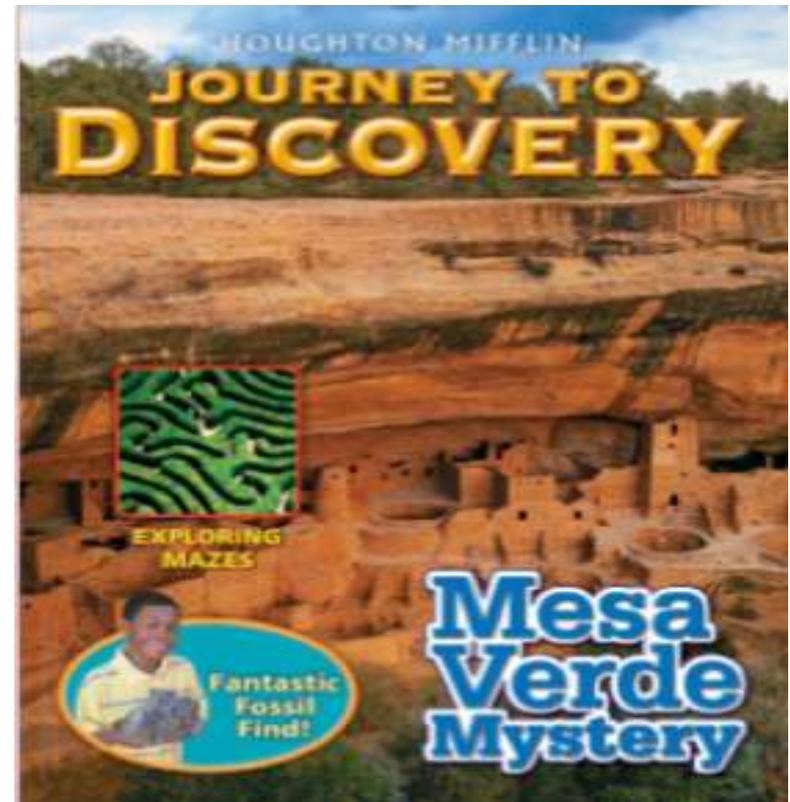


Week 4

How Can Discoveries Surprise Us?

- Day 1
- Day 2
- Day 3
- Day 4
- Day 5



Day 1

Magazine

- **Vocabulary and Oral Language**
 - Read aloud “Fossils” (T144)
 - Develop background (T147)
- **Comprehension**
 - Conclusions/Generalizations (T148)
- **Spelling**
 - Day 1 (T172)
- **Grammar**
 - Day 1 (T174)
- **Writing**
 - Day 1 (T176)

Novels

- Mysteries of the Mummy Kids
- Skunk Scout
- Frindle

T-Map

Deer

Topic	Details
Mammal	Have fur, make milk for lawns
Deer bodies	Four legs, hooves, short tails, antlers on males
Deer food	Plants
Deer habitat	wilderness areas like forests
Deer behavior	Careful, avoid danger, use good sense of smell

[Back to Day 1](#)

Conclusions/Generalization n

Concept:

■ Objective

- We will draw conclusions and make generalizations.
- We will make inferences and predictions.

- **Importance:** drawing conclusions and making generalizations will help you better understand important information and ideas.

- Conclusion: a smart, reasonable guess about ideas that are not stated in the text.
- Generalization: a broad statement that is true most of the time
- Infer: to figure out something that is not stated directly
- Predict: to figure out what might happen in the future

The Deer in the Pasture

The deer jumped the fence and began to graze in the pasture with the sheep. Rabbits hopped around in the grass, eating leaves from tiny plants. Squirrel picked up nuts under the trees. A horse was eating grass at the other end of the pasture. Suddenly the deer raised its head and sniffed the air. It turned to look at the woods near the pasture. A wolf crept out of the shadows and under the fence to the pasture. The deer bounded away, jumped the fence, and ran off.

T-Map

Conclusions/Generalizations

Details	Conclusion or Generalization

Appositives

Objective

- We will correctly use commas with appositives.
- **Importance:**
 - Identifying appositives will help you know where to correctly place commas in a sentence.

Concept

- Appositive: a phrase placed after a noun to identify or explain it.
- Example:
 - The red deer, a large impressive looking animal, has a slender body and long legs.

Appositives

Skill

- Ask yourself these Thinking Questions:
 - Is there a phrase that follows a noun in the sentence?
 - Does the phrase identify or explain the noun before it?
- Place a comma before the appositive.
- Place a comma after the appositive.

