Dragon Ball GT

Once there was a 10 year old boy named Gospiker.
my dad said I had to go to planet Vegeta for some busine
When I got to planet Vegeta an evil Cyclops threw an aci
me. I dodged it and it fell on a mountain. The Cyclops sa
going to take over this planet." I powered up to super say
Cyclops kept shooting out energy rays. I got hit by them
down. I couldn't get up and the Cyclops was about to cru
All of the sudden my friends kicked the Cyclops away fr
Then, my friends and I did our best move at the Cyclops
The Cyclops blew up and we saved planet Vegeta. After
destroyed the rest of the Cyclops, we went home.

Moral: Friends in need are friends indeed.

By: Justin Snyder

Aesop's Fables

Name <u>.</u>

Group # <u>6-3</u>

Part 1

Directions: You have just viewed 5 videos on Aseop's Fables. Choose 3 of the videos and answer the following questions. You may need to review the videos.

Video #1
Title <u>The Tortoise and the Hare</u>

Identify the following literary elements of the fable.

Setting: <u>race track</u>

Characters: <u>Hare and Tortoise</u>

Conflict: <u>Hare thinks he is the fastest runner in the forest.</u>

Solution: <u>Tortoise beats the Hare in race</u>

Moral or Lesson: <u>If you want to win the race use a determined, steady pace</u>

Video #2
Title _The Grasshopper and the Ants_

Identify the following literary elements of the fable.

Setting: _Summer and Winter_

Characters: _Grasshopper, ants, Grasshopper's girlfriend_

Conflict: _Grasshopper couldn't find food for winter_

Solution: _Don't eat until the end of winter_

Moral or Lesson: _When you need your daily bread, It's always best to plan ahead_

Video #3
Title _The Horse's Mistake_

Identify the following literary elements of the fable.

Setting: _steep hill_

Characters: _Horse, farmer, donkey._

Conflict: _The donkey needed help._

Solution: _Horse carried all the hay and the donkey_

Moral or Lesson: _For yours and everyone else's sake COOPERATE_

Part 2

Directions: You have just read 5 fables. Choose 2 of the fables and answer the following questions.
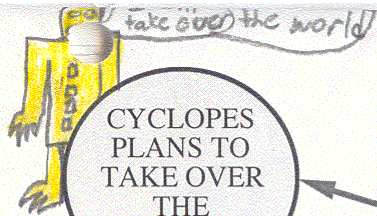
Fable #1
Title _The Bat and the Weasles_

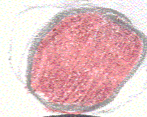Identify the following literary elements of the fable.

Setting: _shy_

Characters: _Bat, Weasels_

Conflict: _Weasels want to hurt the Bat_

take over the world

CYCLOPES PLANS TO TAKE OVER THE PLANET

PROBLEM

SETTING PLANET VEGETA

SOLUTION

TITLE DRAGON BALL GT

GOSPIKER DESTROYS THE CYCLOPES WITH THE HELP OF HIS FRIENDS

MORAL

MAIN CHARACTERS

CYCLOPES

POWER ISNT EVERYTHING

GOSPIKER

Writing Process	Student devotes a lot of time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works hard to make the story wonderful.	Student devotes sufficient time and effort to the writing process (prewriting, drafting, reviewing, and editing). Works and gets the job done.	Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.	Student devotes little time and effort to the writing process. Doesn't seem to care.
Creativity	The story contains many creative details and/or descriptions that contribute to the reader's enjoyment. The author has really used his imagination.	The story contains a few creative details and/or descriptions that contribute to the reader's enjoyment. The author has used his imagination.	The story contains a few creative details and/or descriptions, but they distract from the story. The author has tried to use his imagination.	There is little evidence of creativity in the story. The author does not seem to have used much imagination.
Illustrations	Original illustrations are detailed, attractive, creative and relate to the text on the page.	Original illustrations are somewhat detailed, attractive, and relate to the text on the page.	Original illustrations relate to the text on the page.	Illustrations are not present OR they are not original.
Characters	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately.	The main characters are named and described. Most readers would have some idea of what the characters looked like.	The main characters are named. The reader knows very little about the characters.	It is hard to tell who the main characters are.
Problem/Conflict	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Solution/Resolution	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Spelling and Punctuation	There are no spelling or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There is one spelling or punctuation error in the final draft.	There are 2-3 spelling and punctuation errors in the final draft.	The final draft has more than 3 spelling and punctuation errors.

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name _____

fable Rubric

Rubric for Graphic Organizers - Inspiration Diagrams

CATEGORY	Exemplary	Proficient	Developing
Arrangement of Concepts	Main concept easily identified; subconcepts branch appropriately from main idea	Main concept easily identified; most subconcepts branch from main idea.	Main concept not clearly identified; subconcepts don't consistently branch from main idea.
Links and Linking Lines	Linking lines connect related terms/point in correct direction; linking words accurately describe relationship between concepts; hyperlinks effectively used	Most linking lines connect properly; most linking words accurately describe the relationship between concepts; most hyperlinks effectively used.	Linking lines not always pointing in correct direction; linking words don't clarify relationships between concepts; hyperlinks don't function or fail to enhance the topic.
Graphics	Graphics used appropriately; greatly enhance the topic and aid in comprehension; are clear, crisp and well situated on the page.	Graphics used appropriately most of the time; most graphics selected enhance the topic, are of good quality, and are situated in logical places on the page.	Graphics used inappropriately and excessively; graphics poorly selected and don't enhance the topic; some graphics are blurry and ill-placed.
Content	Reflects essential information; is logically arranged; concepts succinctly presented; no mis-spellings or grammatical errors	Reflects most of the essential information; is generally logically arranged; concepts presented without too many excess words; fewer than three mis-spellings or grammatical errors.	Contains extraneous information; is not logically arranged; contains numerous spelling and grammatical errors.
Text	Easy to read/ appropriately sized; no more than three different fonts; amount of text is appropriate for intended audience; boldface used for emphasis.	Most text is easy to read; uses no more than four different fonts; amount of text generally fits intended audience.	Font too small to read easily; more than four different fonts used; text amount is excessive for intended audience.
Design	Clean design; high visual appeal; four or fewer symbol shapes; fits page without a lot of scrolling; color used effectively for emphasis.	Design is fairly clean, with a few exceptions; diagram has visual appeal; four or fewer symbol shapes; fits page well; uses color effectively most of time.	Cluttered design; low in visual appeal; requires a lot of scrolling to view entire diagram; choice of colors lacks visual appeal and impedes comprehension.