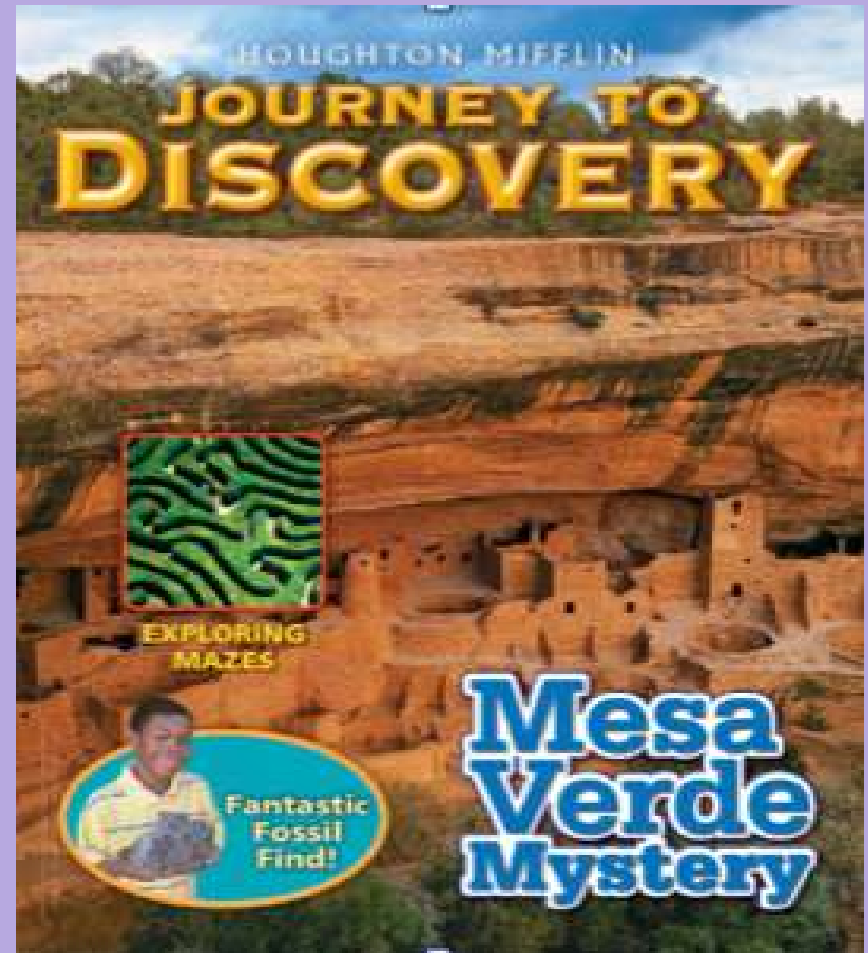


Week 2

How does exploring expand our world?

- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)



Day 1

Magazine

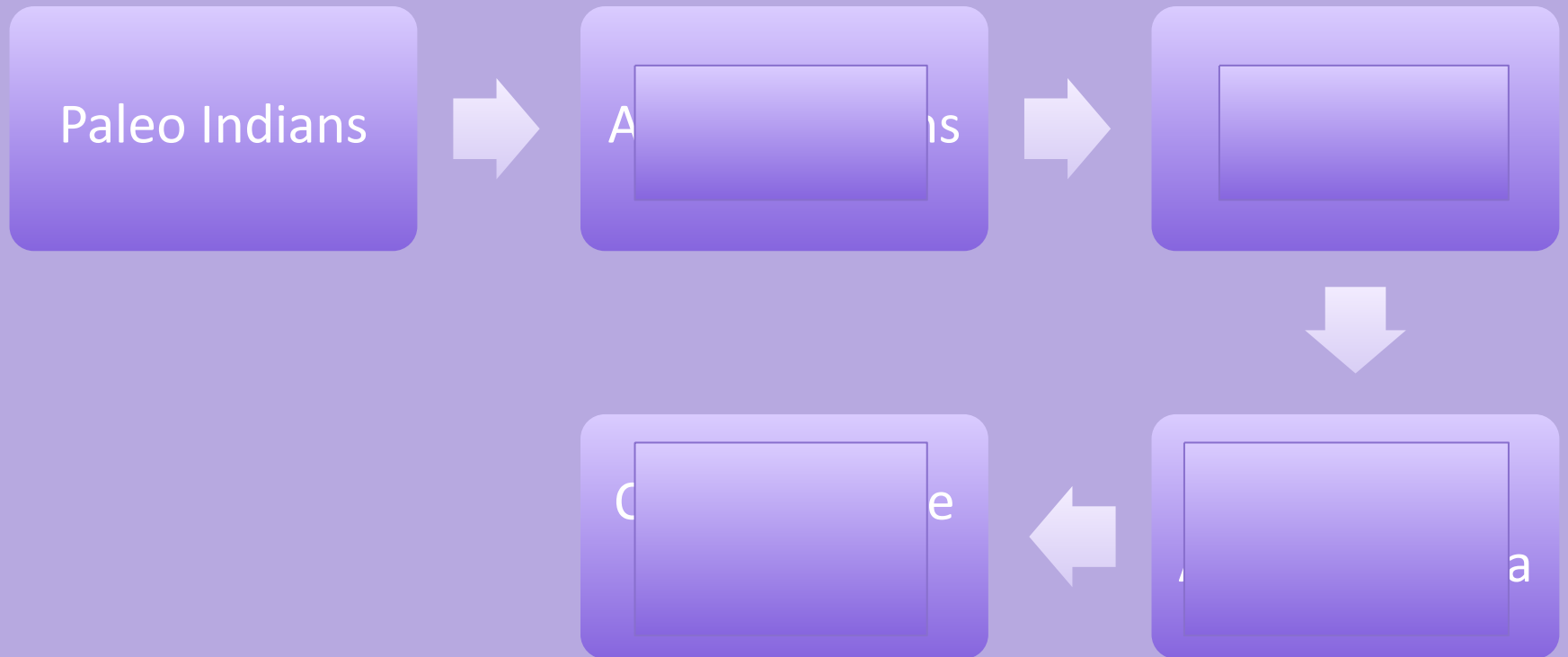
- **Vocabulary and Oral Language**
 - Read Aloud “The Paleo Indians” (T54-T55)
 - [Develop Background](#) (T57)
- **Comprehension**
 - [Understand Character; Analyze/Evaluate](#) (T58-T59)
- **Spelling**
 - Day 1 (T84)
- **Grammar**
 - [Day 1](#) (T86)
- **Writing**
 - [Day 1](#) (T88)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Flow Chart

