

Frontloading Vocabulary: #1Wheel of Words

1. Create a large circle and fold in half once, twice, again, one more time. This is your Parts of Speech Wheel.
2. With your team decide who will create which wheel, noun, verb, adjective, adverb.
3. Choose sixteen words from your part of speech that are interesting and that you might want to use again.
4. Write each word in the space on your wheel. Number each space, too.
5. Place each of your wheels with a bracket on a sheet of poster board using the width of the board.

Now comes the fun! 😊

Spin each of the wheels. Use whatever word comes up on each wheel to create a sentence – the sentence should make sense. (Keep your answer key for all the vocabulary words synonyms and phrases nearby). You will need to add articles, conjunctions, prepositional phrases and any other part of speech to make the sentence work. Sometimes it will be hard to include the adverb, but try!

Examples:

The mildewed hovel was reluctantly relinquished to Marty.

Grace gruffly confronted Marty about the treacherous poachers.

Wolfe was Marty and Grace’s benefactor but they just wanted their resourceful parents to be found inexplicably alive.

Try a few sentences here.

Write ten more on a separate sheet of paper.

Frontloading Vocabulary: #2 Accordion Fan

1. Fold a sheet of 11x17 construction paper about an inch back and forth into an accordion then fold in half into a type of fan, you need ten folded spaces. Make sure you have strong creases in your fold.
2. Choose twenty words from a different part of speech than your wheel that are interesting and that you might want to use again.
3. Now choose twenty words from a different part of speech.
4. Open up your fan and write the word you choose on the first section of the accordion and then the definition on the next section, use the same color for each word and definition but then change colors for each of the following words and definitions– never use pink or yellow as they don't show up as well as the bright colors. You should have to fold down each time to see the definition of your chosen word. You should be able to get ten words and definitions on each side of the fold and then repeat on the back with the other twenty chosen words.

Front Example: Nouns

revelations **qualms**
fold-----fold
eye openers **worries**

Back Example: Verbs

intrigued **pestered**
fold-----fold
interested **bothered**

After your fan is completed you can practice memorizing the words. The fan is easy to carry with you. You could even work with a partner and try to use all of the words on both fans to create simple and compound sentences using conjunctions and prepositional phrases.

Frontloading Vocabulary: #3 Pair Share

1. Choose twelve words from two different parts of speech. (24 words total and do not repeat any words from previous activities.)
2. Write the words out on 3x 5 index cards with the word on one side and the synonym short phrase on the other – use color as in the Word Wheel.
3. Fan your cards to your partner one part of speech set at a time - synonym side down, to a partner. Your partner should choose one card and place it synonym side down on the desk or table. Fan out the other part of speech and have your partner choose one more card and place it on the desk or table.
4. Now your partner fans his cards and you repeat step 3. (You should now have four cards on the desk from four different parts of speech.)
5. Use the cards in any order you like to make a sentence, filling in the articles, conjunctions, prepositional phrases, any extra words you like orally.
6. Repeat several times until your partner and you can write out five of your most interesting sentences below.

1. _____

2. _____

3. _____

4. _____

5. _____

Partner Names: _____ & _____

Frontloading Vocabulary #4 Index Cards and Total Exposure

Write all the words you have chosen in the first three Vocabulary activities on two different sets of index cards. (You should have 68 words chosen all together.) If you would like more of a challenge choose 32 more words for an even 100. Learning ALL 100 words guarantees you an A on the Vocabulary Opportunity.

A. One set of the index cards should be 4x6 with the word written large and in colors as you did for Vocabulary #1 and #3. This set should be placed throughout your house: around the TV set, bedroom, bathroom mirror, light switches, refrigerator, closet door, etc. for “Total Exposure”. Remember to use tape or a sticky substance that will NOT damage the surfaces.

B. Create other set on 3x5 cards with regular writing and color. This set is placed in a Ziploc bag and carried with you throughout the unit or until you get an A on the Vocabulary Opportunity. (There will be rewards if you are asked for your cards and you have them with you.)

Anticipation Adventure

Before Reading *Cryptid Hunters* take this Anticipation Adventure - just take a guess and record your answers below.

- _____ Marty is older than Grace.
- _____ Wolfe is the “antagonist/bad guy” of the novel.
- _____ The GIZMO transports Marty and Grace into the Amazon.
- _____ Dr. Beasel is cruel to the children.
- _____ Cryptozoology is a real science.
- _____ The gray parrot holds a life-changing secret.
- _____ Blackwood is an idiot.
- _____ The molimo can be heard from 20 miles away.
- _____ The bonobo helps Grace overcome her fears.
- _____ The Frankenstein monkey is scary and dangerous.
- _____ Grace is a genius.
- _____ The boarding school was a good place for Marty.
- _____ Laurel helps Grace overcome her fears.
- _____ Wolfe and the children travel to the Amazon in search of the giant squid.

During the Reading of *Cryptid Hunters*: Record whether your guess was correct next to the statement.

After Reading *Cryptid Hunters*: Decide five more statements that should have been on this Anticipation Adventure to get the reader interested in the novel.

Elements of Literature: Character Traits

Before you read: Review the graphic below that shares some of the “traits” the major and minor characters have in the story.

During the reading: Add other traits that you discover.

