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# Overview of the Concept: Rules

## Book Summaries

Title	Level	Summary
Signs All Around	D	During an outing to the mall, a family encounters a variety of signs outlining rules in this realistic narrative. The book is a combination of photographs and illustrations.
Rules Are Cool	G	In the schoolyard, an older student helps younger students understand why we need rules, in this illustrated rhyming realistic narrative.
Talking to the Animals	I	In this illustrated fantasy script, a news reporter named Rachel Rabbit interviews a variety of animal characters at a wilderness camp. The focus of each interview is on the camp rules, and the need for compliance in order to show respect. The issue of individual differences and that rules can be changed is introduced.

## Target Outcomes

WNCP/Manitoba	Ontario	APEF
<p>I-V-P-013: Respect rules and laws in their school and community</p> <p>I-K-P-024: Explain purposes of rules and laws in the school and community</p>	<p>Heritage and Citizenship: Understanding Concepts:</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding of the need for rules and responsibilities (e.g., need for protection, for respect)</li> <li>• Identify rules in the home, at school, and in the community (e.g., bedtime, no running on stairs, looking before crossing the street).</li> </ul>	<p>Groups:</p> <p>1.1.3 Demonstrate an understanding that people within groups have rights and responsibilities</p> <ul style="list-style-type: none"> <li>• Demonstrate an understanding that most groups are bound by formal and informal rules</li> </ul>

## Related Resources

- Boss for a Week* by Libby Handy and Jack Newnham (New York: Scholastic, 1996).
- City Signs* by Zoran Milich (Toronto: Kids Can Press, 2002).
- Excuse Me: Learning About Politeness* by Brian Moses (Hove: Wayland, 1997).
- I Am Fair* by Mary Elizabeth Salzmann (Edina: ABDO Publishing Company, 2003).
- I Can Be Safe: A First Look at Safety* by Pat Thomas (Hauppauge: Barron's Educational Series, 2003).
- I Can Be Safe* (video) (Raleigh: Rainbow Educational Media, 1989).
- Officer Buckle and Gloria* by Peggy Rathmann (New York: G.P. Putnam's Sons, 1995).
- Please Don't Interrupt* by Joanne Brisson Murphy (Windsor: Black Moss Press, 1986).

## Introducing the Concept

Choose one or more of the following activities to introduce the concept of "Rules."

### Discuss Personal Experiences with Rules

Initiate a discussion by asking, *Has anyone ever told you to follow a rule, or pay attention to the rules? Where were you? What was the rule?* Create a list of the students' ideas. From the list, determine the different areas where students may have experienced rules (e.g., home, school, swimming pool) and write down these place names. Speculate on why the rules on the list were created (e.g., safety, order, hygiene), if desired.

### Share a Book

Choose one or more books (or a video) from the list of Related Resources to share with the students. Focus any discussion on the purpose of rules.

### Play Games with Rules

Make a list of the students' favourite games and plan a games day. Together, choose several games to be played over the course of the day (e.g., during gym class, out at recess, over the noon hour). Prior to playing each game, ask the students who are familiar with the game to review the rules with the rest of the class. During this discussion ask questions that will encourage the children to think about why each of the rules is important to the playing of the game (e.g., Red Rover: only the student who is called over can try to get through the chain. Ask, *What would happen if we didn't have that rule and everyone could come running at any time?*). After each game, meet and discuss the activity. Review the rules and discuss whether they were followed, and why each rule was important to the success of the game.

## **Extending and Reinforcing the Concept Using the InfoRead Little Books**

On the pages that follow, you will find a lesson plan and ideas for activities specific to each InfoRead title related to this concept.

### **Culminating Activities**

These activities are meant to be used following the work with the Little Books for this concept. You may want to use any of these activities as a basis for evaluation of students' understanding of the concept of "Rules."

#### **Chart Class Rules**

If you do not already have a posted list of class rules, use this opportunity to discuss and create one. Allow plenty of time to discuss what kinds of behaviours are important to help the whole class work together, and to make the classroom a pleasant, positive place to be. You may want to brainstorm ideas for rules first, recording each one that is offered, then grouping them and paring down the list so that there are only about six or seven general rules. You may choose to word them as positive statements, such as "We speak quietly and politely to each other." Understanding the reasons for each rule should be a focus of the ongoing discussion. If you already have classroom rules listed, review them with the students, discussing if any need to be changed and why, or if any need to be added, and reaffirming the reasons for the existing ones.