I do

- The caribou of North America famous for their long migrations often travel in herds numbering tens of thousands.
 - I ask myself the Thinking Questions.
 - Yes, a phrase follows a noun in the sentence.
 - Yes, it explains the noun.
 - I place a comma before and after the appositive.
 - The caribou of North America, famous for their long migrations, often travel in herds numbering tens of thousands.

Appositives

Skill

- Ask yourself these Thinking Questions:
 - Is there a phrase that follows a noun in the sentence?
 - Does the phrase identify or explain the noun before it?
- Place a comma before the appositive.
- Place a comma after the appositive.

We do

- The elk the largest species of deer has a humped back and long, thin legs.
 - What is the noun (subject) of the sentence?
 - Is there a phrase that follows the noun and explains it?
 - Place commas around the appositive.

Appositives

Skill

- Ask yourself these Thinking Questions:
 - Is there a phrase that follows a noun in the sentence?
 - Does the phrase identify or explain the noun before it?
- Place a comma before the appositive.
- Place a comma after the appositive.

You do

- Elk solitary animals only come together during autumn.

Appositives

Closure

- What do we call a word or phrase which is placed after a noun to describe or explain it?
- Identify the appositive in the following sentence: The elk's ears extremely sensitive to sound are large and oval shaped.
 - a) ,are large and oval shaped,
 - b) ,extremely sensitive to sound,
- What is one thing you learned about appositives today?

Independent Practice

1. The whitetail deer a species native to North America has a large white tail.
2. His new neighbor Maria told Jacob about the deer on his property.
3. The elk's antlers lost each year between December and March begin to grow back in April.
4. Elk active during the early morning rest during the middle part of the day.
5. The elk's coat thick and coarse in texture is short except for the shoulders where it forms a distinct mane.

Persuasive essay

Objective

- We will study and evaluate persuasive essays.
- We will practice skills related to persuasive essays.
- We will use the writing process to plan a persuasive essay.

Concept

- Goal: a desired result or achievement
- Objection: a reason to disagree with an opinion or support a different opinion
- Reasons: ideas and information that support an opinion

What makes a great persuasive essay?

- The introduction clearly states the **goal** in a way that engages readers.
- It give strong **reasons** to support the goal and facts and examples that explain the reasons.
- Reasons are **ordered** from most to least important or from least to most important.
- It uses **positive, confident language**.
- It answers **objections** the audience might have.
- The **conclusion** sums up the reasons and repeats the call to action.

Persuasive Essay

- **Prompt**: Write a persuasive essay in which you try to convince your audience to support or not support the idea of school-assigned summer projects.

Strong Model

We all know that joyful feeling of turning in our textbooks and heading out the door for the first day of summer vacation. But before we go, let's look at what Ms. Palmer has asked us to do during those three months. I, for one, like the idea of keeping a journal about my life outside of school.

If you do the assignment this summer, you'll most likely get a better grade in English next year. Wouldn't that make your parents happy? They just might decide that writing in a journal each morning is even more valuable than your mowing the lawn!

Interesting experiences don't come to an end after the school doors close. When we learn to ride a horse, join a theater group, or go to Space Camp, we are making exciting discoveries. Why not share these with our teacher and classmates when September rolls around?

You don't have time to jot down notes? Use a tape recorder, and keep an oral journal of events.

Best of all, keeping a summertime journal is a way of recording and remembering how we feel and what we learn about ourselves each day. If you don't write it down, will you recall in five years how you finally trained your dog to fetch, or what happened at the campfire ceremony? These experiences are the stuff of great memories. In your journal, they will live on.

So before you moan and groan over Ms. Palmer's assignment, think of all the good things about it. It's an easy way to improve your grade, you get to share your fun experiences with your classmates and learn about theirs, and you'll be creating solid memories that will last for years. Grab your notebook as you run out of the classroom this June – and don't forget a pencil!

Weak Model

Our teacher asked us to do a summer project. It is keeping a weather log. The idea is okay with me. I'm writing to tell everyone else to do it, too. You could find the information in the local newspaper or on television. In the fall, we will give it to our new sixth-grade teacher and get extra credit if it is complete for all months.

We should do it because the weather changes every day. We could write down the rainfall and temperature. It doesn't take so long to keep notes on weather. It will hardly take five minutes a day.

So I think everyone should do what Mr. Gomez asked and keep the log. If anyone needs information about the project, I wrote it down in my notebook yesterday.

