



Downloadable Reproducible eBooks

Thank you for purchasing this eBook from
www.socialstudies.com or www.teachinteract.com

To browse more eBook titles, visit
<http://www.teachinteract.com/ebooks.html>

To learn more about eBooks, visit our help page at
<http://www.teachinteract.com/ebookshelp.html>

For questions, please e-mail access@teachinteract.com

Free E-mail Newsletter–Sign up Today!

To learn about new and notable titles, professional development resources, and catalogs in the mail, sign up for our monthly e-mail newsletter at <http://www.teachinteract.com/>

Book Mountain Expeditions 2

An Independent Reading Program
Exploring Fantasy, General Nonfiction,
Poetry, and Sports Fiction

Grades 4–5

Also available: *Book Mountain Expeditions 1*, featuring mystery, biography, animal stories and realistic fiction.



About the Author:

Diane Findlay has worked with children's and young adult literature for fifteen years and was the Director of the Waukee (Iowa) Public Library for six years. She is the author of the Exploring Children's Literature series from UpstartBooks and a regular contributor to *LibrarySparks* Magazine.

Special Thanks to:

Jill Pickell and her fifth grade students at Grimes Middle School in Dallas Center, IA, for putting these materials to the test.

Fran Lyons Sammons, former teacher and educational consultant and writer, for reviewing and contributing to this title.

©2005 Interact
10200 Jefferson Blvd • P.O. Box 802 Culver City, CA 90232
Phone: (800) 359-0961 • www.teachinteract.com
ISBN 1-57336-407-X; ISBN-13 978-1-57336-407-2

All rights reserved. Interaction Publishers Inc. grants permission to reproduce activity sheets and student handouts for classroom use. No other part of this publication may be reproduced in whole or in part, stored in a retrieval system or transmitted in any form or by any means—electronic, mechanical, photocopying, recording or otherwise—without prior written permission from the publisher.

Dewey, DDC and Dewey Decimal Classification are registered trademarks of OCLC Online Computer Library Center, Incorporated.

Welcome to ***Book Mountain Expeditions 2!***

Your students are about to embark on a most wonderful adventure! As their Travel Agent you will guide the Navigators, Explorers and Adventurers in your class to the top of Book Mountain!

Book Mountain Expeditions is an independent contract approach to developing language arts skills through reading and literature for students in grades four and five. With these materials, you and your students can customize reading and activities to fit individual student needs and interests. This contract approach works for those students who need extra help with reading and language skills, and those who need additional challenges. Use with specific students or engage your entire class!

This title contains four separate Book Mountain Expeditions. Each is a separate contract that explores a specific genre of children's literature, offering a wide range of recommended titles and activities related to the genre. Once you complete your first Book Mountain Expedition, you will be able to manage the entire program with little additional investment of time and energy. Encourage your students to broaden their reading by working in several, if not all, of the genres during the school year.

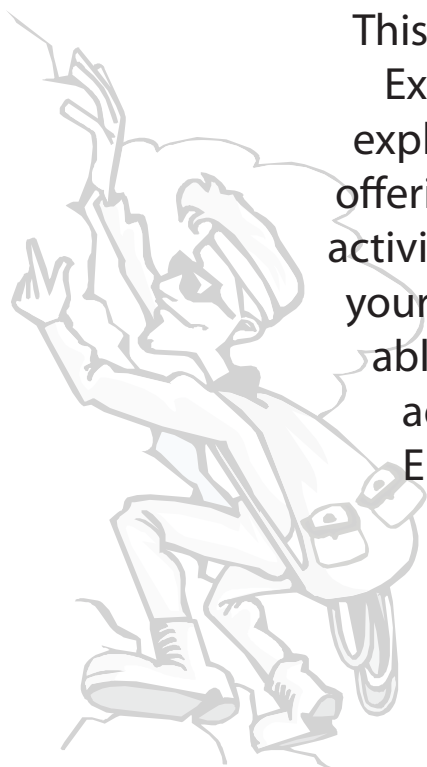
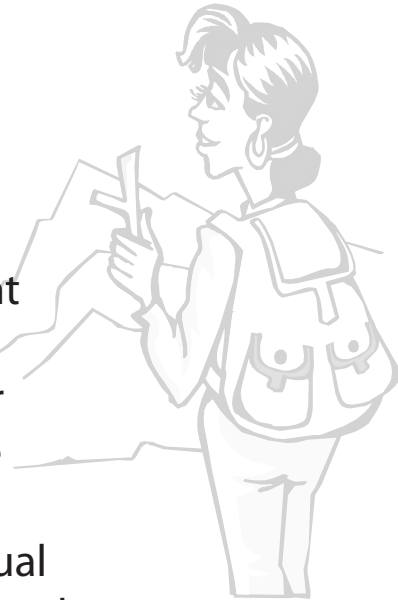


