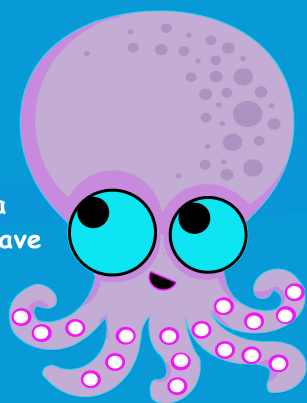


# The Quiet Adventures of Iggy the Introverted Inkapus

## Lesson 1

"I may not talk a lot, but I sure have a lot to say"

~Iggy, *Good Friends Are Hard to Shake*



Are You an Introvert or an Extrovert?

## WHAT IS AN INTROVERT? WHAT IS AN EXTROVERT? MEET IGGY AND FIND OUT!

### INSTRUCTION STEPS

1. Open the lesson by reading *Good Friends are Hard to Shake*. Pause throughout the story and ask students to repeat key details from the text. For example, what happens to Iggy when he moves to Coral Reef? Who are Cora, Maze, Sarge, and Flash? How do they interact with Iggy?

2. Next, ask students to reflect on the following questions: Why does Iggy feel overwhelmed by his new friends? Why does Flash call Iggy a "snobopus"? Why does Iggy run away from the party? Where does he run to? What is Iggy's special language?

3. Building from student answers, introduce the vocabulary words "introvert" and "extrovert" by defining characteristics of each using the definitions provided below and key details from the text. Ask students to consider which characters in the story are introverts (Iggy) and which are extroverts (Cora, Maze, Sarge, Flash).

*Introvert: Energized by spending time alone; easily stimulated so often prefers quiet and working independently; often has a few close friends; likes to talk one-on-one rather than in large groups.*

*Extrovert: Energized by spending time with others; harder to stimulate so prefers active,*

*high-energy environments and working with groups; often prefers many friends and team activities.*

4. Next, distribute the "Are You an Introvert or an Extrovert?" handout and allow students time to complete.

5. Invite volunteers to share their answers and use examples from the text to highlight the differences between introverts and extroverts. See the Teacher Tip on page 3 for how to frame the discussion of introverts and extroverts.

6. Close the lesson by defining how Iggy and friends were able to find a shared language to communicate.

### ABOUT THIS LESSON

**Objective:** To introduce students to the concepts of introvert and extrovert

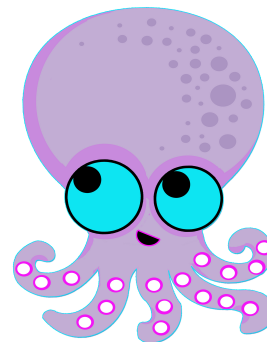
**Time:** 45 minutes

**Supplies:** *Good Friends are Hard to Shake* by Kristen Maxwell (ISBN 978-0-9907453), "Are You an Introvert or an Extrovert?" handout

**Education Standards:** Common Core ELA, see page 3



# ARE YOU AN INTROVERT OR AN EXTROVERT?



## ARE YOU AN INTROVERT?

Answer each question by circling yes or no.

1. Would you rather stay home than go to a party?  
Yes/No
2. Would you prefer to do your school work on your own? Yes/No
3. When something bothers you, do you keep it to yourself? Yes/No
4. Are you a good listener? Yes/No
5. Do you feel overwhelmed in large groups of people?  
Yes/No
6. Do noisy places bother you? Yes/No
7. Does running around with your parents all day make you grumpy? Yes/No
8. Would you rather be with one or two friends rather than a big group? Yes/No?

Add up your answers: Yes \_\_\_\_\_ No \_\_\_\_\_

If you answer yes to most of the questions, you might be an introvert.

**Introvert:** Energized by spending time alone; easily stimulated so often prefers quiet and working independently; often has a few close friends; likes to talk one-on-one rather than in large groups.

## ARE YOU AN EXTROVERT?

Answer each question by circling yes or no.

1. Would you rather go out with friends than stay home?  
Yes/No
2. Can you talk about just about anything? Yes/No
3. Would you prefer to do your school work with a group? Yes/No
4. Do you have a hard time sitting still in class? Yes/No
5. Do you feel happy when surrounded by cool people?  
Yes/No
6. Do you like meeting new friends? Yes/No
7. Do you like to go to new places? Yes/No
8. Do you like team sports? Yes/No

Add up your answers: Yes \_\_\_\_\_ No \_\_\_\_\_

If you answer yes to most of the questions, you might be an extrovert.

**Extrovert:** Energized by spending time with others; harder to stimulate so prefers active, high-energy environments and working with groups; often prefers many friends and team activities.

EDUCATION STANDARDS: Common Core English Language Arts K–2  
(<http://www.corestandards.org/ELA-Literacy/>)

### Kindergarten:

- CCSS.ELA-LITERACY.RL.K.1: With prompting and support, ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.K.2: With prompting and support, retell familiar stories, including key details.
- CCSS.ELA-LITERACY.RL.K.3: With prompting and support, identify characters, settings, and major events in a story.
- CCSS.ELA-LITERACY.RL.K.4: Ask and answer questions about unknown words in a text.
- CCSS.ELA-LITERACY.RL.K.7: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- CCSS.ELA-LITERACY.RL.K.9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
- CCSS.ELA-LITERACY.RL.K.10: Actively engage in group reading activities with purpose and understanding.

### Grade 1:

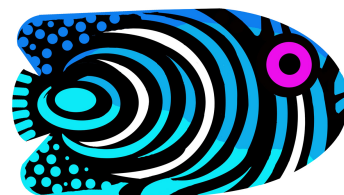
- CCSS.ELA-LITERACY.RL.1.1: Ask and answer questions about key details in a text.
- CCSS.ELA-LITERACY.RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- CCSS.ELA-LITERACY.RL.1.3: Describe characters, settings, and major events in a story, using key details.
- CCSS.ELA-LITERACY.RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- CCSS.ELA-LITERACY.RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events.
- CCSS.ELA-LITERACY.RL.1.9: Compare and contrast the adventures and experiences of characters in stories.
- CCSS.ELA-LITERACY.RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.

### Grade 2:

- CCSS.ELA-LITERACY.RL.2.1: Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- CCSS.ELA-LITERACY.RL.2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- CCSS.ELA-LITERACY.RL.2.3: Describe how characters in a story respond to major events and challenges.
- CCSS.ELA-LITERACY.RL.2.6: Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- CCSS.ELA-LITERACY.RL.2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

## TEACHER TIP

The terms introvert and extrovert may be new to many of your students. When discussing the similarities and differences between the two, be sure to emphasize that there is no preferred personality type. Both have equal and powerful impacts on society. Help students understand that it's not "weird" or "strange" to be one or the other and that sometimes people are a combination of both.



## EXTENSION ACTIVITIES

### Real-Life Examples

Share examples of famous introverts and extroverts and discuss how each has made a significant impact on society.

- Introverts: Albert Einstein, Rosa Parks, J.K. Rowling
- Extroverts: Steve Jobs, Winston Churchill, Muhammad Ali

### Reflection

Engage students in a journal writing assignment by having them respond to the prompt "What do I like the most about my personality? What activities make me happy and give me energy?"

- CCSS.ELA-LITERACY.RL.2.10: By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.