

# Schooled

By Gordon Korman



## **SAMPLE PAGES**

**Prereading, Informational Texts,  
Vocabulary**  
with Answer Keys

from  
**A Novel Teaching Pack**  
by Margaret Whisnant

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# Before You Read

## Activities and Ideas

*If everyone demanded peace instead of another television set, then there would be peace.* John Lennon

### Collecting Background Information

**Schooled** takes place in the present but has strong ties and numerous references to the counterculture revolution of the 60s. Students will have a better understanding of Capricorn Anderson and his view of the world if they begin reading with a few bits of specific knowledge at hand. The following prepared informational texts and suggested research topics are designed with this goal in mind.

#### Informational Text

Read the four Informational Texts provided and answer the accompanying questions.

#### Hippie Vocabulary

Find answers to the following questions about hippie vocabulary:

1. Beatnik music popularized bongos, flutes, and guitars in the 50s. Hippies introduced the **sitar** to the western world. What is a sitar and where does it come from? Which member of what famous rock group brought it into pop music? Find a picture of a sitar or do your own drawing.
2. The word commune has several different meanings and pronunciations. When the accent is on the second syllable, it's a verb meaning "to interchange one's innermost thoughts or feelings with another." People are said to commune with nature as well as with each other. If the accent is on the first syllable, then the word is a noun. What is the definition of **commune** under these circumstances?
3. Why were hippies called **flower children**?
4. What did the hippies mean when they talked about **flower power**?
5. What were **love beads** and what did they stand for?
6. When we hear that someone has "dropped out," we immediately understand that to mean that the person has quit school before graduating. Back in the 60s **drop out** had a different meaning. What was it?
7. Who were hippies talking about when they mentioned **The Establishment**, **The Man**, or **Big Brother**?
8. What was a **happening**? What was a **Be-In**? (Check out [hipplanet.com](http://hipplanet.com))
9. What was **Beatlemania**?
10. The beatnik/hippie phrase **far out!** had nothing to do with distance. What did it mean?

#### Research topics

The **military draft** of the 1960s: Why were hippies opposed? What happened to it?

**Drop City**: 1960s hippie artists' commune distinguished by its geodesic dome structures.

**Twin Oaks**: Rural Virginia hippie commune founded in 1967 with a current population of approximately 100.

**The Farm**: Tennessee rural commune founded in 1971 that still operates with approximately 200 members, including some of the original founders.

Draw a picture of a hippie-decorated **VW minibus**. Use color!

**Tai Chi**: What is it? What is the purpose? What are the philosophies? Find a video of someone practicing Tai Chi moves.

**Organic Gardening**: How is it different? How is it better than factory farming?

# Gordon Korman, Author

By Margaret Whisnant

*"Maybe the answer to all the world's problems is: keep on laughing!"*  
Gordon Korman

Gordon Korman wrote his first book when he was 12 years old, but not on purpose. He was simply completing an assignment given to him by Mr. Hamilton, his track and field coach.

All of this took place at German Mills Public Schools, near Toronto, Canada. Gordon's coach learned quite unexpectedly that he was also the school's new 7<sup>th</sup> grade English teacher. With no experience as a writing instructor, Mr. Hamilton gave his students a straight-forward assignment. "Work on whatever you want for the rest of the year." Young Gordon dutifully obliged by writing *This Can't Be Happening at MacDonald Hall*. At the time, he served as class Scholastic Arrow Book Club monitor, so he decided to mail his manuscript to the company. Almost two years later in 1978, Scholastic published his story, and Gordon dedicated his first book to Mr. Hamilton. By the time he graduated from high school, he had written and published five books.

Since then, he has penned approximately 70 books for children and young adults. Some are individual stories and some are parts of a series. *The Monday Night Football Club* series was adapted for TV and became *The Jersey*, which ran on the Disney Channel for four years from January 1999 to March 2004. Gordon's fans have bought 25 million copies of his books, making him a *New York Times* best-selling author.