Table of Contents

Purpose and Overview

Who is this unit for?	5
What do students learn?	6
How are students organized?.....	8
How much time is required?.....	8
How is learning assessed?.....	9
Why use <i>Book Mountain Expeditions</i> ?	10

Components	12
-------------------------	----

Getting Started

Decisions to Make	16
Additional Materials Required	17
Preparation and Set Up	17

Lesson Plan

Day One	19
Week One	20
Ongoing Review and Final Evaluation.....	22

Dossier Cover	23
----------------------------	----

Student Map	24
--------------------------	----

Bookmarks	25
------------------------	----

Map Markers	26
--------------------------	----

Rubrics	27
----------------------	----

Activity Card Form	30
---------------------------------	----

Fantasy

Introductory Essay	33
Travel Agreement	34
Recommended Reading List.....	35
Vocabulary List	39
Vocabulary List Dictionary Definitions	40
Vocabulary Activity Cards	44
Comprehension Activity Cards	47
Writing Activity Cards	51
Challenge Activity Cards	55
Master Worksheets.....	59



General Nonfiction

Introductory Essay	65
Travel Agreement	66
Recommended Reading List	67
Vocabulary List	73
Vocabulary List Dictionary Definitions	74
Vocabulary Activity Cards	78
Comprehension Activity Cards	80
Writing Activity Cards	84
Challenge Activity Cards	88
Master Worksheets	92

Poetry

Introductory Essay	103
Travel Agreement	105
Recommended Reading List	106
Vocabulary List	112
Vocabulary List Dictionary Definitions	113
Vocabulary Activity Cards	117
Comprehension Activity Cards	119
Writing Activity Cards	123
Challenge Activity Cards	127
Master Worksheets	131

Sports Fiction

Introductory Essay	141
Travel Agreement	143
Recommended Reading List	144
Vocabulary List	151
Vocabulary List Dictionary Definitions	152
Vocabulary Activity Cards	156
Comprehension Activity Cards	159
Writing Activity Cards	163
Challenge Activity Cards	167
Master Worksheets	171

Standards	180
------------------------	------------

Teacher Feedback Form	184
------------------------------------	------------

Purpose and Overview

Who is this unit for?

Book Mountain Expeditions is an independent reading program for fourth and fifth grade students that develops language arts skills, an understanding of literary genres and other curricular skills. Designed as a contract approach, this unit reaches all kinds of learners with its broad range of activities and variety of reading options. It provides a consistent approach that can be used to create a customized language arts program for one or more students. Reading level, activity selection and even effort required can be adapted to best fit the needs of each student. Use the unit with one student or your entire class. Incorporate it into your regularly scheduled language arts time or use it as an independent study alternative.

Acting as their “Travel Agent,” you guide student travelers as they select a journey into fantasy, general nonfiction, poetry or sports fiction. Use the Navigator, Adventurer or Explorer Recommended Reading List to find a book at, above or below the grade level that best fits each student’s interest and ability. Then select a variety of Vocabulary, Writing, Comprehension and Challenge activities from more than 50 choices provided in each genre.

Each student begins their personalized journey by reading the chosen book and completing the individually selected activities. Travel points are earned each time a student successfully completes an activity or presentation. These points move the student along the path of the Expedition Map toward the final destination—the top of Book Mountain.

To reinforce the verbal communication skills of speaking and listening, each student selects at least one activity that can be shared with the class. Or you might ask each student to present a summary of his or her journey to the class and then conduct a brief awards ceremony. This is a way to recognize individual achievements and creativity while students practice presentation and listening skills. Verbal sharing allows students to learn from and motivate each other. Hearing about a fun project might get other students excited about pursuing their own Book Mountain Expedition.

