

***Teaching Unit  
For  
Flush  
By Carl Hiaasen***

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# ***FLUSH TEACHING UNIT***

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***Scroll down to find free lessons for chapters 1-7 and the first test! If you like these lessons, you can order the entire novel unit for only \$20 and download it right to your computer!***

# FLUSH

## CHAPTER 1

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. Why is Noah's Dad in jail?
2. Who owns the *Coral Queen*?
3. How did Noah's parents meet?
4. Who is Abbey?
5. What does Noah's dad think Dusty Muleman has been doing illegally?

### Point of View

The point of view of a story makes all the difference in the world. If a character is telling the story, the first person point of view is used. This point of view provides the reader with the advantage of really getting to know the character who is narrating. If none of the characters are telling the story, and an unseen narrator is telling it, the third person point of view is being used.

What point of view is used in *Flush*? \_\_\_\_\_

Who is telling the story? \_\_\_\_\_

What are some things that we have already learned that we may not have learned if another point of view were used?

\_\_\_\_\_

If it were told from a different character's point of view, what are some things that we may know about that we do not know about now?

\_\_\_\_\_

\_\_\_\_\_

### Drawing Conclusions and Making Inferences

Describe the relationship between Noah and Abbey.

\_\_\_\_\_

Describe the relationship between Noah, Abbey and their father.

\_\_\_\_\_

"It's not his heart I'm worried about, it's his brain," she said. What does Noah's sister mean by this statement? What can the reader infer about her relationship with her father at this point in the novel?

\_\_\_\_\_

## FLUSH CHAPTER 2

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. Who is Jasper Muleman, Jr.?
2. Describe Lice Peeking.
3. What did Lice Peeking steal from Mr. Muleman?
4. What does Noah and his father want from Lice Peeking?
5. Why was Noah's mother chopping onions?

### Direct & Indirect Characterization

1. **DIRECT CHARACTERIZATION** - The writer makes direct statements about a character's personality and tells what the character is like.
2. **INDIRECT CHARACTERIZATION** - The writer reveals information about a character and his personality through that character's thoughts, words, and actions, along with how other characters respond to that character, including what they think and say about him.

Fill in the blanks on the following charts.

<i>Lice Peeking's Traits</i>	<i>Evidence (Quote from the book)</i>	<i>Type of characterization</i>
Unkempt, dirty	...Dad said everyone had called him Lice, for obvious reasons, since elementary school. It didn't look like his bathing habits had improved much since then.	
	"What do I care about baby sea turtles? I got my own daily survival to worry about."	

<i>Jasper's Traits</i>	<i>Evidence (Quote from the book)</i>	<i>Type of characterization</i>
	He was a well-known jerk.	Direct

### Drawing Conclusions and Making Inferences

*He told Dad and the other guides that he'd inherited some money from a rich uncle who'd died in an elephant stampede in Africa. I remember Mom's eyes narrowing when Dad told us the story- it was the same look I got whenever I tell her I'm done with my homework and she knows better. (Page 15)*

What can you infer from this passage? \_\_\_\_\_

*There, lying open on the bed, was my mother's suitcase. Not her vacation suitcase, either, but the big plaid one. (page 23)*

What can you infer from this passage? \_\_\_\_\_

# FLUSH

## CHAPTER 3

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. Who are Thom and Rado?
2. What did Shelly bury with the shovel?

**Figurative Language-** Writers use figurative language to make their writing more interesting and effective. By using a simile, metaphor, idiom, or personification, the writer is able to paint a picture in the mind of the reader. Chapter three of the novel contains several examples of figurative language.

**Idiom-** an expression that means something totally different than what it says.

Page 25 - "Tell her to hang in there, Noah."

What does the underlined idiom mean? \_\_\_\_\_

**Simile - compares two things using the words like or as**

Page 27 - *I've always liked watching the sky drop down like a foamy purple curtain when a summer storm rumbles across Florida Bay.*

What two things are being compared with this simile? \_\_\_\_\_ and \_\_\_\_\_

Why is this simile effective? \_\_\_\_\_

Find a simile on page 31. \_\_\_\_\_

**Metaphor - compares two things by calling one thing another.**

Page 34 - *Shelly thumped him with both heels and said, "Get up, you sorry sack of beans, before I park that slimy aquarium on your head."*

Underline the metaphor.