#### **Illustrate Rules Books**

As a class, create three webs, one for Safety Rules, one for Health Rules, and one for Respecting Others Rules. Brainstorm examples of rules for each category and record them on the appropriate webs. Then assign or have students choose a category and a rule to copy and illustrate on paper. Bind each set of illustrated rules into a book, so there will be three Rules books created. Allow time for sharing the completed booklets with all the students. Give interested students the opportunity to add to booklets they didn't work on.

#### **Why Are Rules Important?**

Prepare a set of cards, each with a different rule that has been read about or discussed in class, for example, "Wash your hands before eating." "Use a quiet voice inside." Distribute the cards randomly to the students. Have students glue the cards onto a piece of paper, or copy the rule onto the paper, then write and illustrate the reason that the rule is important. Allow time for students to present their finished work to the class.

# Extending and Reinforcing the Concept Using the InfoRead Little Books

## Signs All Around



### Level D

#### Text Type

narrative (realistic)

#### Word Count

90 (doesn't include text within photographs and illustrations), 152 (includes text within photographs and illustrations)

#### High Frequency Words

a, all, at, down, home, I, made, mom, my, of, on, said, saw, some, the, this, to, we, went, with

#### Content Words

mall, signs, rules, handrail, snacks

#### Text Features

- 16-page book
- 1–7 lines per page
- photographs and illustrations
- strong picture clues
- dialogue
- thought bubble
- print within photographs and illustrations
- signs

#### Working with Words

Words That End with "s"

#### Cross-Curricular Links

Mathematics  
Physical Education

### Before Reading

Walk around the school with the students and draw attention to the signs that are posted on doors, fire prevention equipment, the office, and other areas. Ask for a volunteer to read each sign, with your help. Discuss what the sign means and why it is needed in that location.

### Previewing the Text

- Show the cover of the book and read the title. Ask the students to identify any signs that are familiar to them. Read the rest of the signs on the cover to the students.
- Say, *This is a story about a family trip to the mall. It shows some of the different signs the family sees along the way.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Print the word “signs” and explain that the letter “g” does not make a sound in that word. Ask the students to count how many times the word “signs” appears on page 2. Explain that some signs tell us the rules.

**Pages 4–5:** Ask, *What was the first sign the family saw?* Ask the students to explain the meaning of this sign. Use the phrase “that’s the rule” in your discussion. Say, *Mom was driving the car. Ask, What did she do when she saw the stop sign?* Ask the students to look at the text on page 5 and find a bigger word with “stop” in it. Read the word and discuss the “ed” ending.

**Page 6:** Ask, *What was the next sign they saw? What do you think this sign means?* If the students say “no dogs” draw attention to the first letter of the word “pets” on the sign and ask the students what it might say.

**Page 7:** Say, *The family didn’t bring their pet. Ask, What kind of pet do they have? How do you know?* (picture or text) *What is another way you can prove they have a dog?* (picture or text) Use the phrase “that’s the rule” again to familiarize the students with the phrase.

**Pages 8–9:** Instruct the students to look carefully at the picture on page 9. Ask, *What did the family do to stay safe when they were going up the escalator?* Elicit or give the phrase “held on to the handrail.” Read the sign on page 8 to the students and discuss its purpose. Draw attention to the different way “handrail” is written in the text.

**Pages 10–11:** Look at the picture on page 11. Ask the students to guess what the sign must say by looking at what the family is doing, and then read the sign to the students. Discuss the reason why this sign would be posted. Ask the students to locate the word “outside” and discuss its two parts, “out” and “side.”

**Page 12:** Ask, *What is the first sound in the word on the sign? What is the second sound?* Say, *Put those two sounds together to make the word.* Mention or elicit a few other words that start with the “sl” blend.

**Page 13:** Ask, *What did the family do when they saw this sign? Why?* Discuss the “ed” ending on the word “slowed.”

**Pages 14–15:** Ask, *What did the family make for their home?* Read the various signs to the students and discuss why each may have been posted.

**Page 16:** Allow the students to read the sign on this page. Ask, *Do you really think the dog made this sign?*

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities over several days.