The journey comes to an end when the student earns enough travel points to reach the top of Book Mountain and earn a Genre Sticker to commemorate his or her experience. The student is then ready to embark on another expedition using another of the four literary genres to create a new personal reading adventure. The combinations of books and activities are endless!

What do students learn?

We use national standards to identify and communicate learning objectives for each Interact unit. In the back of this Teacher Guide you will find the national standards as determined by McREL, Mid-continent Research for Education Learning, the NCTE Standards for the English Language Arts and the California Applied Learning Standards that apply to this title. These standards detail what students will learn as well as how they will demonstrate their new knowledge.

Although your students may choose different titles and different activities, they will all gain and experience the following:

Knowledge

- Recognize characteristics of subgenres of fantasy literature found in myths, tall tales, fables, fairy tales, folktales, legends and animal tales.
- Understand vocabulary associated with fantasy literature, such as “enchanted” and “quest.”
- Recognize characteristics of subgenres of general nonfiction found in histories, how-to books, real-life adventures, disasters and catastrophes, natural history, travelogues and persuasive speeches.
- Understand vocabulary associated with general nonfiction, such as “footnotes” and “primary source.”
- Recognize characteristics of subgenres of poetry found in jingles, narrative poems, epic poems, ballads, nursery rhymes, free verse and formula poems.
- Understand vocabulary associated with poetry, such as “alliteration” and “couplet.”
- Recognize characteristics of subgenres of sports fiction found in sports action stories, sports mysteries, building character through sports and sports humor.
- Understand vocabulary associated with sports fiction, such as “tournament” and “marathon.”
- Learn the key differences between genres (when more than one expedition is completed).

Skills

- Work independently to complete tasks by specified deadlines.
- Read fantasy, general nonfiction, poetry and sports fiction literature with understanding.

- Complete writing activities based on the characteristics of one or more of the subgenres they read.
- Complete writing activities using correct spelling and punctuation.
- Prepare and share a presentation, display or oral report about one or more of the activities completed.
- Listen politely as a member of an audience and ask relevant questions of the speaker.
- Work cooperatively as they share resources and gain support to complete activities.

Attitudes

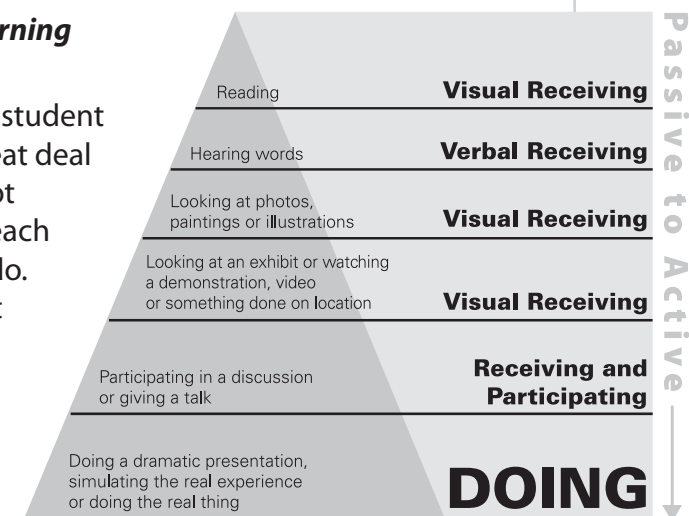
- Appreciate the importance of personal responsibility and time management when completing independent contracts.
- Recognize the value of being an independent reader.
- Appreciate the richness of different genres of literature.

Experiential Learning

Students learn best through experience. Research shows that student retention and understanding increase as students become more involved and engaged in the learning process, regardless of whether they are high achievers, reluctant learners or second language learners. That's why this unit requires students to choose their own activities and monitor their own progress. They will complete some tasks alone and they will need to work cooperatively to complete others. They will control their learning and will sometimes teach others.

Multiple Styles of Teaching and Learning

Because you have the sometimes overwhelming task of helping every student learn, this unit is designed with a great deal of flexibility so you can customize not only how you will use the unit with each student but what each student will do. He or she will read a book and might say and spell words or complete traditional worksheets like word webs, but he or she might also become a locker room reporter, predict the future or become an illustrator for the funny papers.



Adapted from Edgar Dale's "Cone of Experience"

How are students organized?

