

Grade 4

Hello, Universe

by Erin Entrada Kelly

Novel Guide

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Dear Teachers,

Welcome to the Amplify CKLA novel guide for *Hello, Universe*. We know that you do a nearly impossible job, and we hope this guide helps make that job a little easier.

This guide contains nearly everything needed to facilitate a novel study—the only thing you will supply is the book. This novel study will help your students grow in their reading abilities and their enjoyment of authentic texts, but—crucially—it will also help them grow as individuals. *Hello, Universe* will challenge students to reconsider their first impressions of people, reflect on their relationships with their families and friends, integrate the different kinds of learning they do throughout the school day, and develop their social and emotional well-being.

They will also, of course, develop their skills in reading, writing, speaking and listening, and language. Each set of activities offers opportunities for students to practice each skill, and activities are designed for flexible implementation and differentiation. The following pages contain more detail about how to use this guide.

Thanks for all you do to enhance and enrich the lives of students.

The **Amplify** CKLA Team

About the Book

Hello, Universe, published by Greenwillow Books in 2017, is a novel by Erin Entrada Kelly. It has earned the following recognition:

- John Newberry Medal (2018)
- Starred reviews on *Booklist*, *Kirkus*, and *Publisher's Weekly*

Why We Selected It

Hello, Universe follows the story of four middle schoolers on their first day of summer break. Though not all of them have met, their individual lives come together on one fateful day.

Virgil is a shy boy whose closest friend is his guinea pig, Gulliver. His grandmother is raising him with stories and myths from the Philippines. But he doesn't have time to think about their meanings; he's preoccupied with the last day of school and what it means for him: he's a Grand Failure.

Valencia, who has grown up mostly deaf, is ready for a summer of solitude. She has a zoological diary full of notes on wildlife and is looking forward to what she can learn. There's only one problem: a recurring nightmare that she can't quite shake and whose meaning she can't figure out.

Chet is the neighborhood bully, stronger and louder than the other kids at school. His favorite prey, other than Valencia, is Virgil. When he comes across Virgil in the woods, he plays a prank on him that puts all of them in jeopardy.

Kaori is convinced she has the power of second sight, and she owns a business, with her sister at her side, of telling fortunes and reading star charts. She has the power to help Virgil and Valencia, but when Chet strikes, she has much more to worry about than star signs.

As the novel progresses, the four characters weave in and out of each other's lives, proving to each other and the reader the truth behind Kaori's biggest piece of wisdom: *There are no coincidences*.

About the Author

Erin Entrada Kelly is the multi-award winning author of several works of children's fiction. Before she began writing novels, Kelly worked as a journalist for the *American Press* and as an editor for *Thrive Magazine*. Since 2015, she has been delighting readers with her children's novels and short stories for adults.

Connections to CKLA Domains

A core foundation of Amplify CKLA is developing content connections throughout all units and domains, within and across grades. As students work through *Hello, Universe*, you may choose to relate the subject matter to the following domains Amplify CKLA students have encountered previously.

- Kindergarten, Domain 2, *The Five Senses*
- Grade 1, Domain 1, *Fables and Stories*
- Grade 1, Domain 3, *Different Lands, Similar Stories*
- Grade 1, Domain 8, *Animals and Habitats*
- Grade 2, Domain 4, *Greek Myths*
- Grade 2, Domain 6, *Astronomy*
- Grade 3, Unit 2, *Animal Classification*
- Grade 3, Unit 7, *Astronomy*

Things to Know

- A few themes throughout *Hello, Universe* may provoke strong emotional responses in students. These are opportunities to offer students information for coping and strategies for developing social-emotional learning capacities. For example, students will encounter Chet, the class bully, who makes several shocking observations about Valencia's deafness—poking fun at her disability and calling her “weird” and “abnormal”—and Virgil's need for additional help in class, using words like “retarded.”

- Another character, Kaori, holds mystical beliefs that some families may not agree with. She “speaks to spirits,” consults crystals and stones to read people’s fortunes, and utilizes a star chart throughout the novel.
- Towards the end of the novel, the children stage their own rescue party, so you may wish to remind students about seeking adult help in emergencies.
- There are several opportunities to discuss these themes with students as the novel progresses; if needed, consult the “Additional Resources” section below for supporting materials.

Additional Resources

As students read this book, you may wish to facilitate discussions of bullying and deafness. The following resources may aid in your preparation and help further your own understanding of the subjects.

- **AI Media** works with hearing-impaired people to caption live and pre-recorded videos. One particular page—Sign Language Alphabets from Around the World— includes a video recording of someone signing American Sign Language, as well as charts that show the differences between various sign languages around the world.
- **National Deaf Children’s Society** is based in the United Kingdom, but its online resources are universally helpful. For example, one resource on its website gives tips on how to best speak with hearing-impaired people who can read lips, many of which are referenced in *Hello, Universe*.
- With resources for responding to both in-person bullying and cyberbullying and for the prevention of such actions, **Stop Bullying** is a great resource to diffuse a situation or simply to educate teachers, parents, and students.
- **Crash Course** is a great YouTube resource, and Crash Course Kids is made with children in mind. Included on this channel are several videos, each fewer than five minutes long, which describe in detail various constellations students will encounter in *Hello, Universe*. Relevant videos include “Constellations,” “Constellation Locations,” and “The Zodiac Constellations.”

If students finish the book early, or if they enjoy it and want to read further, they may enjoy the following recommendations, which are also located in the “Student Resources” Blackline Master. We recommend that you review texts and use your discretion to choose those that will be most effective and appropriate for your classroom.

- *The First Rule of Punk* by Celia C. Pérez
- *The Season of Styx Malone* by Kekla Magoon
- *Holes* by Louis Sachar
- *The Girl Who Drank the Moon* by Kelly Barnhill

Implementing Novel Study

Amplify CKLA novel studies are designed for flexible implementation. They may be used for an entire class, or they may be assigned to individuals or groups of students. The following list contains some possible scenarios for implementing a novel study:



- **Dedicated classroom reading time**—Many schools have dedicated reading time set aside throughout the school day or week.
- **Enrichment or extension**—Students in need of an additional challenge may benefit from the novel study materials, which they may pursue independently if desired.
- **Gifted and Talented Instruction**—Novel studies may be used in pull-out time for students.
- **After-school or summer programs**—Students in these programs may benefit from novel study, as it offers engaging and flexible materials designed around authentic texts.
- **Flex unit**—Teachers who already designate some classroom time to novel study may enjoy having more text options without having to create their own scaffolding.
- **Post-Assessment unit**—Novel studies offer a way to capitalize on classroom time after high-stakes assessments without leaving students burned out on learning.