After reading: Choose one character that reminds you of yourself and create a T chart or a Venn diagram sharing the similarities and differences of the character and you. Then write a complete paragraph (4-8 sentences) explaining the graphic.

Marty fearless prankster athletic curious “bodyguard”	Grace Fearful reader emotional curious “brainguard”	Wolfe rugged secretive strong-willed curious selfless
Laurel courageous athletic smart strong curious “birdlike”	Blackwell ruthless intelligent deceptive celebrity curious greedy	Butch dangerous cruel greedy patient curious athletic

**After reading:
Elements of Literature: Characterization – Role Play**

Choose two of the role play situations and record your answer on a separate sheet of paper either with a paragraph or a picture and short caption. Don't forget the whys!!

1. If Wolfe, Laurel, Marty, and Grace were on sports team what type of sport would it be and which positions would they play and why?
2. If Wolfe, Laurel, Marty, and Grace were running a school which positions would each have and why?
3. If Wolfe, Laurel, Marty, and Grace started a restaurant which jobs would each perform and why?
4. If Wolfe, Laurel, Marty, and Grace were in a courtroom what jobs would they hold and why?

Elements of Writing: Characterization – Hollywood

Pretend you are a casting director in Hollywood, who would you choose to play Wolfe, Laurel, Marty, Grace, Blackwell, and Butch? On a separate piece of paper explain why you think the producers and directors should trust your decision. You can use anyone to play these characters except for anyone in this class or school. Maybe your cousin is a good choice for Marty or a TV star you know for Laurel.

Elements of Writing: Characterization – Tea Party

Create and record below topics of discussion that Wolfe, Laurel, Marty, Grace, Blackwell, and Butch could debate over a cup of tea (or pop). Don't forget to explain why you think the topic would be a good one. Can you imagine the lively discussion about cloning?

Be prepared for Group Share

Elements of Literatures: Setting

During, OR after, the novel create one of the story scenes below. Record notes for a few of the settings below as you read so that you can decide which is the best to create authentically and accurately. (You can draw, mural, collage, diagram, whatever works for you. See rubric for specific requirement regarding size, shape, medium, and color.)

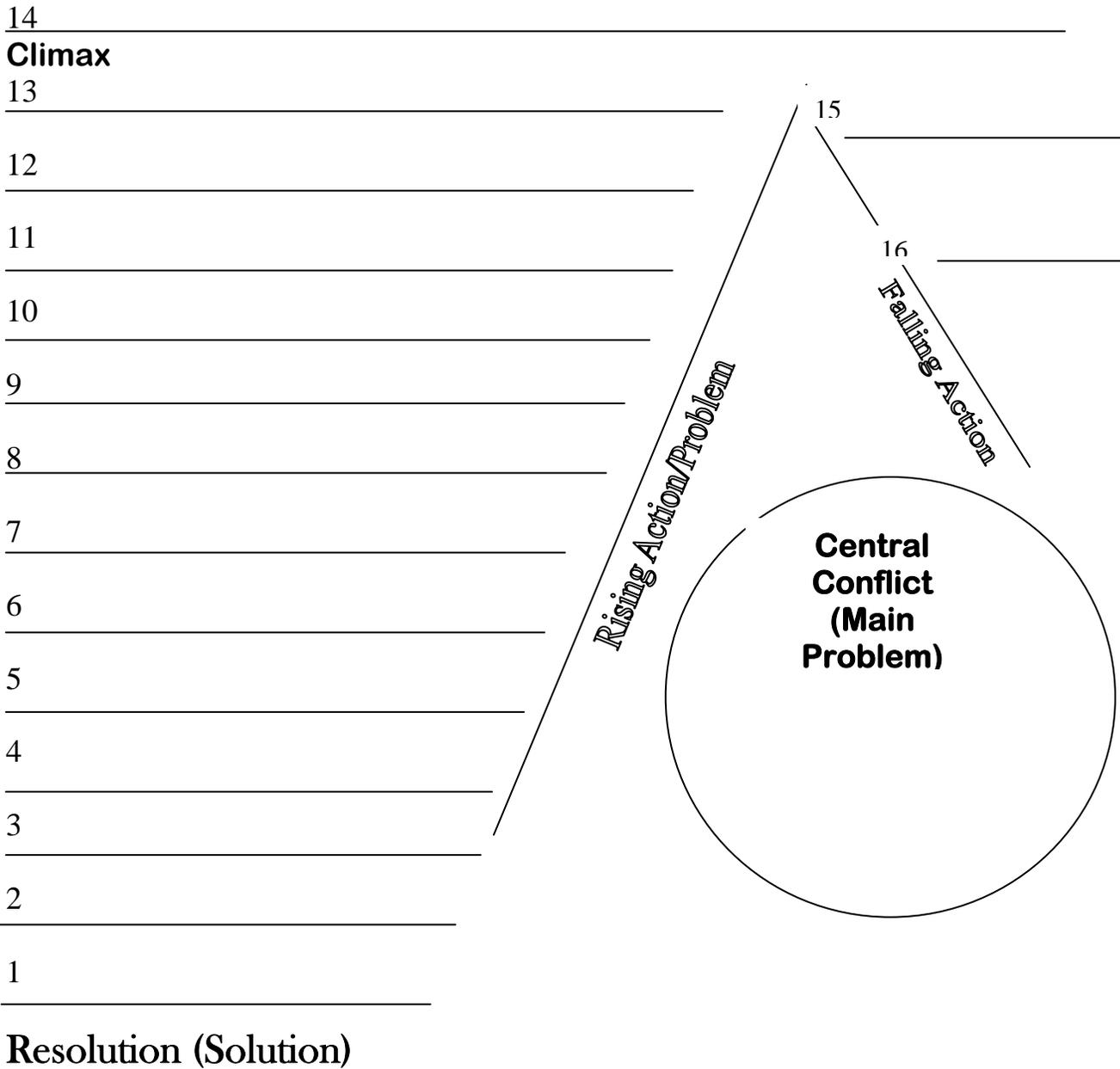
<p>Cryptos Island</p>	<p>Wolfe's Library</p>
<p>Marty and Grace's travel through the Congo jungle</p>	<p>Skyhouse</p>
<p>Lake Tele</p>	<p>Butch's Campsite</p>