Book Mountain Expeditions uses an independent contract approach. You might use this unit with one student, a small group of students or your entire class. The student will work alone to complete the reading and many of the activities. Some activities will require a student to work with a partner or a small group. Other activities require cooperation to complete the task. Other activities require a demonstration or some other method of sharing what was created or learned.

While the unit is designed for individual student use, students can contract in pairs or small groups to fulfill many of the goals of traditional reading groups. You can arrange for two students to work as a team to read the same book and work together to complete the activities they select as part of a single contract. Or you might encourage two or more students with individual contracts to partner for the completion of a particular activity built into each of their separate contracts.

How much time is required?

How much class time you take will depend on how you use the program. You can create a structured or unstructured program that takes anywhere from four hours of class time (reading one book and completing one or two activities) to 70 hours of class time spread throughout the year (two hours of class time per week). Here are some timing options:

With individual students or small groups:

- Complete one genre in approximately one month of class time by allowing students two weeks to read the book as homework and having them complete an average of two activities per week. Students can work on activities during class time or at home as needed.
- Use at designated class times throughout the school year, allowing students to move from genre to genre.
- Use odd moments and spare time during the day for students to work independently at their own pace. Students can then complete as many expeditions as time allows.

With your entire class:

- Schedule a regular reading workshop twice a week for four to six weeks.
- Schedule specific times each day for students working on the same genre.
- Schedule specific times each day for students working on individual genres, substituting genre groups for traditional reading groups.

How is learning assessed?

The process for assessing student work is flexible, as the broad range of activities lends itself to a variety of evaluation methods. We have included three standard rubrics so your assessment can include not only written work, but also assessment of demonstrated skills, oral exchanges, individual and cooperative group behavior, application of strategy and process and evaluation of other student work such as projects or displays. Use of these rubrics will uncover evidence that the student has learned the targeted content or skill and can apply what he or she knows. Answer keys are not provided for activities as many are tied to specific books and answers vary. For your convenience, dictionary-style entries are provided for vocabulary words.

What do Rubric Scores Mean?

- 4 Exceeds Expectations**—This rating describes work that exceeds the standard. The descriptor includes words such as “consistently,” “complete,” “with detail,” “actively” and “willingly.” Students who earn a “4” demonstrate leadership and knowledge during participation in the unit activities. Their performance and/or product are significantly better than what was required or expected.
- 3 Meets Expectations**—This rating describes work that meets the standard with quality. The descriptors lack some of the positive adjectives of a “4,” but this student has mastered the content or skill and can demonstrate his or her understanding in an application setting.
- 2 Nearly There**—This rating describes work that almost meets the standard. Sometimes inconsistent effort or a misconception of the content will result in a “2” rating. This student needs to try a little harder, or needs to revise his or her work in order to meet the standard described.
- 1 Incomplete**—This rating describes work that has not yet met the standard in content and/or skill. This student will require more instruction and another opportunity to demonstrate a knowledge or skill, or will require alternative instruction and assessment.

Use the tools provided to create an assessment approach that works for you. You might use the rubrics along with more traditional forms of assessment for vocabulary definitions and completion of worksheets. Review project work with students in an individual or group consultation. Assign letter grades or award travel points if appropriate for each category of activities and/or each completed contract. Be sure to make student project files available to parents during conferences or open house programs.

Why use *Book Mountain Expeditions*?

Book Mountain Expeditions is written to be extremely flexible and user-friendly for both you and your students. Here are some other advantages to using this program:

Differentiation

Like all Interact units, *Book Mountain Expeditions* provides differentiated instruction through a broad range of activities and assessment options. Students learn and experience knowledge, skills and attitudes through all domains of language (reading, writing, speaking and listening). Activities offer students opportunities to demonstrate their knowledge through several of Gardner's Multiple Intelligences including Interpersonal, Intrapersonal, Visual, Kinesthetic and Verbal. Adjust the level of difficulty or challenge through book and activity selection or by assigning different values or different point totals for different students. Assist special needs students in selecting books and activities that leverage their interests and strengths and allow them to succeed. Work with your Librarian, Resource Specialist, Gifted and Talented Coordinator and other specialists to coordinate instruction.

