

## Teacher Notes

Greetings,

*Cryptid Hunters* is a unique book that combines the best of literary techniques with high adventure. It reminds me of *Tarzan of the Apes* because it has endearing, complex characters, a lush and pictorial setting, and best of all, plot turns that cannot be anticipated by the average reader.

This unit was developed as a read aloud (4<sup>th</sup>-6<sup>th</sup> grade) but could be done in literature circles (5<sup>th</sup>-8<sup>th</sup> grade). It allows students to work in all the areas of English Language Arts: reading, writing, listening, speaking, literature, and research.

Leveled assignments for differentiation are included when appropriate. You will need to decide what you want to use and with whom throughout the unit. It is important to meet all the diverse needs of our students and this unit is set up to help ALL your students be successful. Many of the learning experiences also include specific reading strategies that happen before, during, and after specific reading sections or the entire novel. These strategies and structures encourage student investigation and exploration.

This novel has rich and sophisticated vocabulary. I have pulled out over 300 words that can be added to any 4<sup>th</sup>-8<sup>th</sup> grade vocabulary. In the unit, students will frontload vocabulary and character traits before they read the book, preparing them for success and hooking their interest. Students will also have many opportunities to complete vocabulary work as the unit progresses. Standards regarding vocabulary have been improved throughout many states and I know these learning experiences can help your students.

Since this book, in part, is about investigation and exploration, students are given opportunities to research and explore a variety of topics in short research assignments. Students then have several choices how they will disseminate their information based on their Multiple Intelligence Strengths. While researching, students will practice four different note-taking methods using the main idea and supporting details from their readings.

Intermediate and middle level Minnesota state standards for all the learning experiences are included. Though they may differ from your state a bit, I am sure you will see many similarities, even in the wording. There is also a timeline for implementation as well as a unit rubric.

Finally, I want to encourage you to truly set aside the time to do the entire unit of study provided for you here. It will take about six weeks but I know your students will have gained valuable skills and concepts using this exciting and well-written novel.

Please let me know if you have any questions or concerns. [spraguef@charter.net](mailto:spraguef@charter.net)

*Julie Sprague*

## ***English Language Arts Standards***

*These Standards are taken from the state of Minnesota but can be readily and easily adapted to any state. If you would like help, please email me, [spraguef@charter.net](mailto:spraguef@charter.net)*

### ***Literacy Standards and Benchmarks***

#### ***Vocabulary Experiences and Figurative Language***

*Word Recognition, Analysis, and Fluency:*

- ◆ *Read unfamiliar complex and multi-syllabic words using cueing systems, advanced phonetic analysis and structural analysis.*

*Vocabulary Extension:*

- ◆ *Acquire, understand and use new vocabulary through explicit vocabulary instruction and independent reading*
- ◆ *Analyze word structure and use context clues to understand new words.*
- ◆ *Identify and explain figurative language*

#### ***Anticipation Adventure, Elements of Literature, Literary Devices***

*Comprehension:*

- ◆ *Use a variety of strategies and demonstrate literal, interpretive, inferential and evaluative comprehension.*
- ◆ *Comprehend, interpret, and evaluate text by asking and answering questions.*
- ◆ *Recall and use prior learning and preview text to prepare for reading.*
- ◆ *Make inferences and draw conclusions based on explicit and implied information from texts.*
- ◆ *Critically read and evaluate to determine the author's purpose, point of view, audience and message.*
- ◆ *Actively engage in the reading process and read, understand, respond to, analyze, interpret, evaluate and appreciate a wide variety of fiction.*
- ◆ *Read a variety of high quality, contemporary literary works specific to America.*
- ◆ *Identify and analyze the relationships among elements of fiction.*
- ◆ *Identify and analyze the effect of characters' traits on the plot and resolution of the conflict.*
- ◆ *Analyze how figurative language and literary devices contribute to the meaning of a text.*
- ◆ *Identify and understand recurring themes across literary works, citing evidence from the texts.*
- ◆ *Respond to literature using ideas and details from the text to support reactions and make literary connections.*