The Paleo Indians Changing with the Times



Understanding Character; Analyze/Evaluate

Objective

- We will analyze and evaluate characters' traits and behaviors to help understand characters.

Concept

- Characters: the people and animals in the story
- Analyze: to look at or study something carefully
- Behavior: the way a character acts
- Traits: ways of speaking and acting that show what a character is like
- Infer: to figure out something that is not stated directly

Importance: understanding characters helps you better connect with them and gain a better understanding of the story.

Admiral Byrd: A Great Explorer

It takes a certain something to be an explorer. Great explorers follow their curiosity. They ask questions. They want to learn new things about the world. Admiral Byrd was a great polar explorer. He was adventurous, smart, and a skilled pilot. He was one of the first Americans to explore the South Pole. Admiral Byrd discovered hundreds of thousands of miles of new land there. Byrd said these lands beyond the South Pole were the center of the great unknown. With his adventuresome spirit, he explored the great unknown.

Column Chart

Admiral Byrd

Character Detail	My Own Experience	Inference about Character

Titles and Abbreviations

Objective

- We will correctly write titles.

Skill

1. Capitalize the first, last, and all other important words.
2. Longer works like books, magazines, and movies, are underlined.
 - a. The Pain and the Great One
(book)
3. Shorter works like songs, articles, and poems are set off by quotation marks.
 - a. "Somewhere Over the Rainbow" (song)

Title and Abbreviations

Skill

1. Capitalize the first, last, and all other important words.
2. Longer works like books, magazines, and movies, are underlined.
3. Shorter works like songs, articles, and poems are set off by quotation marks.

I do

- I can't wait to read the book, the wind in the willows.
 1. What are the important words in the title?
 1. Wind and Willows
 2. The Wind in the Willows
 2. Is this a long work or a short work?
 1. Long, so I underline it: The Wind in the Willows

Title and Abbreviations

Skill

- . Capitalize the first, last, and all other important words.
2. Longer works like books, magazines, and movies, are underlined.
 - a. The Pain and the Great One
(book)
3. Shorter works like songs, articles, and poems are set off by quotation marks.
 - a. "Somewhere Over the Rainbow" (song)

We do

- My favorite book is turned that frown upside down by Hap E. Days.
 - What are the important words?
 - Is it a longer work or a short work?
 - How do you know?
 - On your whiteboards show what the title should look like.

Title and Abbreviations

Skill

- . Capitalize the first, last, and all other important words.
2. Longer works like books, magazines, and movies, are underlined.
 - a. The Pain and the Great One
(book)
3. Shorter works like songs, articles, and poems are set off by quotation marks.
 - a. "Somewhere Over the Rainbow" (song)

You do

- Do you know who wrote commas, apostrophes, and periods? (song)

Titles and Abbreviations

Closure

- Which types of works are set off with quotation marks?
- What is the correct way to write the following: I read an article in national geographic for my research report.
(magazine)
 - a) “National Geographic”
 - b) National Geographic
- What is one thing you learned today?

Independent Practice

- I enjoyed the movie james and the giant peach.
- Carlos recited the road not taken by Robert Frost.
(poem)
- My mother reads the new york times. (newspaper)

Problem/Solution Paragraph

Objective

- We will identify the parts of a problem/solution paragraph.

What makes a great problem/solution paragraph?

- The opening clearly states a **problem**.
- It proposes a solution to the problem and offers strong reasons to support the **solution**.
- A strong **conclusion** sums up the solution.

Problem/Solution Paragraph

- Prompt: Write a problem/solution paragraph about how to learn about an interesting topic in history or culture.

Problem/Solution Paragraph

Problem

As far back as 335 B.C.E., the Greek philosopher Plato wrote about the lost continent of Atlantis. Did Atlantis actually exist, or is it simply a myth? One way to find out is

Solution

to write or talk to an expert on ancient history at a museum, college, or university. In many ways, talking to an expert can

Reasons
why
solution
works

be more helpful than looking for answers in a book. For example, an expert is likely to have the most up-to-date information about the topic he or she studies. Also, an expert will be able to discuss your specific questions with you. As long as you go prepared with strong questions, you will be able to draw your own conclusions about Atlantis.