Sometimes during one of his school speaking tours Mr. Korman will be asked how much money he makes. "I earn less than Shaquille O'Neal," he explains, "but more than the French-fry-box unfolder at the local Drive-Thru. I'm in that gray area." When a youngster brings up the topic of his most embarrassing moment, Gordon tells the story of the awards dinner he attended when he was 17. He had been named the most promising young writer in Canada. "I wasn't used to wearing ties back then. . ." he says. "I stood up when my name was called. Then I sat back down again—dipping my tie right into the gravy! But don't worry, there were only four hundred and fifty people watching."

Gordon was born October 23, 1963 in Montreal, Quebec in Canada, but he grew up in Thornhill, Ontario. Then he moved to New York City to attend New York University. He graduated in 1985 with a degree in Dramatic and Visual Writing and a minor in Motion Picture and Television. He still hasn't written a screenplay, although he admits that he would like to do that. In the meantime, his books have won numerous awards, including six from the American Library Association. They have been translated into French, Swedish, Norwegian, and Cantonese—a Chinese language. He now lives in Great Neck, Long Island, New York, with his wife and three children.

Mr. Korman's personal experiences have inspired some of his books. His nicknames are one example. His were ordinary, like "Gord-o" and "Gordie," until he hit sixth grade and he became the "G-Man." His cool FBI agent moniker was the reason he wrote *The Sixth Grade Nickname Game*. The main character of *Don't Care High* is largely based on his Canadian school days with a bit of New York mixed in. With the exception of *The Island*, a

# Gordon Korman, Author

By Margaret Whisnant

Refer to the article about **Schooled** author Gordon Korman to answer the following questions. When a **letter** designates the correct answer, write it in the blank provided. When a short answer is required, use the space after the question to enter your response. Write in complete sentences.

\_\_\_\_\_ 1. What circumstances led Gordon Korman to write his first book at the age of 12?

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\_\_\_\_\_ 2. What facts prove that self-discipline is one of the reasons that Gordon Korman is a successful author?

- (A) He has been writing books since he was in the seventh grade.
- (B) Many of his ideas for stories come from his personal experiences.
- (C) Mr. Korman works four to six months to write a book, and he has approximately 70 published works.
- (D) His sales have earned him a spot on the *New York Times* best-seller list.

\_\_\_\_\_ 3. What is it that Gordon Korman would like to do, but hasn't yet done?

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\_\_\_\_\_ 4. Where is Cantonese spoken?

- (A) Spain
- (B) China
- (C) Sweden
- (D) Canada

\_\_\_\_\_ 5. Gordon Korman's sixth-grade nickname was "G-man," a slang term for

- (A) an FBI agent,
- (B) an astronaut,
- (C) an outlaw,
- (D) a spy.

\_\_\_\_\_ 6. A synonym for **moniker** (paragraph 5, sentence 4) is

- (A) connection,
- (B) disguise,
- (C) nickname,
- (D) reputation.

# The American Search for Utopia

By Margaret Whisnant

Have you ever wondered what it would be like to live in a place where you could make your own rules—a place without arguing or fighting where everybody is happy and good all the time? You are not alone. People have been thinking about such a place for thousands of years. Around 380 BC, Greek philosopher Plato wrote *The Republic*, a dialogue about how mankind might create the perfect community.

Almost two thousand years later in 1516, English lawyer Sir Thomas More wrote a story about a fictional nation located on an island in the Atlantic Ocean. Life there was based on reason and tolerance. The citizens shared work, property, and income. There were no rich people and no poor people. Crime, bad behavior, and conflicts were very rare. Sir Thomas named his fantasy island **Utopia**, a word he coined from the Greek *outopos*, which means “no place.” Some scholars argue that his word is a pun, since there is also a sound-alike Greek word *eutopos*, which means “good place.” By its very name, Utopia is either “no place,” a “good place,” or a “good place located nowhere.” Regardless of Sir Thomas’s intent, the mythical society of perfect peace and harmony now had a name.