#### ***Vocabulary and Writing***

*Writing:*

- ◆ *Create informative and expressive writing*

- ◆ *Engage in the writing process: with attention to organization, focus, quality of ideas, and a purpose*
- ◆ *Will locate and use information in reference materials.*
- ◆ *Consider the intended audience when composing text.*
- ◆ *Apply standard English conventions when writing*
- ◆ *Compose complete sentences when writing.*
- ◆ *Edit writing for correct spelling and sentence clarity.*

***Vocabulary, Elements of Literature, Literary Devices, Writing***

*Speaking, Listening, and Viewing*

- ◆ *Participate in and follow agreed-upon rules for conversation and formal discussion in large and small groups.*
- ◆ *Know and apply listening rules for formal setting*
- ◆ *Orally communicate information, opinions, and ideas effectively to different audiences for a variety of purposes*
- ◆ *Critically analyze information found in electronic and print media, and use a variety of these sources to learn about a topic and represent ideas.*

***Time Line***

*Research Learning Experiences can be done here or after reading the novel.*

***WEEK ONE***

*Frontload Vocabulary. Complete all activities frontload activities and explain the Quick Quiz.*

*Anticipation Adventure*

*Before you read: Character Traits, Plot, and Theme – Group Share when appropriate*

*Homework: Study and learn chosen vocabulary words*

***WEEK TWO***

*Any two vocabulary activities + one quick quiz*

*Group share, journal entries*

*Read Chapters 1 – 8*

*During the reading: Character Traits, Plot 1-3, Theme p.49, 83, Style p. 129-131*

*Literary Device: Predict in teams Chapter 6 and 8*

*Homework: First four journal entries, study chosen words*

### *WEEK THREE*

*Any two vocabulary activities + two quick quizzes*

*Read Chapters 9-17*

*During the reading: Character Traits, Plot 4-6 and Central Conflict, Theme p.163, 273  
Style: 165,166*

*Literary Device: Predict with partner Chapters 12, 17 and 18*

*Homework: 5-7 journal entries, study chosen words*

### *WEEK FOUR*

*Any two vocabulary activities and two quick quizzes*

*Read Chapters 19-25*

*During the reading: Character Traits, Role Play, Setting, Plot 7-10, Style p.257*

*Literary Devices: Predicting Individually Chapters 21 and 25; Figurative Language-  
Similes, Idioms, and Metaphors Chapters 1-19*

*Homework: 8 and 9 journal entries, study chosen words*

### *WEEK FIVE*

*Any two vocabulary activities and two quick quizzes*

*Read Chapters 26-33 (this will finish the book)*

*During Reading: Character Traits, Hollywood, Setting, Plot 11-16 and Resolution;  
Theme p. 319  
Style p. 342-345*

*Literary Devices: Figurative Language – Similes and Idioms Chapters 21-33*

*Homework: Final Journal Entry, study chosen words*

### *WEEK SIX*

*Vocabulary Opportunity*

*Elements of Literature: Character Traits-Graphic, Tea Party, Setting, Theme*

*Literary Devices: Three Type Questions, Foreshadowing*

*Writing: Back and Forth*

*Homework: Study chosen words*

*I can justify the full six-seven weeks, because there are so many standards addressed and so many important English skills practiced. I try to finish the book itself in three weeks to four weeks. Of course, the unit can be done in a much shorter time frame by revising and editing some of the learning experiences.*

*Again, feel free to contact me, I'd be happy to send you the Student Pack in a Word document so you can make the unit work for you. [spraguef@charter.net](mailto:spraguef@charter.net)*

### ***General Information***

You will need to set up teams of four with two sets of partners. I allow students to pick their own partner and then I pair the pairs into a team of four. If you have an odd amount, a couple of teams of three work better than five. It is always good to allow teams to create a name, symbol, silent cheer and participate in one activity that is not associated with the unit so that they form a working relationship. I also like to select pairs based on their Multiple Intelligence Inventory (see the curriculum board on this web site for this information) strengths, that is, those that are strong in one or more intelligence with another pair that is strong in different intelligences.

The "Group Share" session is a time for teams and/or individual students to share their knowledge and understanding. This is a time for formative assessment but no grades should be taken but participation points can be given. Teams should be represented by a spokesperson and this person should alternate throughout the unit.

The Multiple Intelligence Inventory should be given to help you create teams as well as help the students choose which Research Project will help them share what they know and can do in the best way. The Inventory and other information are on this web site as well.