Problem/Solution Paragraph

You may wonder if some of the fantastic stories you have heard about history are actually true. For example, you may have heard that some of the people who explored the tomb of the ancient Egyptian King Tut died from a curse on his tomb. To find the truth behind a story like this one, consider looking in journals about history of science. The articles in these journals are written and reviewed by experts, so you can be sure they will not be full of rumors! Also, the people who write these articles are required to give strong evidence to support their arguments. Many of them live in countries other than the United States. A research librarian can help you find articles about the topic that interests you. Before you know it, you just might find the truth about a mystery that has always puzzled you.

Day 2

Magazine

- **Vocabulary and Oral Language**
 - Context Cards (T56)
- **Comprehension**
 - “Mysteries at Cliff Palace” (T60-T67)
 - Column Chart (T64)
 - [Analyze/Evaluate](#)
- **Spelling**
 - Day 2 (T84)
- **Grammar**
 - [Day 2 \(T86\)](#)
- **Writing**
 - [Day 2 \(T89\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Analyze/Evaluate

- Analyzing relationships between characters:
 - What was the relationship like between Ruben and Rosa?
- Evaluating relationships between characters:
 - Do you think Ruben and Rosa's relationship is realistic? Why?

Titles and Abbreviations

Objective

- We will correctly write abbreviations.

Concept

1. abbreviation: a shortened form of a word.

Titles	Bussiness	Months/Days	Addresses	States	Units of Measure
Mister (Mr.)	Company (Co.)	Monday (Mon.)	Street (St.)	Nebraska (NE)	Inch (in.)
A married woman (Mrs.)	Corporation (Corp.)	Wednesday (Wed.)	Avenue (Ave.)	New York (NY)	Foot (ft.)
Doctor (Dr.)	Incorporated (Inc.)	January (Jan.)	Apartment (Apt.)	Illinois (IL)	Kilometer (km.)

Titles and Abbreviations

Skill

- Ask, “What is the shortened form of a word in the sentence?”
- An abbreviation usually begins with a capital letter and ends with a period.

I do

- I have an appointment with Doctor Mitchell on Friday.
 - Which words in the sentence can be shortened?
 - appointment
 - Doctor
 - Friday
 - What are the abbreviations for each of the words?
 - appt.
 - Dr.
 - Fri.

Title and Abbreviations

Skill

- Ask, “What is the shortened form of a word in the sentence?”
- An abbreviation usually begins with a capital letter and ends with a period.

We do

- My mom works on Circle Avenue for XYZ Corporation.
 - Which words can we shorten?
 - What are the abbreviations?
 - How do you know?

Title and Abbreviations

Skill

- Ask, “What is the shortened form of a word in the sentence?”
- An abbreviation usually begins with a capital letter and ends with a period.

You do

- She is going to Sacramento, California on August 20, 2011.
- Write the abbreviations for 2 of the words in the sentence.

Titles and Abbreviations

Closure

- What is a shortened form of a word?
- What is the correct way to abbreviate the following: In October, Mister Simms watches the birds fly north.
 - a) In Oct., Mrs. Simms watches the birds fly north.
 - b) In Oct., Mr. Simms watches the birds fly north.
- What is one thing you learned today?

Independent Practice

- Sunday
- West Virginia
- Boulevard
- Junior
- Department

Introduce the Focus Trait: Organization

Importance

- Good writers make sure that the topic of their writing is clear from the beginning.

Skill

- The problem should be stated clearly at the opening of a problem/solution paragraph.
- A clearly stated problem is detailed and specific.

Introduce the Focus Trait: Organization

“Mysteries at Cliff Palace”

Weak introduction	Strong introduction
Something happened to the Cliff Palace dwellers.	Researchers are still eager to learn why the people of Cliff Palace fled their home sometime after 1200.

Guided Practice

- No one knows exactly what happened in the past.
- What details could we add to make this opening more clear and specific?

Why is the second example stronger?

Introduce the Focus Trait: Organization

Apply

- There are unanswered questions about the Cliff Palace dwellers.
- Add details to make this opening more clear and specific.

Independent Practice

- Focus Trait: Organization: Writing Clear and Specific Openings worksheet

Day 3

Magazine

- **Vocabulary and Oral Language**
 - Context cards (T56)
- **Comprehension**
 - “Cave of the Crystals” (T68-T69)
 - Poetry Place (T70-T71)
- **Spelling**
 - Day 3 (T85)
- **Grammar**
 - [Day 3 \(T87\)](#)
- **Writing**
 - [Day 3 \(T89\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Titles and Abbreviations Review

- We do:
 - I finally finished reading the book, *Ramona Forever* on Wednesday.
 - What do we do with the book title?
 - How do we abbreviate Wednesday?

Titles and Abbreviations Review

- Read each question. Choose the letter that matches the correct answer.
1. What is the correct way to write the title of this book?
 - a. the Black Stallion
 - b. The Black Stallion
 - c. The Black Stallion
 - d. “The Black Stallion

Titles and Abbreviations Review

- What is the correct way to write the title of this article?
- so, you want to be a vet?
 - a. So, You Want to Be a Vet?
 - b. “So, you want to Be a Vet?”
 - c. “So, You Want to Be a Vet?”
 - d. So, You Want to Be a Vet?
- Choose the correct abbreviation for the word: Doctor
 - a. Dtr.
 - b. Doc.
 - c. dr.
 - d. Dr.

