Leila's raised shoulders and fingers clear of the mark with a neutral pose. How might the chosen illustration make a reader respond?

Her slightly raised shoulders and fingers kept clear of the mark may make a reader notice her cautious approach. A neutral pose might give fewer cues, and neither image proves her private thought.

Weak answer: 'The scene is suspenseful.' Repair it by naming one exact detail and its effect.

She folds her marked fingers under her sleeve, so a reader may wonder if she will admit what happened.



Name: _____



Small moments
can show
big character.

Fresh Scene Assessment: The Missing Label

Before the neighbourhood exhibition, Ben borrowed Ana's model of the old railway station to check the spelling on a display card. When he returned, the small station nameplate was missing from the front. Ben searched his bag and found it pressed between two exercise books. One corner had bent. Ana was greeting visitors near the entrance. Ben straightened the nameplate as carefully as he could, then stopped. He held the bent corner where Ana could see it. 'This happened while I had your model,' he said. 'Could we fix it together before the tour starts?' Ana set down her welcome cards and looked at the corner. The tour guide called for everyone to gather. Ben stayed beside the table and waited for Ana's answer.



Wording or action evidence and its possible reader effect

Illustration evidence and its possible reader effect

Explain how both choices may make a reader care. A visible clue does not prove a private thought.

Name: **ANSWERS**



Small moments can show big character.

Fresh Scene Assessment: The Missing Label

Before the neighbourhood exhibition, Ben borrowed Ana's model of the old railway station to check the spelling on a display card. When he returned, the small station nameplate was missing from the front. Ben searched his bag and found it pressed between two exercise books. One corner had bent. Ana was greeting visitors near the entrance. Ben straightened the nameplate as carefully as he could, then stopped. He held the bent corner where Ana could see it. 'This happened while I had your model,' he said. 'Could we fix it together before the tour starts?' Ana set down her welcome cards and looked at the corner. The tour guide called for everyone to gather. Ben stayed beside the table and waited for Ana's answer.



Wording or action evidence and its possible reader effect

Ben holds the bent corner where Ana can see it and asks to fix it together.

A reader may respect his openness and wonder how Ana will answer.

Illustration evidence and its possible reader effect

The open hand shows the bent nameplate while his feet pause a step from the table.

A reader may watch for Ana's response.

Explain how both choices may make a reader care. A visible clue does not prove a private thought.

The words and visible details present a difficult, honest return. They can make a reader care about what happens next, without proving Ben's private feeling.

Accept another evidence-linked interpretation.

Name: _____

Learning Evidence Rubric

Fresh illustrated scene: wording and image evidence



	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Misreads the character/detail relation	Correct with familiar prompt	Applies relation to fresh scene
Application	Task not yet complete	Completes with model steps	Explains both wording and image
Reason and evidence	Guess or dev. label only	Relevant detail; link needs prompt	Exact detail linked to reader effect
Transfer and communication	Response unclear or no transfer	Clear with support; fresh case insecure	Coherent independent fresh response

Evidence observed

Next teaching step

Characters Make Us Care





Our learning goal

Explain how a character's goal, decisions, words and actions and expression can affect a reader.

Diagnostic 1: What does Mia want when she enters the hall?

Diagnostic 2: Which detail makes you sure what she does next?





Words we will use

Motivation: a reason for a goal or choice.

Obstacle: something that makes the goal harder.

Tension: a question or difficulty that keeps a reader interested.

Pacing: how quickly events unfold.

Atmosphere: the feeling a scene is trying to create.

Resolution: how the problem is settled.





A useful explanation

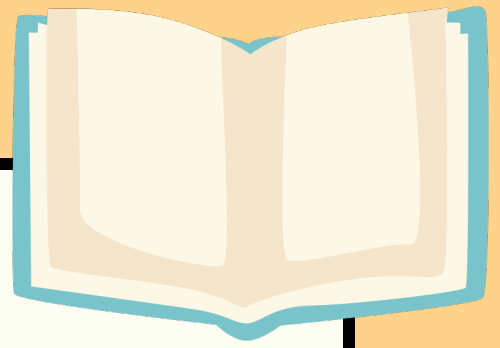
Name the goal and obstacle.

Point to an exact action, wording or picture detail.

Explain a possible reader effect.

Example: Mia closes her fingers around the loose bench. A reader may wonder whether she will show Noah.





Mia and the loose bench

Goal: return Noah's model before the exhibition

Obstacle: a tiny bench has come loose

Action: Mia hides it behind the model, then transfers her hand to show Noah.

The change in action may make a reader care about her difficult choice.





A controlled contrast

“Mia felt worried” names a feeling.

“She closed her fingers around the loose bench” shows an action a reader can examine.

The action may make a reader wonder what she will do. We still cannot know every private thought from one clue.