The Vocabulary Opportunity has two parts: a. their list of words where they write the synonym or short phrase next to the word b. Students using 15 of their words in compound, interesting, and effective sentences.

## ***Vocabulary***

### Frontloading Vocabulary

Vocabulary building makes up 25% of this unit. With over 300 words to choose from students will find many words that they can place in their working vocabularies. These activities take place five days before the start of the book. Students create visual aides in order to learn the words that they feel are the most interesting and would want to use again. Students work with words through the parts of speech and affixes. Students choose the 68 words they will actually memorize for the unit. You will need to take the time to meet with students if you feel their choices vary greatly from your own. A challenge is included for students to choose an even 100 words. If they choose this challenge the 100% score for the Vocabulary Opportunity (Test) is still 68. This assures everyone of an “A” grade and it allows students to learn more words. I like to have students pull out the word wheels long after the unit is completed to practice their words again and the parts of speech. I also use it to help students create simple, compound, and complex sentences. There are many extensions to all of these activities – please, send me any ideas you have and I will add them to the unit.

### Vocabulary Unit Practice

These activities range from simply memorizing the synonyms or short phrases for the chosen vocabulary to working with the words through the parts of speech and affixes. Students cannot write effective and usable sentences if they do not know the part of speech the word comes from and students who can actually use their new vocabulary in intelligent sentences are more apt to place the word in their working vocabulary forever. Also, students will be able to remember the words in a more meaningful way if they understand the words parts, affixes and roots. I make time throughout the weeks to use all of the following learning experiences, see Time Line.

### Master List

To get a master set of words that ALL your students are choosing, use the round robin affect asking students to mark out a word if they are using it on a master list of words. If the word is already marked out then they go on and look for any of their other words that have not been marked out. Then cut and paste all the words your students will work with from the Synonym and Short Phrase sheet. In this way, you will have a master list of those words the class is memorizing.

### Speak and Hear

Students need to hear the words and synonyms and phrases spoken and, in turn, speak the words they will learn themselves. At the beginning of the memorization process ask all students to stand up and mimic you as you speak through the master list of words. Words like treacherous and jarring can be said with great dramatics for ease in memorization. A word like verified may not have the same dramatic affect but more often than not the words provide opportunities for drama. I ask students to start many of our days throughout the unit doing this with a partner.

### Draw It

Students can write out words that have a specific pictorial meaning such as hearth, hovel and hurtling. Allow students to design nonlinguistic representations with these words and share for a bulletin board.

### Candy Toss

Call a word from the master list - the student who calls out the word's meaning first gets a piece of candy. For every piece earned, the winner must sit out that many sessions. I usually do this for about twelve words on Mondays, Wednesdays, and Fridays opposite the Quick Quizzes (see below). Level this assignment by asking students to reply with an accurate and appropriate sentence instead of just the meaning. (Ask each student to bring in a bag of their favorite candy – this saves on the teacher's budget and most parents don't mind at all if they know the purpose.)

### Affixes

Student teams compete against one another trying to find prefixes and suffixes or words that use both from the master list. Give each team about 25 minutes and suggest that they divide and conquer the task by assigning a different group of words to each of the members of the team.

### Ten Minute Sentences

Students write out as many sentences using their chosen words in a ten-minute period. I use this as a homework assignment and tell students to set a kitchen timer, watch, or cell phone to set the ten minutes. Students choose the words they will use before the timer is set and then they write as many sentences as they can in ten minutes. They can use their words more than once.

15-20 Sentence Genius

9-14 Sentence Champion

4-8 Sentence Whiz

### Ping Pong Vocabulary

Write numbers on ping pong balls, one number for every word that is on the master list AND/OR write N, V, Adj, and Adv on about 50 balls. Place an overhead of the master vocabulary list so that all students can see the list. Toss out the balls. Students take turns looking at what they have on their ball and then responding with the synonym/short phrase and/or a sentence that uses the word.

### Quick Quiz

1. Students write out their 68 words on a half sheet of paper and their 68 words plus the synonym or short phrase on a full piece of paper. Students must number both sets of words. Review their choices and conference if necessary to change which words each student will memorize. (Make copies of these for safe keeping – so they are not lost.)