Talking About It

1. Does this persuasive essay have a good introduction? Explain.
2. What is missing from the body of the essay?
3. What positive words would you add to make the statement, "We should do it because the weather changes every day," more persuasive?

Day 2

Magazine

- **Vocabulary and Oral Language**
 - Context Cards (T146)
- **Comprehension**
 - “The Case of the Missing Deer” (T152-T157)
- **Spelling**
 - Day 2 (T172)
- **Grammar**
 - Day 2 (T174)
- **Writing**
 - Day 2 (T177)

Novels

- Mysteries of the Mummy Kids
- Skunk Scout
- Frindle

Other Uses for Commas

Objective

- We will use commas in series, in dates, and between city/state in sentences.

Concept

- Use commas to set off items in a series (3 or more items), elements of dates, and elements of an address when they appear in a sentence.
- **Example**
 - Deer eat plants, moss, leaves, and bark.

Other Uses for Commas

Sentence element	Explanation	Comma use
Series	List with 3 or more items	The girls played soccer, explored the woods, and watched deer.
Dates	Month, day, and year in a sentence	We had the party on June 30, 2009.
Address	City/state or street address + city/state	Her grandfather's cabin is on a large lake in Portage, Wisconsin.

Other Uses for Commas

I do

- A flying soccer ball
noisy children or the
small dog on a chair
may have frightened the
deer.

We do

- Mom Grandfather and I
quietly watched the deer
feed.

Other Uses for Commas

Closure

- When do we use commas in a sentence?
- Place commas in the following sentence:
 - We will be leaving on July 6 2009, to return to St. Paul Minnesota.
- What is one thing you learned today about commas?

Independent Practice

- Female deer are called does cows or hinds.
- A road between Evansville Indiana and Lawrenceville Illinois, has many deer crossings.
- On the evening of September 9 2010, I counted 4 bucks 12 does and 8 fawns.
- Deer have good night vision a keen sense of smell and excellent hearing.

Introduce the Focus Trait: Predicting Possible Objections

Importance

- It is important to predict and respond to readers' possible objections.
- This will help you persuade readers to do what you want them to.

Skill

- Use positive, confident language to answer the possible objections.

Introduce the Focus Trait: Predicting Possible Objections

“The Case of the Missing Deer”

- **Possible objection:** The cabin sounds nice, but what if I don't see any deer?”

Why is the second example stronger?

Examples

Weak Response	Strong Response
You might see a deer if you are lucky, but maybe not for the first few days.	You might think you'll never glimpse a deer, but if you set out snacks and have a little patience, you will almost definitely see deer arrive around dusk.

Introduce the Focus Trait: Predicting Possible Objections

Apply

- *You might not like the country, but it's nice.*
- What positive language could you use to address an objection to the country?

Independent Practice

- Focus Trait: Predicting Possible Objections Worksheets

Day 3

Magazine

- **Vocabulary and Oral Language**
 - Context Cards (T146)
- **Comprehension**
 - Poetry Place (T158-159)
- **Spelling**
 - Day 3 (T173)
- **Grammar**
 - Day 3 (T175)
- **Writing**
 - Day 3 (T177)

Novels

- Mysteries of the Mummy Kids
- Skunk Scout
- Frindle

Commas in a Sentence Review

- We do
 - Maria Todd and Nicholas first met Ernest Blake the brilliant scientist on July 1 2008.
 - Is there a *series* in the sentence?
 - How do you know?
 - Is there an appositive?
 - How do you know?
 - Is there a date?
 - What should the corrected sentence look like?

Commas in a Sentence Review

- Choose the letter that matches the correct answer.
 - **Which sentence uses commas correctly?**
- A) A doe may give birth to on two or three babies in spring.
 - B) A doe may give birth to one, two, or three, babies in spring.
 - C) A doe may give birth, to one, two, or three babies in spring.
 - D) A doe may give birth to one, two, or three babies in spring.

Commas in a Sentence Review

- Read the sentence.
Which rule for using commas has been applied?
 - **Lyme disease, a bacterial infection, is spread by the deer tick.**
- A) Set off appositives
 - B) Set off words in a series
 - C) Set off elements in a date
 - D) Set off phrases in a series

Commas in a Sentence Review

■ Which sentence uses commas correctly?

- A) Meet me at the zoo in Albuquerque, New Mexico on June 12, 2010.
- B) Meet me at the zoo in Albuquerque, New Mexico, on June 12, 2010.
- C) Meet me at the zoo in Albuquerque New Mexico, on June 12, 2010.
- D) Meet me at the zoo in Albuquerque, New Mexico, on June 12 2010.