Elements of Literature: Plot

Before reading: With your partner, list three predictions about the novel using any part of the book on the back of this page.

During the reading: With your team, complete the graphic below.

After reading: Write a three paragraph epilogue (final ending) about what will happen next to Grace and Marty on a separate sheet of paper.



Elements of Literature: Theme

The theme or themes of the novel share why the author wrote the novel and what he/she wants you to learn from reading the novel. One theme can be “enjoyment” and I assure you that Roland wants you to enjoy this adventure but there are other themes in this novel for you to think about. For example: Roland himself is a Cryptozoologist and he wants you to understand that there is much in the “wilds” of our world that we don’t know and understand YET!

Before reading: Make one statement about each of these themes sharing what you believe.

Books _____

Fear _____

Technology _____

Outward Appearances _____

Family _____

Be prepared for Group Share!

Theme continued.

During your reading: Share what the author believes about these same themes. Use these quotes to help you.

Books: p. 49 “You can read a person like a book by the books they read.”

Fear: p. 83 “I learned to use my fear instead of letting it use me.”

Technology: p. 163 “I’m all for scientific advances, but I’m afraid that the breakthroughs are coming so fast, we haven’t had time to consider the moral and environmental consequences of our cleverness.”

Outward Appearances: p. 273 “Looks are almost always deceiving.”

Family: p. 319 “Be careful with them, (the dinosaur eggs) but remember, they’re not nearly as important as you and Grace.”

Compare your responses with your team!

Theme continued.

A. After reading: Choose two of the themes that you have learned more about from reading this novel and share what more you know, now.

Theme #1 _____

Theme #2 _____

B. After reading: Choose one other theme that is not on the list and share a life-lesson you have learned or were reminded of and what from the book helped you, include page numbers.

Theme: _____

Elements of Literature: Style

Roland loves to write about geography, indigenous tribes, and daring young people. He loves words and researches and/or lives the adventures he writes about. If you spoke to Roland he would share his passion for reading words as well as writing them. All of these things contribute to the way Roland writes, that is, his style. Another style element is the way Roland summarizes or recaps the story for the reader. He does this four times during this book.

1. Discuss with your team why you think he does this.
2. With your partner, review the recapped sections on each of these pages and decide which three events are the most important. Record them below.

p. 129 - 131

1. _____
2. _____
3. _____

p. 165, 166

1. _____
2. _____
3. _____

p. 257

1. _____
2. _____
3. _____

p. 342 - 345

1. _____
2. _____
3. _____

Be prepared for Group Share!

Literary Devices: Figurative Language

Cryptid Hunters has three strong types of figurative language, similes, idioms and metaphors. All of the types are placed in the novel to make the writing vivid and to help the reader picture the events that take place.

Similes are phrases that use like or as to compare one thing to another, She is as fast as a cheetah. – He is tall like a tree.

Idioms are words used in a different way than their literal meaning, Teresa was floating on air. He has a frog in his throat.

Metaphors are phrases or sentences that do NOT use like or as to compare one thing to another, He melted away into the jungle – He is a squirrel.

Using these chapters, find the similes, idioms, and metaphors in the novel. Don't forget to use quotation marks, ellipsis, and correct spelling.

Similes:

Chapter 1: _____

Chapter 3: _____

Chapter 9: _____

Chapter 13: _____

Chapter 17: _____

Chapter 18: _____

Chapter 19: _____

Chapter 19: _____

Chapter 26: _____

Chapter 26: _____

Chapter 26: _____

Chapter 26: _____

Chapter 30: _____

Chapter 33: _____

Chapter 33: _____

Idioms

Chapter 7: _____

Chapter 8: _____

Chapter 9: _____

Chapter 11: _____

Chapter 11: _____

Chapter 11: _____

Chapter 21: _____

Metaphors

Chapter 6: _____

Chapter 16: _____

Chapter 19: _____

Bonus:

Investigate what type of figurative language this is:

Chapter 23, page 248, paragraph 1

“This last thought shot an arrow of sorrow that entered her throat and quickly spread throughout her chest.”

