Ash and the Finish Line

PREPARE | FOLLOW THE EVIDENCE | ENCOURAGE



Your learning adventure

Explore 12 learning clues in three missions. Read the mini-lesson, think about the story evidence, then choose an answer.

Use the explanations to learn. Your first check counts in the online score, and every finisher can download a certificate at any score.

Draw, talk or write your own reflection. No name, email or school information is needed.

This story follows Ash’s experience. It is not a training plan or a promise about race results.

Ash and the Finish Line

LEARNING MISSION 1 | Clues 1 and 2

Q01 | Story evidence

Preparation can mean finding out what to expect.

What shows that Ash prepared before the race began?

A. She listened to the briefing and looked over the route.

B. She knew every other runner’s finishing time.

C. She had already practised the full event route.

Learn why: The story shows the briefing and route viewing. It does not say she knew other runners’ times or had practised the full event route.

Q02 | Story evidence

Ask what information helps a person take part.

Why was the briefing useful to Ash?

A. It decided how happy she would feel afterwards.

B. It helped her understand what to expect at the event.

C. It told her that she would finish ahead of the others.

Learn why: Listening helped Ash understand the event. A briefing cannot promise a result or decide someone’s feelings.

Ash and the Finish Line

LEARNING MISSION 1 | Clues 3 and 4

Q03 | New situation

When instructions are unclear, ask the responsible grown-up.

New situation: a runner is unsure which marked path to follow. What is the best next step?

A. Follow whichever runner looks fastest.

B. Guess a shortcut through the trees.

C. Ask the teacher or event organiser to explain the route.

Learn why: A teacher or organiser can clarify the route. Guessing or following someone’s speed does not establish the correct path.

Q04 | Story evidence

A character can have more than one feeling at once.

What do Ash’s excitement and butterflies suggest?

A. She can look forward to the race and feel nervous too.

B. Feeling nervous proves she does not want to take part.

C. An excited runner cannot also feel unsure.

Learn why: The story shows both feelings together. Mixed feelings can be part of trying something new; they do not tell us the result.

Ash and the Finish Line

LEARNING MISSION 2 | Clues 5 and 6

Q05 | Story evidence

Compare the same runner at two points in the story.

Which comparison matches Ash’s race?

A. She ran fastest at the start and stopped in the middle.

B. She started steadily and increased her pace around the middle.

C. She kept exactly the same speed from start to finish.

Learn why: Ash starts slowly and steadily, then runs faster around the middle. We can describe this change without knowing her exact speed.

Q06 | Story evidence

A conclusion should stay within the evidence.

What does the finish-line scene let us conclude?

A. Ash won first place.

B. Ash set the fastest school time.

C. Ash completed the race.

Learn why: We see that Ash finished. No placing or race time is provided, so we cannot claim either of those results.

Ash and the Finish Line

LEARNING MISSION 2 | Clues 7 and 8

Q07 | New situation

A single example does not establish a rule for everyone.

Does Ash’s experience prove every runner should use exactly her pace?

A. No. This story follows one runner and does not compare training plans.

B. Yes. Finishing once proves her pace is best for everyone.

C. Yes. All students at an event have the same needs.

Learn why: One person’s story is not a test of the best pace for everyone. Organisers and teachers can help children participate appropriately.

Q08 | Story evidence

Choose evidence that directly supports the idea.

Which detail best supports the idea that Ash felt proud of her effort?

A. There were almost three hundred students at the event.

B. She smiled after finishing and thought, “I did it.”

C. The group travelled to the event on a bus.

Learn why: Her response after finishing directly supports the inference about pride. The crowd and bus are background details.

Ash and the Finish Line

LEARNING MISSION 3 | Clues 9 and 10

Q09 | New situation

Support a person’s learning as well as the result.

Which message would best encourage a runner who finished behind others?

A. “Only the first runners should feel proud.”

B. “Next time, ignore how you feel and copy the leader.”

C. “You worked towards your goal. What felt good, and what would you like to try next?”

Learn why: This response recognises effort and invites reflection without judging the person by their place. Encouragement can support participation.

Q10 | New situation

People can begin with different experience and support needs.

A new classmate says, “I have not tried this activity before.” What would help them join?

A. Explain the instructions together and ask the teacher about a suitable way to take part.

B. Ask them to match the quickest student immediately.

C. Tell them to watch every event until they become experienced.

Learn why: Clear instructions and a suitable way to take part can help a beginner. Neither immediate speed nor permanent watching is a requirement.

Ash and the Finish Line

LEARNING MISSION 3 | Clues 11 and 12

Q11 | New situation

Effort does not mean ignoring hurt or a need for help.

New situation: someone feels hurt during an activity. What should a friend encourage?

A. Hide it until everyone has finished.

B. Stop and tell the supervising grown-up, who can help.

C. Keep going to avoid changing the result.

Learn why: Getting help matters more than a result. This is a new safety situation, not something that happened to Ash in the story.

Q12 | Story evidence

A useful summary connects important events and their meaning.

Which summary best fits the whole story?

A. Ash proved that her running plan works best for all students.

B. The event mattered only because it selected a winner.

C. Ash prepared, took part with effort and encouragement, and felt proud to finish.

Learn why: This connects the preparation, the friendly competition and Ash’s response at the finish. The story does not name a winner or prescribe one plan for everyone.

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YOUR OWN PROUD MOMENT | Optional reflection

What is something you felt proud to finish? You may draw, talk or write.

What helped you get ready? Who could help you try a new activity?

What could you say to encourage someone with a different result from yours?

Personal reflections and creative choices are not scored. A certificate celebrates completion and learning, not a sporting result or school assessment.

Grown-ups: selected Ontario Grade 6 Language C3.2/C3.3 and HPE B1.1/B1.3/B3.1 support. Source and scope notes are available with the online learning missions. No Ministry or TVO endorsement.