Titles and Abbreviations Review

- What is the meaning of the abbreviation?
- Mrs.
 - a. A married woman
 - b. A married man
 - c. Mars
 - d. Any woman

Prewriting

Stating a Solution Clearly

Objective

- We will state a solution clearly.

Importance

- In a problem/solution paragraph, good writers state their proposed solution clearly and confidently.

Prewriting

Stating a Solution Clearly

Skill

- Use a strong voice to make the solution sound convincing.
- Support your solution with strong reasons.
- Use facts and examples to explain your reasons.

Example

Weak Solution	Strong Solution
Maybe it was drought.	The pueblo dwellers most likely left because of a drought.

Why is the second example stronger?

Prompt: Write a problem/solution paragraph about how to learn more about and interesting topic in history or culture.

Natural history is full of unsolved mysteries. For example, how could we learn more about what happened to the dinosaurs? Let's write this topic in the problem box.

We want to know what happened to the dinosaurs.

Use **Graphic Organizer 4** to begin prewriting your paragraph.

Day 4

Magazine

- **Vocabulary and Oral Language**
 - [Suffixes \(T78-T79\)](#)
- **Comprehension**
 - Activity Central (T72-T73)
- **Spelling**
 - Day 4 (T85)
- **Grammar**
 - [Day 4 \(T87\)](#)
- **Writing**
 - [Day 4 \(T90\)](#)

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Perfect Tenses Review

Irregular verbs have special forms to show the past.

Add *has*, *have*, or *had* to a verb to make the perfect tense.

Verb	Past tense	Perfect tense
come	came	(has, have, had) come
think	thought	(has, have, had) thought
wear	wore	(has, have, had) worn

Perfect Tenses Review

- Change the underlined verb to the past tense:
 - Rosa bring her camera to the cliff.
 - Ruben always say he could solve any mystery.
 - They go on this museum tour earlier in the year.

Perfect Tenses Review

- Combine the sentences by combining verbs and verb phrases:
 - Ruben had looked closely at all of the exhibits. Ruben had taken notes on all the exhibits.
 - He has investigated other mysteries. He has solved other mysteries.
 - I have taken pictures of my family's vacation. I have made a photo album from them.

Suffixes Review

Objective

- We will define the suffixes *-ness*, *-less*, and *-ment*.

Concept

- Suffix: an ending that is added to a word that changes the word's meaning or how the word is used in speech.
- -ness: added to a word to turn it into a noun stating a condition or quality
 - dry – dryness
- -less: added to a word to make an adjective that shows a lack of that quality
 - fear – fearless
- -ment: added to a word to make a noun showing a condition or result
 - Excite - excitement

Suffixes Review

Skill

- Underline the word containing a suffix.
- Identify its root.
- Determine its definition.
- Identify its part of speech.

I do

- Katie was amazed by the softness of the dog's fur.
 - The root is *soft*
 - Definition: the quality of being soft
 - Part of speech: noun
 - How did I know the definition?

Suffixes Review

Skill

- Underline the word containing a suffix.
- Identify its root.
- Determine its definition.
- Identify its part of speech

We do

- Ten workers were left jobless after the factory closed.
- What word should we underline?
- What is the root?
- What is the definition?
- Identify the part of speech.
- How do you know the definition?

Suffixes Review

Skill

- Underline the word containing a suffix.
- Identify its root.
- Determine its definition.
- Identify its part of speech

You do

- We took a careful measurement of the room before we ordered carpet.
- What word should we underline?
- What is the root?
- What is the definition?
- Identify the part of speech.
- How do you know the definition?

Suffixes Review

Closure

- Which suffix is added to a word to make an adjective that shows a lack of that quality?
- What is the definition of the word coldness?
 - a) An adjective meaning without cold.
 - b) A noun meaning the state of being cold.
- What did you learn today about suffixes?

Independent Practice

- sleepless
 - Root:
 - Definition:
 - Part of speech:
- amusement
 - Root:
 - Definition:
 - Part of speech:
- happiness
 - Root:
 - Definition:
 - Part of speech:
- shoeless
 - Root:
 - Definition:
 - Part of speech:

Writing Transparency 17

Title: The Great Dinosaur Puzzle

- **Opening sentence:** states the problem clearly
- **Supporting sentences:** propose a solution and offer reasons why the solution is a good one.
- **Concluding sentence:** sums up the proposed solution.

Apply

- Use Transparency 17 to begin drafting your problem/solution paragraph. Use your Flow Chart from yesterday to help you.

Day 5

Magazine

- **Connect to the Big Idea**
 - [Discuss Literature \(T80\)](#)
- **Writing**
 - [Day 5 \(T90\)](#)
- **Vocabulary and Oral Language**
 - Suffixes *-ness, -less, -ment* Quiz
 - Suffixes quiz
- **Comprehension**
 - Understanding Characters quiz
- **Spelling**
 - Test (T85)
- **Grammar**
 - Titles and Abbreviations Quiz

Novel

- [Mysteries of the Mummy Kids](#)
- [Skunk Scout](#)
- [Frindle](#)

Did They See a UFO?