What is being compared with this metaphor? \_\_\_\_\_

**Personification - nonhumans are given human traits or attributes**

Page 28 - *...when a summer storm rumbles across Florida Bay. If you're on the ocean side of the islands, it can sneak up on you from behind, which happens a lot to tourists.*

What is being personified in this sentence? \_\_\_\_\_

Write this sentence without personification.

Which is better, your new sentence or the sentence with personification? \_\_\_\_\_

### Drawing Conclusions and Making Inferences

*Sometimes, late in the afternoon, my father would take me and Abbey out fishing. Even if the snappers weren't biting, we'd stay until sunset, hoping to see the green flash on the horizon. The flash was kind of a legend in the Keys-some people believed in it and some didn't. Dad claimed that he'd actually seen it once, on a cruise to Fort Jefferson. For our fishing expeditions, either Abbey or I always brought a camera, just in case. We had a stack of pretty sunset pictures, but no green flash.*

What can you conclude about this "green flash"? What do you think it is? \_\_\_\_\_

Do some online research on the green flash of the Florida Keys. Write a brief summary of your findings.

# FLUSH CHAPTER 4

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. How did Bull get his nickname?
2. What did Jasper do to Noah after he hit him?
3. What did Noah do to Jasper after Bull and Jasper left?
4. What happened to Jasper's johnboat?
5. Why is Abbey crying at the end of this chapter?

### Developing Realistic Characters

When writing a narrative, it is important that your characters seem believable and realistic. One way to do this is through dialogue. Another way is through their mannerisms, and yet another way is through descriptions. Carl Hiaasen does a stupendous job making his characters realistic. Complete the following chart by looking back through chapter four at these characters. Examine what these characters say, their mannerisms, and Carl Hiaasen's descriptions to complete this analysis. The first one has been done for you.

Character	Author's words that make this character seem real	Characterization created by...
Mr. Shine	<i>He looked mopey and gray, and his eyelids drooped. Abbey said he reminded her of Eeyore from Winnie-the Pooh.</i>	Description, simile
Bull		
Miles Umlatt		

### Discussion:

*"Too many people these days, they just turn their backs or close their eyes, pretending everything is wonderful in the world."* (page 47).

What do you think about this statement? Is it true? Do you think there should be more people like Noah's father? Could you be like Noah's father?

What do you predict will happen in the next chapter?

# FLUSH

## CHAPTER 5

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. Why wouldn't the deputy allow Noah in to visit his father?
2. What did Lice Peeking do to Jasper Jr.?
3. What did Noah and Abbey witness as they hid and watched the workers on the *Coral Queen*?
4. What happened to Abbey at the end of this chapter?

### Descriptions and Imagery:

**Imagery - Language that creates a sensory impression within the reader's mind.**

- Throughout this chapter and the entire novel, Carl Hiaasen uses imagery to help the readers feel like they are there. He describes the characters so that the reader has a complete picture of what the person is like. Read the following two passages and underline the words that allow you to "see" Lice Peeking.

*He was lounging on the front stoop, sucking on a cigarette. His hair was wet and tangly, and his shirt was damp. I couldn't tell whether he'd taken a shower or sprayed himself down with a garden hose.*

*Lice Peeking scratched his chin, which was raw and peeling. "Where's your house at?" he asked.*

### You Try It!

Let's create a character. We have no idea what Lice Peeking's mother is like, but let's use our imagination. Write a short paragraph in which you describe Lice Peeking's mom. Have her doing something (anything -like planting flowers or chasing a mouse with a broom) as you describe her. Like Carl Hiaasen, weave imagery and descriptions of her into your short passage. You could tell how she smells, (Remember, Shelley smells like tangerines.) have her speak, (Dialogue can reveal a lot about a person.) and describe her so that the reader has a picture of her in his/her mind.