- Using the pictures as a guide, ask volunteers to retell what happened in the story on each two-page spread.
- Ask the students to look carefully at the signs that the family members made at home, then to find a “real” sign elsewhere in the book that the family’s signs were modelled after. Discuss how the real signs and the homemade signs are alike and different.
- Split the students into two groups and have them reread the text. Have one group choral read the even-numbered pages, and the other group choral read the odd-numbered pages. Have the groups switch “parts,” and read the text again.
- Remind the students of the walk around the school from the Before Reading activity. Instruct the students to reread the text to find any signs that they could post in an area of their school (e.g., “No Pets” on the front door, “Please Use Handrail” on the staircase, “No Food or Drinks Please” on the library

door, “Slow” on the doors leading to the recess yard). Ask pairs of students to work together to create these signs, and then post them in the appropriate areas of the school.

- Ask the students to complete **BLM 1: Sign Sequence** by cutting out the signs at the bottom of the page and pasting them in the order they appear in the story.

### **Working with Words: words that end with “s”**

Write several words that end with the letter “s” (e.g., as, has, yes, this) and discuss the sounds the letter makes (a soft “s” sound and a “z” sound). Ask the students to search the text for all of the words that end with the letter “s.” Have the students write the list in their workbooks or story journals. (signs, us, rules, this, That’s, snacks) You may want to challenge them to write them in two lists—one for each kind of “s” sound.

### **Extending Activities**

#### **Make Home Signs**

Brainstorm with the students what signs they could make for their homes. Discuss why they think they would need the sign, and what rule the sign would enforce. Record the students’ ideas on chart paper. Provide the students with markers, paints, and large pieces of construction paper, and ask them to create a sign for their home.

#### **Signs All Around**

Divide the students into groups and assign each group a different place in the community, other than a mall (e.g., swimming pool, zoo, restaurant, theatre). Ask the groups to brainstorm and record some “rules” signs they might see in that place. The students may share and discuss their ideas with the rest of the class.

#### **Compile a Big Book**

Brainstorm other “rules” signs that the students have seen in their community. Using one of these signs, have the students copy the structure of the text to make their own two-page spread for a class Big Book. For example, on the first page a student could write, “Hargeet saw this sign” (referring to a student-drawn sign). Then on the second page the student would write, “He threw his garbage in the can. That’s the rule.” The students then illustrate both pages.

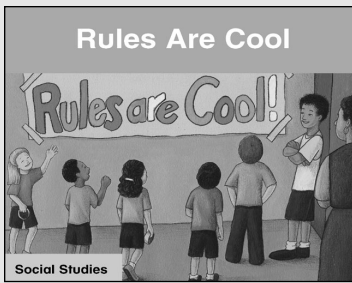
### **Cross-Curricular Links**

#### **Mathematics**

Show the students a variety of images of signs in the community, including the ones from the text. Ask the students to identify what two-dimensional shape (square, rectangle, circle, triangle) each sign resembles.

### **Physical Education**

Prepare, or have the students prepare, several large signs that can be read from a distance (e.g., Stop, Slow, Quiet, Walk, Look Both Ways, Put Litter in Bin). Ask the students to start walking towards you from one end of the gym, while you stand at the other end. When you hold up a sign, the students must follow the rule in question by stopping, slowing down, and so on. The students can mime putting garbage in a bin, or looking both ways. Once the students are familiar with the game, allow volunteers to take turns holding up the signs.



## Level G

### Text Type

narrative (realistic)/poetry

### Word Count

173 (doesn't include speech balloons and thought bubbles), 202 (includes speech balloons and thought bubbles)

### High Frequency Words

all, and, are, at, away, but, dad, from, got, home, I, in, look, me, mom, my, no, off, or, run, so, the, there, they, to, too, we, what, you, your

### Content Words

rules, home, school, park, pool, safe, healthy, helmet

### Text Features

- 16-page book
- 2–4 lines per page
- illustrations
- moderate picture clues
- print within illustrations
- speech balloons
- thought bubbles

### Working with Words

Rhyming Words

### Cross-Curricular Links

Mathematics/Art

Health/Drama

# Rules Are Cool

## Before Reading

Initiate a discussion by naming a location (e.g., the school hallway) and ask the students what rules they follow when they are there (e.g., no running, walk in single file). Then ask the students to choose another location (e.g., in the school, outdoors, in their homes) and discuss some of the rules that they follow in these areas. Ask, *Why do we have this rule? Is it important to follow? Why?*

## Previewing the Text

- Show the cover of the book and read the title. Discuss the art.
- Tell the students that this is a rhyming book about rules at home, at school, and in the community. Say, *Some children are talking among themselves, wondering why they have to follow so many rules.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Ask the students to look at the children's expressions in the picture and describe how they might be feeling. Say, *Check the words to find out what they are talking about that would make them feel that way? How many times does the word "rules" appear on page 2?*