Throughout recorded history, visions of the perfect life have filled the hearts and minds of countless people. Many sought religious freedom. Others longed for a new social structure. Typically, the seekers believed their dreams could be realized only by living apart from the rest of the world. The opening of North America in the early 1600s provided a whole continent of pristine, isolated territory where utopian-minded Europeans could start a new life and live according to their beliefs. The guarantee of religious liberty made it irresistible.



The saga begins with the familiar story of the Pilgrims and their flight from religious persecution in England. Their desire for a better life sent them sailing across the treacherous Atlantic for the wilds of a new continent. Within ten years the Puritans followed. Disgusted with English laws that controlled religious beliefs and practices, they crossed the sea to build “a shining city upon a hill,” another Eden that would inspire the rest of the world. Their New England small-town settlements would grow over the next two hundred years into an industrialized world of factories and teeming cities.

The Quakers, or “The Society of Friends,” also had religious disagreements with the English king and his government. They first settled in New England but found that they were not welcome there. Rhode Island proved to be much friendlier. Then in 1682 William Penn established Pennsylvania and set it up to be governed according to Quaker principles. Religious tolerance, the equality of men and women, spirited and spontaneous group discussions, and respect for Native Americans were among their trademarks.

# Word List with Definitions (Book Order)

in Book Order

## Set One

Twenty-seven words

1 Name: **Capricorn Anderson**—6 Name: **Naomi Erlanger**  
Pages 3-43

- goggled** Stared with bulging or wide-open eyes; gawked; glared. (p. 4)
- grimace** A facial expression that indicates pain or disapproval; frown; smirk; sneer. (p. 7)
- tremulous** Characterized by trembling, as from fear, nervousness, or weakness; shaking; quivering. (p. 7)
- vague** Not clear to the site or any other sense; indefinite or indistinct; dim. (p. 8)
- rile** Irritate; annoy; vex; provoke. (p. 16)
- brawny** Muscular; strong; powerful. (p. 19)
- combatants** Persons or groups engaged in a fight. (p. 19)
- furrowed** To make wrinkles in the face; made narrow grooves in the ground, especially with a plow; to have narrow grooves or trench-like impressions in any surface. (p. 20)
- grimly** Sternly; frightfully; horribly; having a harsh or forbidding air. (p. 21)
- precisely** Definitely stated or defined; being just that and no other; exactly; unmistakably. (p. 25)
- wanly** Said or done in a way that lacks forcefulness or suggests weakness or ill-health; weakly; faintly; feebly. (p. 29)
- projectile** An object thrown forwards, as a bullet from a gun, shell, rocket, grenade, arrow or spitball; a missile, especially one powered by a rocket or the rocket itself. (p. 30)
- cascading** Descending or falling; descriptive of anything resembling a waterfall, especially in seeming to fall or flow in abundance; pouring; spewing. (p. 30)
- autonomous** A community or country that is subject only to its own laws; possessing a large degree of self-government; free; self-determining. (p. 31)
- trajectory** The curved path taken by a propelled object; the path described by an object moving in air or space influenced by forces such as thrust, wind resistance, and gravity, especially the curved path of a projectile. (p. 34)
- chortled** Chuckled gleefully; giggled; snickered. (p. 35)
- heckled** Interrupted a public speaker, performer, etc. with rude or taunting questions or comments; taunted; badgered; pestered; ridiculed. (p. 36)
- constituents** People who authorize another to act on their behalf, such as the voters who elect a public official. (p. 36)
- exhilarated** Energized; invigorated; delighted; in a heightened state of cheerfulness or merriment; enlivened; (p. 36)
- convulsed** Shook violently with laughter, anger, pain, etc.; writhed. (p. 38)
- bogus** Not genuine; counterfeit; sham; fake; false; fictitious. (p. 39)
- bizarre** Unusual in appearance, style, or general character; outrageous; strange; odd; weird; freakish; grotesque. (p. 41)
- scrabbling** Scratching or scraping, as with the hands or claws; digging; ripping; scraping. (p. 41)
- shrouded** Wrapped in a cloth or sheet for burial; covered or concealed; hidden from view. (p. 42)
- solemnly** In an serious; sober, or mirthless manner; seriously; earnestly; quietly; in a dignified way; thoughtfully, intensely. (p. 42)
- facsimile** An exact copy, as of a book, painting, or manuscript; likeness; replica; reproduction; duplicate; *also called fax*: a method or device for transmitting documents, drawings, photographs, or the like, by means of radio or telephone for exact reproduction elsewhere.(p. 42)
- reverence** A feeling or attitude of deep respect; admiration; adoration; honor; veneration. (p. 42)