Commas in a Sentence Review

- Read the sentence and find the error. Which sentence tells how to correct the error?
 - **Wild deer that are fed by people may lose their protective sense of fear, damage property or harm pets.**
- A) Insert a comma after *people*
 - B) Insert a comma after *lose*
 - C) Insert a comma after *property*
 - D) Insert a comma after *and*

Prewriting: Exploring a Topic (T177)

Objective

- We will use the writing process to plan a persuasive essay.

Skill

- Brainstorm possible objections to your goal.
- Use the objections to create your reasons.

Prewriting: Exploring a Topic (T177)

Topic:

We should each choose a summer project that really interests us.

Possible Objection	Answer
I don't have time	
Summer is just for fun.	
I can't think of anything I'd like to do	

What are other objections you might have about doing a summer project? What reasons might answer those objections?

Day 4

Magazine

- **Vocabulary and Oral Language**
 - Latin Roots (T166)
- **Comprehension**
 - Activity Central (T160-161)
- **Spelling**
 - Day 4 (T173)
- **Grammar**
 - Day 4 (T175)
- **Writing**
 - Day 4 (T178)

Novels

- Mysteries of the Mummy Kids
- Skunk Scout
- Frindle

Latin Roots

Objective

- We will determine the meaning of words with Latin word roots.
- **Importance**
 - Knowledge of Latin roots and the meaning of prefixes and suffixes can help us determine the meanings of new words.

Concept

- Latin root: a word part that comes from Latin and has meaning but cannot stand alone
- **Example**
 - Spect ~ “to look at”
 - The agent will inspect our bags.

Latin Roots

Skill

- Underline the Latin root.
- Circle the other roots, prefixes, or suffixes that have been added.
- Identify the meaning of each word part.
- Put the meanings of the parts together.
 - Attempt the meaning of the word.
 - Verify the meaning with the context or a dictionary.

I do

- transmit
- the root *mit* means “to send”
- the prefix *trans* means “over, across”
- *Transmit* means “to send over or across”

Latin Roots

Skill

- Underline the Latin root.
- Circle the other roots, prefixes, or suffixes that have been added.
- Identify the meaning of each word part.
- Put the meanings of the parts together.
 - Attempt the meaning of the word.
 - Verify the meaning with the context or a dictionary.

We do

- manuscript
- the root *manu* means “hand”
- the root *script* means “to write”
- *Manuscript* means “written by hand”

Latin Roots

Skill

- Underline the Latin root.
- Circle the other roots, prefixes, or suffixes that have been added.
- Identify the meaning of each word part.
- Put the meanings of the parts together.
 - Attempt the meaning of the word.
 - Verify the meaning with the context or a dictionary.

Practice

- Actor
- Credible
- Convene
- Visible
- Reverse
- Extract
- Liberation
- Dental

Making Comparisons

Spiral Review

Objective

- We will use adjectives to compare people, places, or things.

Skill

- Add –er to one-syllable adjectives to compare 2 things
 - For most 2-syllable adjectives add *more* or *less*
- Add –est to one-syllable adjectives to compare three things
 - For most 2-syllable adjectives add *most* or *least*

Guided Practice

- The doe is (more small, smaller) than the buck.
- The fallow deer is (more common, most common) in Europe than in the United States.
- A deer feels (safer, safest) when there are no enemies around.
- We find the mouse deer (more fascinating, most fascinating) of all.
- Deer populations that grow too large are (less healthy, least healthy) than smaller ones.

Writing Transparency 35

Opinion: School-assigned summer projects are a good idea

Reason:

Details:

Reason:

Details:

Reason:

Details:

Day 5

Magazine

- **Connect to the Big Idea**
 - Discuss Literature (T168)
- **Writing**
 - Day 5 (T178)
- **Vocabulary and Oral Language**
 - Latin Roots Quiz
- **Comprehension**
 - Conclusions and Generalizations Quiz
- **Spelling**
 - Test (T173)
- **Grammar**
 - Commas in Sentences Quiz

Novels

- Mysteries of the Mummy Kids
- Skunk Scout
- Frindle

Discuss Literature

Compare Texts

- What kinds of creatures are discussed in *Fossil Fish Found!* and *The Case of the Missing Deer*?
- What discoveries are made in each selection?

Discovery takes many paths

- How does the captain's mysterious catch in *Fossil Fish Found!* lead scientists to discover something?
- How do the efforts of the characters in *The Case of the Missing Deer* lead to discovery?
- How are the scientist's efforts and the efforts of the boys and girls different?

