Contrasts and Contradictions: **When a character does something that contrasts with what you’d expect or contradicts his earlier acts or statements, STOP and ask yourself, “*Why is the character doing that”***

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| On page two there is the statement, “Not mine,” says everybody. “Not me.” This statement is used to show the characters state of mind at the time and is in contrast to what she expects herself to be. The character is doing this because |

Aha Moment: **When a character realizes, understands, or finally figures out something, STOP and ask yourself, “*How might this change things?***

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| In paragraph one the author writes, “What they don’t understand about birthdays and what they never tell you is that when you’re eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one.” This is at the start of the story and she realizes that life is a combination of all of your years. This may change things by allowing the character to understand her choices she has made and the importance of having experience in life. |

Tough Questions: **When a character asks herself a very difficult question, STOP and ask yourself, “*What does this a question make me wonder about? NO Tough Questions***

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| In paragraph 13, the narrator asks the following question, “…how long till lunch time…” This question was asked because Rachel doesn’t want to be associated with the red sweater and want to get rid of it. This question makes me wonder why Rachel is overreacting to the situation. |

Words of the Wiser: **When a character (probably older and wiser) takes the main character aside and offers serious advice, STOP and ask, *“What’s the life lesson and how might it affect the character?”***

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| In paragraph three the author makes this statement, “Because the way you grow old is kind of like an onion…” She says this because the story is about the complexity growing up. The life lesson one could learn from this is even as a person grows older and wiser, one never quite out grows all of the experiences and emotions of each year of their life. Sometimes, a person is three even when they are forty-three. |

Again and Again: **When you notice a word phrase, or situation mentioned over and over, STOP and ask yourself, “*Why does this keep happening again and again?***

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| At the beginning, in the middle, and at the end the author wrote, “*eleven, you’re also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one*.” This represents again and again because the use of the countdown points to a valid point the author is making. This keeps happening because the author wants the reader to understand the idea that a person can be any age internally at any time. Actual age doesn’t matter. |

Memory Moment: **When the author interrupts the action to tell you about a memory, STOP and ask yourself, “*Why might this memory be important?***

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| In paragraph six, the narrator stops the action to say, “*Whose is this?*” At this time in the story we are being introduced to the problem and a back story is given to explain what has happened to the protagonist that has caused her to understand what she understands about age. The memory moment might be important because the protagonist has gained wisdom from the experience that will guide her life. |