Here are some ways to differentiate using this unit:

- Using the same material, create individual contracts that are as simple or as challenging as you require and that fit the needs of different kinds of learners.
- Choose activities that reinforce basic skills like spelling, encourage creativity and individual expression, exercise research skills, flex critical thinking muscles or a mix of all of the above.
- Invite motivated students to propose original activities in the four categories for your review and assignment of travel points.
- Adjust total travel points required or assign different Activity Card point values to adjust expectations for different learners or different goals.

Motivation

- Involving students in choosing their genre, book, vocabulary words and activities gets students to “buy into” the experience and enhances their enthusiasm and motivation.
- Students practice initiative and responsibility as they manage their time and self-direct their way through their contracts.

Flexibility

- *Book Mountain Expeditions* can be used intensely over a short period of time, spread out over an entire term, used throughout the year or anything in between.
- Activities do not have to be completed in order. While most of the Comprehension Activities and some other activities require responses to the chosen book, and therefore must be completed after reading, other activities do not. Students can start on their Vocabulary Activities as soon as they have selected their vocabulary words, and may work on other activities that do not relate specifically to their book at any time in the process.
- Adjust the amount of independent work to group interaction by providing more or less time for students to collaborate on activities and present or share their work in various formats.

Ease of Use

- Once you and your students work through one genre contract, you will be familiar with the expedition format. Students can easily move on to other genres with little guidance beyond the initial consultation.
- Motivated students may complete extra activities or read additional titles within a genre without extra guidance from you.

Components

The *Book Mountain Expeditions* Package

The *Book Mountain Expeditions* package consists of this Teacher Guide, a set of Student Travel Guides, an Expedition Map and a set of Genre Stickers. This Teacher Guide includes all the information you need to run the program, including genre activity cards and reproducible worksheets for students. The Student Travel Guide introduces students to the program, how it's structured and how it works. The wall-sized Expedition Map and Genre Stickers are tools to help you turn this learning experience into a true adventure.

Book Mountain Expeditions 2 is organized as four separate chapters. Each chapter is a complete expedition that explores one of four genres—fantasy, general nonfiction, poetry and sports fiction.

Each genre includes:

- A brief **Essay** introducing the genre
- A reading contract called a **Travel Agreement**
- A **Recommended Reading List**
- A **Vocabulary List** of words related to the genre
- A set of reproducible **Activity Cards** for each of these four categories—**Vocabulary, Comprehension, Writing** and **Challenge**
- Reproducible **Masters**

Essay

Each expedition begins with an **Essay** that introduces the genre by identifying basic terms, typical elements and subgenres. The essay will help students get the most from their reading and prepare for the activities to follow. When new or challenging literary terms are introduced, they appear in boldface type and are accompanied by a definition in italics. This treatment of vocabulary words is applied through all activities.

Travel Agreement

The **Travel Agreement** is the actual reading contract that you and each student will fill out together to begin any Book Mountain Expedition. Here you will document the student's chosen book, vocabulary words and activities and due dates. Both you and your student will sign this agreement.

Recommended Reading List

Each **Recommended Reading List** is divided into three reading levels. "Navigator" titles are a grade level or two below the program's target grades (four and five), and are chosen to engage reluctant or less-skilled readers. "Explorer" titles fall within the target grade range. Titles on the "Adventurer" lists are selected to challenge more advanced readers. The grade level for each book is noted in the margin so you may omit it if you copy the lists

for student use. You might direct students to the appropriate grouping or suggest other titles from your own favorites.

Each of the three reading level lists includes a variety of styles and subgenres; each combines perennial favorites with fresh new titles. When we suggest titles that are included in a series, we usually list the first book of the series. We hope students who enjoy these books will go on to read the entire series in sequence. Exceptions to this practice are found in the sports fiction genre. Because so many series in this genre are written for children over long periods of time, we have chosen to use more recent titles for the sake of quality, availability and freshness.

You'll notice there are a few picture book titles included in each reading list. The range and quality of picture books lend themselves brilliantly to use in classrooms from kindergarten into middle school. They can be read aloud to introduce or summarize conceptual units of study, or used to stimulate interest in visual learners or reluctant readers or to supplement basic curricula. Some picture books, like classic fairy tales or the James Herriot animal stories, were not originally written for children, but are sophisticated and ageless stories with lush illustrations added as "icing on the cake." No picture book is appropriate for every student in every fourth or fifth grade classroom, but some may be just right for some students in your class.