2. Each Tuesday and Thursday students will take a quick quiz over ten words. You will use one die or two to determine which words will be part of the quiz as you are looking for a random sampling. The students will not know which words they are being asked so they must study all of them. Of course, they may be asked the same word in multiple quizzes but it is important to keep this a relatively random sampling. The quiz is not for a score but to work cooperatively with their team or class to then compete against other teams or classes.
3. When both dice are rolled and a 1 and a 2 is shown you can either call out 12 or 21. Students then look down their half sheet of words and write out on their quiz sheet what their #12 or #21 word is and then they write out the synonym or short phrase. If they don't know the answer they must place a large X in the space.
4. Continue this for all ten words.
5. Next students can check their answers with their full sheet of words and synonyms and short phrases as you walk around the room – ready for questions or looking for “cheaters.” (I also ask them to use pens to check with.)
6. Students get into their teams and add how many correct answers they have as a team then divide by how many members, averaging their scores – one member reports this information to you, quietly. Place this information on a point graph on the board or poster paper. After four weeks the team that has made the most progress gets five extra points on their Vocabulary Opportunity and whatever else you feel is appropriate. NOTE: If you have more than one section of English add all of the teams' points together and divide by how many students are in the class for the quiz. Record the score on a point graph. Repeat for each section of English you have. Students compete against other sections for the Grand Prize. I usually bring in lunch or student bring in money for a special lunch, and/or 5 extra points on the quiz.
7. Finally, when the students are ready to take the Vocabulary Opportunity they simply use their half sheets as the quiz and record their words and answers on a separate sheet of paper. I always score this piece myself but trust them to score the quick quizzes themselves.

### ***Student Learning Experiences***

These learning experiences take place before, during, and/or after the book is read – this way there is formative and summative assessment taking place. The Elements of Literature are 25% of this unit and Literary Devices make up another 25%. Students need to be able to examine and analyze both of these areas of literature so they are better able to understand how novels are written, what makes a great story, and why authors write the way they do. Students will also build important skills that aide them in interpreting and inferring any type of fictional writing, helping them pass their dreaded state test.

### Elements of Literature: Characterization

Students will be able to find many places that characterization is shared, here are some pages to help guide them.

1-3; 8-10; 14,15; 18; 20-24; 26; 32; 36; 38; 41,41; 43; 50; 52,53; 56-58; 65; 72; 74; 76; 79,80; 95; 99,100; 102-104; 112; 134; 159; 167-169; 190,191; 256; 261; 299; 319; 323; 340; 348.

### Elements of Literature: Characterization – Role Play, Hollywood, Tea Party

While these are a lot of fun for the students, they are actually meaningful as well as the students have to justify their decisions based on how well they know the character – encourage the students to use their Character Traits Chart. I take the best two scores out of the three for this assignment. You could use all of these or have students choose the one they would like to do.

### Elements of Literature: Setting

This is a great activity for all students as they can use any type of art media they like. Even those who don't draw well usually enjoy this activity – here are some pages to help guide them in their search for authentic settings.

24; 26; 30; 32; 35; 37-39; 40; 49,50; 78; 93; 96; 215.

### Setting the Scene

Transform your room into an African Rain Forest. Set the scene over a weekend that coincides to the group traveling to the Congo. Tables or desks are stored in the back of the room and fire-retardant sheets hang from the ceiling. Green paper is hung as well to create a canopy. I then bring in grape vines and weave them throughout the room. Bugs, snakes, butterflies, and other critters are brought in and placed strategically as are fake flowers and vines. (The dollar store is a gold mine for all of these). Next I bring in plants (friends and family help out here) and then carpet and pillows and some of the chairs or desks are placed for those who do not want to sit on the floor. I even have jungle sounds playing in the background. Setting the climate like this sets my students attitudes as well. In fact, I have never had a student fail in the ten years I have set a scene like thi

Elements of Literature: Plot

If students are to become effective writers they need to know what makes story effective. This sequence graphic helps students understand four of the five elements of plot. Help teams build this as you read through the novel.