Type of figurative language: _____

Explain how you know:

Literary Devices: Figurative Language

***Cryptid Hunters* has three strong types of figurative language, similes, idioms and metaphors. All of the types are placed in the novel to make the writing vivid and to help the reader picture the events that take place.**

Similes are phrases that use like or as to compare one thing to another, She is as fast as a cheetah. – He is tall like a tree.

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Metaphors are phrases or sentences that do NOT use like or as to compare one thing to another, He melted away into the jungle – He is a squirrel.

Using these page numbers, find the similes, idioms, and metaphors in the novel. Don't forget to use quotation marks, ellipsis, and correct spelling.

Similes

p. 8 _____

p. 22 _____

p. 105 _____

p. 145 _____

p. 181 _____

p. 201 _____

p. 274 _____

p. 275 _____

p. 275 _____

p. 277 _____

p. 277 _____

p. 323 _____

p. 347 _____

p. 347 _____

Idioms

p. 77: _____

p. 85: _____

p. 95: _____

p.115: _____

p.118: _____

p.219: _____

Metaphors

p. 68: _____

p. 175: _____

p. 199: _____

Bonus:

Investigate what type of figurative language this is:
Chapter 23, page 248, paragraph 1

“This last thought shot an arrow of sorrow that entered her throat and quickly spread throughout her chest.”

Type of figurative language: _____

Explain how you know:

Literary Devices: Figurative Language

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Similes are phrases that use like or as to compare one thing to another, She is as fast as a cheetah. – He is tall like a tree.

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Metaphors are phrases or sentences that do NOT use like or as to compare one thing to another, He melted away into the jungle – He is a squirrel.

Using these pages and paragraphs to find the similes, idioms, and metaphors in the novel. Don't forget to use quotation marks, ellipsis, and correct spelling.

Similes

p. 8 ¶ 2 _____

p. 22 ¶ 8 _____

p. 105 ¶ 5 _____

p. 145 ¶ 1 _____

p. 181 ¶ 3 _____

p. 201 ¶ 1/2 _____

p. 274 ¶ 2 _____

p. 275 ¶ 4 _____

p. 275 ¶ _____

p. 277 ¶ 1 _____

p. 277 ¶ 6 _____

p. 323 ¶ 1 _____

p. 347 ¶ 1 _____

p. 347 ¶ 3 _____

Idioms

p. 77 ¶ 4 : _____

p. 85 ¶ 10: _____

p. 95 ¶ 1/2: _____

p.115 ¶ 3: _____

p.118 ¶ 7: _____

p.219 ¶ 2: _____

Metaphors

p. 68 ¶ 5: _____

p. 175 ¶ 8: _____

p. 199 ¶ 2: _____

Bonus:

Investigate what type of figurative language this is: Chapter 23, page 248, paragraph 1

“This last thought shot an arrow of sorrow that entered her throat and quickly spread throughout her chest.”

Type of figurative language: _____

Explain how you know:

Literary Devices: Predicting

Predicting is a difficult skill to learn but there are some things that can help you be successful and help you figure out what the author is going to do next with the story.

Predicting Checklist.

- ✓ Don't just guess – think!
- ✓ Reflect on the original conflict of the story.
- ✓ Reflect on the character traits already shared.
- ✓ Reflect on a few of the previous chapters.
- ✓ Use the chapter titles.
- ✓ Reread the last page you read for any foreshadowing (clues to future events in the book).

Make your predictions on the lines below then after you read the chapter circle the ! + or ? next to your prediction to indicate that you were:
! exactly right (this rarely happens)
+ close (this happens sometimes)
? keep thinking (this happens most of the time as you are practicing the difficult skill of predicting)

With your team, predict what will happen AFTER:

Chapter 6 ! + ?

Chapter 8 ! + ?

With your team, predict what will happen AFTER:

Chapter 12 ! + ?

Chapter 17 ! + ?

Chapter 18 ! + ?

On your own, predict what will happen AFTER:

Chapter 21 ! + ?

Chapter 25 ! + ?

Literary Devices: Three Type Questions

There are basically three types of questions that can be asked using fictional literature.

Literal Question – Look, Find right there

The answer is right in the story and is fairly easy to find.

Ex: What color hair does Goldilocks have?

Whose porridge was too hot?

Inferential Question – Think, Search, Think

The answer has to be examined and “figured out” using the story. It is usually a difficult task. Sometimes you have to compare one idea to another, figure out what someone is thinking, link two or more ideas together, and/ or explain a certain event or character in the story. Many times the answer is written in a complete paragraph (4-8 sentences) because of all the whys you need from the story to support what you know.

Ex: Why did the bears go for a walk?

How many crimes did Goldilocks commit?

Evaluative – Think, Judge, Decide

The answer is your decision based on the events in the book and/or the events in your own life experiences. You must be able to support and explain why you think the way you do. These are only hard if you can't make a decision or explain yourself but they usually have long and complex answers – definitely a juicy paragraph (6-10 sentences) with many “because” and “for example.”

Ex: Is Goldilocks a bad child?

How would you feel if someone broke into your home and destroyed your things?

With your team, come up with one new Goldilocks question for each type.

Literal: _____

Inferential: _____

Evaluative: _____

Be prepared for Group Share!