# Dictionary Digs

Set One—Twenty-seven words

1 Name: **Capricorn Anderson**—6 Name: **Naomi Erlanger** Pages 3-43

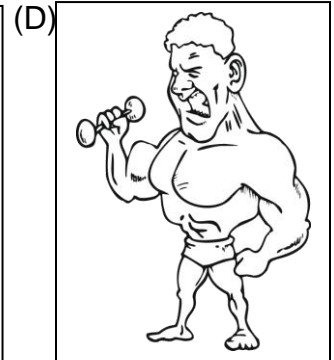
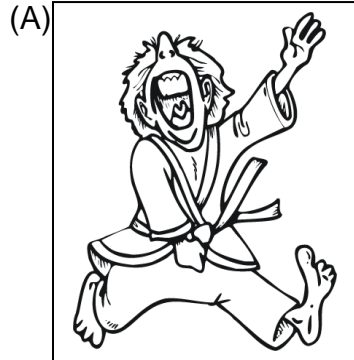
Dig into your favorite dictionary to find the correct answers to the following questions about some important words from Chapter 1 through Chapter 6. Write the **letter** of your choices in the blanks to the left.

\_\_\_\_\_ 1. Which word can be substituted for **convulsed** in the following sentence without changing its meaning?

*The partygoers convulsed with laughter when several people fell into the pool.*

(A) pealed, (B) shook, (C) consumed, (D) screeched

\_\_\_\_\_ 2. Which character illustrates the meaning of **brawny**?



Images © Graphics Factory.com

\_\_\_\_\_ 3. An **autonomous** group, such as a club, is one that (A) governs itself, (B) has no leader, (C) gives each member equal rights, (D) is ruled by a central committee.

\_\_\_\_\_ 4. Which of the following is **not** an example of a **projectile**?

(A) a bullet, (B) a missile, (C) a spitball, (D) a cannon.

\_\_\_\_\_ 5. The *most likely* reason for a facial expression to turn into a **grimace** is (A) fear, (B) pain, (C) surprise, (D) confusion.

\_\_\_\_\_ 6. If someone gives **bogus** advice, then the receiver has (A) the correct facts, (B) all the necessary data, (C) false information, (D) clear instructions.

\_\_\_\_\_ 7. A *synonym* for **precisely** is (A) exactly, (B) slightly, (C) randomly, (D) closely.

\_\_\_\_\_ 8. Which word can be substituted for **tremulous** in the following sentence so that it is changed to an opposite meaning?

*The witness answered the attorney's questions in a **tremulous** voice.*

(A) quivering, (B) hesitant, (C) confident, (D) timid

\_\_\_\_\_ 9. A person who is speaking **solemnly** is *not likely* to be (A) experiencing sadness, (B) very serious, (C) behaving in a dignified manner, (D) smiling.

\_\_\_\_\_ 10. An *antonym* of **grimly** is (A) forbiddingly, (B) joyfully, (C) respectfully, (D) easily.