In the Classroom

For each reading selection, this guide contains a Blackline Master of activities, divided into five categories.

- **Ask** contains questions for discussion, reflection, or brief written responses. These questions cover information all students should understand as they read the text.
- **Explore** offers students brief research opportunities centered around items mentioned in the text. These opportunities help students build background knowledge and deepen their understanding of what they have read. If you would like to assign students activities from this category, assemble resource materials for them to consult as they research.
- **Imagine** activities allow students to use creativity to develop themes and ideas from the text through further reflection. They may write new scenes, explore character motivation, visualize a setting from the text, or consider how they would respond to characters' ideas.
- **Observe** prompts students to take notes or make other kinds of observations about what they have read. Students analyze characters' conclusions, explore the use of text features, make Venn diagrams and T-charts, and use other forms to gather and interpret information.
- **Understand** questions push students to explore Social-Emotional Learning connections to the text. Sometimes they consider a character's emotional or behavioral response, weighing possible alternative actions a character could have taken. At other times, students reflect on their own understanding of and response to challenging situations or experiences. These questions, which we recommend a teacher facilitate, offer a springboard to help students develop social-emotional learning competencies.

These activities are designed for customization and flexible implementation to best fit your students' needs. They may be conducted as whole- or small-group activities, or students can pursue them individually or with a partner. Teachers may wish to have students respond to the activities in writing, orally, or in other formats (such as multimedia).

Although teachers may use discretion to have students write about or discuss any of the prompts, those marked with  are particularly well-suited for writing, while those marked with  are especially useful for discussion.

Students who are ready for a challenge may complete each type of activity for every set of assignments; however, this is not a requirement. We suggest that students always start with the “Ask” activities to ensure that they understand a sufficient portion of the text. Then teachers may allow students to customize their experience with the book. If a student needs to build confidence, you may wish to assign them the activity type with which they are most comfortable. Conversely, you may wish to help students build particular skills by focusing on an activity type that targets those skills. We do suggest that students attempt each activity type at least once throughout the novel study experience.

Many of these questions are designed to be open-ended; however, questions for which specific answers exist have those answers provided in the Answer Keys located in the Teacher Resource section of this guide.

Fluency Practice

Students who need additional practice in fluency may benefit from any of the following options.

- **Read-Alouds**—Ask students to read the text aloud. This may be employed as a routine part of reading and works well in a whole- or small-group setting. Students may read chorally or individually.
- **At-Home practice**—If classroom policies allow, students may take the novel home to read aloud to a family member, pet, or any other listener.
- **Performance**—Students should pick (or you may assign) a passage from the text that they will practice reading, then read aloud to the class or other audience. We recommend a short passage of approximately 150 words. In this performance, students should read the text rather than memorizing it; reading, rather than reciting, is an important criterion of fluency practice.
- **Five-Day Fluency Routine**—Have students practice the Amplify CKLA Five-Day Fluency Routine with a passage from the text. We recommend a short passage of approximately 150 words for this routine. A detailed description of this routine appears near the end of this guide.

Vocabulary Acquisition

Students may use any of the following strategies to develop their vocabulary during the novel study.

- **Vocabulary notebooks**—Students may list unfamiliar words they encounter in the text, then research and record definitions for those words.
- **Amplify Vocabulary App**—Students may gain additional vocabulary knowledge through the Amplify Vocabulary App.

Additional Prompts for Longer Assignments

The following suggestions pertain to longer assignments you may wish to assign in conjunction with this text.

Writing

- **Narrative Writing:** Ask students to compose a new scene for the book. Perhaps they might write a scene showing the Tanaka parents or Chet's mother interacting with their respective children, one depicting Lola as a young girl in the Philippines, a recreation of a scene in the book in which the students write themselves into the story, or a scene showing the characters back at school after the events of the novel. The idea is to have students consider a part of the book that could be elaborated with a new scene, then to craft that scene logically based on what they already know about the book's characters.
- **Informative Writing:** Ask students to spend one week keeping a zoological journal like Valencia's. They might use this opportunity to go to a zoo or nature center, take a walk in their neighborhood (with an adult's permission), or simply observe their own backyard or the school grounds. What animals do they come across, and what do they observe about these animals' habits and characteristics?
- **Opinion Writing:** Ask students to write an essay analyzing the statement "There are no coincidences." Based on the events in the novel, do students find the statement to be true or false? Remind them to use textual evidence in their essay.
- **Writing about Literature:** Many opportunities exist for applying literature standards to writing. For example, you may wish to have students compare and contrast the point of view from which different chapters are narrated, including the difference between first- and third-person narrations by Valencia and Virgil, respectively.

Research

Ask students to research in depth a question they have derived from a topic in the text, using resources found in the classroom, school library, or (with proper supervision) the Internet. Students may share their research in different ways—writing reports, recommending changes they would like to see in their community based on what they have learned, poster presentations, short presentations to peers or community members, a blog post or school newspaper article, and so on. It is important to help students determine an appropriate application and venue for their research.

Potential research questions include:

- How do the things needed to care for a dog compare to and contrast with the things needed to care for a guinea pig? If time permits, students may evaluate what they have learned and write an opinion about which pet they would prefer to have.
- How would you educate someone like Chet, who bullies people without knowing much about them? Look for some resources that may help you.
- Have students research a zodiac sign—theirs or one they find interesting. What is the story behind that zodiac sign? What time of year is that zodiac's constellation visible in the sky in your area?
- What other Filipino myths, legends, or fairy tales exist? Research them and pick a favorite from the list you find. If time permits, retell your myth, legend, or fairy tale to a peer.
- What are the signs of bullying? What are the resources available at school to help students struggling with bullying, and how can students help others who are bullied?

Performance Task

After students have read the novel, ask them to develop a scene depicting one of Lola's stories. This is similar to a movie poster or trailer, in that it is meant to interest others in reading the book. Students should think about how best to portray the story while also keeping the moral of the story in mind. They can choose to record this scene or act it out in person; we recommend you base your assignment on the tools typically available to

your students. If video cameras or phones are available, you may wish to let them write, rehearse, and perform their story for recording and sharing. If these tools are not available, you may prefer to set aside time to let each group perform their story. If time permits, students can put together costumes or props to aid with their scene.

Potential stories include:

- The Stone Boy (Chapter 1)
- Frederico the Sorrowful (Chapter 1)
- Dayapan and the Great Spirit (Chapter 3)
- Ruby San Salvador (Chapter 3)
- Malaya of the Crocodiles (Chapter 8)
- Pah and the Island of Balatama (Chapter 17)
- Paulito (Chapter 28)

For additional metacognition, we recommend you ask students to reflect on their work, including explaining why they decided to present the text in the manner selected. Their decisions will likely reveal insights about the text and its significance to them.

Reading: Chapters 1-3

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What is Virgil's parents' nickname for him? Why do they call him this name?
 - » They call him Turtle, because he won't "come out of his shell."
- 2) What happens to the Stone Boy in Lola's dream?
 - » He begs a rock to eat him. When it opens its mouth, he jumps inside and his parents cannot get him out.
- 3) Who is Ruby San Salvador? What happens to her in the story Lola tells Virgil?
 - » Ruby San Salvador was a girl from Lola's village. She had her fortune read, but no one could predict her destiny.
- 4) What happens in Valencia's nightmare? What could it mean?
 - » She is in a field surrounded by people, but after a solar eclipse, she is left alone in the field. Answers may vary but could include that she is afraid of being left alone.
- 5) Why doesn't Valencia want to tell her mother about her nightmare?
 - » Answers may vary but could include that her mother is overprotective, may ask her a lot of questions, or will bring her to see a psychiatrist.

Have students break down the nightmare into different parts and describe what happens in each part.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) Some of the words Virgil's family uses are Tagalog, a language spoken in the Philippines. Search for those italicized words and phrases and use their context to guess their meanings. Then use a translating dictionary to find out what the words mean.
- 2) Research what the alphabet looks like in sign language and practice signing your name or the first five letters of the alphabet.
- 3) Lola thinks that Virgil would be such a good piano player, he could play at Madison Square Garden. What is Madison Square Garden, and why would it be so impressive for him to play piano there?

Imagine



Have students locate textual details about Virgil to help them craft their answers.

- 1) Virgil's parents have nicknamed him Turtle, but he does not like that name. If you were to give Virgil a different nickname, what would it be and why?
- 2) Valencia names a few books that would describe Roberta, since Roberta had given her a book called *Famous Deaf People in History*. Brainstorm book titles that would describe you if you were included in a "famous people" book. Who else would be included?

Observe

- 1) At the end of Chapter 2, Valencia says there are plenty of things for her to do that summer. List the sentences that come after her statement. What do they all have in common? Why do you think Valencia repeats this thought?
- 2) Review the scene in Chapter 3 where Virgil comes downstairs for breakfast. What are his family members doing and saying? Compare and contrast their actions.

Understand



Direct students to the section where she discusses what she and her father used to do. Why don't they do those things now?



Start with a list of activities to read aloud and have students answer "alone" or "with friends."

- 1) Valencia says she doesn't think her father "knows how to be a dad to an eleven-year-old girl." Why does she think this? Why might her father find it difficult to talk to her?
- 2) At the end of Chapter 2, Valencia says that she doesn't need anyone to have fun with, because it is less trouble to be by herself. What are some things you prefer to do by yourself? What activities would you want to do with other people?
- 3) Virgil's father says that "boys need to play sports, not fool around on a silly piano." How would you respond to that statement?

Reading: Chapters 4-6

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What does Kaori tell people about her family's history? What is their actual story?
 - » She tells people they were born in a mountaintop samurai village. They are actually from Ohio.
- 2) How are Kaori's and Gen's bedrooms different? What do their bedrooms say about them?
 - » Kaori's is tidy, sparse, and contains star charts and incense; Gen's is messy, pink, and full of toys. Their rooms suggest that Kaori is more serious and single-minded, whereas Gen enjoys playing and having fun.
- 3) What did the pet shop employee forget to tell Virgil about guinea pigs?
 - » Guinea pigs are social creatures.
- 4) What does Virgil say to his mother instead of asking her not to call him Turtle? Why?
 - » He says, "*Mahal kita*," which means "I love you" in Tagalog. Answers may vary but could indicate that Virgil was too shy or didn't want to hurt his mother's feelings.
- 5) Why does Virgil avoid 1417 Elm Street?
 - » Chet Bullens lives there, and Virgil wants to avoid him.



Have students think about their own bedrooms and how their personalities show through their decorations.

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Kaori keeps a zodiac rug in her room and refers to its signs as she works. Look up the zodiac signs; which sign does your birthday fall under?
- 2) When Virgil leaves his house, he tells his mother "I love you" in Tagalog. Pick one other language you do not already speak and look up how to say "I love you" in that language.



Ask students prompting questions, such as “Where was Kaori when she discovered this about herself?” or “Was anyone else with Kaori when it happened?”

Imagine

- 1) Kaori mentions that she has the power of “second sight,” which she believes must have come from someplace magical. Compose a short scene in which Kaori finds out she has her new ability.
- 2) Virgil imagines what he’d say to Chet if he was braver. If you were in his position, how would you respond to Chet?

Observe

- 1) Virgil thinks Gulliver is suffering from “debilitating depression.” Based on what you have observed of Gulliver, is Virgil correct? Use textual evidence to support your answer.
- 2) Virgil thinks his mother is trying to prove a point by using up all of the mangoes and clementines that Lola says are wasteful. What point might she be trying to prove?



Remind students of the dynamic in the Salinas house and ask them why Virgil might have trouble speaking up.

Understand

- 1) Virgil doesn’t like it when his family calls him Turtle. Why do you think he hasn’t told them? How could he talk to them about it?
- 2) Chet calls Virgil some hurtful names. How is this similar to Virgil’s parents’ nickname for him, and how is it different?

Reading: Chapters 7-9

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What kind of house does Kaori live in? Why does Virgil excuse it?
 - » She lives in an ordinary house because her parents bought it. Virgil excuses it because kids can't pick their parents.
- 2) How do Kaori and Gen react to Gulliver's presence, and what does this reveal about their personalities?
 - » Kaori calls him a rodent and doesn't want him there, while Gen is excited and wants to interact with him. Answers may vary but could include that Kaori is very businesslike, while Gen isn't as interested in the spiritual.
- 3) What is Virgil afraid of, other than Chet?
 - » Virgil is afraid of the dark.
- 4) Which of Lola's stories does Valencia remind Virgil of and why?
 - » She reminds him of Malaya of the Crocodiles, because neither girl is afraid of anything.
- 5) Which two characters does Virgil see in the grocery store, and how does he react to them?
 - » He sees Valencia and Chet and doesn't approach either one of them.

Ask students what kind of house Virgil expected her to have, based on what they have read about her character.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) Virgil sees Valencia reading a book about Jane Goodall. Research Jane Goodall and write down three interesting facts you learn about her.
- 2) Kaori studies her stones "like an archaeologist." What does an archaeologist do? What kinds of materials do they study?

Identify three questions in advance for students' research about Jane Goodall.





Remind students that their questions don't have to be about something negative happening in their lives.

Imagine

- 1) Imagine you are one of Kaori's clients. What would you ask her? What do you think her answer might be?
- 2) Valencia says her name could lead people into battle. What does your name say about you?

Observe

- 1) Virgil said Chet's laughter "followed Virgil like a buzzing housefly." Why would he compare laughter to a housefly? Think about the different kinds of laughter you have heard, then decide what kind of laughter Chet's might be. If time allows, compose another simile for a different kind of laughter.
- 2) Look at Kaori's business card at the end of Chapter 7. What does this business card reveal about Kaori?

Understand

- 1) Virgil feels humiliated when Kaori calls him shy. How could she rephrase what she said?
- 2) When Valencia is at the grocery store with her mother, she grows frustrated and annoyed. When you find yourself feeling this way, what do you do about your frustration?
- 3) Kaori says that in life, there are no coincidences. Do you think this is true? Why or why not?



Have students define *coincidence*, give examples of things that might be coincidences, or use *coincidence* in a sentence.

Reading: Chapters 10-12

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Chapter 10 is titled “The Bullens Boys.” Think about Mr. Bullens—how he behaves, how he speaks, and how he thinks. Do you think the title is accurate in describing him as a boy? Use details from the chapter to support your answer.

» Answers may vary, but students should recognize that Mr. Bullens's behavior and attitudes are immature.

- 2) How does Chet react when Mr. Bullens asks him about basketball? What does it tell you about how he feels in that situation?

» He turns red, shrugs, hunches over, clears his throat, etc. His actions imply that he is uncomfortable with the situation.

- 3) What are Lola's rules when walking into a room? Why might they be important?

» Survey a room when you enter it, take a good look around, and never be caught off guard. This could be so Virgil won't be startled or surprised when he walks in.

- 4) Why does Valencia think the pamphlet the strangers give her is funny?

» It talks about listening and hearing, and she is deaf.

Direct students to the sections where Chet mimics Mr. Bullens's behavior.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) Research to learn more about snakes. List as many interesting or positive things as you can about them.
- 2) Virgil has learned a lot about Gulliver by reading about guinea pigs online. Research guinea pigs yourself and write down three new facts you learn about them.

Imagine



Have students think of examples of things they don't enjoy (for example, homework) and what good things would go with them (for example, learning something new).

- 1) Lola tells Virgil that good and bad things go together. Without one, you cannot recognize the other. Think about what it would be like to live in a world without good or bad things. What might you enjoy about it, and what might you miss? Would you choose to live in this kind of world if you could? Why or why not?
- 2) Valencia says that Kaori should put a sign in her yard to advertise her business. Draw what you think her sign or poster should look like.

Observe

- 1) What happens in Lola's dream, and what does she say is the most important moral of the story?
- 2) Valencia says, "I know the woods like the back of my hand." Based on the rest of her comments, what do you think the expression *like the back of my hand* means?

Understand



Direct students to the moments where Chet mimics his father's behavior and the ways both Bullens "boys" treat other people.

- 1) Why might Chet spend his time bullying Virgil and Valencia? Do you think his behavior is excusable based on how his father treats him?
- 2) Whenever Chet thinks about Valencia, he describes her as weird or wrong. If Chet had a conversation with Valencia, do you think his views would change? What words would you use to describe her?



Have students think about whether they like different environments for different activities (such as studying versus playing) or moods.

- 3) Virgil describes how much he enjoys the peaceful, quiet morning. What is your ideal environment? You might consider whether it is quiet or loud, full of people or more solitary, at home or somewhere else, or other factors.

Reading: Chapters 13-15

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Why does Chet say the boa constrictor won't hurt him? What is his body language when he says this, and what does it say about how he's acting?
 - » He says the boa constrictor won't hurt him because it knows he is the boss; he puffs out his chest as he does to prove that he is brave.
- 2) Why was Chet upset that no one noticed Valencia spent more time with the boa constrictor?
 - » He thinks she can get away with everything because she is deaf.
- 3) What do the dots and lines represent in Kaori's star chart?
 - » The dots represent stars, and the lines connecting them create constellations.
- 4) How does Kaori describe Pisces? Based on what you've read so far, does this description match Virgil?
 - » Kaori says that a Pisces doesn't have self-confidence and can be sensitive. They don't always know what to do. At this point in the novel, her description does match Virgil.
- 5) How does Kaori describe Scorpio? Based on what you've read so far, does this description match Valencia?
 - » Kaori says that Scorpions are smart, independent, outgoing, confident, and have a lot of friends. They also have a temper. Answers may vary but could include that some parts of this description (being sharp, independent, and having a temper) match Valencia, while others (like having many friends competing for her attention) do not.

Ask students to consider whether Chet's actions match his feelings.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) When their class meets the boa constrictor, Chet and Valencia learn that snakes can "hear" through vibrations in their skin. Research boa constrictors or another type of snake and find out more interesting facts about them.

- 2) Kaori mentions three constellations to her sister: Orion, Andromeda, and Pegasus. Look up the story behind one of these constellations and record at least three interesting facts you learn about it.

Imagine



Provide a list of potential myths or fairy tales to aid students in choosing one.

- 1) Think of the myths and fairy tales you know. If you were to choose one to become a constellation, which would you choose?
- 2) Write a scene describing the day Valencia met Sacred.