**Pages 4–5:** Briefly discuss the purpose of the thought bubbles, and then read them to the students. Ask, *Where would you find these signs? (home, school, park, pool)*

**Pages 6–7:** Ask, *What are the rules that the children must follow? Who is asking them to follow these rules? How do you know? (pictures and text)*

**Pages 8–9:** Say, *The boy wants someone to tell him why we need these rules. Ask, What do you think the older boy is telling him? Elicit or give the words "safe" and "healthy" during your discussion.*

**Pages 10–11:** Say, *The children are thinking about what it would be like if there were no rules.* Ask, *What would they do?* Use the term “run free” in your discussion, to familiarize the students with the expression. Draw the students’ attention to the word “would” and discuss its silent letters.

**Pages 12–13:** Say, *The older boy is asking the children to imagine what would happen if there were no rules.* Ask, *What do they imagine would happen?* Elicit words and phrases from the text in your discussion.

**Pages 14–15:** Say, *This page tells us that rules help us learn to do something. Check the words to find out what we learn to do.* (share) Ask, *What do we show when we follow rules? Hint: it’s a word that rhymes with “share.”*

**Page 16:** Read the banner in the illustration with the students. Ask the students to find the part in the text that explains why rules are cool, and then choral read the entire page.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities over several days.

- Reread the book as a group and add rhythm to it, either by clapping hands or slapping knees.
- Say words from the book that have a rhyme, and have students find the rhyming word in the book. For example, say “park” and then have the students find the word “dark” on page 12.
- Make a list of all the rules that are stated or implied in the book. Some appear on signs (p. 5); some are within the text (“No more treats” on p. 6); some are shown in illustrations and paraphrased in the text (pp. 10–11) so would need to be phrased as rules; and some are shown in illustrations only (p. 15).
- Using Reader’s Theatre, have different groups of students rehearse different parts of the text. The students can use props and present the poem to other classes.

## Working with Words: rhyming words

Begin lists of rhyming words using the rhyming words in the text, making a different list for each rhyming sound. Challenge the students to add other words to the lists. You may want to give clues to help them think of other words. For example, for the “free/tree” list, you could say, *I’m thinking of a part of a leg.* (knee) Some students might enjoy adding illustrations to some of the words.

## **Extending Activities**

### **Sort the Signs**

Distribute **BLM 2: Signs**, showing the signs from page 5 of the book, to the students. Talk about where they would see these signs. Refer to the text on page 4, where it mentions “home,” “school,” “park,” and “pool.” Have the students cut out the signs and glue them onto another piece of paper—in the appropriate column—where they have printed those four place words as headings. If any signs could go under more than one heading, the students can draw duplicates. Challenge the students to draw one additional rule sign in each column.

### **Recess Rules**

Ask the students to observe other students playing in the yard during recess. When back in the classroom, discuss the students’ observations. On chart paper, list which rules were, or were not, followed. Ask the students to imagine the consequences of not following particular rules (e.g., getting in trouble, making someone feel sad or mad, endangering themselves).

### **Creating Rules**

With the students, brainstorm rules that they would change if they were in charge. Discuss different locations (e.g., school, home, the community) and explain that their new rules must help keep people safe and healthy. Ask each student to print a new rule at the top of a page and to draw a picture showing her- or himself practising that rule. The students’ pages can be compiled to make a class book. The students can sort the pages according to their location, and create a cover and table of contents, if desired.

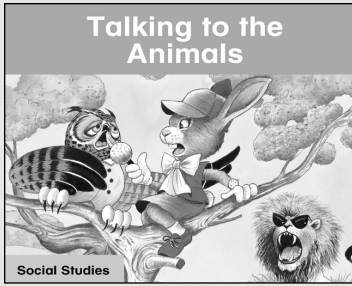
## **Cross-Curricular Links**

### **Mathematics/Art**

Cut pieces of cardboard into two-dimensional shapes of varying sizes. Ask the students to create signs to represent school rules using paint or another medium. You may want to brainstorm possibilities and request a rough draft on scrap paper before the students begin.

### **Health/Drama**

Make a class list of different safety rules (e.g., look all ways before crossing a street, wear a helmet when bicycling). Discuss why these rules are important. Divide the students into pairs, and have them act out a scene where one partner “breaks” a safety rule, and the other partner reminds them of the rule and why it is important. Allow the students plenty of time to rehearse their scenes before presenting them to the class.