Students may think of picture books as "baby books," and may transfer that stigma to readers who enjoy them. Assess your students' attitudes toward picture books and introduce their use accordingly. Help your students appreciate the lifetime value of picture books. Using picture books occasionally to introduce concepts or summarize lessons, and explaining why they are appropriate, might minimize the stigma of choosing picture book titles for independent reading.

Some students will focus their reading within one genre. Help these students use their subjects of interest to make bridges into other genres. For example, a student who only reads nonfiction sports books might be convinced to try a biography of an athlete or a realistic novel about a character who is active in sports. We've made an effort to cross-pollinate the Recommended Reading Lists with titles that relate to other genres for just this reason. Look for links between genre lists as you guide students in their genre and title choices.

Each **Vocabulary List** contains 50 words that relate to the genre. We have included words that represent various parts of speech, which will help students when completing vocabulary-related activities. Some genres are very broad and offer endless vocabulary options. Feel free to add words to or remove words from any vocabulary list. New words might relate to the genre or the particular book your student or students are reading. Dictionary-style entries for vocabulary words, as required in Vocabulary Activity #2, are included for your convenience.

Vocabulary List

Activity Cards

Each genre features a set of **Activity Cards** in each of the four categories—**Vocabulary, Comprehension, Writing** and **Challenge**. Activity Cards are valued at 5, 10, 15 and 20 points and arranged in ascending order of difficulty, based on Bloom's Taxonomy, the combination and complexity of skills involved and time required. Each genre features activities that accommodate a variety of learning styles. Vocabulary Activities help students learn to define, spell, understand and use new words associated with the genre. Comprehension Activities allow them to demonstrate understanding of their book's plot, setting, characters and themes, structure and style. Writing Activities use ideas from students' reading to practice different kinds of writing. Challenge Activities provide opportunities to extend ideas from the reading into creative expression, research and cross-curricular activities. You may remove cards or use the blank cards provided to add your own activities to any category.

You decide how many travel points a student must earn to complete the expedition based on your educational goals and the time you want to use. You might allow students to choose any activities within any category as long as they reach the required total. Or you might require students to earn a particular number of points per category. Use the same approach with all students or change your expectations based on student need or ability. For example, you might require a gifted student to complete more Challenge activities while instructing a reluctant reader to focus more on vocabulary building or writing skills. You might require all students to reach the same point value or assign different goals for different students. Or you might require students to complete a certain number of activities per category to earn a Genre Sticker and ignore the point values and Expedition Map all together.

Masters

All documents that may be reproduced from this teacher guide are labeled as **Masters**, including the Essays, Travel Agreements, Recommended Reading Lists and Activity Cards. Most activities can be completed on regular notebook paper or require common classroom or craft materials. Some activities require students to use a worksheet, graphic organizer or other information that is also provided as a reproducible Master. Master worksheets are located at the end of each genre chapter and are organized by activity card number (found in the lower left corner of each card).

Answer Keys

You will not find answer keys for the activities as many are tied to specific books and answers vary. Starting points, examples or sample responses are provided as needed.

Expedition Map

Students earn travel points by completing activities. As points are earned, they move their individual marker along the Expedition Map to track their progress. Each student can also record progress on his or her individual map.

Earning points and moving a marker along the map will motivate the student to continue working toward his or her goal.

Each completed activity card is worth 5, 10, 15 or 20 points, with more complex and time-consuming activities valued higher. Students also earn up to 20 points for their presentation. The Expedition Map is marked with 100 dots, ideal for contracting with students for 100 points. But the Expedition Map can be used with any contract with some slight modifications.

Options for Awarding Travel Points

- Increase the number of dots moved for each travel point earned (move two dots for each point, for a total of 50 points) to reduce the number of activities and the amount of time a student will spend on an expedition.
- Decrease the number of dots moved for each travel point earned (each dot is worth two points for a total of 200 points) to increase the amount of time a student will spend on an expedition.

Map Markers

Each student will need a Map Marker to keep his or her place on the Expedition Map. Students can choose one of six styles of markers provided in this Teacher Guide or create their own design. Use tape or other removable adhesive to attach these markers to the map. If you are using *Book Mountain Expeditions* with your entire class, you may want to use smaller markers. Try using different colored Post-it® flags or dry-erase markers.