Observe

- 1) Chet calls people who are afraid of snakes cowards. Based on what you've read so far, compose a list of what Chet might fear.
- 2) Chet says that Valencia doesn't hide her hearing aids because she wants attention. Does this sound like Valencia from the descriptions you've read of her?
- 3) Kaori thinks it will be difficult to help Valencia and Virgil become friends because their star signs are so different. Based on what you've read so far, is Kaori right?



Have students generate a list of Virgil and Valencia's characteristics.

Understand



Help students to recognize that it's always best to ask an adult for help when they encounter bullying.

- 1) How does David stand up for Valencia in class? Is he approaching the situation the right way?
- 2) Valencia is frustrated because her parents don't think she's responsible enough to take care of a dog. What are some ways she could prove she is responsible?

Reading: Chapters 16-18

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What warning did Lola give Virgil that he remembers when he sees Chet?
 - » "Beware the color red."
- 2) What element does Pah control? What does that have to do with Virgil?
 - » Pah controls the darkness, which is Virgil's biggest fear.
- 3) Which nursery rhyme does Virgil quote when he realizes his cell phone is broken? How might it apply to his situation?
 - » He quotes "Humpty Dumpty." It applies both because his cell phone is broken and because he's in an unfixable situation.
- 4) When Chet goes to bed at night, who does he imagine himself to be? What do these people have in common, and why might Chet want to be like them?
 - » Answers may vary but could include a warlord, a warrior, or a knight. They are all powerful, and Chet wants to be powerful too.

Review the nursery rhyme with students and have them consider what Humpty Dumpty and Virgil have in common.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) There are over seven thousand islands in the Philippines, but people do not live on all of them. Research one island in the Philippines where people live and record what animals live there, what foods people eat, and how many people live on the island.
- 2) Chet believes he is "snake hunting" when he pokes around in the bushes. Research how to behave around snakes and decide if he's handling them the right way.

Provide students with a list of inhabited islands they can use in their research.



Imagine

- 1) When Virgil looks into the well, he's reminded of the story of Pah. Reread the passage in Chapter 17 where Virgil describes Pah, then draw a picture of what you think Pah would look like.
- 2) Most of the characters in the book are in the woods during these chapters. If you could choose to follow one of the characters, who would you choose and what would you say to them?



Have students consider which character they think they could help the most with their own personalities and skills.

Observe

- 1) In these chapters, both Virgil and Chet encounter situations they're not ready for and begin to imagine all sorts of stories to explain what might be happening. Use a T-chart to show what Virgil thinks of the well versus what Chet thinks Valencia is up to.
- 2) Chapter 18 is called "Animal," but no animals appear in the chapter. Why might it have this title?



Ask students to review the chapter and list Chet's animal nicknames.

Understand

- 1) When he gets stuck in the well, Virgil compares himself with his brothers, stating that they would never have gotten themselves into that situation. Have you ever started comparing yourself to other people? What are some strengths that you have that no one else does?
- 2) Chet says there's "something strange about a girl who couldn't hear." If you were to talk to Chet about this observation, what would you say to him?

Reading: Chapters 19-21

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) How long have turtles survived on the earth? What might that tell us about Virgil and his nickname?

» Turtles have survived more than two hundred million years. Answers may vary but could include that Virgil is more tenacious than he thinks.

Ask students to list other positive characteristics of turtles that might apply to Virgil.



- 2) When did Valencia break her rule about interfering with nature? Why did she do this?

» She put out a handful of acorns, because it was necessary to see what the squirrels would do with them.

- 3) What does Valencia observe about the well? What do we know about the well that Valencia doesn't?

» Valencia notices that the board covering the well has been moved and that there is a small pile of rocks next to the well. Readers know that Virgil is in the well and that he left those rocks next to the well.

Ask students to think about what Virgil and Chet know about the well.



- 4) Which two things does Valencia pray to Saint Rene about?

» She asks that Saint Rene watch over her and help her get rid of her nightmare.

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Valencia says dogs can learn sign language faster than humans. Can dogs really learn sign language? Look into the topic to find out more.

- 2) When she writes in her zoological diary, Valencia reminds herself to research where chimps live and why rats don't live in the woods. Research one of these questions yourself. If time permits, write Valencia a letter with the answer.

- 3) Virgil is scared of being squashed by a *carabao* or a *jeepney*, even though he doesn't know what they are. Research to learn about each of these things.

You may wish to have two groups, each researching one of the questions.





Provide a list or book of animal species and ask students to think about unusual pets they might have rather than cats or dogs.

Imagine

- 1) If you had a secret pet, what would it be? What would you need to do in order to take care of it?
- 2) What are some changes that Roberta and the others could have made in order to find games to play with Valencia?

Observe

- 1) How has Roberta changed after her friendship with Valencia? Draw a T-chart and compare how she was when they were friends versus how she acts now.
- 2) Using a Venn diagram, compare and contrast Valencia's ideas about snakes with Chet's ideas about snakes.



Write phrases on a strip of paper. Hand them out to students to "lip read" silently to the class to show how difficult it is to understand lip reading.

Understand

- 1) Valencia's "how-to's" help her communicate better with her friends and family. What are some "how-to's" that help you have a good conversation with others?
- 2) Valencia says she was not really ready to stop being friends with Roberta. Is it possible to prepare yourself for changes in a friendship?
- 3) Virgil is surprised by the sound of his voice when he yells. Describe a time when you have surprised yourself by something you have said or done.

Reading: Chapters 22-24

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What three places does Virgil imagine when he is trying to calm down?
 - » He imagines his bedroom, Kaori's house, and Lola reading the newspaper.
- 2) What was Kaori's first word? Is this a normal word for a baby to use? What does that word say about Kaori?
 - » Her first word is *nomad*, which is not a normal word for a baby to use. Answers may vary but could include that she is smart and adventurous.
- 3) How does Kaori know something is wrong with Virgil?
 - » He's late to their appointment, though he's usually very punctual.
- 4) How is Roberta's treatment of Valencia's "how-to's" different from Kaori's?
 - » Roberta says they're too hard to remember, but Kaori remembers to use them.



Ask a few students if they know what their first word was, and ask them how those words compare to *nomad*.

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Virgil imagines a colony of bats coming down to attack him. Research to learn if that is normal bat behavior.
- 2) The password to get into Kaori's house is "Venus rises in the west." Look up the statement to find out whether or not this statement is accurate and what it could mean.