## Level I

### Text Type

script (fantasy)

### Word Count

360 (not including print within illustrations), 396 (including print within illustrations)

### High Frequency Words

a, all, an, and, are, at, be, big, but, by, can, day, do, don't, for, from, go, good, have, here, how, I, is, it, like, made, make, my, not, on, out, see, so, that, the, they, this, to, too, up, we, when, with, yes, you, your

### Content Words

reporter, campers, rules, animals, respect, others, yourself

### Text Features

- 16-page book
- 5–8 lines per page
- illustrations
- moderate picture clues
- formatted as a script
- print within illustrations

### Working with Words

The “er” Sound

### Cross-Curricular Links

Drama

Social Studies/Art

# Talking to the Animals

## Before Reading

Wearing a self-made button that reads “Rules News” and holding a microphone, explain that you are playing the part of an interviewer for a news program. Ask volunteers to choose an animal they’d like to portray as they are interviewed by you. Ask questions related to rules, while the interviewees respond in the role of their chosen animal. To a cat, you might pose the question, *What rules do you have about where you sharpen your claws? What are the rules about kitty litter?* Encourage the students to represent a variety of animals.

## Previewing the Text

- Show the cover of the book and read the title. Discuss the picture.
- Say, *This book is about a news reporter for T.V. named Rachel Rabbit. She interviews the animals at Camp Wilderness about how well they follow the rules.*
- Support the students in a book walk. Discuss the pictures to help students access the meaning of the text, and introduce any unfamiliar vocabulary, expressions, and language structures.

**Pages 2–3:** Discuss the format of the book (a script, or interview), and draw the students’ attention to the character name in bold lettering. Say, *This is where it tells us who is talking.* Introduce Rachel Rabbit and identify her as a reporter for the Rules News. Read the camp sign and the list of camp rules and briefly discuss why these rules may be important at a camp. You may want to make a large chart with the camp rules for easy reference. Use the phrase “getting along” in your discussion, to familiarize the students with the expression.

**Pages 4–5:** Identify the animal that Rachel Rabbit is interviewing, and use his name often in your discussion. Refer to the camp rules and ask, *Judging from the look of Yosef Yak, what camp rule do you think he is having trouble following?* Use the phrases “neat and tidy” and “show respect” in your discussion, and ask the students to locate the word “respect” on the page.

**Pages 6–11:** Continue with the process outlined for the discussion of pages 4 to 5: introduce each animal’s name and ask the students to predict the rule that the character may have trouble following.

**Pages 12–13:** Say, *Ellen Elephant is taking a dirt bath.* Ask, *Which rule does it seem that she’s not following? Ellen explains why the rule doesn’t apply to elephants. What does she say about all elephants?* Refer to the text to see how each animal explains its behaviour.

**Pages 14–15:** Looking at the bold print in the text, ask, *Who is talking the most on this page? Who else speaks on the page?* Explain that Rachel Rabbit thinks that rules are important to help us all live together, but there are times when rules need to change. Use the phrase “make sense” in your discussion. Ask, *What do you think it means when Rachel Rabbit says we should all respect each other?*

**Page 16:** Say, *Rachel says it isn’t always easy to follow the rules but we have to try.* Read this page and find three reasons why we should follow the rules.

## Reading the Text

Encourage students to read the book independently, at their own pace. Remember that subvocalizing (reading softly out loud) by early readers is to be expected and is often helpful. Observe and assist individual students as necessary. Give specific praise to students you observe using reading strategies.

## Revisiting the Text

You may choose to do only some of these activities, over several days.

- Ask individual students, using the pictures as a guide, to take turns retelling the story to a partner or to the group.
- Say, *It makes the story more interesting if we make it sound like the characters are talking.* Discuss fluency in reading. Assign different characters from the book to individual students and allow them time to rehearse their lines from the text. Together with the students, do a dramatic reading of the book, taking the role of Rachel Rabbit yourself to model fluency in reading.
- Ask the students to search the text and write down all of the things that the animals said they would “try harder” to do in order to follow the rules.
- Choose a page in the book where only two characters are speaking, for example, page 10. Ask, *If Toby Turtle had a speech balloon over his head, what words would be in it?* Help students realize that script and speech balloons are both ways of showing the exact words that a character speaks. Distribute **BLM 3: Who Am I?** Have them read the clues in the speech balloons and draw and label a picture of the appropriate animal from the text beside each one.