Literary Devices: Three Type Questions continued

1. Label each question as L, I, or E.

- ___ Why don't the bugs bite Grace like they do Marty?
- ___ Who once lived in the Skyhouse?
- ___ What happened to Rose?
- ___ Which river did Wolfe and Laurel have to cross to reach the twins?
- ___ Who is Masalito?
- ___ How did Grace disrupt Butch McCall's camp?
- ___ Why is there a Silver Back gorilla in this story?
- ___ What does Marty make for breakfast in the Skyhouse?
- ___ Should Wolfe have given Grace up when she was little?
- ___ How did Mary and Masalito communicate?
- ___ Are the eggs viable?
- ___ How is the grey parrot important to Grace?
- ___ Who wears the vid?
- ___ Why does no one question Noah Blackwood about his "conservation adventures"?
- ___ What does Butch McCall steal from Marty's pack.
- ___ What two precious objects do the twins discover near the lake?
- ___ Who is more clever Grace or Marty?
- ___ Who is PD?
- ___ What does the GIZMO do?
- ___ Why did Wolfe pay for the twin's education at the boarding school?
- ___ Are the O'Hara's dead?
- ___ What's the most important piece of information Grace overhears and finds out when she is hidden amongst the books in Wolfe's library?
- ___ What happened to Marty when he was exploring Cryptos Island?
- ___ Are there still dinosaurs on Earth?
- ___ What do Grace and Mr. O'Hara use the Moleskins for?
- ___ List 6 character traits that Marty had to have to make the story work.
- ___ What does the Bo cam do?
- ___ Does Noah Blackwood love his granddaughter?
- ___ What is a Mokélé-mbembé?
- ___ How did Marty get away from Butch and Blackwood?
- ___ Would you like to travel through the Congo?
- ___ How is Laurel important to the story?
- ___ What will happen to the twins now?

2. After you have labeled the questions, check your answers with the teacher's key.

3. Answer six literal and evaluative questions and eight inferential questions on a separate sheet of paper with complete sentences AND complete ideas.

4. Create two questions for each of the three types, record at the bottom of your answer sheet.

Literary Devices: Three Type Questions continued

1. Label each question as L, I, or E.

- ___ Why don't the bugs bite Grace like they do Marty?
- ___ Who once lived in the Skyhouse?
- ___ What happened to Rose?
- ___ Which river did Wolfe and Laurel have to cross to reach the twins?
- ___ Who is Masalito?
- ___ How did Grace disrupt Butch McCall's camp?
- ___ Why is there a Silver Back gorilla in this story?
- ___ What does Marty make for breakfast in the Skyhouse?
- ___ Should Wolfe have given Grace up when she was little?
- ___ How did Mary and Masalito communicate?
- ___ Are the eggs viable?
- ___ How is the grey parrot important to Grace?
- ___ Who wears the vid?
- ___ Why does no one question Noah Blackwood about his "conservation adventures"?
- ___ What does Butch McCall steal from Marty's pack.
- ___ What two precious objects do the twins discover near the lake?
- ___ Who is more clever Grace or Marty?
- ___ Who is PD?
- ___ What does the GIZMO do?
- ___ Why did Wolfe pay for the twin's education at the boarding school?
- ___ Are the O'Hara's dead?
- ___ What's the most important piece of information Grace overhears and finds out when she is hidden amongst the books, in Wolfe's library?
- ___ What happened to Marty when he was exploring Cryptos Island?
- ___ Are there still dinosaurs on Earth?
- ___ What do Grace and Mr. O'Hara use the Moleskines for?
- ___ List 6 character traits that Marty had to have to make the story work.
- ___ What does the Bo cam do?
- ___ Does Noah Blackwood love his granddaughter?
- ___ What is a Mokélé-mbembé?
- ___ How did Marty get away from Butch and Blackwood?
- ___ Would you like to travel through the Congo?
- ___ How is Laurel important to the story?
- ___ What will happen to the twins now?

2. After you have labeled the questions, check your answers with the teacher's key.

3. Answer eight literal, six inferential and four evaluative questions on a separate sheet of paper with complete sentences AND complete ideas.

Literary Devices: Three Type Questions continued

Answer eight of the literal questions, five inferential questions and three of the evaluative questions on a separate sheet of paper with complete sentences AND complete ideas.

Literal – Choose 8 and answer

- 1. What does Marty make for breakfast in the Skyhouse?**
- 2. Who once lived in the Skyhouse?**
- 3. What happened to Rose?**
- 4. What does Butch McCall steal from Marty’s pack.**
- 5. What two precious objects do the twins discover near the lake?**
- 6. Which river did Wolfe and Laurel have to cross to reach the twins?**
- 7. Who is Masalito?**
- 8. Who wears the vid?**
- 9. Who is PD?**
- 10. What is a Mokélé-mbembé?**
- 11. What does the Bo cam do?**

Inferential – Choose 5 and answer

- 1. How did Grace disrupt Butch McCall’s camp?**
- 2. Why don’t the bugs bite Grace like they do Marty?**
- 3. How did Mary and Masalito communicate?**
- 4. How is the grey parrot important to Grace?**
- 5. Why does no one question Noah Blackwood about his “conservation adventures”?**
- 6. What does the GIZMO do?**
- 7. Why did Wolfe pay for the twin’s education at the boarding school?**
- 8. What’s the most important piece of information Grace overhears and finds out when she is hidden amongst the books, in Wolfe’s library?**
- 9. What happened to Marty when he was exploring Cryptos Island?**
- 10. What do Grace and Mr. O’Hara use the Moleskines for?**
- 11. What 6 character traits does Marty have that make the story work?**
- 12. How is Laurel important to the story?**

Evaluative Choose 3 and answer.

- 1. Why is there a Silver Back gorilla in this story?**
- 2. Should Wolfe have given Grace up when she was little?**
- 3. Are the eggs viable?**
- 4. Who is more clever Grace or Marty?**
- 5. Are the O’Hara’s dead?**
- 6. Are there still dinosaurs on Earth?**
- 7. Does Noah Blackwood love his granddaughter?**
- 8. Would you like to travel through the Congo?**
- 9. What will happen to the twins now?**

Literary Devices - Foreshadowing

You can write a great adventure novel if you have a clever resolution (solution). How do you write a clever resolution? Include clever moments of foreshadowing (clues) throughout the novel. Foreshadowing (clues) helps the reader discover what the answer or answers might be to the conflict (problem). Roland Smith shares many moments of foreshadowing with you in this novel.

Now that you have read *Cryptid Hunters* – go back and look at these areas of foreshadowing, see page and paragraph listed below. (Remember: every indentation begins a new paragraph and a paragraph finishing from a previous page is named ½ paragraph.)

With a partner, (divide the work) make notes about what you should have noticed as you read or what you did notice but did not understand at the time. Share with your team and then be prepared to share with the class during the group share.

Page Paragraph(s)

10 3 Ex: Wolfe stares at Grace because she looks so much like Rose.

16 5 _____

20 2 _____

28 2 _____

43 5-8 _____

62 4 _____

69 11 _____

79 ½ _____

82 7-10 _____

86 12 _____

90 ½ _____

91 5-7 _____

- 111 1/2 _____
- 140 4 _____
- 163 3 _____
- 178 7 _____
- 19 5 1/2 _____
- 214 11 _____
- 225 2-4 _____
- 230 2 _____
- 232 *3 Italics* _____
- 271 2-5 _____
- 285 5-7 _____
- 300 7 _____
- 302 12 _____
- 313 1 _____

Bonus: Did you find any other areas of foreshadowing?

List their page and paragraph number below.

Be prepared for Group Share.

Writing: Back and Forth

It's your turn to write the foundation for your own adventure novel.

Think, think, think! Then create a resolution to a story, about a page or so in length. Now write a two paragraph conflict that sets up the resolution. Now the hard part: develop eight to nine clues. The more clues you write the more opportunities you have to be clever as some clues you will want to build upon, some to keep and some you will want to trash.

Hint: Don't worry about writing the story - worry about developing moments of foreshadowing (clues) that will make your resolution (conflict) seem clever and brilliant. Then the rest will be a piece of cake (idiom). ☺

Resolution:

Writing Back and Forth continued

Conflict:

Foreshadowing (Clues)

1.

2.

3.

4.

5.

6.

7.

8.

9.

Writing: Back and Forth

It's your turn to write the foundation for your own adventure novel.

Here are two resolutions – write a two paragraph conflict that sets up the resolution. Develop eight to nine clues for each one. The more clues you write the more opportunities you have to be clever as some clues you will want to build upon, some to keep and some you will want to trash.

Hint: Don't worry about writing the story - worry about developing moments of foreshadowing (clues) that will make your resolution (conflict) seem clever and brilliant. Then the rest will be a piece of cake (idiom). 😊

Resolutions:

- 1. Two brothers rescue their father and save the Loch Ness monster.**
- 2. A young girl saves the Yeti's child and the Yeti saves the girl from an avalanche in the Himalayas.**

Conflict:

Writing Back and Forth continued

Foreshadowing (Clues)

1.

2.

3.

4.

5.

6.

7.

8.

9.

Writing: Back and Forth

It's your turn to write the foundation for your own adventure novel.

Here is a resolution and the original conflict, work with your partner to create six or seven clues. The more clues you write the more opportunities you have to be clever as some clues you will want to build upon, some to keep and some you will want to trash.

Hint: Don't worry about writing the story - worry about developing moments of foreshadowing (clues) that will make your resolution (conflict) seem clever and brilliant. Then the rest will be a piece of cake (idiom). 😊

Resolution: Two brothers rescue their father and save the Loch Ness monster from the World Science League.

Conflict: Two brothers are sent a package with a note from their father and a map of Loch Ness. The note says he has been taken by the World Science League and he needs their help.

Foreshadowing (Clues)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

Writing: Journaling

Journaling is an important form of writing. There is usually no revision when journaling. Many times journals are private thoughts, concerns, questions, ideas, and/or brainstorm sets down on paper and other times you may want to record these thoughts etc. so that you can remember them for discussing with others later. While writing this journal there will be opportunities to “just write” and opportunities to share what you write.

Journal:

After reading Chapter 1:

Write about a camp experience or family vacation you have had.

After reading Chapter 5:

Write about a time when you overheard a conversation or hid from someone.

Before reading Chapter 7:

Write about any pranks your family has participated in AND/OR any nicknames your family uses.

Before reading Chapter 9:

Make a list of fears you have and why you have them. (I am still afraid of the dark!)