Discuss Literature

How can discoveries surprise us?

- How does the capture of the mysterious fish surprise the captain? How does it surprise the scientist?
- What did Blake and his friends discover about deer? How did it surprise them?

Texts to the World

- What discoveries have you made? What surprised you about them?
- What has surprised you about other people's discoveries?

Writing Transparency 36

Opinion: A summer vacation project is a good idea.



Reason: The summer isn't only a time to relax. It's also a great time to start a project.

Details: You can chart the stars on a clear summer night, or do a science experiment with plants that do not grow in the winter.



Reason: We don't always need teachers to learn. It's important to learn on our own.

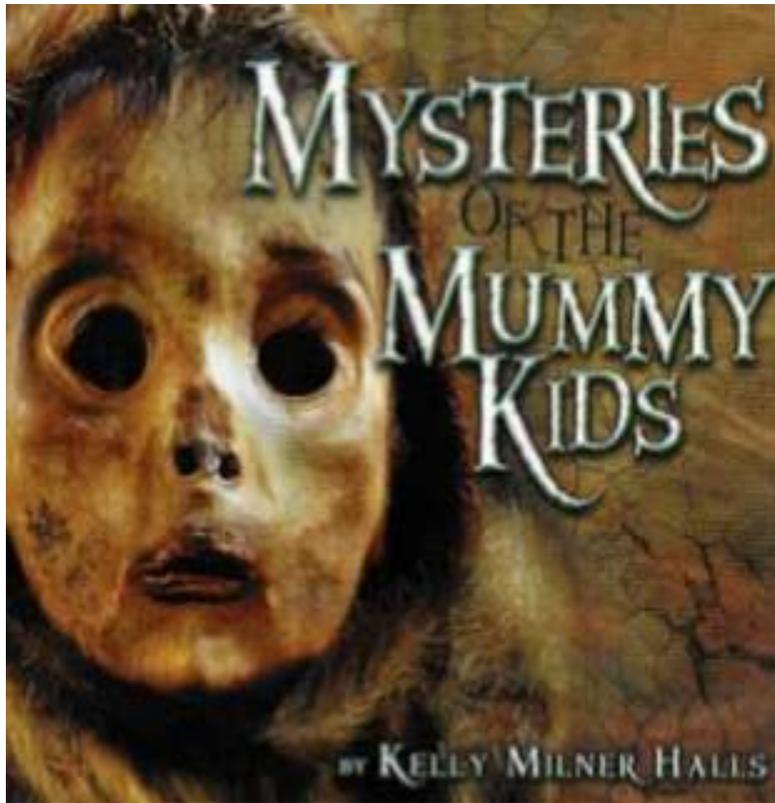
Details: During the school year, a teacher corrects all our work for us. You can learn from your mistakes better if you are the one who fixes them



Reason: Kids get bored during the summer.

Details: the summer can be long and hot, and kids end up wasting a lot of time sitting around watching TV.

Mysteries of the Mummy Kids



- [Day 1](#)
- [Day 2](#)
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Day 1

Review (28-40)

- What do researchers believe was the cause of death for many of civilization's oldest mummies?
- Who are the most famous mummies? What made them famous?

Preview (41-53)

- Where else do you think people have found mummies?
- What do you think a paleopathologist is?
- As you read, note the differences between the mummies of Europe and Asia and the mummies we've already learned about.

Vocabulary

- Anoint: to apply a special perfume or oil as part of a ceremony
- Synthetics: materials that are man-made
- Isolate: to keep apart from others
- Bogs: wet, swampy lands where many plants grow
- Composition: what something is made of
- Intact: keeping something together without disturbing the pieces.
- Accurate: an exact measurement
- Vulnerable: fragile, easily destroyed
- Suspended: to hang in the air
- Majority: more than half of something

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

■ Anoint

■ The priests _____ the bodies with a special perfume.

■ Synthetic

■ The plane seemed to be _____ in air.

■ Isolate

■ The sick child was _____ from the rest of the village.

■ Bogs

■ A _____ of the students turned their homework in on time.

■ Composition

■ The mummy was wrapped in _____ material.

■ Intact

■ The scientists were thrilled to find an _____ mummy.

■ Accurate

■ European mummies were preserved in _____ that provided the perfect environment for mummification.

■ Suspended

■ What is the _____ of that spice mixture?

■ Majority

■ The infant's unprotected skin was _____ to mosquito bites.