Genre Stickers

Each student earns the appropriate Genre Sticker by successfully completing the entire expedition for a particular genre. The sticker is placed on the student's travel dossier to commemorate each successful journey.

Student Travel Guide

The Student Travel Guide introduces the program and serves as the student's reference during each journey. It includes information on beginning an expedition and organizational and motivational reminders. There is also a travelogue the student can use to record the books he or she reads, the activities completed and travel points awarded for all the genres he or she explores.

Bookmarks

Each student will receive a bookmark that corresponds with his or her reading level. Have the student decorate the bookmark and write his or her name on the back. The student can also use the back of the bookmark to record the titles he or she reads. Award a new bookmark as a student advances from one reading level to the next.



Teaching tip

Adjust the number of travel points based on rubric performance. Increase points earned if the student exceeds expectations, and decrease points earned if improvements are needed. Reassign or average points for work that is redone and resubmitted. Consider awarding points for good behavior or highlighting specific activities by assigning double point values.

Getting Started

Read this Teacher Guide and the Student Travel Guide to get an understanding of how the program works and how to prepare. Then you will be ready to decide how you want to use the program.

Decisions to Make

1. Identify the student or students who would benefit from personalized, self-directed reading contracts. You can use *Book Mountain Expeditions* with one student, a few students or your whole class.
2. Decide how much time you expect each student to spend on a particular genre, how many activities each student should complete and whether you will award travel points or use another method.
3. Decide when each student will read and complete project work. Will work time occur during regularly scheduled class time, as homework or some combination of scheduled class time, free time and homework?
4. Decide whether you will assign a particular genre to all students or whether you will let them select their own genre.
5. Assess the needs of each student who will participate. Consider the student's specific learning styles, strengths and weaknesses, and develop goals that you hope the student will accomplish through one or more contracts.
6. Determine the appropriate reading level for each student who will participate. Will the student travel as a Navigator, Adventurer or Explorer?
7. Review information about assessment options and decide how you will assess individual student performance.
8. Plan class time to introduce *Book Mountain Expeditions* to participating students as well as about 10 minutes per student for individual consultations.
9. Work with your school or public librarian to determine which books will be available for your students. The Recommended Reading Lists are provided to help get you started, but feel free to add your own titles as you see fit. Plan time for students to access the library or arrange to have a collection of books in your classroom. Students should have access to their chosen book through the duration of their expedition.
10. Consider what expectations you have for student presentations and when the presentations will be scheduled. Will each student present one activity and/or a summary of the entire expedition? Also determine how you will award travel points for the presentations.

Teaching tip

Work with only one genre the first time you use *Book Mountain Expeditions*. Using one genre will reduce the number of copies you need to make and limit the range of activities and questions you can expect as you and your students learn how to use this approach.



Additional Materials Required

- Hanging file box or bin to hold travel dossiers, blank worksheets and forms.
- 3" x 5" card box for Activity Cards
- File folders (one for each participant and 30 to 40 additional folders for organizing blank forms, depending on how you organize your forms)
- Tape or other removable adhesive, Post-it® flags or dry-erase markers for marking the Expedition Map
- General classroom and craft supplies including a stapler, scissors, glue and a variety of craft paper

Optional:

- Colored card stock and lamination supplies to create durable Activity Cards
- Oversized flat file

Preparation and Set Up

1. Make copies

Reproduce all Masters for each genre you are using. Make sure to return Masters to your Teacher Guide or file them in a different location so a student doesn't accidentally use your last copy! You will need the following:

- **One Dossier Cover and one Student Map for each participant**
- **One Bookmark for each participant**
Make at least one copy of each style for each participant to be sure you have enough. Save the unused Bookmarks for future use. Use heavy paper for durability.
- **One Map Marker for each participant**
Make enough copies for each participant to have a choice of style. Include blank markers for students who wish to create their own marker.
- **One of each rubric for each participant**
You may make additional copies to post in your classroom.
- **One Activity Card Form**
Make one copy to post for students to use as a reference. If you choose to give students copies to write on, make at least 10 copies for each participant.
- **One Essay and one Travel Agreement for each participant**
- **One of each Recommended Reading List and Vocabulary List**
Make one copy of each to post for students to share. Or make copies for each participant if you prefer the student keep copies of the lists.