14 Moke`le` m-bembe` found dead – eggs intact

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**Climax**

13 Grace and Marty vs. Butch

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12 Lauren and Wolfe getting close

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11 Marty to the Rescue

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10 Grace Kidnapped – Butch’s camp

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9 Grace’s past discovered

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8 Butch McCall

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7 Skyhouse

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6 Congo/ River

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5 Plane - drop

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4 Marty’s Misadventures

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3 Library, Laurel, Moke`le` m-bembe`

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2 Wolfe and Cryptos Island

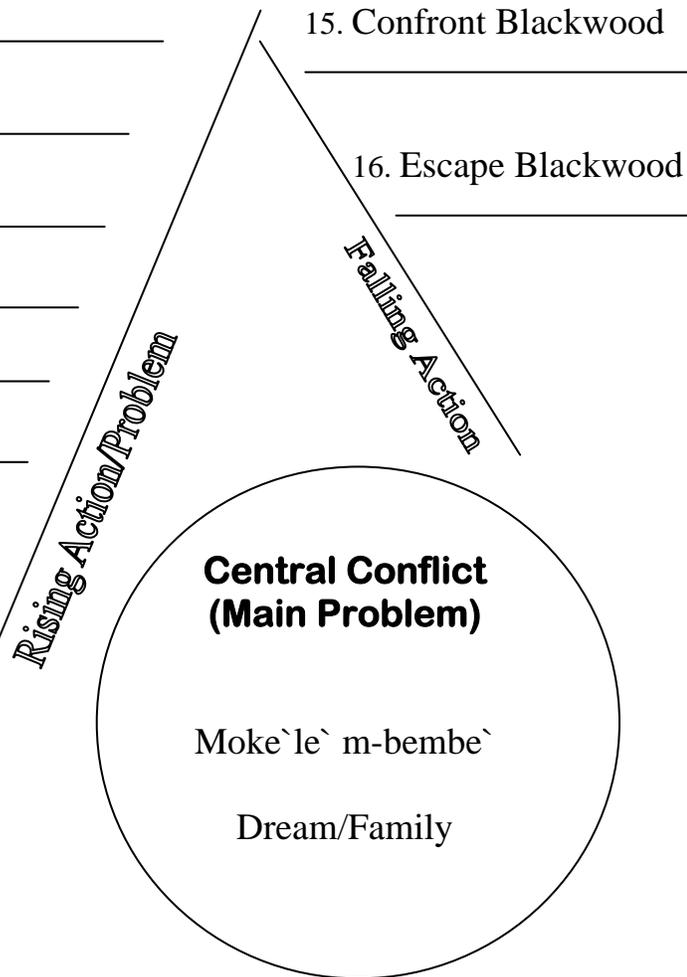
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1 Twins introduced

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**Resolution (Solution)**

Safe on Cryptos Island with the Moke`le` m-bembe` eggs incubating.



### Elements of Literature: Theme

These before, during and after learning experiences help students connect with the text and find “life lessons” they can take with them after the novel is over.

### Key for During Reading:

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

*The types and difficulty of the books people read reveal something about their personalities.*

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

*Face your fears and overcome them – don’t let them control you.*

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.”

*Think and then act! Once we have these great discoveries what will we do with them to make sure they are used to help not harm AND who gets to decide.*

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

*Look deeper, think deeper. What’s on the outside is not nearly as important as who we are on the inside.*

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

*Family is everything!*

Other Possible themes: Coming of Age, Change, Survival, Perceptions, Interdependence, Survival, The Natural World

### Elements of Literature: Style

Students should frontload for this activity by reading about Roland on his website.

Knowing his background will help them understand the novel with more authenticity.

The important events will vary. Partners should have solid support for their choices when shared during group share.

### Literary Devices

Each of these learning experiences is leveled for differentiation. Decide how you will use the three different levels. Sometimes you may want all your students to do the highest level (this is always the first learning experience in the student pack) or use all three levels. Whatever combination works with your students.

Another way to level is through assessment. Students can be asked to do the most complex level with you altering how the learning experience is scored.