Imagine

- 1) If you were to imagine "someplace else" in a stressful situation like Virgil's mother tells him to do, where would you imagine? Describe it in detail.
- 2) Virgil tries several different ways of getting out of the well. If you were in his situation, how would you attempt to escape?



Have students draw a picture of their place, then write a description based on the image.

Observe

- 1) Virgil says he “never realized how noisy the world was until there was nothing to hear.” Listen quietly to the room around you. What sounds do you hear when no one is speaking?
- 2) What does Virgil imagine is happening when the rocks fall down the well and the lid is shut? What do we know about the situation that Virgil doesn’t?



Ask students to think about what Valencia was doing near the well.

Understand

- 1) Virgil says he’s protecting Gulliver, but he knows it’s the other way around. Why do you think Virgil finds comfort with Gulliver there?
- 2) When Virgil thinks he is having a heart attack, he tries several ways of calming down. What are some techniques you can use to calm yourself down when you’re panicking?



Have students think of a time when they’ve found comfort in something or someone else being with them.

Reading: Chapters 25-27

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Each chapter begins with a certain picture for each character's point of view. What is each character's picture? What does that picture say about them?
 - » Virgil's is a guinea pig, Valencia's is a bird, Kaori's is a star chart, and Chet's is a snake. Answers may vary but could include that Virgil owns Gulliver, Valencia enjoys nature, Kaori uses the star chart for her work, and Chet is hunting for snakes.
- 2) Which two characters does Virgil encounter in the well? How are they similar to or different from Lola's stories about them?
 - » He encounters Pah and Ruby San Salvador. Answers may vary but could indicate that Pah is still frightening, but Ruby seems more confident than she did in Lola's story.
- 3) What are Kaori's two interpretations of Valencia's dream?
 - » First she says Valencia is afraid of girls in blue dresses, then she says Valencia is afraid of being alone.
- 4) Kaori notices that Valencia is "stubborn, but with a quick-fizzling temper," and wonders what star sign she has. What do we know that Kaori doesn't, and why is it significant?
 - » We know that Valencia is a Scorpio. It is significant because Kaori is working on helping Virgil become friends with a Scorpio, but she does not yet know it is Valencia.

Have students look for specific scenes from the book that might explain each character's picture.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) Look up a constellation chart. What time of year are certain stars in the sky where you live? Are there any stars that stay in one place?
- 2) Valencia has begun to teach herself sign language, but there are many different kinds of sign language to learn. Look up the differences in some of the biggest sign languages, such as American Sign Language, British/Australian/New Zealand Sign Language, and Japanese Sign Language.



Ask students if they've ever been asked to take on a new chore or responsibility at home or school.

Imagine

- 1) Ms. Murray says, "Sometimes life calls on you even when you don't raise your hand." When have you seen or experienced this?
- 2) If you were a character in this book, what would your picture be at the beginning of each of your chapters? Why would you choose this picture?

Observe

- 1) What name does Ruby San Salvador call Virgil? What do you think it means?
» Ruby San Salvador calls Virgil "*Bayani*."
- 2) When Kaori tells Valencia what her dream means, Valencia gets angry. What does that say about Valencia? Do you think Kaori's interpretation was right?



Help students consider why Valencia might feel sensitive about her nightmare.

Understand

- 1) Ruby tells Virgil that nothing is ever hopeless. Do you think this is true? How do you stay hopeful?
- 2) Would you like being by yourself all the time like Valencia? What can you do when you notice that someone is feeling lonely?



Have students consider how they might be supported by the people around them.

Reading: Chapters 28-30

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Virgil is reminded of the Stone Boy when he tries and fails to get out of the well. Review the story of the Stone Boy in Chapter 1. Why is it relevant to Virgil's situation?
 - » The story is about a young boy who gets swallowed by a boulder and can't get out without others' help, just like Virgil can't leave the well without others' help.
- 2) What does *Bayani* mean? Why do you think Ruby calls Virgil by that name?
 - » It means "hero." Ruby calls him *Bayani* because he has more courage than he thinks.
- 3) Ruby says, "Being a warrior has nothing to do with size." Which other character in the book has thought about being a warrior? How would that character respond to Ruby?
 - » Chet also imagines himself to be a warrior. He would disagree with Ruby, because he believes warriors must be powerful.
- 4) From which book did Valencia get the name Lilliput for her guinea pig? Why is the title of the book significant?
 - » She got the name from *Gulliver's Travels*. It's significant because Virgil named his guinea pig using the same book.

Have students compare and contrast the type of warriors Chet and Virgil are.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) The novel *Gulliver's Travels* is important to multiple characters in the story. Research what the book is about and name some of the characters you would want to meet from this book.
- 2) Chet decides that when he catches a snake, he's going to name it Smaug. Look up the name and find out where it comes from. Why might Chet pick this particular name for his snake?

- 3) Lola says the Valencia Cathedral is a very important cathedral in Spain. Research the Valencia Cathedral and write down at least three interesting facts you learn about it.

Imagine



Have students consider drawing nature as well as people and animals that live there.

- 1) Virgil imagines Bali as a magical place. Compose your own description or draw a picture of what you think Bali might be like.
- 2) If you were to name your pet after a character from a book, who would you choose and why?

Observe



Remind students of the scene where Virgil sees Valencia in the supermarket. How are the scenes similar and different?

- 1) How does Valencia feel about walking up to a boy's house in a fancy neighborhood? Based on what we know about how Virgil feels about Valencia, what is interesting about Valencia's feelings?
- 2) Why are Lola and Virgil the only two people not smiling in their family picture? Use textual evidence to support your ideas.

Understand



Encourage students to consider stories that happened in or out of school.

- 1) Ruby says that some people don't want to listen to their thoughts, so they make the world louder with noise. What are some times when you didn't want to listen to your thoughts?
- 2) Virgil struggles with math, but when he goes to get more help, he ends up meeting Valencia. When did something go wrong for you and then turn out to be a good thing?
- 3) One of Chet's father's favorite expressions is "You might as well be nothing if you don't excel at something." Is it okay not to excel at something? When it would be worth doing something you don't excel at?