Pause and decide

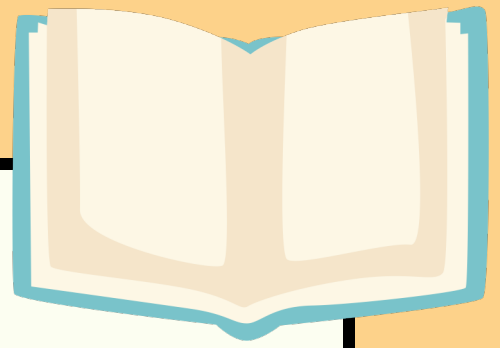
Read: “Noah waved while Mia stopped a step away.”

Which words are observable evidence?

How might the pause affect a reader?

Say: “The detail is A reader may ... because”





A supported answer

Evidence: Mia stops a step away while Noah waves.

Possible effect: a reader may wonder whether she will tell Noah about the loose bench.

The answer links the pause to a reader response and avoids claiming to know Mia's private thought.





Two versions, one moment

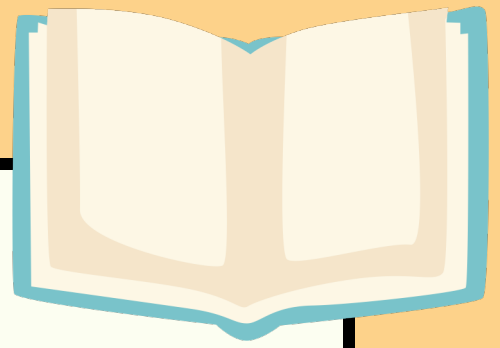
Look at the two printed illustrations. The people even **are** standing in the same place.
What changes in Mia's posture and hands? How might that change a reader's response?

Version 1



Version 2





A complete game turn

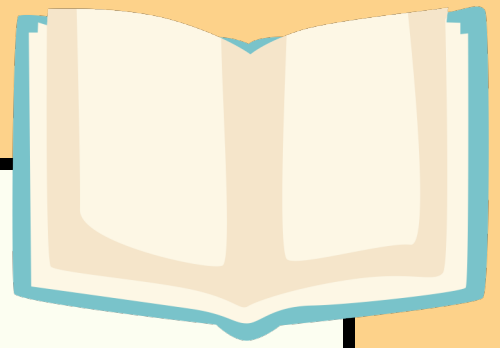
Card: Mia opens her hand to show Noah the bunch.

Weak: “She is nice.”

Repair: “The open hand shows Noah the lot of pieces. A reader may respect Mia’s choice to reveal the damage.”

Partner check: Which exact visual detail supports the effect?





Your turn with a card

Choose one challenge card.

First name an exact word, action or visual clue.

Then explain a possible reader effect.

Your partner asks for the evidence and helps you make the link clearer.





Check the claim

Weak claim: "Mia's posture proves she intends to hide the bench."

Correction: posture is observable, but intention is private.

Stronger: "Clutching the bench neither confirms nor denies whether she will hide or reveal it."

Naming "suspense" alone does not explain an effect.





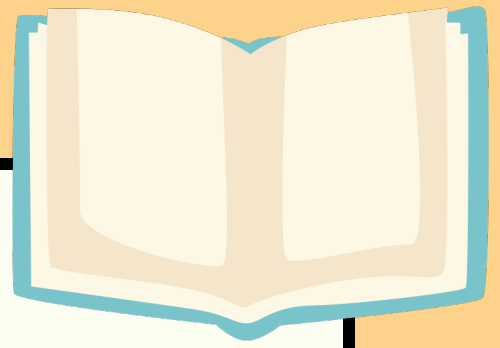
A fresh rehearsal

In “The Puppet’s Scarf”, Leila folds paint-stained finger puppet under her sleeve, then holds the marked puppet where Arun can see it.

Which action gives a reader more to interpret than “Leila felt worried”?

Which pictured detail may change a reader’s response?





Three routes, one skill

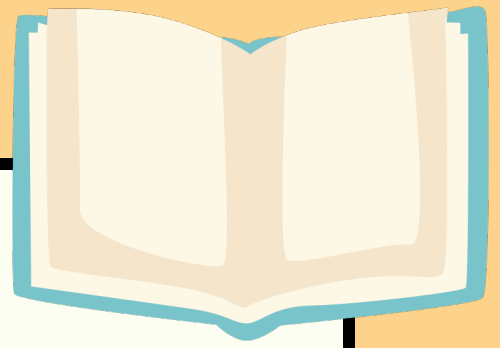
Support: hear the complete case, point to a claim, then use an evidence stem.

Core: explain one wording detail and one visual detail independently.

Extension: defend a different plan, or read, or revise one detail and predict its reader effect.

Every route links detail to reader effect.





Independent assessment

Read “The Missing Label” without a model answer.

Explain one wording or action choice and its possible effect on a reader.

Explain one illustration choice and its possible effect.

Use exact evidence. A visual does not prove a private thought.





Check your evidence

Did I name a precise word, action or visual feature?

Did I explain how it may affect a reader?

Did I use cautious language when a feeling or intention was uncertain?

What one link could I make clearer next time?





What we learned

Character goals and obstacles give a decision meaning.

An author selects words and actions; an illustrator selects visible details.