## **Working with Words: the “er” sound**

Discuss the sound of “er” within words. Show some examples (her, mother, father, were), focusing on the placement of the letters in the middle or end of a word, and on the sound that these letters make when they are together. Ask the students to search the text and list all of the words that contain the “er” combination. (reporter, wilderness, campers, others, harder, softer, together, everyone)

## **Extending Activities**

### **Ask and Answer Interview Questions**

Have the students work in pairs. Give each student a copy of **BLM 4: Interview Q and A**. Each student chooses and records a person or type of animal to be the interviewee, then writes a question relating to a rule for that character. The partners then exchange papers, and write responses to each other’s questions, in the role that is described. Allow time for pairs of students to role-play their interviews by reading out their questions and answers to the class.

### **Rules of Respect**

Discuss how Rachel Rabbit gives hints about why the camp rules are important—some are to show respect for others, some are important for health reasons, and she mentions that rules help us to be safe. Go over the list of camp rules and decide which of them fall into the “show respect for others” category. Use them to start a list entitled “Rules of Respect.” Assign a place (home, school, or community) to each student, and ask them to record and illustrate a rule of respect that applies to that place. Share the students’ completed work, and discuss any “crossovers”—rules that would apply in more than one situation. Encourage each student to describe why they think their rule is important. Add their rules to the list.

## **Cross-Curricular Links**

### **Drama**

Prepare a dramatic performance of the story. Assign roles to the students and provide time for them to practise their lines with expression. You may wish to divide the students into different groups, so that each student can have a speaking part, or ask any extra students to act as additional campers. The students can use props and costumes, or make stick puppets to represent each of the characters. They could also paint a large mural to be used as a backdrop for their performance and invite another class to watch.

### **Social Studies/Art**

Ask each student to write and illustrate a sign for the door to his or her bedroom. The sign should list at least three rules that the student would like people to follow while in their room.

# Blackline Masters

- 1 Sign Sequence
- 2 Signs
- 3 Who Am I?
- 4 Interview Q and A

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Sign Sequence

Cut out the signs and put them in the same order as in the book.

1. We saw this sign.

2. We saw this sign.

3. We saw this sign.

4. We saw this sign.

5. We saw this sign.



## Signs

Wash your  
hands.

No  
running  
in the  
halls.

Dogs  
must  
be on a  
leash.

Swim  
with a  
buddy.



Quiet,  
please!

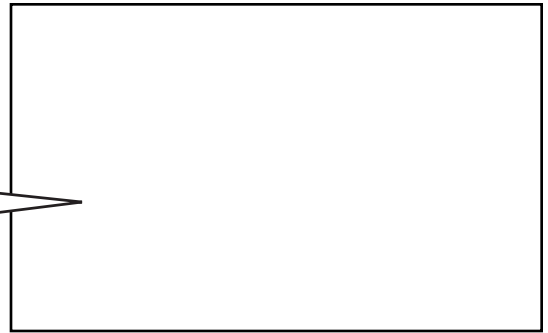
Name: \_\_\_\_\_

Date: \_\_\_\_\_

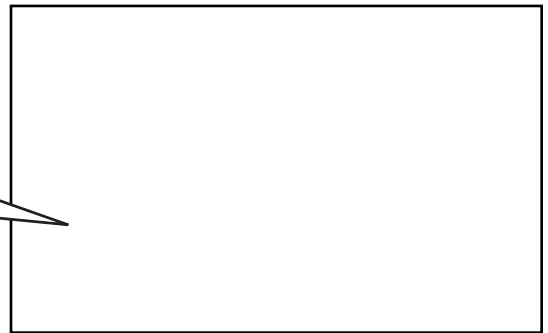
## Who Am I?

Draw the character who is speaking.

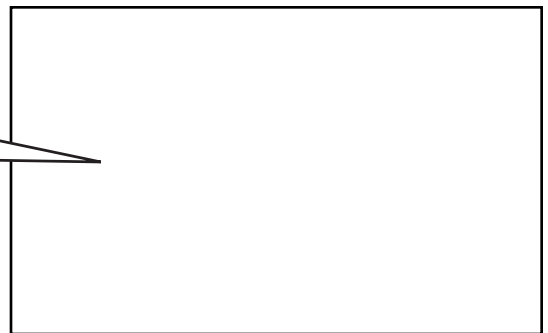
MY VOICE IS VERY  
LOUD.



I am always late.



I take dirt baths.



I stay up late  
at night.



Name: \_\_\_\_\_ Date: \_\_\_\_\_

## Interview Q and A

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Interviewee's Name:

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Interviewer's Question:

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Interviewee's Answer: