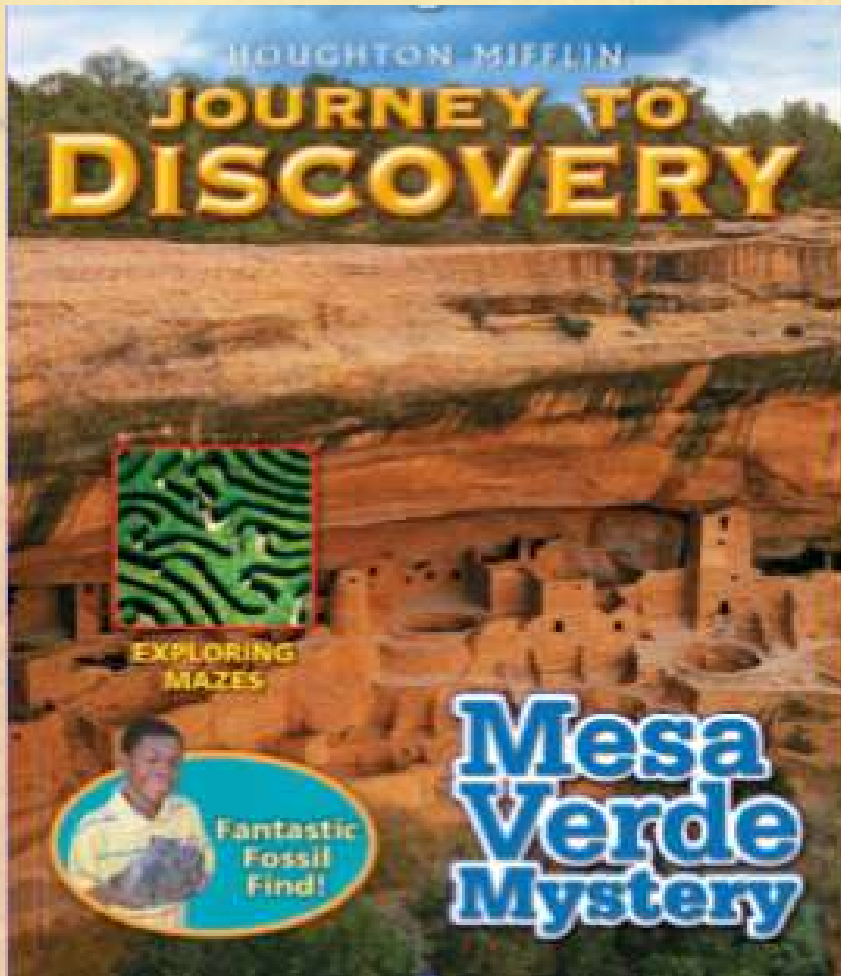


Week 3

What can fossils tell us about the past?



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

Day 1

Magazine

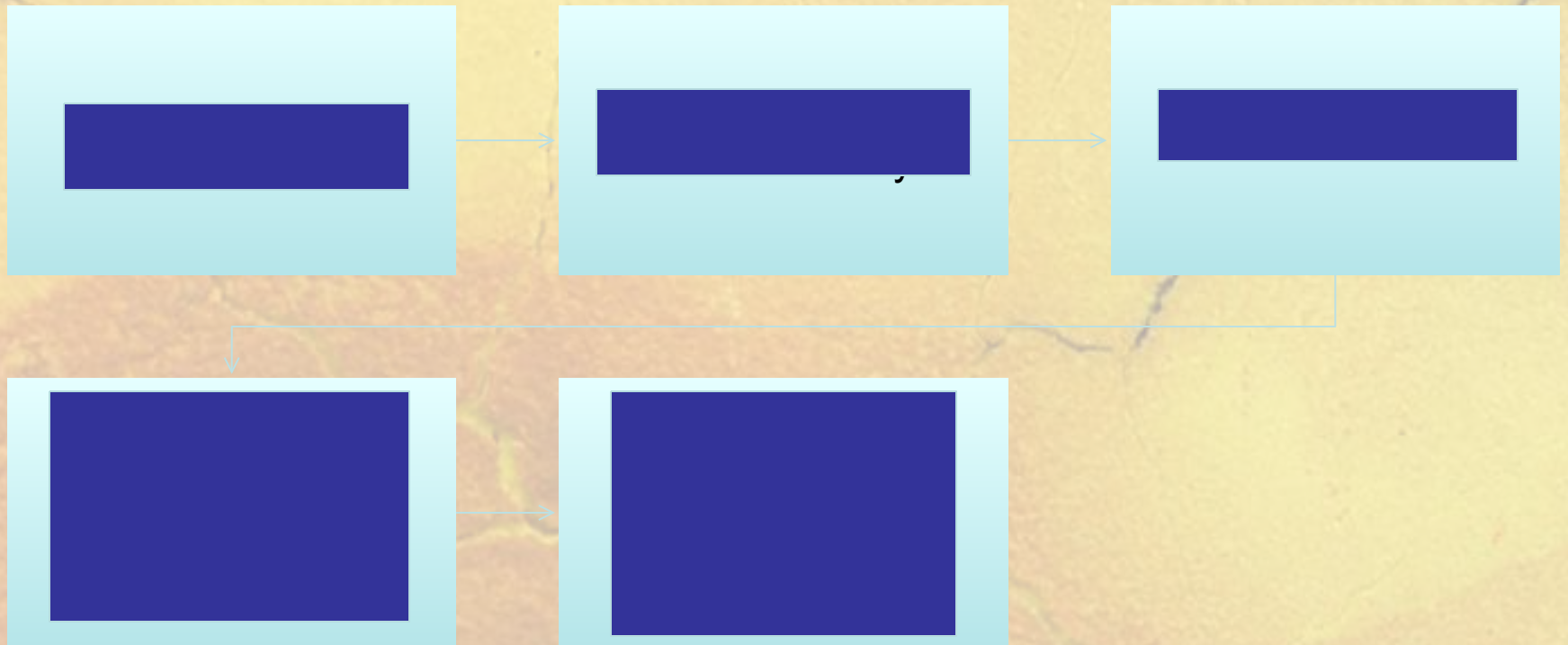
- **Vocabulary and Oral Language**
 - Read Aloud “Sue Tells a Story” (T100-T101)
 - [Develop Background \(T103\)](#)
- **Comprehension**
 - [Fact/Opinion/Question \(T104-105\)](#)
- **Spelling**
 - Day 1 (T128)
- **Grammar**
 - [Day 1 \(T130\)](#)
- **Writing**
 - [Day 1 \(T132\)](#)

Novels

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

Flow Chart

How a Fossil is Made



[Back to Day 1](#)

Fact/Opinion; Question

Objective

- We will distinguish facts and opinions.
- We will ask questions that relate to facts and opinions.

Concept

- Fact: a statement that can be proved true (or false)
- Opinion: a statement that tells a thought, feeling, or belief
- Distinguish: to tell one thing apart from another

Importance: Distinguishing between facts and opinions will help you determine an author's message.

Dig It!

When scientists discover a fossil, it takes a lot of work to get it out of a rock. Even before digging begins, scientists label and photograph the fossil just as it was found. The position of the bones and the rocks around it give information about the animal's death. Most of the work to free a fossil occurs in the lab. So scientists dig out a large chunk of rock around the fossil. They often use shovels, picks, and air drills. The rock will keep the fossil safe as it travels to the lab. Then the whole rock holding the fossil is covered in a plaster jacket to keep it from breaking. Once in the lab, scientists use small hand tools, such as paintbrushes, ice picks, and dental tools, to fully uncover the fossil. At last, the fossil is free! The hardest part is done. Now the fun begins – scientists get to study the fossil.

T-Map

Dig It!

Facts	Opinions

Commas in Sentences

Objective

- We will use commas with introductory words and phrases.

Importance: Knowing where to place commas will improve your writing.

Concept

- Introductory word: such as *well*, *yes*, *no*, that begins a sentence
 - *Yes*, I do know how to solve multi-step equations.
- Introductory phrase: a group of words that begins a sentence
 - *After they are identified*, fossils can be used to answer many questions.

Commas in Sentences

Skill

- Ask yourself these Thinking Questions:
 - Is there a word or phrase that begins the sentence?
 - Is there a place in the sentence where I would naturally pause?
- Underline the introductory word or phrase.
- Rewrite the sentences, adding the missing commas.

I do

- Yes fossils have been found by many different people in many different places.
 - Is there a word or phrase that begins the sentence?
 - Yes, fossils have been found by many different people in many different places.
 - How did I know where to put the comma?

Commas in Sentences

Skill

- Ask yourself these Thinking Questions:
 - Is there a word or phrase that begins the sentence?
 - Is there a place in the sentence where I would naturally pause?
- Underline the introductory word or phrase.
- Rewrite the sentences, adding the missing commas.

We do

- Thanks to fossils we have information about woolly mammoths.
 - What is the word or phrase that starts the sentence?
 - Write the word or phrase on your whiteboards.
 - Where would the comma be placed?
 - How do you know?

Commas in Sentences

Skill

- Ask yourself these Thinking Questions:
 - Is there a word or phrase that begins the sentence?
 - Is there a place in the sentence where I would naturally pause?
- Underline the introductory word or phrase.
- Rewrite the sentences, adding the missing commas.

You do

- Looking to the left Matt saw a strange rock sticking out of the ground.

Commas in Sentences

Closure

- What type of punctuation do we use to set off introductory words and phrases?
- What is the correct way to write the following: Over the years many young people have found fossils.
 - Over, the years many young people have found fossils.
 - Over the years, many young people have found fossils.
- What is one thing you learned today?

Independent Practice: Add commas where they are needed.

- About 10,000 years ago woolly mammoths became extinct.
- Yes the scientist thought he was lucky to have found the fossil.
- After years of careful searching Dr. Winston found the remains of a giant sea creature.
- Well the museum hoped he would donate the fossil.
- After completing the tour the class wrote a short report on fossils.

Persuasive Letter

Objective

- We will identify the parts of a persuasive letter.

What makes a great persuasive letter?

- It clearly states a **goal**, or what the writer wants the reader to do.
- It includes three or more **reasons** to support the goal and strong **facts and examples** that explain the reasons.
- It includes a **heading, greeting, closing, and signature.**

Persuasive Letter

- Prompt: Write a persuasive letter telling what you think someone who has found an artifact like a fossil should do with it, and why.

Persuasive Letter

15 Sunshine Lane
Juniper, OH 11514
October 12, 2010

Dear Lori,

GOAL

Congratulations on your discovery of a rare fossil! I hope you'll decide to donate the fossil to a museum. By donating the fossil, you will give many others the chance to see something special. You'll also have the opportunity to become involved with the museum. Finally, a discovery such as your is too valuable to be kept in a private collection.

Reasons and Examples

What is Mary Anning had decided to keep the fossils she found? Scientists would have lost a great chance to learn about extinct species from the Jurassic period. I hope to hear soon that you've made a wonderful gift to science!

Conclusion

Sincerely,
Emilio

Persuasive Letter

43 Oxford Way
Dennis, CT 06089
May 20, 2010

Dear Chris,

Thanks for telling me about the shells you found on your visit to Sanibel Island. I have heard that many kinds of marine creatures are pretty common. You should bring your finds to school so that our classmates can see them. I was amazed to learn that you can find over 400 kinds of shells on the island, including Horse Conch shells, Sundials, and Lion's Paws. You say that these shells are rare – we'd all love to see them up close. I'm sure that Ms. Grayson would build a science lesson around your collection. I look forward to seeing those wonderful shells.

Yours,
Tanya

What is the goal?

What are the reasons and examples?

What is the conclusion?

Day 2

Magazine

- **Vocabulary and Oral Language**
 - Context Cards (T102)
- **Comprehension**
 - “Fossils: A Peek Into the Past” (T106-111)
- **Spelling**
 - Day 2 (T128)
- **Grammar**
 - [Day 2 \(T130\)](#)
- **Writing**
 - [Day 2 \(T133\)](#)

Novels

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

Commas in Sentences

Objective

- We will use commas to set off nouns in direct address.

Concept

- When a person who is spoken to is addressed by **name** in a sentence, **commas** are used to separate the name from the rest of the sentence.
- These names can appear at the beginning, in the middle, or at the end of sentences.
 - That's amazing, **Mrs. Parker**, that even kids have found fossils.

Commas in Sentences

Skill

- Ask:
 - Is the person who is being spoken to addressed by name in the sentence?
 - Where in the sentence do I naturally pause?

I do

- Well Addie finding a fossil can be really exciting.

Commas in Sentences

Skill

- Ask:
 - Is the person who is being spoken to addressed by name in the sentence?
 - Where in the sentence do I naturally pause?

We do

- Yes fossils can be found anywhere in the world Cody.
 - Are there introductory words or phrases?
 - Is someone being addressed by name in the sentence?
 - Where do the commas belong?
 - How do you know?

Commas in Sentences

Skill

- Ask:
 - Is the person who is being spoken to addressed by name in the sentence?
 - Where in the sentence do I naturally pause?

You do

- Isn't it interesting Juan how fossils are discovered?
- I can't wait to read your report Maria.

Commas in Sentences

Closure

- When do we use commas in a sentence?
- What is the correct way to write the following sentence: Thanks Mom for taking me to the museum.
 - a) Thanks, Mom, for taking me to the museum.
 - b) Thanks Mom, for taking me to the museum.
- What is one thing you learned today?

Independent Practice

- Jared how did it feel to find such an unusual fossil?
- Well Luis I thought I was just digging up an interesting rock.
- So many people Jared are going to want to see what you found.
- Do you think Jared that you'll find more fossils?
- I sure hope so Luis.
- What most people don't understand Philip is how hard it is to discover anything worthwhile.

Introduce the Focus Trait: Ideas

Importance

- Good writers elaborate their reasons with strong and specific examples.

Skill

- Find examples that are based on facts.
- Minimize examples based on opinions.

Introduce the Focus Trait: Ideas

“A Peek at the Past”

Instead of this...	...the author wrote this.
Scientists study animal teeth to tell what foods they ate.	“By studying teeth, scientists can make a good guess about an animal’s diet. For instance, carnivores, or meat-eating animals, have sharp canine teeth to stab and hold onto prey.” (p.37)

Guided practice

- Why is the author’s version better?
- *Climate is important in preserving fossils.*
 - Reread pg. 37 of the article.
 - What details could be added to make this statement stronger and more specific?

Introduce the Focus Trait: Ideas

Apply

- *Scientists learn by studying animal remains.*
- What specific details and examples can be added to this statement?

Independent Practice

- Focus Trait: Ideas Giving Strong Examples worksheet

Day 3

Magazine

- **Vocabulary and Oral Language**
 - Context cards (T102)
- **Comprehension**
 - “Trapped in Tar” (T112-113)
 - Poetry Place (T114-115)
- **Spelling**
 - Day 3 (T129)
- **Grammar**
 - [Day 3 \(T131\)](#)
- **Writing**
 - [Day 3 \(T133\)](#)

Novels

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

Commas in a Sentence

- We do:
 - Within two days Heather he will know what he wants to do with the fossil.
 - Where do the commas belong?
 - How do you know?

Commas in a Sentence

- Read each question. Write the letter that matches the correctly punctuated sentence.
 - a. Luckily, the fossil was not damaged.
 - b. Luckily the fossil, was not damaged.
 - c. Luckily the fossil was not, damaged.
 - d. Luckily the fossil was not damaged.

Commas in a Sentence

- a. In 1821 Mary Anning, discovered two important fossils.
- b. In 1821 Mary Anning discovered two important fossils.
- c. In 1821 Mary Anning discovered, two important fossils.
- d. In 1821, Mary Anning discovered two important fossils.

Commas in a Sentence

- a. Congratulations Jared on finding your first fossil.
- b. Congratulations, Jared on finding your first fossil.
- c. Congratulations, Jared, on finding your first fossil.
- d. Congratulations Jared, on finding your first fossil.

Commas in a Sentence

- a. Thank you for donating the fossil to the museum Mr. Edwards.
- b. Thank you for donating the fossil to the museum, Mr. Edwards.
- c. Thank you, for donating the fossil to the museum Mr. Edwards.
- d. Thank you for donating, the fossil to the museum Mr. Edwards.

Prewriting: Persuasive Voice

Objective

- We will write a persuasive letter.

Importance

- Readers will be persuaded when you write in your own voice about things you believe in.
- A confident voice is more persuasive.

Prewriting: Persuasive Voice

Skill

- Avoid words like:
 - “I guess that...”
 - “Maybe you could...”
 - “It seems to me...”
 - “Some people think...”
- Use words like:
 - “Clearly, we should...”
 - “It is evident that...”
 - “We can all agree...”
 - “The best possible thing to do is...”

Discuss

- Why is the second group of phrases stronger?

Prewriting: Planning a Persuasive Letter

Write a persuasive letter telling what you think someone who has found an artifact like a fossil should do with it, and why.	Title or Topic:
Goal:	
Reason:	
Example:	
Reason:	
Example:	
Reason:	
Example:	

Day 4

Magazine

- **Vocabulary and Oral Language**
 - Denotation and Connotation (T128-129)
- **Comprehension**
 - Activity Central (T116-117)
- **Spelling**
 - Day 4 (T129)
- **Grammar**
 - Day 4 (T131)
- **Writing**
 - Day 4 (T134-135)

Novels

- Mysteries of the Mummy Kids
- Skunk Scout
- Frindle

Connotation and Denotation

Objective

- We will identify denotations and connotations of words independently.

Importance: The ability to identify the connotation of a word will help you understand an author's meaning.

Concept

- Denotation: a word's factual meaning.
- Connotation: an idea suggested by a word.
 - May be negative or positive
- **Example**
 - They live in a **house** near the train station.
 - They live in a **shack** near the train station.

Connotation and Denotation

Skill

1. Read the sentence.
2. Tell the meaning of the boldface word in the sentence.
3. Does the word reflect its factual meaning (denotation)?
4. Does the word reflect a negative or positive idea associated with the word (connotation)?

I do

- The clerk **took** the package from my hands.
 - The word **took** means to remove.
 - This reflects the factual meaning, so it has a **denotative meaning**.
- The clerk **grabbed** the package from my hands.
 - **Grabbed** also means to remove
 - It reflects a negative idea. **Grabbed** has a **connotative meaning**.

Connotation and Denotation

Skill

1. Read the sentence.
2. Tell the meaning of the boldface word in the sentence.
3. Does the word reflect its factual meaning (denotation)?
4. Does the word reflect a negative or positive idea associated with the word (connotation)?

We do

- Andy drove the **clunker** to the grocery store.
- Andy drove the **car** to the grocery store.
 - What does **clunker** mean?
 - What does **car** mean?
 - Which word has a denotative (factual) meaning?
 - Which word has a connotative meaning?
 - How do you know?

Connotation and Denotation

Skill

1. Read the sentence.
2. Tell the meaning of the boldface word in the sentence.
3. Does the word reflect its factual meaning (denotation)?
4. Does the word reflect a negative or positive idea associated with the word (connotation)?

You do

- The **child** cried when he lost his toy.
- The **brat** cried when he lost his toy.
 - What does **child** mean?
 - What does **brat** mean?
 - Which word has a denotative (factual) meaning?
 - Which word has a connotative meaning?
 - How do you know?

Connotation and Denotation

Closure

- What word means “a negative or positive idea associated with a word”?
- Which word has a denotative meaning?
 - a) Dad cooked a **feast** for the family.
 - b) Dad cooked a **meal** for the family.
- What did you learn about connotation and denotation today?

Independent Practice

- Identify the meaning (denotative or connotative) of each bold word.
- Willie touched the **slimy** cave wall.
- Willie touched the **wet** cave wall.

[Back to Day 4](#)

Correct Adjectives Review

Objective

- We will use articles and demonstrative adjectives correctly.
- We will combine sentences using adjectives.

Concept

- Articles: *a*, *an*, and *the*
 - *A* and *an* refer to any person, place, or thing
 - *The* refers to a specific person, place, or thing
- Demonstrative adjectives: tell which one
 - *This* and *these* refer to nouns close by
 - *That* and *those* refer to nouns farther away

Practice

(Identify the correct article/demonstrative adjective)

- (Those, that) fossils are the oldest in the museum.
- Jorge visited (the, a) National History Museum.
- (These, that) fossils need to be cleaned.
- I wrote a book about (a, an) great fossil discovery.
- Scientists believe that climate change was one reason (these, this) mammoths disappeared.

Practice

(Use adjectives to combine the sentences)

- After discovering the dinosaur fossil, the boy appeared on the evening news. The boy was from Canada.
- They found the fossil buried in the ground. The ground was frozen.
- The boy said the fossil looked like a rock. It was rough and jagged.

Writing Transparency 26

- **Topic:** Donate the fossil to the class!
- **Opening:** Clearly states the goal
- **Supporting Sentences:** Give reasons and examples to support goal
- **Concluding Sentence:** wraps up the letter

Day 5

Magazine

- **Connect to the Big Idea**
 - [Discuss Literature \(T124\)](#)
- **Writing**
 - [Day 5 \(T134\)](#)
- **Vocabulary and Oral Language**
 - Shades of Meaning Quiz
- **Comprehension**
 - Fact and Opinion Quiz
- **Spelling**
 - Test (T129)
- **Grammar**
 - Commas in Sentences Quiz

Novels

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

Discuss Literature

Connect to the Big Idea ~ Discovery takes many paths

- Where have fossils been found? Why are fossils important?
- How did Jared Post find his mammoth tooth in “Fossils: A Peek Into the Past”?
- How do scientists find fossils in the La Brea Tar Pits?
- How are the techniques the same? How are they different?
- In your opinion, which might provide the most information? Why?

This week’s question~What can fossils tell us about the past?

- What discoveries did scientists make from studying Mary Anning’s fossils? Explain.
- What discoveries did scientists make from studying the fossils in the La Brea Tar Pits? Explain.

Discuss Literature

Connect to the World

- What was the most interesting fact you learned about life long ago?
- How did studying fossils help scientists know this fact?
- What else would you like to learn about fossils and life long ago?

Extend

- How can this knowledge lead to other discoveries?
- Discuss how important it is to learn about plants and animals that are extinct in order to protect organisms today.

Priya's Draft: Persuasive Letter

25 August Rd.
Hillcrest, CA 90873
November 24, 2010

Dear Mr. Weil,

As you know, many of the students in our class have especially enjoyed our unit on nature study. In thinking it over, some of us have decided the school would benefit from an exhibit of our discoveries. Why should we keep all that we

~~the minerals, dried flowers, fossils, and seashells~~

have found to ourselves? For example, I can especially imagine how much everyone from the kindergarteners to our teachers

~~people~~ would enjoy our collection of insects, each labeled with identifying

~~information. We could house our collections in the science lab for the month of~~

~~December. We could really give other students a chance to share in the~~

~~experience of discovery.~~ We really hope that you will give our proposal serious

thought. The natural world is such a fascinating place, and we want to share it

with everyone.

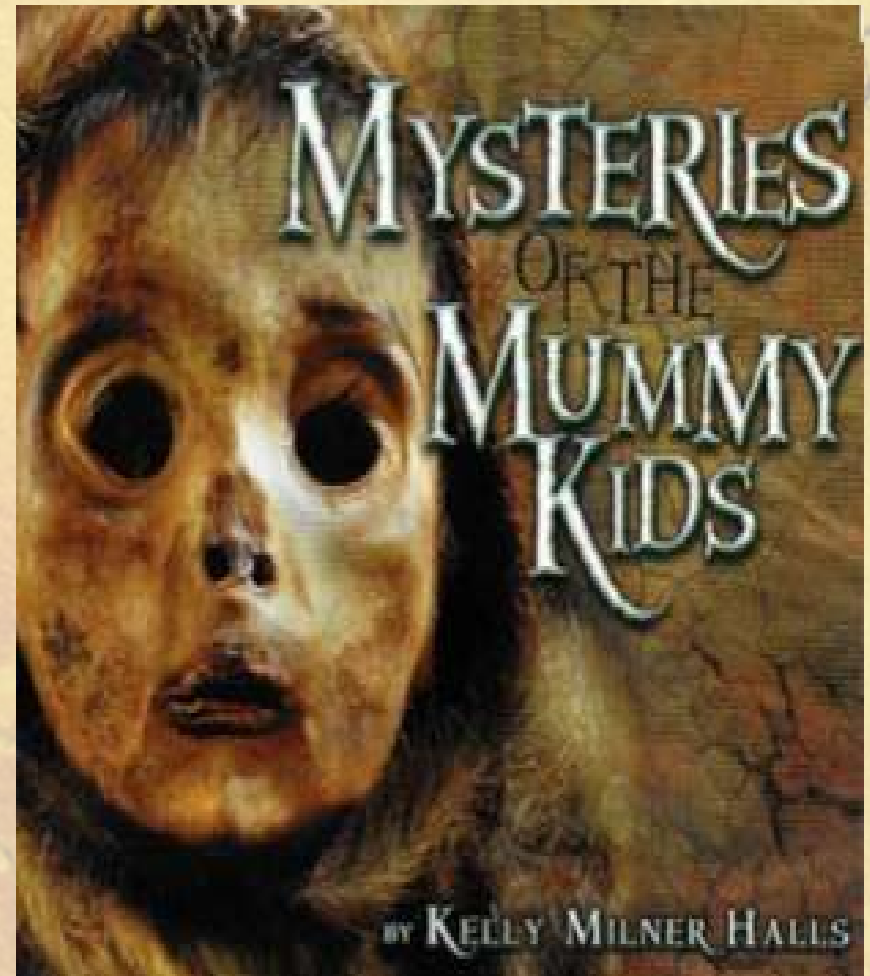
Sincerely,
Priya Narasimhan

Practice and Apply

- How does Priya make her reasons stronger?
- Where can you add strong examples in your argument?
- Use your Writing Traits Rubric to revise your Persuasive Letter.
- Use the Proofreading Checklist to proofread your Persuasive Letter.

Mysteries of the Mummy Kids

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



Day 1

Review (16-27)

- How are scientists able to find out about the lives of the mummies?
- Why was the Llullaillaco Maiden the highlight of Dr. Reinhard's career?
- What did scientists find when they excavated?

Preview (28-40)

- Where do you think the oldest mummies were found?
- Why do you think so many children died?
- How are mummies honored today?

Vocabulary

- Primitive: earliest form of life
- Mortality: life span
- Modified: changes
- Evicted: when people are forced to leave a place
- Expertise: something you are very good at, or know a lot about
- Adjacent: near, or beside
- Era: a time period in history
- Devoted: loyal
- Theory: an idea that explains something
- Guaranteeing: promising to take care of something if it goes wrong

[Back to Mummy Kids](#)

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

primitive

mortality

modified

evicted

expertise

adjacent

era

devoted

theory

guaranteeing

- Some scientists have an _____ about mummies.
- Scientists study mummies from an earlier _____.
- Our teacher _____ we would do well on the test.
- Ancient Egyptians were a _____ culture.
- If I don't pay my rent, I will be _____.
- What makes people think of their own _____?
- I have a _____ about the missing cookies.
- What street is _____ to our school?
- My mom is _____ to taking care of me.
- Who _____ your essay?

Reading the Book

Pages 28-30

- Before Reading
 - Remember: facts can be proven; opinions tell a thought, feeling, or belief.
 - Ask question about the text before, during, and after reading.
- During Reading
 - Are the following quotes fact (f) or opinion (o)?
 - “Life on the northern desert coast wasn’t easy 7,000 years ago.
 - “Ten men carried the open sarcophagus out of the tomb.”
 - On page 28, what is meant by the following sentence? “The Incas’ Andean mummies were ‘accidentally’ preserved by nature...”

Reading the Book

Pages 31-35

- Before Reading
 - Remember: facts can be proven; opinions tell a thought, feeling, or belief.
 - Ask question about the text before, during, and after reading.
- During Reading
 - What kind of artifacts did they find with King Tut?

Fact and Opinion; Question

Page (T368)

Title or Topic: Changing Headings to Questions

Page	Heading	Question
28		
30		
31		
32		

Reading the Book

Pages 36-40

- Before Reading
 - Remember: facts can be proven; opinions tell a thought, feeling, or belief.
 - Ask question about the text before, during, and after reading.

Question

Page (T370)

- What question could you ask about the following statement from p. 34? “But the truth is King Tutankhamun was very nearly forgotten.”
- What question would you ask about this statement? “today we handle mummies and their artifacts with meticulous care, respect, and dignity. Carter’s team was not so cautious.”
- What could Carter have done to protect King Tut? Share your suggestions.

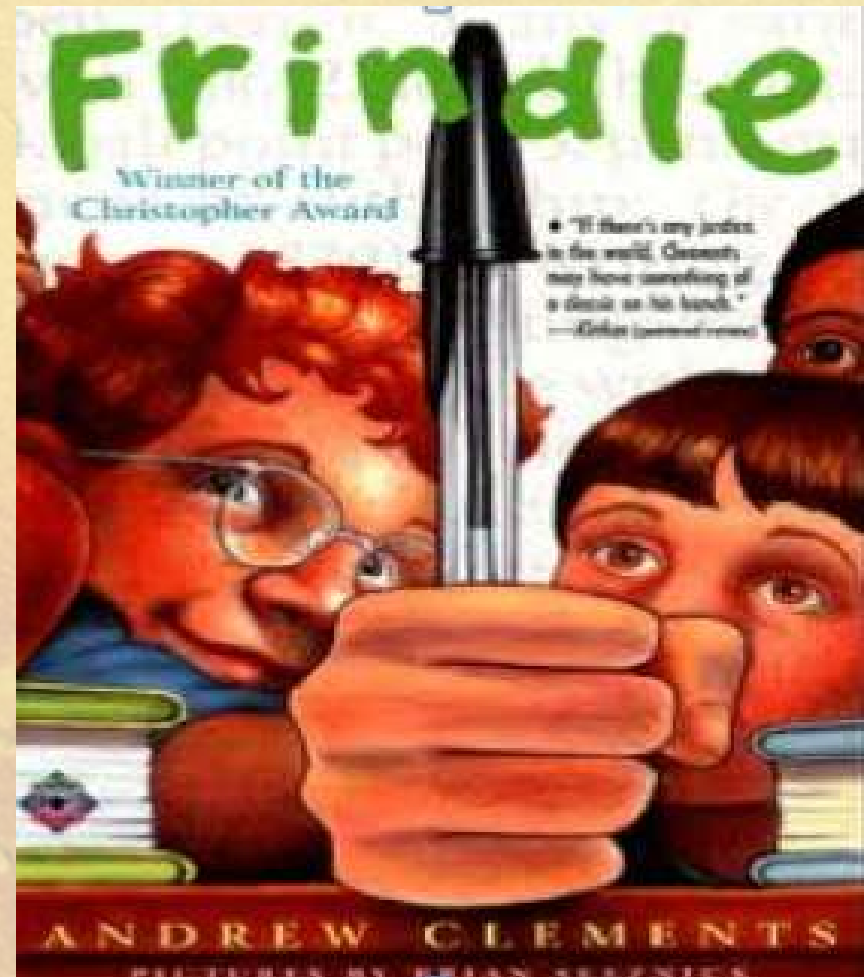
Connect to the Big Idea

What can fossils tell us about the past?

- How are fossils, like the fossils in “Fossils” and “Trapped in Tar,” and artifacts the same? How are they different?
- What can you learn from fossils? What can you learn from artifacts?
- Would you rather hold a fossil or an artifact?
- Why is it important to examine both fossils and artifacts? Explain.

Frindle

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



Day 1

Review (ch. 4-6)

- Why was Nick having trouble writing his report?
- What was the first thing Nick did to introduce his new word?

Preview (ch. 7-9)

- What does the chapter title “Word Wars” indicate to you?
- Why do you think the author gave Chapters 8 and 9 the titles they have? What does each title mean?

Vocabulary

[Back to Frindle](#)

- According: to have something happen as it has been stated or planned
- Agents: people who have permission to act for someone else
- Badge: an object worn as a symbol of accomplishment
- Conference: a meeting of 2 or more people to discuss something of common interest
- Detention: being held after school for wrongdoing
- Quills: hard, pointed ends of birds' wing feathers
- Cursive: writing in which all the letters are connected and flowing
- forbidding: not allowing someone to do something
- Vandalism: destroying or damaging private or public property
- Stumped: to be unsure of the right answer

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

according

agents

badge

conference

detention

quills

cursive

forbidding

vandalism

stumped

- If all goes _____ to plan we will make it to Disneyland by 9:00.
- The students who scored well on the CST received a _____.
- What did your brother say that _____ your parents?
- If you do not listen to your teacher, you might end up in _____.
- Kobe Bryant pays his _____ to negotiate for him.
- Why would your teacher start _____ the use of a new word?
- We will have a parent _____ at the end of the first quarter.
- What type of bird did that _____ come from?
- Graffiti on a school site is _____.
- You learn to write in _____ in 3rd grade.

Reading the Book

Chapter 7 (39-41)

- Before Reading

- Remember:

- Facts can be proven true, and are usually quite specific.
- Opinions are statements that tell a thought, feeling, or belief. They are usually more general and often make comparisons using adjectives.

- During Reading

- What main fact is revealed on page 39 about Nick's plan to launch his new word?
- What opinion does the author include in the first paragraph of page 39?

Reading the Book

Chapter 8 (42-48)

- Before Reading

- Remember:

- Facts can be proven true, and are usually quite specific.
 - Opinions are statements that tell a thought, feeling, or belief. They are usually more general and often make comparisons using adjectives.

Fact and Opinion

Page (T312)

Facts	Opinions

Reading the Book

Chapter 9 (49-56)

- Before Reading

- Remember:

- Facts can be proven true, and are usually quite specific.
- Opinions are statements that tell a thought, feeling, or belief. They are usually more general and often make comparisons using adjectives.

- During Reading

- Which character in Chapter 7 through 9 does the most to stop the spread of *frindle*?
- Is your answer a fact or an opinion? Why?

Evaluate Fact and Opinion

Page (T314)

- What is the first fact found in this paragraph?
- What is one opinion found in this paragraph? How can you tell it's an opinion?
- How many other facts and opinions can you find on page 7?

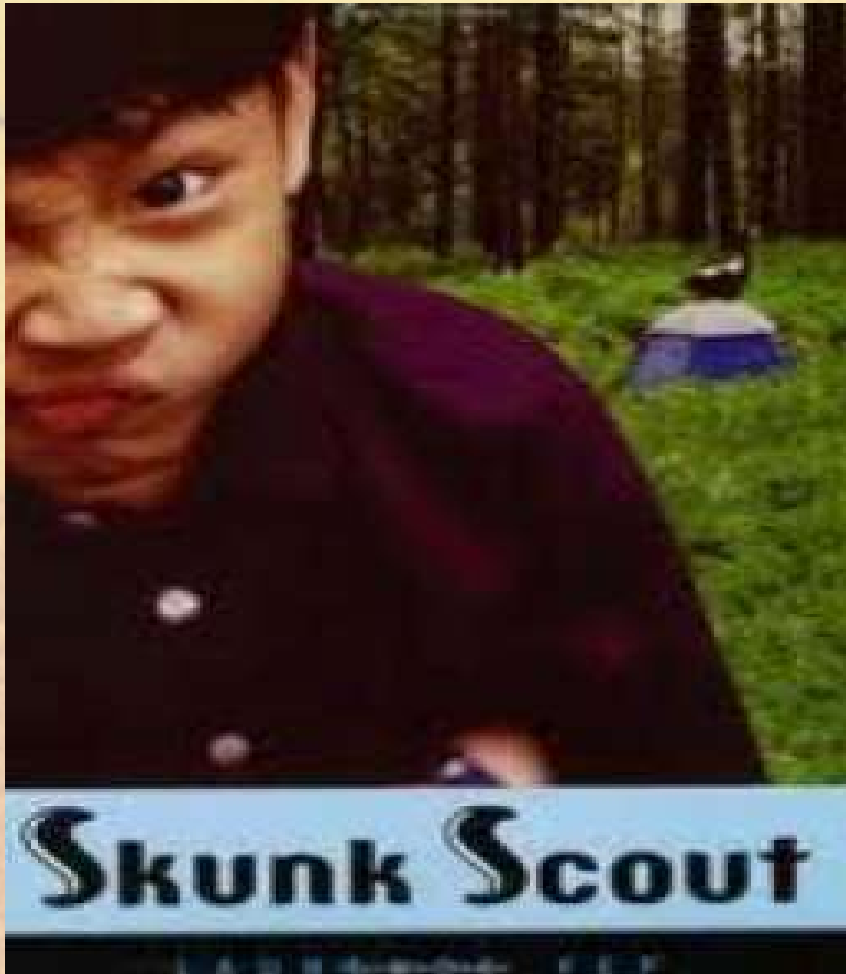
Connecting to the Big Idea

What can dictionaries tell us about the past?

- In what valuable ways are dictionaries like the fossils in “Fossils” and “Trapped in Tar”?
- What are some things Nick learns from the dictionary that deepen his understanding of the past?
- How did Nick first feel about having to study the dictionary? What value did he end up getting out of it?
- Why does the dictionary always keep changing? Why do some new words end up in the dictionary and others don't?
- How would you use the dictionary to begin exploring a new subject?

[Back to Frindle](#)

Skunk Scout



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

Day 1

Page T252

Review (ch. 4-6)

- What problems do Teddy, Bobby, and Uncle Curtis have getting to the campground and while camping?

Preview (ch. 7-10)

- What do you think will happen to them next?
 - What are some possible things that can go wrong on a camping trip?

Vocabulary

- Reared: an emotion raised up suddenly, such as fear
- Decent: anything good and proper
- Energetically: done with lots of force and power
- Judgment: sound decisions
- Sensation: power of senses, such as touch or taste
- Flushed: when the face of skin becomes red suddenly
- Cradled: to hold a baby gently and carefully
- Contaminated: full of germs
- Emphasis: to put stress or importance on a certain subject

Reading the Book

Chapter 7 (75-86)

- Before Reading
 - Keep the sequence of story events in your minds, and add plot details as you read.
 - Add and revise your understanding about the characters and the setting.
- During Reading
 - What has happened in the story so far?

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

reared

decent

energetically

judgment

sensation

flushed

cradled

contaminated

emphasis

- Fear _____ its head as I walked along the dark alley.
- When the baby began to cry, the mother _____ him in her arms.
- Some teachers place more _____ on homework than others.
- The sprinter was _____ when he crossed the finish line.
- What _____ would you make about someone who wears shorts to play in the snow?
- Students _____ cheered for their teammates at the Netherton Relays.
- What actions make your friend a _____ person?
- The river was _____ with pesticides.
- What _____ would you feel riding in a speed boat?

Reading the Book

Chapter 8

- Before Reading
 - Keep the sequence of story events in your minds, and add plot details as you read.
 - Add and revise your understanding about the characters and the setting
- During Reading
 - How does Teddy feel about the beans on buns he eats, and how does this change the way he feels?

[Back to Skunk Scout](#)

Reading the Book

Chapter 9

- Before Reading
 - Keep the sequence of story events in your minds, and add plot details as you read.
 - Add and revise your understanding about the characters and the setting
- During Reading
 - Bobby has said it's a scientific fact that it never rains in June, and then it rains. What question might you ask now that will help you understand what happened?

[Back to Skunk Scout](#)

Story Structure; Plot

Page T256

Setting:

Characters:

Problem:

Events:

Solution:

Reading the Book

Chapter 10

- Before Reading
 - Keep the sequence of story events in your minds, and add plot details as you read.
 - Add and revise your understanding about the characters and the setting
- During Reading
 - Review the last few paragraphs of chapter 10. What made the noise? What might happen next?

Story Structure

Page T258

- How do you know that Teddy has a conscience?
 - How does he feel about the hot dogs and hamburgers that won't thaw?
- What problem does Teddy face inside himself about who he is and what he can do with his life?
- Why do you think Teddy doesn't just give up and ask Uncle Curtis to take him home?

Connecting to the Big Idea

What can fossils tell us about the past?

- How does Teddy's attitude toward nature compare to Jared Post's or Mary Anning's attitude?
- Would Bobby or Teddy more likely be friends with Jared or Mary? Why do you think so?
- How might challenging yourself to try new things change the person you are?
- In what ways is a person who has explored and discovered new things better off?