Reading: Chapters 31-33

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What does Kaori want to do to find Virgil? What's the problem with her plan?
 - » She wants to perform a ceremony of lost things, but she doesn't know how to do it.
- 2) Why does Kaori want her sister to stop asking Valencia questions?
 - » She says it is rude, but she also wants to be first-in-command.
- 3) What does Ruby say makes Pah grow?
 - » Pah only grows when you are afraid of him.
- 4) Why does Ruby say crying is good for the soul?
 - » She says it releases whatever has been weighing you down.

Ask students to point to a sentence in the scene that supports their answer (see Chapter 31).



Explore

Use the resources your teacher provides to investigate the following items.

- 1) Gen says she's heard somewhere that it is possible to cook an egg on a car or sidewalk if it's hot enough outside. Research to find out if his statement is true.
- 2) Look up snakeskin agate and what it looks like. Is Valencia right about where snakeskin agates can be found?

Imagine

- 1) Imagine you are one of the people in the search party looking for Virgil. Where would you direct the others to start first?
- 2) If you were to join the business that Kaori is imagining for herself and Valencia, what would your job be? What would you rename the business?

Ask students what their biggest talent is and how it might fit into the new business.



Observe

- 1) How does Kaori feel about the woods? Create a Venn diagram to compare and contrast Kaori's feelings about the woods with Valencia's.
- 2) Read the section in Chapter 30 where Chet describes the snake, then read the section in Chapter 33 where he tells the search party about the snake. What are the differences between the two descriptions? Why does Chet change the story?



Review the sections where Chet begins to imagine how he will exaggerate the bite at school and where Valencia guesses he will make up a new story.

Understand

- 1) Kaori doesn't want to admit she's frustrated that Valencia seems like a more natural leader. What advice would you give to help her become a better leader?
- 2) Virgil makes a list of things he should have done before getting stuck in the well: talk to Valencia, tell Lola he loves her, understand his family, and thank Kaori. What's something you've been meaning to do but haven't done yet?



Have students consider opportunities for leadership at school that Kaori could take advantage of.

Reading: Chapters 34-36

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) Why does Valencia keep the pillowcase Chet was using for his wound?
 - » She does not want to litter in the woods.
- 2) What reasons does Kaori have for wanting to go into business with Valencia?
 - » Kaori knows about the spiritual world, and Valencia knows about the natural world.
- 3) Whenever Kaori talks about her parents, she calls them “Mr. and Mrs. Tanaka.” What is she trying to portray when she does so?
 - » Answers may vary but could include that she is trying to act more grown up and businesslike.
- 4) What does Ruby say is the worst question in the world?
 - » “What’s the point?”

Ask students if they notice examples of Kaori trying to act more businesslike than childlike.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) What does *déjà vu* mean? Look up the definition of *déjà vu* and find out more about the science behind the phenomenon.
- 2) Research what Kaori references when she talks about white flags of surrender. When were they used?

Imagine

- 1) What might the search party have done if the snake had been venomous?
- 2) If you were giving Virgil advice instead of Ruby, what would you tell him? Write a short paragraph with your advice.

Remind students that Virgil is afraid of the dark and Pah feeds on the darkness.



Observe

- 1) Valencia wonders if it is possible to feel different just by being called one word. What are some words, good and bad, that characters in this book use that make others feel different?
- 2) List the three goals that Virgil sets for his life if he is rescued. Which do you think is the most important to him?

Understand

- 1) Have you ever had to keep an important secret for a friend? Was it difficult? Why or why not?
- 2) Virgil plans either to fight Chet or simply stand up to him once he gets out of the well. What is the best way to deal with a bully, and what advice would you give Virgil?



Remind students of resources at school available to them.

Reading: Chapters 37-39

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What event helps Valencia figure out where Virgil is?
 - » She receives a text from Lola.
- 2) How does Valencia know the messages she's receiving are from Lola?
 - » The texts call her "Valencia of Spain," and only Lola has called her that.
- 3) How does the search party get Virgil out of the well?
 - » Gen remembers her jump rope, and Valencia climbs down with it to rescue him.
- 4) Who does Virgil talk to when he gets out of the well?
 - » He talks to Kaori and Gen but not Valencia.

Explore

Use the resources your teacher provides to investigate the following items.

- 1) Why shouldn't you light candles in the dry woods? Research some fire safety rules for camping or other activities.
- 2) Valencia calls the end of their adventure "anticlimactic." What does that word mean? Look it up in a dictionary to find out, then determine if Valencia's description fits the situation.

Have students think about how they follow fire safety rules at home and how those rules might work for the outdoors as well.



Imagine

- 1) What are some other ways in which the search party could have rescued Virgil? Write a short scene in which you describe one of your ideas.
- 2) If you were in Virgil's shoes, what would you say to Valencia rather than staying quiet?

Ask students to consider topics like school, *Gulliver's Travels*, or the events of the story.



Observe

- 1) When Valencia begins to remember the events of the day, she realizes the events lead up to one another. Draw a web of the events of the day and arrows pointing from events that led to one another.
- 2) Valencia says, "Sometimes things don't end the way you expect them to." What were some ways you expected this section to end? What happened instead?



Have students think about events such as how the search party found Virgil, how they helped Virgil out of the well, and how Virgil acted when he was out.

Understand

- 1) Kaori seems frustrated that after everything they've been through, Virgil still can't talk to Valencia. Have you ever felt frustrated with a friend? How did you work through your feelings?
- 2) Have you ever found it difficult to speak to someone? What are some ways Virgil could get over his fear?



Ask students to consider writing about either an adult or someone their age.

Reading: Chapters 40-42

Ask

Use evidence or quotations from the text to answer the following questions.

- 1) What does Virgil do when he sees Chet? What do his actions reveal about the kind of person he is?
 - » He stands up to Chet using his words. His actions reveal that he is different from Chet because he doesn't physically hurt people.
- 2) Why does Chet hesitate to bully Virgil when he sees Sacred?
 - » Chet is afraid of dogs.
- 3) What does Virgil say to his mother when he gets back home? How does she react?
 - » He tells her he doesn't want to be called Turtle anymore, and she agrees and gives him a kiss.
- 4) How many text messages does Valencia have on her phone? Why is this out of the ordinary?
 - » She has seventy-three text messages, many of which were sent by Kaori. Before, only her mother would text her.

Review the scene with students, paying close attention to Virgil's mother's body language.



Explore

Use the resources your teacher provides to investigate the following items.