■ Vulnerable

■ Please, be _____ with your flour measurements for the cake.

Reading the Book

Pages 41-45

■ Before Reading

- Use background knowledge and information from the text to figure out something that is not directly stated.
- A conclusion is a smart reasonable guess about ideas not stated in the text.

■ During Reading

- How are the mummies of Europe and Asia different from the mummies of South America and Egypt?
- How do you think Mandy Aftel feels about her job as a chemist and the creator of Sherit?
- Why is it important for Yde girl to have facial reconstruction?

Reading the Book

Pages 46-49

■ Before Reading

- Use background knowledge and information from the text to figure out something that is not directly stated.
- A conclusion is a smart reasonable guess about ideas not stated in the text.

■ During Reading

- How are the mummies of Europe and Asia different from the mummies of South America and Egypt?
- How do you think Mandy Aftel feels about her job as a chemist and the creator of Sherit?
- Why is it important for Yde girl to have facial reconstruction?

Inference Map

Page T378

Topic:
Yde Girl
pp. 44-45

Detail



Detail



Detail



Conclusion

Reading the Book

Pages 50-53

■ Before Reading

- Use background knowledge and information from the text to figure out something that is not directly stated.
- A conclusion is a smart reasonable guess about ideas not stated in the text.

■ During Reading

- How are the mummies of Europe and Asia different from the mummies of South America and Egypt?
- How do you think Mandy Aftel feels about her job as a chemist and the creator of Sherit?
- Why is it important for Yde girl to have facial reconstruction?

Inferring

Page T380

- Why do you think wealthy people of Sicily in the late 1500s chose to have their bodies mummified?
- What do you think made a European's journey on the Silk Road difficult and dangerous?
- Why do you think the Celts “built wooden roads across the bogs”?

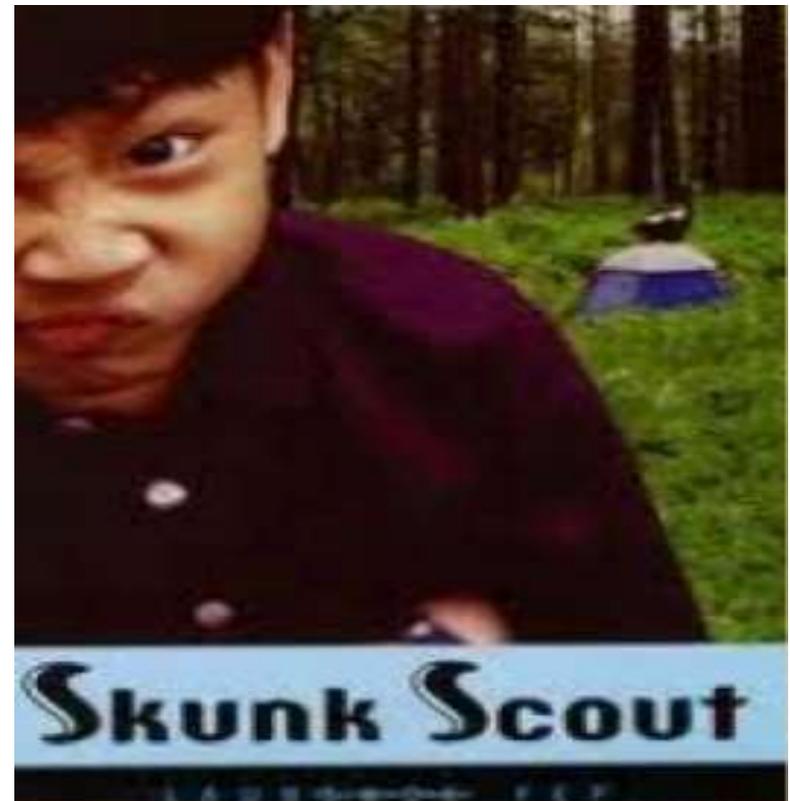
Connect to the Big Idea

How can discoveries surprise us?

- What surprising information did the scientist learn about ancient cultures from the kid mummies of Europe and Asia?
- In *Fossil Fish Found*, what was the discovery that surprised Dr. Smith?
- If you could join an expedition to excavate a mummy in northwestern Europe or Asia, where would you go? Why?
- What questions would you ask P.V. Glob, author of *The Blog People*?

Skunk Scout

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



[Back to Week 4](#)

Day 1

Review (ch. 7-10)

- What problems have the characters encountered on their camping trip so far?