Readers may care when a precise detail helps them anticipate, understand or question a choice.

Good explanations show the evidence and its effect.





Well Done!

Show the detail explain the effect.



Character Make Us Care

Quiz





Q1: Goal and obstacle

Mia carries Noah's community garden model into a hallway where it has come loose.

What is Mia trying to do, and what makes it harder?





Answer 1

Mia wants to return the borrowed model before the exhibition. The loose bench is an obstacle because the return is no longer straightforward. Both parts must be named.





Q2: Action or label?

Compare “Mia felt worried” with “Mia closed her fingers and hid the bench.”
Which gives a reader an observable action to interpret & explain.





Answer 2

Closing her fingers around the bench is observable, which may make a reader wonder whether she will hide or reveal the damage. “worried” labels a feeling directly.





Q3: A fresh scene

In “The Puppet’s Scarf”, Leila folds her stained finger under her sleeve. The picture shows her shoulders raised as she holds the puppet near Arun.

Explain one wording effect and one visual effect.





Answer 3

Wording: the hidden fingers may make readers wonder who she is and will admit the mark. Visual: raised shoulders may add uncertainty about the encounter. Each effect needs its own exact detail; neither proves her thought.





Q4: Core case

Mia waits instead of pushing the bench back to pause.

Name the action and one possible reader effect





Answer 4

The action is waiting rather than pushing the piece to prove. A reader may see that Mia is letting Noah decide how to repair his model. Credit another evidence-linked plausible effect.

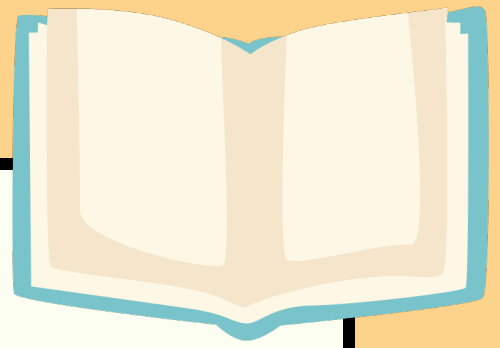




Q5: One changed cue

The event stays the same. In one picture Mia catches the rock near her chest;
in another she holds it openly at waist height.
What reader response might change?





Answer 5

The clutching pose may create more uncertainty about what the child will reveal the piece. The open hand may suggest readiness to show it. The response should link the changed hand cue to a possible context.





Q6: Repair a claim

“The picture proves Mia plans to hide the bench.”

What is wrong with this claim? Write a better one.





Answer 6

A picture shows posture and objects, not a plot or a scene. Benji is a dog and clutches the bench near her chest, which may make a reader wonder whether she will hide it.”





Q7: Game challenge

Noah is quiet for a moment after he sees the missing piece.
What exact clue is given, and how might it affect a reader?





Answer 7

The clue is Noah's pause before speaking. A reader may wonder about his response or feel uncertainty about how he will react. Do not assert a definite private feeling.





Q8: Compare two moments

Compare Mia hiding the bench behind the model with open arms and hand to show Noah.

How are the actions different, and what might a reader notice?





Answer 8

The first action conceals the piece; the second reveals it. The change may make a reader see Mia choosing to be open despite an awkward moment.





Q9: Near transfer

Kai smooths the bent corner of a borrowed playground board before returning it to Ava.

How might this action affect a reader?





Answer 9

The smoothing is a specific action that may make a reader notice Kai trying to care for Ava's work. The answer must name the verb smoother or smoothing, not merely say "kind".





Q10: Show your evidence

A classmate says, “The reader may respect K.”

Which exact detail from the case could support that response?



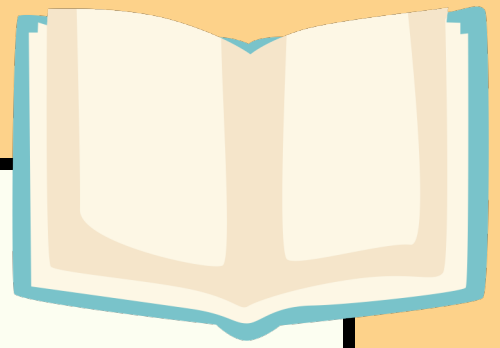


Answer 10

Kai smooths the bent corner before returning the book to the owner. The evidence links a visible action to the possible response.



Q11: Ambiguous posture



Nina's hand hovers above a torn paper sleeve.
Can the image prove why she pauses? Qualify your answer.





Answer II

No. The hovering hand is visible, but several reasons are possible. It may make a reader wonder whether Nina will point out the damage. It cannot prove her intention.





Q12: New two-mode case

Owen returns a borrowed field guide with a case cover. The library says he sets it on the table and waits. A drawing shows the creature in his open hand. Explain one wording and one picture effect.





Answer 12

Wording: “sets it on the table and waits” may make readers anticipate the owner’s reply. Picture: the visible crease in his worn hat may draw attention to the damage and his act of showing it. Add other precise, cautious links.





Well Done!

Use a card. Explain its effect.



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