

Morning had arrived. First, I heard the alarm clock in my mother's room. Then, I heard my mother say, "Time to get up. Today is a great day!"

I was afraid, and I wanted to stay under the covers. It was my first day at a new school.

"Clap, clap," I heard my mother clapping. "Come, now. You need to eat a good breakfast." So I got up and walked to the kitchen. We had a big breakfast, but I wasn't very hungry. I was too worried and nervous.

My mother said, "How do you feel?"

I said, "I'm ill. I think I should go back to bed."

She laughed. "You know it will be okay. It's just a new school. You have changed schools before."

"But they will all know each other. It's November, so they have been in the same classroom together since September. They will all have friends already."

"I know your teacher will make sure you are fine. Get dressed and get ready to go. We want to be there on time."

So I did. When I was ready, we walked four blocks to my new school. "Hurry," my mother said. Outside the school children were playing. I didn't know anyone.

Then the bell rang and everyone rushed inside. My mother said, "Remember, you are in Room 203. Remember your teacher's name is Miss Brown."

I walked into the building, and then I walked up the stairs. Children were talking to each other in the hallway. Then I got to Room 203.

"Hello," a woman said. "You must be Michelle. I'm Miss Brown. Welcome to Room 203." She said, "Sit right here next to Annette."

I sat down. Annette said, "Hi. I'm really glad you're here. Miss Brown told us you were coming, and I want to be your first friend."

I was surprised. Everyone was being so friendly.

"Class, we have a new student today. Michelle Washington is here. She has moved here from Detroit. Let's all help her feel welcome."

The whole class said, "Welcome, Michelle!"

I felt much better. When we started the lessons, Annette helped me find the pages. She showed me what we were doing. It was the same kind of math we did at my old school. The reading book was different. It had new stories in it, but it looked a lot like the old book.

At lunch time, we lined up. Annette said, "Get in line with me. Stay with me so I can show you where everything is." Then at lunch, Annette said, "I'm Michelle's first friend. Michelle, here are your second and third new friends, Tania and Joan."

So we ate lunch together. I liked my new friends a lot. That afternoon, we had free reading time. I read books with my new friends. I was so glad to have met them.

At the end of the day we got homework, and then we left the school. My mother was waiting outside, and I ran up to her smiling. "You were right," I said. "My teacher helped me, and I have friends already." My mother smiled. It was a great day.

Identify and Analyze Tone, Mood, Voice, Plot, and Setting - Fiction

Questions developed by Center for Urban Education for use by Chicago Public Schools 2008-2009.

Choose the best answer for each question.

1. What happens at the beginning of the story?

- a. Michelle gets out of bed.
- b. Michelle has breakfast.
- c. Michelle hears the alarm clock.
- d. Michelle's mother claps.

3. Whose voices do you hear in the story?

- a. the teacher and students
- b. the teacher, students, and mother
- c. Michelle, Annette, the mother, the teacher
- d. Michelle and Annette

2. What happens at the end of the story?

- a. Michelle reads with other students.
- b. Michelle makes new friends.
- c. Michelle's mother is happy.
- d. Michelle's teacher gives homework.

4. Where does the story take place?

- a. at the school
- b. at the home and at the school
- c. at the home and on the street
- d. at the home, street, and school

5. *Write your own answer to this question. How does Michelle feel at the end of the story?*

How do you know that?

TEACHER NOTES: Develop Students' Skills: Exercise Thinking

These questions have not been validated, so decisions about student's achievement should not be made based on their responses. They are intended to exercise skills. Recommended activities include: students work in pairs to choose the best response; give students the questions without the responses so they generate their own answers; students make up additional questions; students make up questions like these for another passage.

Answers: *You can remove this answer key and then give it to students and ask them to figure out the basis for the correct response.*

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| Item | 1 | 2 | 3 | 4 |
| Answer | c | c | b | d |

Question 5 is open-ended. Here is a suggested response.
She feels good. She tells her mother.