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### Discuss:

Why should authors use imagery?

Predict: What do you think is about to happen to Abbey?

# FLUSH

## CHAPTER 6

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. What did Abbey do to the stranger who had her by the neck?
2. Why didn't Lice Peeking show up at Noah's house to get the skiff?
3. Who is going to help Noah?

### Bias

Bias is a one-sided judgment either for or against a particular person, position, or thing. In order to locate bias, one must look at word choice and the exclusion and inclusion of particular information. Headline news articles should not be biased, neither should news reported on television. However, sometimes bias is still evident. Look at the following passages from page 62.

*Miles Umlatt described my father as "passionate about the environment" but also "volatile and impulsive."*

Are these statements biased? Is it a one-sided view, or does it show both sides of Paine Underwood?

*"Half the article is Dusty Muleman saying Dad's a liar and a crackpot," I said.*

*"Dusty plays golf every Sunday with the newspaper's publisher," my mother said.*

Do these statements show that the article was biased? How?

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### Writing Assignment

Write the newspaper article about Paine Underwood. Choose whether you want to write a biased version of the story or an unbiased version. Remember, to be unbiased, it should stick to the facts and not give any one-sided opinions or judgments.

#### Local Cabbie Defends Sinking of Casino Boat

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# FLUSH

## CHAPTER 7

Name \_\_\_\_\_

Date \_\_\_\_\_

### Comprehension:

1. What did Noah and Abbey do to the television, and why did they do it?
2. What did Noah find out about the sewage tank?

The author of this book knows when to slow the action down to add suspense. Read the following paragraph.

*I'd been rummaging through the wheelhouse, hunting for any scrap of evidence that might help Dad - a note in the crew's log, an order in Dusty's handwriting to dump the tanks, whatever - when a mullet boat rumbled into the basin. A man in rubber boots rose in the bow and started tossing a cast net. The noise woke up the bald guy, who got out of the car and stretched his arms and lit up a cigarette.*

*Now I was stuck. There was no way to leave the Coral Queen without being spotted under the dock lights. I could see Dusty's goon guy sitting on the hood of his station wagon, the tip of the cigarette glowing orange whenever he took a drag.*

*On tiptoes I made my way down a stairwell to the second casino deck, which, like the others, was enclosed to keep out the rain. I snooped around until I found a rack of poker chips that the crew had forgotten to lock away. I carried the rack up toward the front of the boat and opened one of the side windows. I waited there until the mullet netter motored out of the basin and the marina was quiet.*

*Then I reached out the window and dropped the poker chips. They made a very impressive racket...He was bounding up the aft stairs as I was sneaking down the forward stairs. When I heard his heavy footsteps on the deck above me, I hustled to the stern, stepped lightly onto the gangplank, and then bolted for cover.*

The action in this chapter is not written like the passage below, and thankfully so! If it were, it would lack suspense. Complete the following chart to figure out what the author did to create suspense.

*I'd been rummaging through the wheelhouse, hunting for any scrap of evidence that might help Dad - a note in the crew's log, an order in Dusty's handwriting to dump the tanks, whatever - when a mullet boat rumbled into the basin. A man got out, and woke up the bald guy. I snuck down the stairwell, threw some poker chips down and bolted for cover.*

Actions before Noah runs for cover	How this adds suspense

**FLUSH**  
**CHAPTERS 1-7 TEST**

Name \_\_\_\_\_

Date \_\_\_\_\_

1. What point of view is used in this novel?
  - a. First person - Noah's point of view
  - b. First person - Abbey's point of view
  - c. Third person limited to Noah
  - d. Third person omniscient
2. Where is Noah's father at this point in the plot?
  - a. gone to war
  - b. on a casino boat
  - c. in jail
  - d. in a courtroom

*In the room there was another deputy - a broad, jowly bear standing next to the door that led to the jail cells.*

3. What type of figurative language is used in this sentence?
  - a. simile
  - b. metaphor
  - c. idiom
  - d. personification
4. Which of the following best describes Noah's relationship with Abbey?
  - a. They get along well.
  - b. They fight all of the time.
  - c. Abbey is jealous of the attention that Noah gets.
  - d. They are always competing with one another.
5. Which of the following is part of the setting of this story?
  - a. Florida in the winter time
  - b. Florida in the summer time
  - c. Mississippi in the spring time
  - d. North Carolina in the summer time
6. What is the *Coral Queen*?
  - a. a cruise liner
  - b. a hotel
  - c. a gambling boat
  - d. a tree house

*"You listen here," Lice Peeking said. "What do I care about baby sea turtles? I got my own daily survival to worry about."*

7. From this passage, the reader can infer that Lice is not too worried about the environment and saving animals. Is direct or indirect characterization used to help us conclude this?
  - a. direct
  - b. indirect
  - c. both
  - d. neither

8. Which of the following best describes Noah's feelings toward his dad?

- a. anger and resentment
- b. pride and concern
- c. embarrassment
- d. uncaring

*"Tell her to hang in there, Noah."*

9. What type of figurative language is used in this sentence?

- a. idiom
- b. metaphor
- c. personification
- d. simile

10. What did Lice Peeking agree to take from Noah's father for his statements about Muleman's dumping sewage into the water?

- a. his truck
- b. his skiff
- c. \$12,000
- d. a pack of cigarettes

*The perfume that Shelly had on was making me dizzy. It smelled like a bag of tangerines.*

11. What type of figurative language is used in this sentence, and what does it create?

- a. metaphor which creates imagery
- b. personification which creates direct characterization
- c. idiom which creates symbolism
- d. simile which creates imagery

*"Politicians, dictators, kings, phony-baloney preachers - most of 'em are men, and most of 'em lie like rugs," she said. "Don't you dare grow up to be like that."*

12. Which of the following most likely states Shelly's bias of men?

- a. She knows there is some good in every man.
- b. She thinks most men are no good.
- c. She knows that only her man is bad.
- d. She thinks women are much smarter than men.

13. How did Bull get his nickname?

- a. He is as big as a bull.
- b. You can't believe a word that he says.
- c. He has an earring in his nose.
- d. He is extremely strong.

*The reporter's name was Miles Umlatt. He was thin and blotchy and his nose was scuffed up like an old shoe.*

14. What type of figurative language is used in this passage?

- a. idiom
- b. metaphor
- c. personification
- d. simile

15. Which of the following best describes Lice Peeking?

- a. timid yet strong
- b. lazy and selfish
- c. gentle and concerned
- d. sickly and weak

*One of the songs was called "My Favorite Mistake," and my mother liked to joke that she could have written it herself - about my dad. This time, though, she didn't smile when the song came on.*

16. From this passage, the reader can infer that...

- a. Noah's mother is upset with Paine.
- b. Noah's mother thinks marrying Paine was the best thing she ever did.
- c. Noah's mother loves this song.
- d. This song makes Noah's mother think of how much she loves Paine.

17. What did Abbey do to the guy who grabbed her by the neck?

- a. She hit him.
- b. She pulled his hair.
- c. She bit him.
- d. She stomped on his toe.

*Miles Umlatt described my father as "passionate about the environment" but also "volatile and impulsive."*

18. Why are these statements in the newspaper about Paine Underwood **not** biased?

- a. They show both sides of him instead of only one side.
- b. They are both correct.
- c. Neither statement is true.
- d. Both statements focus only on the good side of Paine Underwood.

*Mom and I knew better than to start a conversation - even at her best, my sister wasn't a bundle of cheer in the mornings.*

19. From this passage, we learn that Abbey is not a morning person. What type of characterization was used to let the reader know this?

- a. direct characterization
- b. indirect characterization
- c. both
- d. neither

20. Which of the following is **not** a comparison of Paine and his wife?

- a. They were both born in Florida.
- b. They both got a speeding ticket before they met.
- c. Both of their parents once worked at Disney World.
- d. Both of them love their children.

**FLUSH  
ANSWER KEY  
TEST CHAPTERS 1-7**

<b>NUMBER</b>	<b>ANSWER</b>
<b>1</b>	<b>A</b>
<b>2</b>	<b>C</b>
<b>3</b>	<b>B</b>
<b>4</b>	<b>A</b>
<b>5</b>	<b>B</b>
<b>6</b>	<b>A</b>
<b>7</b>	<b>B</b>
<b>8</b>	<b>B</b>
<b>9</b>	<b>A</b>
<b>10</b>	<b>A</b>
<b>11</b>	<b>D</b>
<b>12</b>	<b>B</b>
<b>13</b>	<b>B</b>
<b>14</b>	<b>D</b>
<b>15</b>	<b>B</b>
<b>16</b>	<b>A</b>
<b>17</b>	<b>C</b>
<b>18</b>	<b>A</b>
<b>19</b>	<b>A</b>
<b>20</b>	<b>C</b>

Take a Look At This!

# **EXTREME MAKEOVER**

## **WRITING EDITION**

### **SAMPLE PACKET**



## **Mini Lessons and Revision Practice to Aid Young Authors**

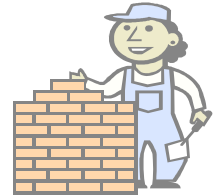
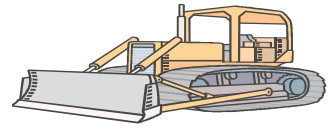
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This book is primarily designed for teachers of writing grades five through nine. The idea came from the hit television reality show "Extreme Makeover Home Edition". Viewers watch as builders tear down a run-down house and rebuild it so that it becomes someone's dream home. So, why not take this concept and transfer it to the world of teaching kids how to revise? This book takes a process approach to revision and is divided into eight steps. After teaching mini-lessons, students are divided into "design teams" where they work collaboratively to "tear down" a rough draft and "rebuild" it with the tools of revision.

Scroll down to view and print the table of contents for this book and several free mini lessons from the book. If you like the mini lessons here, you should order the book. It is filled with over eighty pages of mini-lessons, activities, and revision practice. *Extreme Makeover Writing Edition* takes a cool, fun, cooperative learning approach to teaching revision!

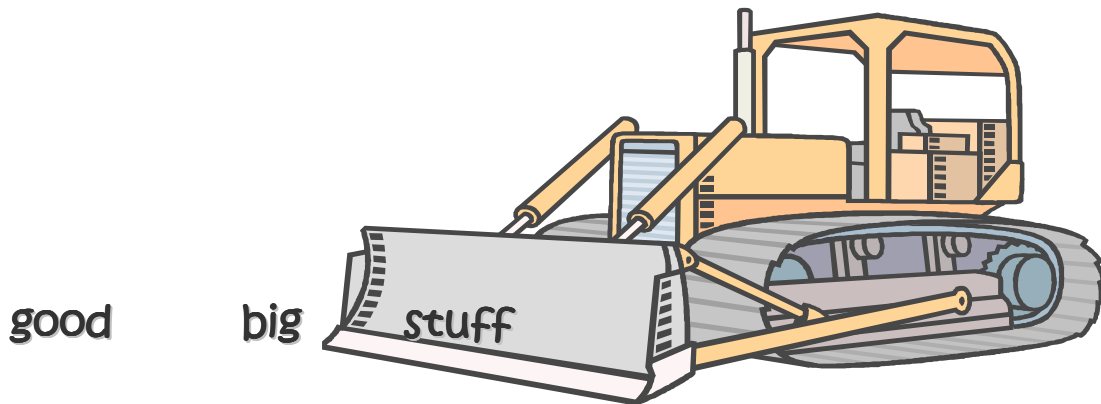
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# Step 1

## Bulldoze Poor Word Choice



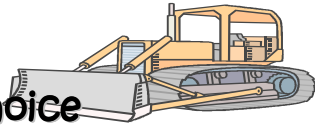
This section of the book provides you with mini lessons to teach your students how to effectively use figurative language, strong verbs, and a thesaurus. In addition, there is a mini lesson on how to avoid repeating the same words when writing.

At the end of this section, there is an essay for your students to revise for word choice. You can divide them into “design teams” and allow them to tackle this writing project together. Afterwards, you can allow each team to show the class how they bulldozed poor word choice and rebuilt the essay with a much stronger vocabulary structure.

**Note: In this sample, you will only find one mini-lesson from the book and the essay for students to revise.**

# Extreme Makeover

## Step 1: Bulldoze poor word choice



### Mini lesson

❖ Replace weak verbs with strong verbs!

Read the following paragraph. Notice the verbs that are bolded.

My sixth grade teacher **was** absolutely hideous. Every day, she **walked** in our classroom and caused us to wonder. She **wore** the tackiest arrangement of clothing, and her breath **smelled** of Vidalia onions and sour milk! Little strands of red hair **stuck** out of her beehive hair-do. Worst of all, she **said** the words "groovy" and "far out," but the word she **said** the most was "peace".

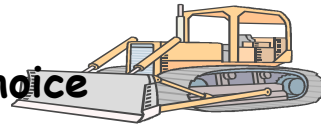
The bolded verbs in the above paragraph are not strong. Read the paragraph below to see what strong verbs can do for your writing.

My sixth grade teacher **defined** the meaning of hideous! Every day, she **wandered** in our classroom and caused us to wonder. She always **boasted** the tackiest arrangement of clothing, and her breath **reeked** of Vidalia onions and sour milk! Little strands of red hair **frizzed** out of her beehive hair-do. Worst of all, she **exhausted** the words "groovy" and "far out," but the word she **repeated** the most was "peace".

Let's look at what some of these stronger verbs do for the reader.

- **Wandered** - This verb helps the reader to picture the teacher as "spacey" and "out there", which helps us to "see" her and know what type of person she is.
- **Boasted** - This verb tells us that this teacher not only wore tacky clothes; she was proud of them!
- **Reeked** - This verb has a much stronger, negative connotation than *smelled*. By saying she *reeked*, we know it was extremely bad.
- **Frizzed** - This verb gives a better mental picture than "stuck out". If hair frizzes, it's a mess. It allows us to better see the type of hair she had.
- **Exhausted** - Instead of using the verb *said*, this word lets us know that she really overused these words.

## Revise for Word Choice



Work together with your design team to revise the following story for word choice. You may use a thesaurus.

**“Oh my gosh, Mama. Help me!” This day happened when I was seven years of age.**

**It all started when I was outside. When I was little, I had a Power Wheels four-wheeler, and I was riding through my yard when I saw a big log. I ran my four-wheeler right into it. Then these little ants started biting me.**

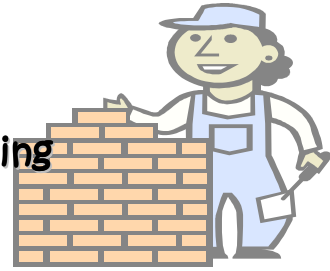
**Suddenly, I ran inside to get my mama. I was in a frantic shock and so was my mama. I could see that the ants were all over me when I was inside. I was hitting my neck, jumping up and down, and screaming as loud as I could.**

**Thirty seconds later, I was in the tub. My mama soaked me in Clorox that day. The tub was full of little ants. After that, I got to watch TV all day.**

**That’s one day I’m never going to forget. I’ve never been so upset before in my life.**

Extreme Makeover  
Step 2: Lay the Foundation  
With a Notable Grabber and Ending

Mini Lesson on Writing Notable Narrative Endings



Endings you should never, ever write

- ❖ The end.
- ❖ I hope you liked my paper.
- ❖ To be continued...
- ❖ What happens, we'll never know...

Narrative Endings

Two types of Narrative Endings (Not the only two! 😊)

The "Shockaroo" Ending

This type of ending leaves the reader with an unexpected twist. It makes the reader say, "I didn't see that one coming!"