Preview (ch. 11-13)

- What do you think will happen next?
- Skim through the chapters and make predictions.

Vocabulary

- Casually: something done in an informal or offhand way
- Bothered: to have made an effort or concerned oneself with a problem
- Flap: a piece of cloth that serves as the door of a tent
- Cautiously: something done carefully or with concern for safety
- Unmistakable: something that is easily recognized.
- Precaution: care taken beforehand or something done ahead of time
- Winced: flinched or drawn back suddenly
- Stuffy: dull or boring
- Lopsided: heavier on one side
- Threatened: to be warned of coming danger

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

■ Casually

■ My little brother _____ me while I was trying to watch a movie.

■ Bothered

■ The students _____ walked out for lunch.

■ Flap

■ If a friend _____ to leave, how would you respond?

■ Cautiously

■ Please _____ cross the busy street.

■ Unmistakable

■ As the doctor gave me a shot, I _____ in pain.

■ Precaution

■ Remember to close the _____, so bugs don't get in.

■ Winced

■ The _____ pile of laundry tumbled all over the floor.

■ Stuffy

■ Our _____ professor put us to sleep with his lecture.

■ Lopsided

■ What _____ might you take before going camping?

■ Threatened

■ The signs were _____, a storm was coming.

Reading the Book

Chapter 11

■ **Before reading**

- Use what you know about camping and nature as you read.
- Remember to draw conclusions, infer, and predict continuously as you read.

■ **During reading**

- How do you know that the raccoon is not a serious threat to the campers?
- Do you think the campers will ever be able to eat the hot dogs and hamburgers? Why or why not?

Reading the Book

Chapter 12

■ **Before reading**

- Use what you know about camping and nature as you read.
- Remember to draw conclusions, infer, and predict continuously as you read.

■ **During reading**

- How do you know that the raccoon is not a serious threat to the campers?
- Do you think the campers will ever be able to eat the hot dogs and hamburgers? Why or why not?

Inference Map

Page T266

Topic: Teddy's trip to the rest room

Teddy thinks about darkness and rustling noises.

Teddy wishes they hadn't told scary stories.

Detail:

Detail:

Teddy leaves the tent cautiously.

Detail:

What conclusion can we draw about Teddy's trip to the bathroom?

Teddy is embarrassed that he needs his brother's help finding his way back to the tent.

Reading the Book

Chapter 13

■ **Before reading**

- Use what you know about camping and nature as you read.
- Remember to draw conclusions, infer, and predict continuously as you read.

■ **During reading**

- How do you know that the raccoon is not a serious threat to the campers?
- Do you think the campers will ever be able to eat the hot dogs and hamburgers? Why or why not?

Conclusion/Generalizations

Page T268

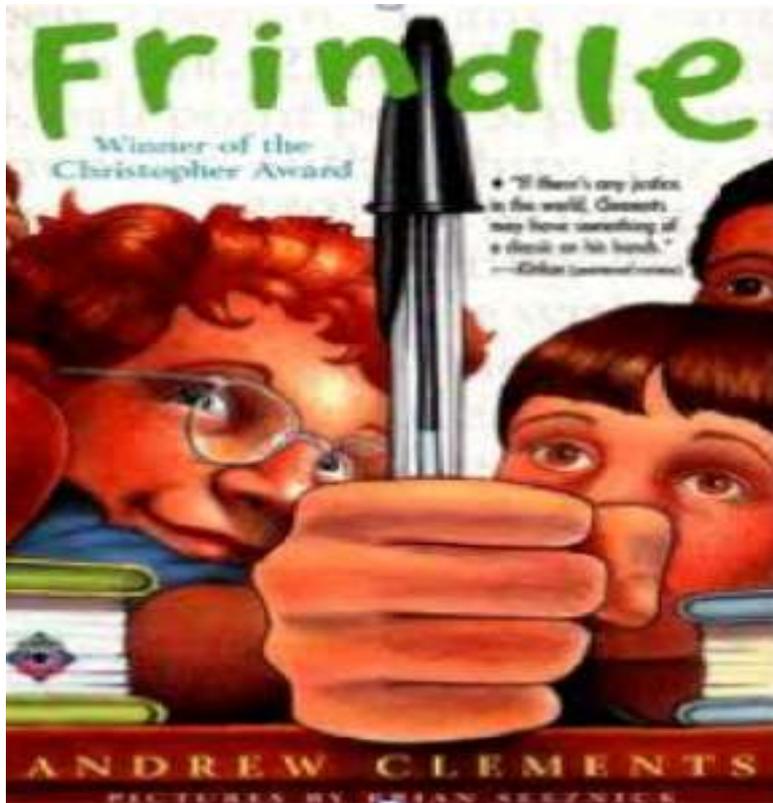
- Do you think Teddy is being fair to himself when he feels he made a fool out of himself by letting Bobby help him back to the tent? Explain.
- Do you think that Teddy will end up being a clam?
- In what ways is Teddy changing?
- Explain why you think Teddy does not want to go on the hike.