### Literary Devices: Figurative Language

#### Key:

#### Similes

p. 8 ¶ 2 “as angry as a bear”

p. 22 ¶ 8 “like a famished spider”

p. 105 ¶ 5 “as smooth as glass”

p. 145 ¶ 1 “like a pot of soup stock”

- p. 181 ¶ 3 “like the wind”
- p. 201 ¶ ½ “as easy as tracking a herd of elephants across a mudflat”
- p. 274 ¶ 2 “like a bear returning to its den”
- p. 275 ¶ 4 “like a ghost ducking under branches...”
- p. 275 ¶ 5 “like a derailed locomotive engine”
- p. 277 ¶ 1 “like a gecko”
- p. 277 ¶ 6 “like a chunk of vine with a rock”
- p. 323 ¶ 1 “like a moth to a flame”
- p. 347 ¶ 1 “like a brooding hen”
- p. 347 ¶ 3 “like a hungry wolf”

#### Idioms

- p. 77 ¶ 4 : “flushed with embarrassment”
- p. 85 ¶ 10: “out of a jam”
- p. 95 ¶ 1/2: “for crying out loud”
- p.115 ¶ 3: “shoestring budget”
- p.118 ¶ 7: “tight-lipped bunch”
- p.219 ¶ 2: “path of least resistance”

#### Metaphors

- p. 68 ¶ 5: “jackals to devour”
- p. 175 ¶ 8: “shadowy jungle”
- p. 199 ¶ 2: “sleeping knight’s hand”

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: personification

Explain how you know: Thoughts are not human they do not shoot. It is giving human characteristics to a “thought.”

#### Literary Devices: Predicting

Predictions will vary. This is a very difficult skill and I only record a score for the last two predictions – the rest of the predictions are for practice. I stress this with the students as well. They are NOT to just guess but use all the clues they have.

#### Literary Devices: Questioning

If students know the type of question they are being asked they can better answer it. Give students opportunities to practice with these three types using Goldilocks and the Three Bears and/or another short fairy tale.

Three Type Questions – Type Answer Key

Label each questions as L, I, or E.

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

#### Literal

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

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?
8. Why did Wolfe pay for the twin's education at the boarding school?
9. What's the most important piece of information Grace overhears and finds out when she is hidden amongst the books, in Wolfe's library?
10. What happened to Marty when he was exploring Cryptos Island?
11. What do Grace and Mr. O'Hara use the Moleskines for?
12. What 6 character traits does Marty have that makes the story work?
13. How is Laurel important to the story?

#### Evaluative

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'Haras dead?
6. Are 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?

#### Three Type Questions – Answers

Some answers may vary and inferential and evaluative should have further support than I have provided.

#### Literal

What does Marty make for breakfast in the Skyhouse?

*Green eggs and Mamba*

Who once lived in the Skyhouse?

*Wolfe, Rose and Grace*

What happened to Rose?

*Mauled and killed by the dinosaur*

What does Butch McCall steal from Marty's pack?

*The GIZMO*

What two precious objects do the twins discover near the lake?

*Dinosaur eggs*

Which river did Wolfe and Laurel have to cross to reach the twins?

*Ubangi River*

Who is Masalito?

*Pygmy friend of Wolfe's*

Who wears the vid?

*The raven*

Who is PD?

*The pocket poodle that Wolfe owns*

What is a Mokélé-mbembé?

*The dinosaur*

What does the Bo cam do?

*It acts like a video camera and sets up surveillance.*

Inferential

How did Grace disrupt Butch McCall's camp?

*Being bossy, demanding, and drugging them*

Why don't the bugs bite Grace like they do Marty?

*She was born there, lived there*

How did Mary and Masalito communicate?

*By drawing comic book for each other Marty started at the beginning and Masalito shared what he would do.*

How is the grey parrot important to Grace?

*It shows her where important places are and helps her discover the meaning to her dreams.*

Why does no one question Noah Blackwood about his "conservation adventures"?

*On the outside he looks like a caring person, he uses all the right words and tells people what they want to hear. He is also very rich and famous for being a kind person who loves animals.*

What does the GIZMO do?

*Communicates in many different ways including email, tracking, GPS, live chat, video, secure storage, phone line*

Why did Wolfe pay for the twin's education at the boarding school?

*He is Grace's father and this was one way that he could help Grace with very few people knowing. It is his way of making up for giving her away. It shows how much he still loves her.*

What's the most important piece of information Grace overhears and finds out when she is hidden amongst the books, in Wolfe's library?