After reading Chapter 9:

Discover and share more information about the bonobo, Likabo, or okapi.

Before reading Chapter 13:

**Write about a time that you were alone and scared OR
About a time a friend(s) and you were alone and scared.**

After 14:

List as many different emotions as you have had throughout the reading of the novel and which sections they are connected to.

Example: Sad – When we find out the twins’ parents are missing.

Before reading Chapter 22:

Share the most exotic food you have ever eaten, did you enjoy it?

After Chapter 23

Write about a dream you once had that seemed real.

After Chapter 28

Write about a time that you had to ask forgiveness or had to accept it from someone else.

Writing: Research

Choose two of the following topics from *Cryptid Hunters* to research.

Communication Technology
Smithsonian Museum of Natural History
Phobias
Cryptids
Congo
Poachers
Prosthetics
Subcutaneous Implant Transmitters
Malaria
Pygmy Tribes of the Amazon

Research steps:

1. Find your topic in an encyclopedia and scan the information.
2. Use the 7 minute research method to copy important and interesting information.
3. Use a computer search engine and enter the title of your topic.
4. Read and review sites by scanning the information for usefulness.
5. Record all sites you have visited.
6. Decide if the site is worth returning to by placing a + or – , (+ I will return to this site, - I will drop this site) next to the html you have recorded. (You need at least 3 + sites.)
7. Return to two sites you have chosen and record interesting and important information using the Target note-taking sheet for one site and the Cornell Method of note-taking for the other.
8. Return to one final site and print out the information, but use no more than three pages. Use the highlighting note-taking method with this source to find interesting and important information.
9. Read through your notes several times – even aloud.
10. Write out your most important and interesting information, using one sentence for each fact. Write 15- 25 facts, please.
11. Select a way to disseminate your information to others. See the Multiple Intelligence Presentation Guidelines and Rubric Sheet.

Note-taking: 7 Minute Research

You will be able to complete a great deal of true research in a short time. Minutes are flexible but time will fly if you stick with the seven minute model.

Procedures:

- 1. Scan title, pictures, captions, graphics, headings, etc. AND keep the questions the research is supposed to answer handy.**
- 2. Fold a large piece of computer paper in 2x2 squares and then open it up OR**

Accordion fold a piece of lined notebook paper

OR

Use index cards

OR

Whatever method of recording works for you.

- 3. Choose a small section of the text you can read in about 3 minutes.**
- 4. Read section for 3 minutes. If you finish it, do not go on to the next section. Instead, re-read the same section. Try to summarize and look for key vocabulary and facts while you read**
- 5. Close the text or turn it over. Now, for the next two minutes, write facts you remember from the text that you feel are important or interesting. You want information will answer your questions.**
- 6. Open the text and check back for any information you might have missed, as well as for proper spelling, titles, specific headings, etc. Do this for 2 minutes.**
- 7. Repeat Steps 5 and 6. Then, take a seven-minute break to look over facts recorded. Which facts answer the questions you have or which ones form new questions you might want to have answered. Highlight these. X out facts you think are probably extra and will not use. Stretch and get ready for two more sessions or as many as you have time for.**

Remember:

Information in your notes should include

- important and/or interesting information
- main ideas to introduce information
- details that answer your questions or enable you to form new questions
- short phrases not sentences
- important vocabulary and/or key phrases and/or titles

Note-taking: Highlighting

Highlighting is easy but “easy does it.” Highlight the main ideas in one color and then go back and use a different color to identify supporting details. Only identify the most important information or the most interesting. No more than 1/3 of each page should be highlighted. Title, dates, and lists should always be highlighted.

Cornell Note-taking Method

As you find interesting and important information, separate the information into main idea and supporting details. The main idea introduces a section of your topic. It may have a bold heading, start a new idea, or even have its own title. You will find a few main ideas but many supporting details. The supporting details explain “in detail” the main idea.

Information in your notes should include

- important and/or interesting information
- main ideas to introduce information
- details that answer your questions or enable you to form new questions
- short phrases not sentences
- important vocabulary and/or key phrases and/or titles

Place the main idea to the left of line/supporting details to the right.