Connect to the Big Idea

How can discoveries surprise us?

- How does the hike surprise Teddy in Skunk Scout?
- What other surprises in nature did we read about this week?
- What could Teddy learn about nature if he were ever to visit Blake in “The Case of the Missing Deer”?
- How might being open to exploration and new discoveries surprise you?
- Name some things you’d like to do that you have not tried before.

Frindle



■ Day 1

■ Day 2

■ Day 3

■ Day 4

■ Day 5

[Back to Week 4](#)

Day 1

Review (ch. 7-9)

- Why did Nick's school principal pay a visit to his house?
- Who seems to be winning the war of the words so far?

Preview (ch. 10-12)

- What does the picture on page 64 tell you about the story?
- What do you think the title of Chapter 12 means?
- What do you think will happen next?

Vocabulary

- Rowdy: loud, wild, and energetic
- Pursed: lips drawn together
- Fad: something that quickly becomes popular and then fades away
- Merely: doing nothing more than necessary
- Masterminded: one who comes up with and directs the plan
- Awkward: someone who is clumsy or self-conscious
- Investment: the act of putting in money or time
- Subscribed: signed up to get a magazine regularly
- Profit: to get back more of something than is put in
- Ruckus: a noisy disturbance or an uproar

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

■ Rowdy

■ I was _____ trying to help carry the groceries.

■ Pursed

■ Mrs. Freed _____ her lips during her interview.

■ Fad

■ When a rat ran into the classroom, it caused quite a _____

■ Merely

■ Wearing *Silly Bands* was a _____ this year.

■ Masterminded

■ Who _____ a plot that raised issues of free speech?

■ Awkward

■ We made a _____ when we sold our candy grams.

■ Investment

■ The crowd got _____ when the grand slam was hit in the 9th inning.

■ Subscribed

■ Have you _____ to any magazines or newspapers?

■ Profit

■ Making _____ now will help you in the future.

■ Ruckus

■ What kind of situation would make you feel _____?

Reading the Book

Chapter 10

■ Before Reading

- Authors expect readers to “read between the lines” – use your experience and text clues to find information the author hasn’t clearly stated.
- A conclusion is a smart, reasonable guess about what’s left out based on text clues and experience.

■ During Reading

- Why are the news media interested in the frindle story?
- How
- Even though he isn’t named, how do we know the identity of the boy who speaks to the reporter?

Reading the Book

Chapter 11

■ Before Reading

- Authors expect readers to “read between the lines” – use your experience and text clues to find information the author hasn’t clearly stated.
- A conclusion is a smart, reasonable guess about what’s left out based on text clues and experience.

■ During Reading

- Why are the news media interested in the frindle story?
- How
- Even though he isn’t named, how do we know the identity of the boy who speaks to the reporter?

Inference Map

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Mrs. Freed: stopped smiling, pursed her lips, narrowed her eyes

Mrs. Chatham:

Mrs. Granger:

Conclusion:

Reading the Book

Chapter 12

■ Before Reading

- Authors expect readers to “read between the lines” – use your experience and text clues to find information the author hasn’t clearly stated.
- A conclusion is a smart, reasonable guess about what’s left out based on text clues and experience.

■ During Reading

- Why are the news media interested in the frindle story?
- How
- Even though he isn’t named, how do we know the identity of the boy who speaks to the reporter?

Evaluate Conclusions

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- Is the reporter, Judy Morgan, for or against the “student rebellion”?
- What were the results of Judy Morgan’s interviews at Lincoln Elementary School?
- How is the spread of the new word a good thing? How is it not so good?
- Who benefits from “frindle” becoming a well-known word, and why?

Connect to the Big Idea

How can discoveries surprise us?

- How did Nick's discoveries about the origin of words lead to some surprises? Who was surprised and why?
- In *Fossil Fish Found*, what was the discovery that surprised Dr. Smith?
- What discoveries in past times have surprised people?
- How do people often respond to unexpected discoveries or surprises?
- What discovery have you made that surprised you?