~~A lot of people wonder about life beyond the planet Earth. There are~~
~~Do so-called flying saucers actually exist?~~

~~a few ways to find out.~~ If you wanted to learn more about the subject, I

think the best thing to do would be to interview people who claim to have

~~,~~ otherwise known as UFOs

seen unidentified flying objects. That way you could hear details directly from the

people who saw the UFOs, instead of reading about their stories in a book or

My teachers always say that direct sources are the best! You could start by

newspaper article. Asking a UFO witness to describe the unidentified flying object

^

Just like writing an essay,

with specific details ~~would be smart.~~ Specific details make an argument more

Then,

^

UFO

convincing. If you could find someone claimed to have seen the same unidentified

^

specific

^

~~flying object,~~ you could compare the details that each person gave. If the details

^

matched up, then you could be pretty sure that something really happened. If you

finally

could find enough people who all saw the same thing, then I think you could get to the

^

bottom of the UFO question.

Apply

- Use your Writing Traits Rubric to revise your Problem/Solution paragraph.
- Use the Proofreading Checklist to proofread your Problem/Solution paragraph.

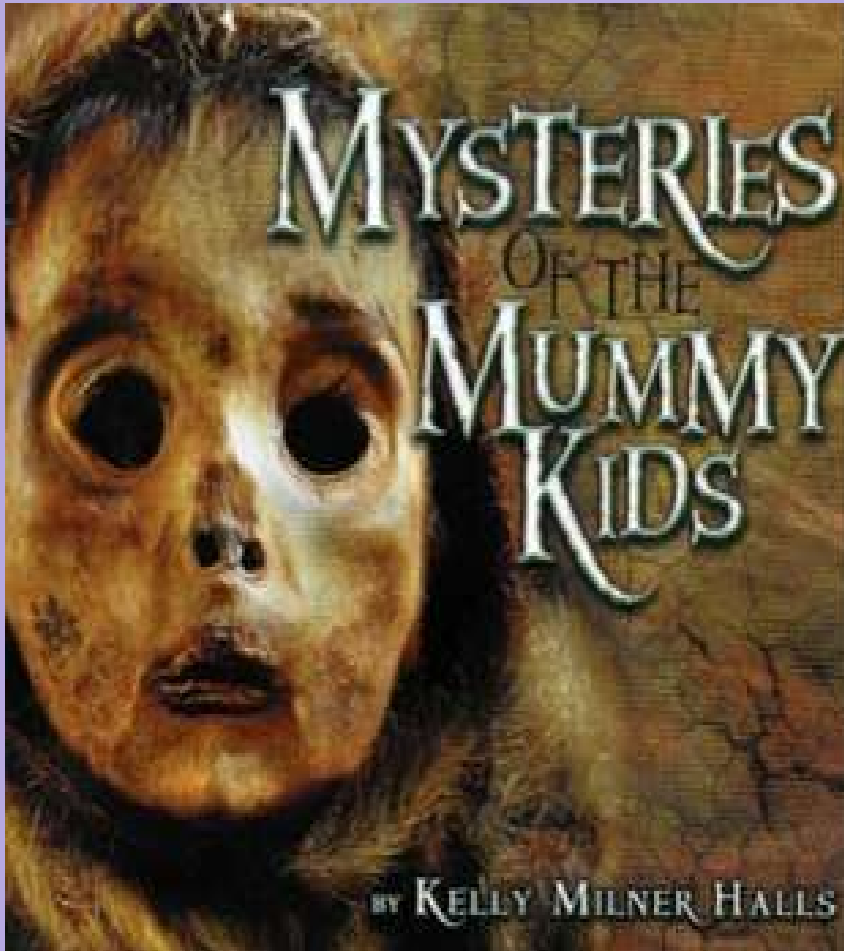
Discuss Literature

- Connect to the big idea
~ discovery takes many paths
 - What is being explored in each article or poem this week?
 - What path does Ruben take to discover the new things about the cliff dwellings in “Mysteries at Cliff Palace?”
 - What do the scientists do in “Cave of the Crystals” to lead to discovery?
 - What are the paths to discovery discussed in each of the poems?
 - How are these paths similar? How are they different?

Discuss Literature

- Connect to this week's question ~ How does exploring expand our world?
 - How is Ruben's world expanded through his exploration of Cliff Palace?
 - How is the world of science expanded through the scientists' exploration of Cave of the Crystals?
 - How did reading these articles and poems expand your world?
- **Compare texts to the world**
- What would you like to explore?
- What do you hope to discover there?
- What would you do with your discovery?

Mystery of the Mummy Kids



- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)

Day 1

Review

- What are the 2 types of mummification?
- Describe how El Plomo Boy and Juanita were so well preserved.
- Why must scientists take such good care of these mummies?

Preview

- Do you think other mummies will be found?
- What do you think scientists do to study the lives of these mummies?

Vocabulary

- reverence: to act respectfully; give honor to
- international: including all nations
- textiles: fabric, cloth, and cotton
- prominence: someone of importance
- criticized: to be judged badly for something you've done
- consistencies: things that are alike or done the same way
- dignity: self-respect
- negotiations: talks with someone to get what you want
- persistent: to not give up
- disruption: to stop the progress of something

Vocabulary: we will insert words where they best fit the context.

reverence

international

textiles

prominence

criticized

consistencies

dignity

negotiations

persistent

disruption

- It is hard to concentrate when there is a _____.
- Why were they _____ for being too early?
- The crowd showed _____ to Queen Elizabeth.
- The children were _____ in their requests for a puppy.
- The _____ for a new baseball team began yesterday.
- Where would an _____ traveler go?
- The president carried himself with great _____.
- What kind of _____ are used for clothing?
- What _____ do you see at chain stores?
- Who is a person of _____ in your community?