\_\_\_\_\_ 11. An elected official's **constituents** are (A) the people who work in his/her office, (B) the people who live in the district that he/she represents, (C) the duties of the office he/she holds, (D) his/her elected colleagues.

\_\_\_\_\_ 12. The *most likely* reason for someone to give a **vague** reply is (A) a wish to hide something, (B) a lack of enthusiasm, (C) sadness, (D) desperation.

\_\_\_\_\_ 13. If Stephanie **furrowed** her brow, then she (A) smiled, (B) giggled, (C) looked surprised, (D) frowned.



# Silly Sentences

The sentences below are just plain silly. That's because the **bold print words** are in the wrong place. They don't fit the idea being expressed. Get rid of the nonsense by writing the correct word in the blank next to the sentence where it belongs. Spelling counts!

- barrage**      **contortion**      **projectile**      **shindig**      **grimace**
- \_\_\_\_\_ 1. After the wedding, there was a big **grimace** with a special table filled with food and treats just for kids.
- \_\_\_\_\_ 2. Daniel hurled a vegetable **contortion** across the lunchroom just as the principal walked through the door.
- \_\_\_\_\_ 3. Mrs. Miller was pleased with the **shindig** of neighbors who came by to admire her beautiful gardens.
- \_\_\_\_\_ 4. Glenna practiced in front of a mirror to perfect the pained **projectile** she planned to use if her mother said no.
- \_\_\_\_\_ 5. The vines grew into a twisted **barrage** that resembled a giant hand reaching out to crush the old house.

- consoled**      **invigorated**      **snarled**      **lamented**      **queried**
- \_\_\_\_\_ 6. Dad **consoled** having sold his vintage car when he learned its true value.
- \_\_\_\_\_ 7. Scruffy **queried** at the caterpillar crawling toward his nose and then settled down to watch it circle off into the grass.
- \_\_\_\_\_ 8. The weary hikers were **lamented** by a brief rest in a shady meadow.
- \_\_\_\_\_ 9. When unexpected car repairs cancelled her week-end outing with friends, Mrs. Amundsen **sarled** herself by watching TV movies and knitting.
- \_\_\_\_\_ 10. "Why," I **invigorated**, "should I fold and put away my clean T-shirts when I will be wearing all of them within a week?"

- askew**      **berserk**      **brawny**      **audible**      **obnoxious**
- \_\_\_\_\_ 11. My baby brother has some really **brawny** habits, but my parents think he is just too, too cute!
- \_\_\_\_\_ 12. The speaker's words were barely **berserk** because of the faulty microphone.
- \_\_\_\_\_ 13. When the final run was scored, the fans went **askew**.
- \_\_\_\_\_ 14. A **audible** man emerged from the crowd and lifted the fallen tree limb off the car.
- \_\_\_\_\_ 15. Malory sat on his glasses and bent the frames, causing them to sit slightly **obnoxious** on the tip of his nose.



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# Figuratively Speaking

1 Name: **Capricorn Anderson**—14 Name: **Capricorn Anderson** Pages 1-95

**Schooled** is loaded with giggle power! Author Gordon Korman is a master at entertaining and informing his readers by combining humor with *figurative* language. In addition to creating hilarious *similes* and *metaphors*, he plays with *idiomatic expressions* and *hyperboles*, taking full advantage of the differences in their **figurative** (fanciful) and **connotative** (dictionary) *meanings*.

For example, on page 15 Zach Powers said of Hugh Winkleman: *Over the years, the doofus had been on the receiving end of so many wedgies that he had elastic waistband material fused to the top of his head. . .* No, the author is not saying that Hugh Winkleman is walking around with underwear elastic melted onto his head! He wants the reader to know that Hugh has been picked on for years, and his humor-hyperbole combo gets the message across.

The *italicized portions* of the following items are story examples of Gordon Korman's skill with figurative language. Study the information and the question and then write the **letter** of the correct answer in the blank.