*That the search in the Congo is for a dinosaur, Mokélé-mbembé and there could possibly be more eggs.*

What happened to Marty when he was exploring Cryptos Island?

*He thought he was being attacked but Bigfoot but it was the Bonobo chimpanzee, Bo. Then he thought a shark was after him but it was a bottlenose dolphin. He looked like an idiot and baby to everyone – he made a fool of himself.*

What do Grace and Mr. O'Hara use the Moleskines for?

*Journaling*

What 6 character traits does Marty have that makes the story work?

*artistic, wild, chef, curious, courageous, athletic, "bodyguard"- protective, clever*

How is Laurel important to the story?

*She brings the news of the Mokélé-mbembé, she helps Grace start to overcome her fears, she helps Wolfe get through the jungle.*

Evaluative

Why is there a Silver Back gorilla in this story?

*Interest, species identification in the Congo, set up the scene for “Doctor Grace”, show the ruthlessness of Butch*

Should Wolfe have given Grace up when she was little?

*Any supported answer is acceptable.*

Are the eggs viable?

*If the dinosaurs protected them to their death, probably.*

Who is more clever Grace or Marty?

*Arguments can be made for both sides but there is more evidence “in the book” for Marty as the most clever. (This is a great time for group share and debate.)*

Are the O’Haras dead?

*Again, a great time to share and debate. They are probably not dead or Wolfe would have given up searching. He is not a fool and would not waste his time if he truly thought they were dead. Also, the book shares that they are trained survivors.*

Are there still dinosaurs on Earth?

*Any supported answer is acceptable.*

Does Noah Blackwood love his granddaughter?

*Interesting discussions here as well. He flew immediately to come see her but tied her up – evidence goes both ways – a discussion about what love is should ensue.*

Would you like to travel through the Congo?

*Any supported answer is acceptable.*

What will happen to the twins now?

*Any supported answer is acceptable.*

Literary Device – Foreshadowing

Students are given opportunities to go back and look at the areas of foreshadowing.

Key: Here are a few ways to interpret the following foreshadowing clues.

Page Paragraph(s)

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

16 5 Wolfe wants to help Grace where he can.

20 2 Grace has strong intuitions – her parents are not dead

28 2 Blackwell and Butch caused the O’Hara’s accident

43 5-8 Wolfe was overcome with emotions and afraid he would reveal his secret

62 4 The egg is extremely delicate and important

69 11 rare object – the dinosaur

79 ½ they will find the dinosaur

82 7-10 Grace will conquer her fears

86 12 Marty will end up on the trip

90 ½ The Gizmo is important to the kids’ survival

91 5-7 Marty will get lost and into trouble

111 ½ There was no accident but sabotage – his father would not leave the pack

140	4 Marty was prepared for the fall
163	3 Grace's mother - Rose
178	7 Jungle will reveal the answer to her nightmare
19	5½ Butch will cause problems
214	11 Grace had been to the Skyhouse before
225	2-4 Grace's mother
230	2 Grace has lived here before
232	3 <i>Italics</i> Grace has lived here before
271	2-5 Grace will be able to get away
285	5-7 Parrot knows Grace and the way to Skyhouse
300	7 Parrot knows Grace and her life
302	12 Grace and Wolfe will be okay as a family
313	1 Something is dead if vultures are hovering

### **Writing:**

Writing makes up about 25% of the unit. There are many types of writing in this unit but three specific types are journaling, prewriting for a narrative adventure, and research, informative writing. While there is no official research paper, the written information needed for the project is its own type of informative writing. Students need to practice the steps to good writing. These three very different types hope to do just that.

### Writing: Back and Forth

Three different levels of building a foundation for an adventure story are presented. I like to allow the students to pick which one they would like to try. Also, it is fun to let pairs work together if they have been successful throughout the unit.

I encourage my students to actually write the story, but at the very least, they have had an opportunity to build some of the plot elements needed.

### Writing: Journaling

I use journaling as the homework assignments for this unit. This gives students time for reflection and also a place away from peers to take the time to write. Group share is the perfect time to listen to and check journal entries. I also like to have students share in their teams.

### Writing: Research

Students can complete research before the unit begins and then share what they know before the chapter speaks to their topic. This is highly effective in increasing the understanding of the book and creating interest in reading. Partners and/or teams should research together if you are going to frontload this research.