Reading the Book

Pages 16-19

- Before Reading
 - Use background knowledge and information from reading to evaluate the value of obtaining artifacts versus the dangers scientists face collecting the artifacts.
 - What character traits make Dr. Reinhard a successful anthropologist?
- During Reading
 - What makes Dr. Reinhard qualified to lead mummy expeditions?

[Back to Mummy Kids](#)

Reading the Book

Pages 20-23

- Before Reading
 - Use background knowledge and information from reading to evaluate the value of obtaining artifacts versus the dangers scientists face collecting the artifacts.
 - What character traits make Dr. Reinhard a successful anthropologist?
- During Reading
 - What skills do Dr. Reinhard's assistants need?

[Back to Mummy Kids](#)

Character; Analyze and Evaluate Review (T358)

Objective

- We will identify characters.
- We will analyze and evaluate.

Importance

- Understanding the characters in nonfiction and analyzing/evaluating their actions, thoughts, and dialogue helps comprehension.

Character; Analyze and Evaluate Review (T358)

Character

- Note the names, descriptions, actions, thoughts, and dialogue.

Analyze and Evaluate

- Carefully think about what you've read.
- Ask questions.
- Look for answers.
- Note what you don't understand.

Character; Analyze and Evaluate

Review (T358)

- We will use the chart to identify questions and thoughts while reading.
- What are other questions you have about the characters, or events?

Page/Paragraph	Questions	Answers

Reading the Book

Pages 24-27

- Before Reading
 - Use background knowledge and information from reading to evaluate the value of obtaining artifacts versus the dangers scientists face collecting the artifacts.
- During Reading
 - How do you know Dr. Reinhard likes his job? Give examples.
- After Reading
 - What section did you find most interesting? Why?
 - Evaluate the advantages and disadvantages of using medical technology to analyze mummies.

[Back to Mummy Kids](#)

Analyze and Evaluate

- Why do you think the mummy-finding teams respected the mummy curse?
- Dr. Reinhard said the highlight of his career was “the moment I saw the face of the Lullaillaco Maiden.” Think about Dr. Reinhard’s career and decide if you agree or disagree with his comment and why.
- If you were on the team that was analyzing the Cotton King, what layer do you think would be most interesting?

Connect to the Big Idea

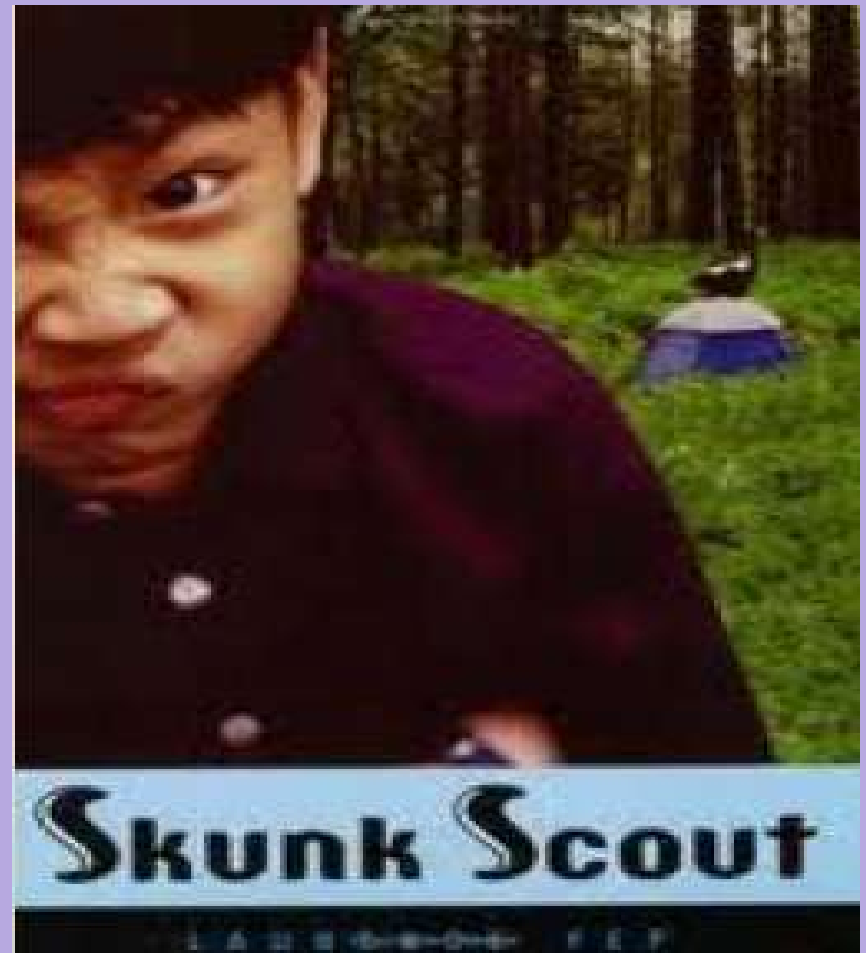
How does exploring expand our world?

- Thinking about what you have read, what information learned from the mummies has helped you expand your present-day world?
- In *Mysteries of Cliff Palace*, Ruben and Rosa expanded their knowledge of the world when they visited Mesa Verde National Park in Colorado. Have you ever expanded your knowledge of the world after visiting a new place?
- How do you think the mummy team members feel about being called “explorers”?
- How does personal exploration expand your world?

[Back to Mummy Kids](#)

Skunk Scout

- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)



[Back to Week 2](#)

Day 1

Review

- Where is Teddy from?
- Describe his job.
- What does Father want Teddy to be?
- Where is he going with Uncle Curtis?

Preview

- Skim the first few pages of Chapter 4. Why do you think Teddy wants to prove his father wrong?
- What do you predict will happen this week?

Vocabulary

- indicating: showing or point out something
- absorbed: completely interested, or paying attention
- relieved: to have less pain or trouble
- condemned: to be declared guilty
- doubtfully: to sound unsure of what you are saying
- authoritative: to speak with the power to enforce the law
- spouting: a way of speaking with words flowing out
- craning: to stretch the neck over, up, and around to see better
- coordination: the ability to use body parts together well
- achievement: a great accomplishment

Vocabulary: we will insert words where they best fit the context.

Indicating

Absorbed

Relieved

Condemned

Doubtfully

Authoritatively

Spouting

Craning

Coordination

achievement

- The chemistry student was _____ in the science book.
- It is an _____ to have perfect attendance.
- Can Bobby speak _____ about red-tailed hawks?
- Jenny gave me a thumbs up _____ I had done well.
- Why might you be _____ after you take a test?
- The criminal was _____ and sentenced to 3-years of community service.
- The child was _____ about the games and rides at the fair.
- The motorists were _____ their necks to see what had caused the traffic jam.
- Why would you give directions _____ if you were lost?
- What might happen to a skier who lacks _____?

Reading the Book

Chapter 4

- Before Reading
 - Name the 3 main characters.
 - Describe Teddy's home.
 - Where are they going?
 - Look for details that will help you understand why the characters act the way they do.
- During Reading
 - Why does Teddy pack their food in dry ice?

Reading the Book

Chapter 5

- Before Reading
 - Look for details that will help you understand why the characters act the way they do.
- During Reading
 - How does Teddy feel about himself when he hides one of Bobby's books?
 - How does he feel when the meat won't thaw?
 - How about when he helps Uncle Curtis find the campground? Why do you think so?

[Back to Skunk Scout](#)

Reading the Book

Chapter 6

- Before Reading
 - Look for details that will help you understand why the characters act the way they do.
- During Reading
 - Remember what you already know about Teddy. Do you think he made a good decision to pack the food in dry ice? Why or why not?
- After Reading
 - What are your thoughts on the trip to Mount Tamalpais and the first night of camping?
 - What do you think might happen next?

Character; Analyze and Evaluate Review (T246)

Objective

- We will identify character traits.
- We will analyze and evaluate a character's behavior.

Importance

- Identifying characters and character traits in a story and monitoring your understanding as you read will help you enjoy and follow the story better.

Character; Analyze and Evaluate Review (T246)

Character

- List character details.
- Combine with your own knowledge.
- Make an inference about what the character is like or how he feels.

Analyze and Evaluate

- Analyze and evaluate a character's behavior, words and actions to help infer information about them.

Character; Analyze and Evaluate Review (T246)

Skill

- List character details.
- Combine with your own knowledge.
- Make an inference about what the character is like or how he feels.

Guided Practice

Detail	Own experience	Inference
Uncle Curtis		

Analyze Character Traits

(T248)

- Teddy thinks he's a cheat and a liar. How do you know that Teddy has good qualities too?
- Teddy thinks that Bobby is such a good person. Think about your own experiences. Explain whether you think Bobby is actually as good as Teddy thinks he is. Give reasons for your answers.
- How do you know that Uncle Curtis cares about Teddy and Bobby?

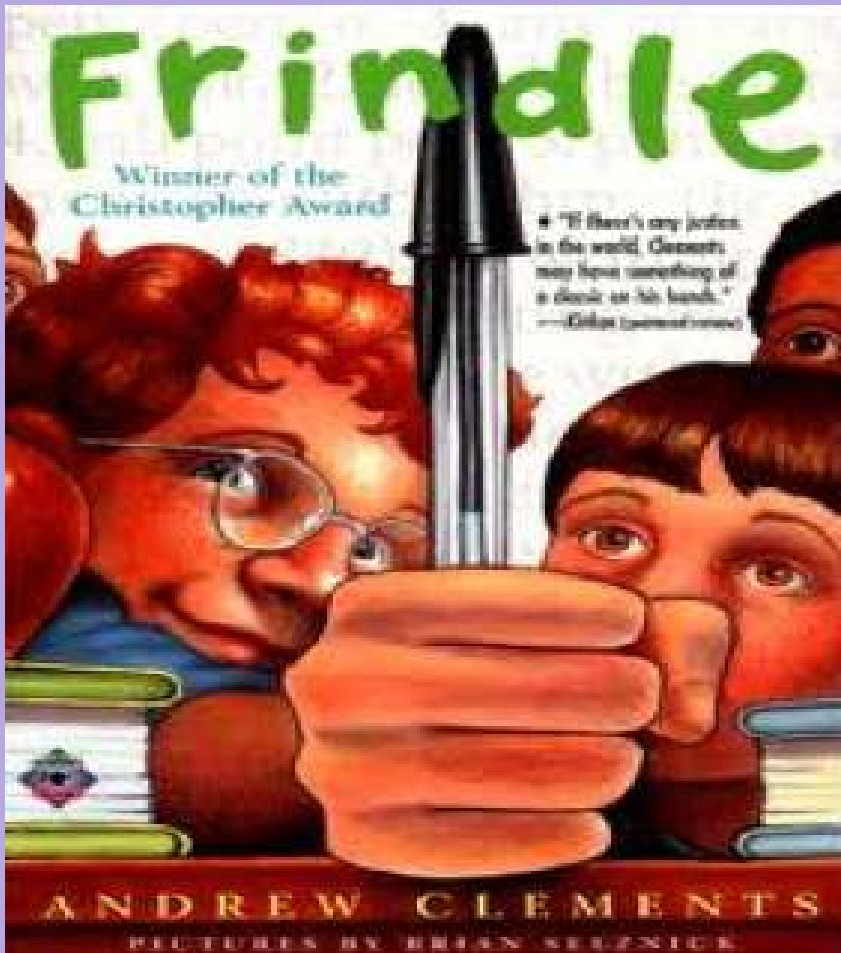
Connect to the Big Idea

How does exploring expand our world?

- In what ways are Teddy and Bobby exploring animals like the ones you read about in “Animals on the Move”? How do they know what kind of bird they see?
- Blake *In the Case of the Missing Deer* sees deer. What animals do Teddy and Bobby see from the car?
- What exploring of the natural world around us have you experienced?

[Back to Skunk Scout](#)

Frindle



- [Day 1](#)
- [Day 2](#)
- [Day 3](#)
- [Day 4](#)
- [Day 5](#)

Day 1

Review

- What changed for Nick when he got to fifth grade?
- What was Nick's plan to delay the homework assignment?

Preview

- Who do you think the "word detective" is?
- What do you think is the purpose of including the illustration on p. 30? What does it tell you?

Vocabulary

- semester: one half of a school year
- origin: the very beginning of something
- etymological: anything that has to do with the way words develop and change
- unparalleled: something that has no equal or match
- fluorescent: a tube that gives off bright, glowing light
- cranked up: a way of saying to become more intense
- jumble: a group of many items all mixed together
- crumpled: wrinkled, bent, or crushed out of shape
- concentration: ability to pay close, directed attention
- oath: a serious, unbreakable promise

Vocabulary: we will insert words where they best fit the context.

semester

origin

etymological

unparalleled

fluorescent

cranked up

jumble

crumpled

concentration

oath

- The witness swore an _____ to tell the truth.
- Why might a page be _____?
- My friend's eyes were _____ as he played the video game.
- She had _____ talent at playing the piano.
- How did you begin learning about the _____ of words?
- We have almost completed the 2nd _____ of school.
- The exam took all of my _____.
- Where is a good place to find _____ information?
- I could not find my books under the _____ of papers on my desk.
- Where are _____ lights often found?

Reading the Book

Chapter 4

- Before Reading
 - Pay attention to details that will help you identify characters.
 - Note the descriptive language the author uses to help readers understand the characters.
- During Reading
 - In chapter 4, what are some details the author gives to tell us what Nick's home life is like?

Reading the Book

Chapter 5

- Before Reading
 - Pay attention to details that will help you identify characters.
 - Note the descriptive language the author uses to help readers understand the characters.
- During Reading
 - How does the author describe Nick's attempt to take control of class while giving his report?

Reading the Book

Chapter 6

- Before Reading
 - Pay attention to details that will help you identify characters.
 - Note the descriptive language the author uses to help readers understand the characters.
- During Reading
 - What kind of person is Nick?
 - What kind of person is Mrs. Granger?

Character; Analyze and Evaluate Review (T302)

Objective

- We will identify characters.
- We will analyze and evaluate characters.

Importance

- Understanding the characters in nonfiction and analyzing/evaluating their actions, thoughts, and dialogue helps comprehension.

Character; Analyze and Evaluate Review (T302)

Character

- Note the names, descriptions, actions, thoughts, and dialogue.

Analyze and Evaluate

- Carefully think about what you've read.
- Ask questions.
- Look for answers.
- Form opinions about each character.

Character; Analyze and Evaluate

Review (T302)

- We will use the chart to identify the main characters and some of their traits.

Nick	Janet	Mrs. Granger

Infer Character

(T304)

- Does Nick start 5th grade thinking he can trick Mrs. Granger or change what happens in class?
- Why does the author describe Nick, on page 1, as “deserving a list all his own”?
- What is Nick’s motivation for making his oral report so long?

Connect to the Big Idea

How does exploring expand our world?

- How does Nick feel about words at the beginning of Frindle?
 - How does he feel about dictionaries?
- What does Mrs. Granger do that forces Nick to expand his understanding of the world?
- In *Mysteries at Cliff Palace*, Ruben and Rosa expanded their knowledge of the world when they visited Mesa Verde National Park in Colorado. Have you ever expanded your knowledge of the world after visiting a new place?
- How can understanding something new be applied to one's own personal experience?

[Back to Frindle](#)