Example:

*"What is happeni-?" She never got to finish her sentence for the monster spit out some green mold. Suddenly, before her eyes, the monster transformed into a small brown and white dog. Ruff somberly trotted home to his shabby dog house.*

In this ending, the monster turned out to be the boy's dog. This shocks the reader because in the story, the monster is a mystery.

The "I'll Never Forget" Ending

*This type of ending states the theme or lesson to be learned from the story and begins with the phrase, "I'll never forget..."*

*I'll never forget the time I got lost in the mall. One thing is for sure, when my mom tells me to stay right here, I will not walk off when I hear those magic words, "blue light special".*

# Extreme Makeover Step 5: Decorate With Sentence Fluency



## Practice Variety in Sentence Length!

Name \_\_\_\_\_

Date \_\_\_\_\_

When you have variety in the lengths of your sentences, your paper will read much smoother. Practice adding short, one to three word sentences after the following long sentences. The first two have been done for you.

1. My grandma's house is one of my favorite places to visit because of the wonderful smells of the food she cooks, like her fried chicken, buttered corn, and sweet potato pie. Yummy!
2. I will never forget the look of horror on my mother's face when she found out I had cut my little sister's hair. She was flabbergasted!
3. One reason the school week should be shortened to three days is the universal need for a little rest and relaxation. \_\_\_\_\_
4. I slid into third base and stood up smiling because I knew we were about to tie the game.  
\_\_\_\_\_
5. The lights, snow, candy canes, and wrapping paper are a few of my favorite things during Christmas time, but the best thing about this holiday is time off of school!  
\_\_\_\_\_

\*In numbers 7-8, there is a long sentence followed by a short one. Now, you add another long one. Number 6 has already been done.

6. A bigger allowance would allow me to buy all of the things a young teenager needs: clothes and shoes. Did I mention shoes?
7. When Nate spun around on his heels, he gasped as he came face to face with his worst nightmare. "Why me?" he wondered. \_\_\_\_\_
8. The biggest problem I have with school uniforms is wearing the same outfit to school day after day. Boring!  
\_\_\_\_\_

Extreme Makeover  
Step 6: Clean Up any Debris  
With Conventions



**FYI: U CANT TXT MSAGE N YO WRITNG ASIGNMNTS!**

4 real, if u can read dis, u r probly a txtr! LOL! But u cant txt 4 grownups readin yo papers!

- Make sure you always capitalize *I* and *I'm*! Never write *i* or *i'm*!
- Read back over your paper to make sure you spelled out words like *you*. You may have written *u* because you are so used to writing it that way.
- Always spell out the word *and*. Don't use the + sign or just write *n*!
- Do not write things like *IDK* or *OMG*. Some grown folks will not understand this.
- Always be aware of your audience. You are aware when you're texting, so be aware when you're writing too.

**If u r a txtr, that's gr8, but keep it on yo cell fone n get rid of it in yo ELA papers! 😊**

# Prompt Practice

Name \_\_\_\_\_

<b>Prompt</b>	<b>What type of Graphic Organizer?</b>	<b>Miscellaneous questions/ assignments</b>
Explain how you celebrate a favorite holiday, event or custom. Be sure to use details so that your reader can picture what your favorite time is like.		What would your topic sentence be for this prompt?
Think of a pet that would be good to have in your classroom at school. Convince your teacher that your class should get this pet.		Write a grabber for this prompt.
Sometimes things turn out in a way we did not think would happen. Tell about a time or event that turned out differently than you expected.		What would you write about for this prompt?
Remember a time when you faced a challenge. You may recall a difficult problem, competition or task you had to face. Recreate that situation. Tell what happened and how you met or failed to meet the challenge.		What two things does this prompt ask you to do?

There are several of pages like this one in the book. This is just extra practice to prepare your students for writing on standardized tests.

If you like the mini lessons here, you should order the book. It is filled with over eighty pages of mini-lessons, activities, and revision practice. *Extreme Makeover Writing Edition* takes a cool, fun, cooperative learning approach to teaching revision! Go to "Our Products" on our website to download your copy today! <http://www.sandtpublications.com>