OR

Research can be done as a result of wanting to know more about the book and the topics presented after the novel is completed. Students should do individual research projects if you are going to use at the end of the reading.

Regardless of when you do the research you need to help students by teaching the note-taking strategies directly. Walk through the steps as a group and take notes as a group.

When students are using the 7 minute research method, help them select how much of the passage to read and then be their timer and encourager to find just the interesting and important facts. As students work on the Cornell, Target notes and as they highlight make sure they are aligning and identifying the main idea and supporting details correctly. Finally, make sure that their list of facts is written accurately and grammatically so that their presentation runs smoothly. I conference with students to help them determine how they will present their information, and I review the rubric with them so they are successful.

## Unit Rubrics

### **Vocabulary Practice: 65 pts.**

Frontloading Vocabulary: 30 pts.

- All vocabulary aides are completed accurately 10 pts.
- Sentences use the word's part of speech accurately 15 pts.
- Affixes are identified correctly 5 pts.

Practicing Vocabulary: 30 pts.

- Words are posted throughout home (p. signature needed) 5 pts.
- Sentences are compound and effective 15 pts.
- Active participation 5 pts.
- Progress is made on quick quizzes 5 pts.

### **Vocabulary Opportunity: 113 pts.**

Test 68 pts.

- 68 words are identified with the synonym or short phrase from the master list 1 pt. each

Sentences 45 pts.

- 15 compound and effective sentences 3 pts. each

### **Elements of Literature: Characterization 35 pts**

Character Traits 7 pts.

- 3-7 additional, accurate traits added to each character's box

Venn Diagram or T chart 7 pts.

- Organized
- 3-7 traits listed

Role Play, Hollywood, Tea Party 7 pts each

- Consistent representation of characters
- Standard English
- Thoughtful and creative thinking

### **Elements of Literature: Setting 14 pts.**

- Consistent and accurate representation of setting
- Effective use of color, shape, space, and perspective
- 11x17 or poster paper for mural

### **Elements of Literature: Plot – Epilogue 14 pts.**

- Three paragraphs
- Finishes the story – does NOT start a new story for a sequel
- Written in third person – like the book is
- Uses 4-8 vocabulary words
- Consistent and plausible
- Standard English

**Elements of Literature: Theme – 21 pts.**

Author's View – 7pts

- Complete sentences
- Accurate representation of quote

Student View – 7pts

- Adds to original view of theme
- Reflective and thoughtful

New Themes – 7pts

- Identifies new theme
- Shares the “life lesson” they have gained
- Page #s are included.

**Elements of Literature: Style – 8 pts.**

Recap – 8 pts.

- Accurate choices of important events
- All sections complete

**Literary Devices: Figurative Language: 23-26 pts.**

- At least 10 similes, 5 idioms and 2 metaphors are correctly identified 17 pts.
- Excerpts are accurately recorded including punctuation, ellipsis, and/or spelling 6 pts.
- 3 extra credit pts. for personification and support why

**Literary Devices: Predicting – 8 pts.**

- Individual predictions are “close” to actual events in the novel
- Predictions are neatly and completely written

**Literary Devices: Three Type Questions – 80 pts.**

- 70% of Questions Types are Labeled Accurately – 12 pts.
- ?s are answered with accurate support, complete sentences, standard English – 68 pts. Literal ?s – 1 pt. each, Inferential ?s – 3 pts. each, Evaluative ?s – 2 pts. each

**Literary Devices: Foreshadowing 13-16 pts.**

- Clues interpreted completely and accurately 13 pts.
- 3 pts. extra if new foreshadowing is identified

**Writing: Back and Forth 10-20 pts**

- All areas complete 5-10 pts.
- Foreshadowing clues easily and uniquely lead the reader to the resolution 10 pts.

**Writing: Journals: 5 points each – 30 pts.**

- Examples are complete and timely
- Reflections are thoughtful and complete

**Writing: Research – 60 points**

Note-taking 20 pts.

- organized
- main idea and supporting details are identified accurately
- 15-25 facts written out in standard English sentences

Research Disseminations: 40 pts.

Multiple Intelligence Project

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