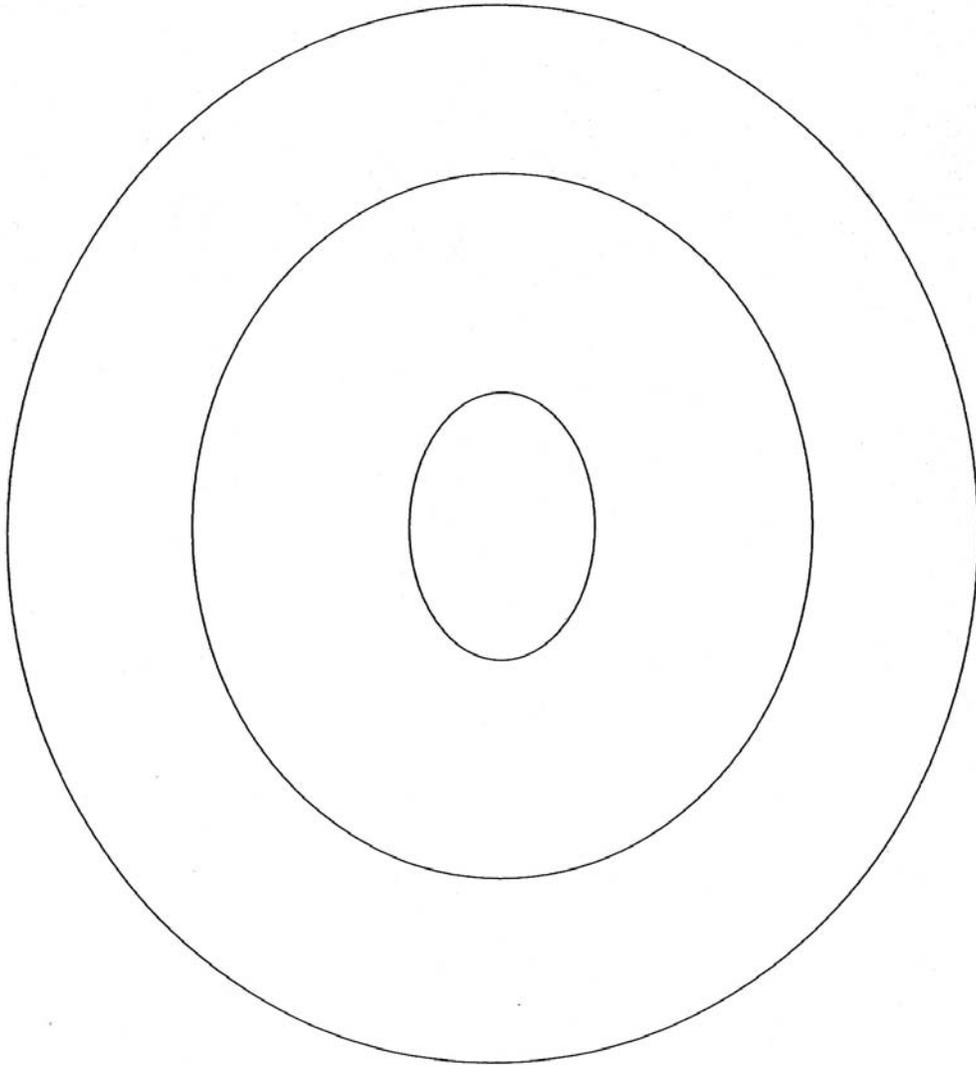
Main Idea

Supporting Details



Target Practice

**Place your topic title in the center of the target.
Place the main ideas in the next section of the target.
Place supporting details in the next section of the target.
Please keep your target neat and organized.**



Research Project Multiple Intelligence Rubrics

Word, People, Body Smart

Topic Expert Role Play

Summarize the information portraying an expert in the field with either a hat or costume. Use your main ideas as your different points. Then fill in the rest of the information with your supporting details.

- 5 pts. bibliography
- 25 pts. accurate and thorough information.
- 10 pts. role play is articulate, interesting, and organized
- 40 pts. Total

Word, Picture, and Self Smart

Story cube

Create a large cube and record your information leaving one of the sides for the bibliography. Each side should have a main idea followed by bullets of supporting details

- 5 pts. bibliography
- 5 pts. review
- 5 pts. neat; grammar, spelling, etc.
- 25 pts. accurate and complete information
- 40 pts Total

Comic books

Design a comic book with your main ideas and supporting details.

- 5 pts. bibliography
- 15 pts. 10-12 pictures accurately and creatively convey the main idea and details
- 15 pts. captions accurately relate main idea and details
- 5 pts. book is organized, neat, and bound
- 40 pts. Total

Collage

Create a collage of pictures that represents your topic, no white spaces, and include a summary main ideas and supporting details on the back.

- 5 pts. bibliography
- 15 pts. pictures accurately represent the topic
- 5 pts. pictures are displayed in an organized and careful manner that has no white space.
- Size: 8x14 – 11x17
- 15 pts. Summary accurately shares the main ideas and details
- 40 pts. Total

Word, Picture, and People Smart

Gaming

Create a game using the main idea and supporting details. Include instructions and materials.

- 5 pts. bibliography
- 20 pts. events on the board accurately represent the topic and share
 - specific pieces of information.
- 10 pts. game is organized and directions are easy to follow
- 40 pts. Total

Container

Create a container that represents the topic. Include items that convey the story and share the main idea and details throughout a spoken presentation.

- 5 pts. bibliography
- 15 pts. items easily correlate to main idea and details
- 5 pts. container clearly and creatively represents the topic
- 15 pts. presentation is articulate and interesting
- 40 pts. Total

Mystery Envelopes

Place items in envelopes that represent the different main ideas. Then write out the supporting details for each of the main ideas or share orally in a presentation.

- 5 pts. bibliography
- 10 pts. items easily correlate to the main idea
- 20 pts. supporting details are thoroughly shared either orally or written
- 5 pts. presentation is accurate or writing is free from spelling, grammar, etc. errors
- 40 pts. Total

3-D Display

Create a display that showcases your information with 3-D pictures and information boxes – like you see at the zoo. Orally share 5-7 interesting facts to entice your visitors to take a closer look.

- 5 pts. bibliography
- 20 pts. information is accurate and thorough
- 10 pts. display is organized
- 5 pts. oral presentation is articulate and facts chosen hook the listeners