- 1) Virgil's family decides to keep Sacred, but he's been out on his own for a while. Research what the family should do to prepare for and take care of Sacred at their house.
- 2) Valencia wonders if all cathedrals look alike. Look up images of cathedrals to see if you can answer her question. What similarities and differences do you notice?

Have students look for similarities and differences in size, shape, age, type of window, artwork, other decorations, etc.



Imagine



Ask students questions such as “What do you think they would see differently?” or “How do they feel during that moment?”

- 1) Rewrite the scene where Virgil comes home from either Lola’s perspective or his mother’s.
- 2) Valencia imagines a kid a hundred years in the future finding the jump rope. Put yourself in that kid’s shoes and write a short scene where you discover the jump rope. How do you think it got there? What do you do with it?
- 3) If Kaori were to predict the future for her friends and Chet, what do you think she would see?

Observe



Review key points of the final chapters with students, such as the scenes where Virgil confronts his family and Chet.



Have students use a Venn diagram to organize their ideas.

- 1) Do you agree with Kaori that there’s no hope for Virgil? Why or why not? Use textual evidence to support your answer.
- 2) Virgil is out of the well. Why does he still hear Ruby’s voice?
- 3) How have certain characters changed since the beginning of the novel? Choose between Virgil, Valencia, and Kaori.

Understand

- 1) Virgil’s goal was to talk to Valencia, but he wasn’t able to do it at first. Have you ever set a goal that you weren’t able to reach on the first try? Did you try again?
- 2) Have you ever been nervous, like “a hundred butterflies have taken flight” in your belly? What did you do to relax?

Overview of the Five-Day Fluency Routine

Research demonstrates that fluency practice produces gains in reading comprehension. Amplify CKLA's fluency instruction includes modeled reading, assisted reading (such as choral or paired reading), and independent reading, along with breadth of text encounters and extended deep reading of selected texts. This multi-faceted approach ensures that students receive low-stakes practice along with engaging, authentic fluency tasks, such as performances. Daily instruction regularly provides students with fluency practice. Additionally, each unit includes at least one extended fluency performance, which requires students to spend five days with a single short text, culminating in a performance. The program also includes supports for students to practice fluency at home.

It is important to remember that the primary goal of the five-day fluency routine is to equip students to read the passage accurately and with expression. As they gain accuracy and confidence, they will naturally begin to read more quickly. However, because students who are pushed to read more quickly often sacrifice accuracy, it is important not to pressure students to race through the text or to read with undue speed. Because this is not a memorization drill, students should read the text as they perform; even if students say they have memorized the passage, encourage them to read the words rather than recite them from memory.

The five-day fluency performance routine includes the following components.

- **Day 1:** Teacher introduces text and reads it aloud several times, modeling different tones or inflections and encouraging students to reflect on each one. For example, if the teacher reads in a monotone, students should realize that this is not a stellar reading; they may suggest better approaches, such as reading in a happy tone, an excited tone, a nervous tone, or other tone appropriate to the selected text.

During this week, students are encouraged to start reading the target text aloud at home using reading logs to record each session with a student's "Happy Hearer." Alternatively, students may create their own log page in their reading journals.

- **Day 2:** Students practice reading the text chorally, with varying inflection, tone, or other elements.

- **Day 3:** Students practice both choral and paired readings, continuing to develop tone, inflection, and expression.
- **Day 4:** Students continue practicing paired readings in preparation for the following day's performance.
- **Day 5:** Student pairs perform their reading.

If you choose to evaluate students' performance at this stage, you may use the Fluency Passage Performance Rubric to evaluate each performance. Students who still struggle with fluency at this stage in the year may benefit from additional practice with the materials in the Fluency Supplement, available on the Amplify CKLA website.

Fluency Passage Performance Rubric

	Advanced	Proficient	Basic
Accuracy	Reading contains no errors in pronunciation.	Reading contains minimal errors in pronunciation.	Reading contains numerous errors in pronunciation.
Rate	Reading is conversationally paced or paced to show appropriate emphasis and inflection.	Reading is uneven, with interspersed periods of speed and sluggishness.	Reading is labored and slow.
Expression	Expression is strong throughout the reading. While the tone and volume may vary, they do so in keeping with the student's understanding of the piece.	Reading generally sounds like everyday speech, with possible lapses into expressionless speech.	Words are pronounced, but they are not spoken in a manner that indicates an understanding of their meaning.

Dear Family Member,

Along with each Amplify CKLA unit, your child will be assigned a Fluency Performance Passage. This passage will be introduced in class, and students will spend several lessons practicing reading this passage aloud. On the fifth day, students will perform a reading of this passage. We follow this routine because repeated readings of text help build reading fluency, which includes automatic word recognition, expression, accuracy, and speed. Additionally, over one hundred studies have shown that deep reading, in which students spend time reading and rereading a single text, has a dramatic impact on reading comprehension. In fact, it is such an important impact that it helps students better comprehend the passage they have practiced as well as passages they will read in the future.

As part of our in-class practice, students study and discuss this passage. I will demonstrate different ways of reading it aloud, and students will analyze what makes a good reading. They will also practice reading this passage aloud in various ways.

You can assist your child by asking him or her to read the passage aloud at home. Even if your child remembers some or all of the words, remind him or her to read the passage rather than recite it from memory. Children may practice by reading to family members, babysitters, or even the family pet. Please log each reading your child completes in the Happy Hearers Log, which accompanies this letter.

Thank you for your help!

Happy Hearers Log

An important way to prepare for your Fluency Passage Performance is to practice reading the passage to others. They may be your parents, your siblings, another family member or friend, or even the family pet. Whoever they are, they're sure to be a Happy Hearer when they get to listen to you read your passage!

Each time you practice reading your Fluency Passage to a listener at home, record it in the Happy Hearers Log.

Day of the reading	Name of the Happy Hearer	Notes

Core Knowledge Language Arts Amplify.

Senior Vice President and General Manager, ELA

Alexandra Clarke

Vice President, Elementary Literacy Instruction

Susan Lambert

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Contributors

Bill Cheng

Ken Harney

Molly Hensley

David Herubin

Ian Horst

Sara Hunt

James Mendez-Hodes

Christopher Miller

Tory Novikova

Sheri Pineault

Diana Projansky

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Julia Sverchuk

Elizabeth Thiers

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