- \_\_\_\_\_ 1. The author used the figurative meaning of the word *nail* when he wrote that Zach Powers thought electing and tormenting the eighth grade president was *top-notch entertainment—if you nail exactly the right guy*. (p. 14) Which of the following is **not** another example of the figurative use of *nail*?
- (A) You hit the nail on the head.
  - (B) Within days, police were able to nail down the most likely suspect.
  - (C) Jonathan stood on a chair to nail the picture hanger to the wall.
  - (D) I have studied hard for this test, and I intend to nail it.
- \_\_\_\_\_ 2. Concerning the perfect candidate for eighth grade president, Zach Powers said, *“In a million years, there could not have been anyone more perfect for this job than Hugh. Or so I thought.”* (p. 15) Which phrase is the *hyperbole*?
- (A) In a million years
  - (B) could not have been
  - (C) anyone more perfect
  - (D) for this job than Hugh
- \_\_\_\_\_ 3. *He was tall and skinny as a rake*. (p. 15) What figure of speech did the author use to describe Cap?
- (A) a simile
  - (B) a metaphor
  - (C) an idiom
  - (D) a hyperbole
- \_\_\_\_\_ 4. Cap didn't feel the first spitball that flew into his hair. Hugh speculated that *Hermits could hole up in all that hair, and no two would ever meet*. (p.30) The hiding hermits phrase means that Cap's hair
- (A) was dirty and tangled.
  - (B) was long and thick.
  - (C) made him look like a hermit.
  - (D) had some sort of parasite living in it.
- \_\_\_\_\_ 5. *. . . She had the hots for Darryl, or maybe Grant Tubman, if only he'd get rid of that ridiculous tongue stud that looked like a pimple*. (p. 33) What two things are being compared in this sentence's *simile*?
- (A) Darryl and Grant Tubman
  - (B) Grant Tubman and his tongue
  - (C) a tongue and a stud
  - (D) a stud and a pimple



# Informational Texts Answer Keys

## Informational Text1

### Gordon Korman, Author

1. His track and field coach suddenly found himself assigned to teach 7<sup>th</sup> grade English, He had no experience as a writing teacher, so he told his students to work on whatever they wanted for the rest of the year. Gordon completed his assignment by writing *This Can't Be Happening at MacDonald Hall*. (CCSS RI 6.1, 7.1, 8.1)
2. C (CCSS RI 6.1, 7.1, 8.1)
3. He would still like to write a screenplay. (CCSS RI 6.1, 7.1, 8.1)
4. B (CCSS RI 6.1, 7.1, 8.1)
5. A (CCSS RI 6.1, 7.1, 8.1)
6. C (CCSS L. 6.4, 7.4, 8.4)
7. D ((CCSS RI 6.1, 7.1, 8.1)
8. A (CCSS L. 6.5, 7.5, 8.5)
9. B (CCSS RI. 6.5, 7.5, 8.5)
10. A (CCSS RI 6.1, 7.1, 8.1)

## Informational Text 2

### The American Search for Utopia

1. C (CCSS RI 6.2, 7.2, 8.2)
2. C (CCSS RI. 6.2, 7.2, 8.2)
3. B (CCSS RI. 6.6, 7.3, 8.3)
4. The name *Mayflower* comes to mind. The paragraph next to the illustration states that the Pilgrims were the first utopian group to come to America. Their ship, the *Mayflower*, is an important part of their familiar story, so the reader can logically infer that the ship in the picture is the *Mayflower*.
5. Sir Thomas coined the word because he needed a name for the mythical island he wrote about. He based the name on the Greek word *outopos*, meaning "no place." Some say the word might be a pun of the sound-alike Greek word *eutopos*, which means "good place." (CCSS RI 6.3, 7.3, 8.3)
6. B (CCSS RI. 6.4, 7.4, 8.4)
7. A (CCSS RI. 6.1, 7.1, 8.1)
8. The perfect town with a perfect population that he tried to create using his ideas fell into disharmony and dissolved within three years. The fact that Owen went back to England indicates that he had no hope of saving or reviving his project. (CCSS RI. 6.1, 7.1, 81.)
9. 6  
1  
2  
7  
4  
5  
3 (CCSS RI. 6.5, 7.5, 8.5)
10. C (CCSS RI. 6.4, 7.4, 8.4)

Writing Challenge: CCSS RI. 6.3, 7.3, 8.3 RI. 6.8, 7.8, 8.8  
W. 6.1, 7.1, 8.1 W. 6.2, 7.2, 8.2 W. 6.3, 7.3, 8.3)

# About Your Teaching Pack. . .

## Goals

To . . .

- Offer a teaching guide with a full spectrum of learning experiences that flow from **basic knowledge to higher-level thinking skills** and align with **US Common Core State Standards** for English language arts as well as with Canadian, Australian, and other international standards.
  - Provide **classroom-ready** materials that **motivate and instruct**.
  - Create **novel-specific activities** that require careful reading, help develop comprehension skills, and challenge the thinking process.
  - Accommodate a wide variety of student **ability and interest**.
  - **Support teachers** by providing a practical teaching resource that save preparation time.
- 

## The Components. . .

### 1. Before You Read

In this component, the focus is on sparking student interest. Each teaching pack includes open-ended questions that can be used as **independent activities, whole-group/small-group discussions, or research topics** and at least one **bulletin board idea**.

In some cases, activities in the **Think, Write, Create** component also involve the creation of a bulletin board or classroom display.

### 2. Informational Texts

This section provides a short author's biography along with one or more additional articles that provide background information designed to help students comprehend and enjoy the story. Each informational text is accompanied by a set of ten CCSS aligned questions and a writing challenge. **Specific CCSS alignments are listed in the answer keys.**

### 3. Vocabulary

#### **Word Choices. . .**

The words lifted from the novel for focused study are chosen based on one or more of the following criteria:

|  |  |
|--|--|
| <i>their level of difficulty</i>   | <i>their frequency of use in children's literature</i> |
| <i>their importance in comprehending the story</i>                         | <i>their value as useful composition vocabulary</i>    |
| <i>the probability that they will be encountered across the curriculum</i> | <i>unique meanings, spellings, pronunciation, etc.</i> |

#### **Word Lists and Definitions. . .**

For teacher convenience and reference, both a compiled alphabetized word list and story-order word lists with definitions are included. Page numbers for the selected vocabulary are given so that each word can be spotted easily and studied in context. For clarity, the definitions are paraphrased to match the word's tense, number, part of speech, etc. rather than cross referenced as in a standard dictionary. The major resource of this information is [www.dictionary.com](http://www.dictionary.com).

#### **Dictionary Activities. . .**

Long word lists are divided into chapter sets of workable numbers and presented as **Dictionary Digs**. Students are instructed to use a dictionary to answer a series of multiple choice questions about word meanings, usage, unique characteristics, etc. These pages are designed to be used before reading so that students will have a working knowledge of the words when they are encountered in reading. **CCSS skills alignments are listed in the answer keys.**

### ***Using the Words. . .***

Other activities, which pull terms from the lists in random order, lead students through a variety of word studies which include

*sentence usage*

*word forms*

*synonyms and antonyms*

*anagrams*

*categories*

*word-groups/connections*

*word types (acronyms, onomatopoeia, etc.)*

*scrambled sentences*

*analogies*

*whole-class/group games*

*etymologies*

***figurative language from the story***

Note: Some of these varieties, but not all, are found in each Teaching Pack. These pages may be introduced prior to reading or post-reading activities. ***Targeted CCSS skills alignments are included in the answer keys.***

### ***A final note from the author. . .***

It is my personal wish that when the last page has been read, the last activity completed, and the last idea discussed, at least one of your students will ask, "What are we going to read next?"



Margaret Whisnant