- **One of each Activity Card**

Color-code your cards by genre. For example, all fantasy cards might be blue and all sports fiction cards yellow. Use heavy paper and laminate your cards for durability.

- **Multiple Worksheets** (at least 10 of each)

Make enough copies of each worksheet and reproducible so you won't need to run to the copier each time a student needs one. You might color-code your worksheets to coordinate with the Activity Cards.

2. Organize materials

- Create a travel dossier for each student by stapling or gluing a Dossier Cover to the front of a file folder. You will hand these out on Day One.
- Cut the Bookmarks and Map Markers apart. You will hand these out on Day One. Store extras in folders for future use.
- Cut the Activity Cards apart and organize them by activity type and card number (found in the lower left corner of each card) using labeled dividers. Use a 3" x 5" card box to store Activity Cards. If using multiple genres, try using separate card boxes for each genre to stay organized and provide easier access for students.
- Create folders to store copies of worksheets and other reproducibles. You might color-code your folders to coordinate with the Activity Cards. Use a separate folder for each worksheet or group worksheets by activity type. File alphabetically.

3. Set up a project area

- Set up an area in your classroom where all *Book Mountain Expeditions* materials will be kept. Students can then independently access their materials as needed throughout the day.
- Use a hanging file box or bin to hold travel dossiers and extra copies of worksheets and other reproducibles.
- Use an oversized flat file or set aside extra shelf or table space for storage of student projects that will not fit in the travel dossiers.
- Keep blank index cards and/or scrap paper near the Activity Card file for student use.
- Find a place to display the Activity Card Form, Recommended Reading Lists, Vocabulary Lists and any other reproducibles you might decide to post.
- Find a place to display the Expedition Map. Hang it on a prominent wall in your classroom or near your project area.

Lesson Plan

Gather together all student travelers who are starting *Book Mountain Expeditions* for the first time so you can introduce the program and explain how it works. You'll also explain the time frame and when you expect students to read and work on their projects. If you are introducing this program to only one student, combine the activities listed in Day One and Week One.

Day One

Introduce Book Mountain Expeditions to Participating Students

1. Introduce yourself as the Travel Guide who is about to take student travelers on a learning adventure through the world of literature.
2. Hand out a copy of the Student Travel Guide to each student and build excitement about participating. Make special note of the travelogue that can be used to record books read, activities completed and points earned.
3. Explain the purpose of the program, the goals you have for the group and your expectations for student performance.
4. Require each student to read through the Student Travel Guide carefully before his or her individual consultation.
5. Hand out a travel dossier (project file with Dossier Cover attached) to each student. Encourage each student to write his or her name on and decorate the dossier before his or her individual consultation. Explain that all expedition-related papers must be kept in the dossier. This includes all notes, worksheets and projects the student creates during his or her expedition.
6. Hand out Map Markers. Allow each student to choose or create his or her own Map Marker. Encourage each student to write his or her name on the back of the marker and decorate it before his or her individual consultation.
7. Hand out and explain the Student Map. Describe how the student can track progress as travel points are awarded for each completed activity. Also explain the Expedition Map. Describe how you want the student to mark both the Expedition Map and the Student Map.
8. Introduce the genre you selected. If students are selecting their own, introduce each genre by highlighting a few key elements from each Essay. Encourage students to read one or more of the Essays and select a genre before their individual consultations.
9. Explain how students will select and access a book to read. Show the Recommended Reading Lists and point out the area of the classroom where books are organized or tell students how they will get books from the library.



Teaching tip

If all students are being assigned to work with the same genre, hand out the Essay and Travel Agreements as part of this introductory meeting. Read the Essay to the group, highlighting key elements. Or encourage independent reading of the Essay before individual student consultations.

10. Explain the project file area, including the Activity Card file, the storage space for travel dossiers and the area for oversized projects. Be sure to explain how you want the dossiers organized (alphabetically by first or last name works well).
11. Explain how Activity Cards are organized and used. Show the box and explain how you want each student to use the cards, maintain the file and record information about the activities they choose.
12. Encourage students to look through the Activity Cards and make a list of the activities they are interested in before their individual consultations. Explain your general expectations for the type and mix of activities you would like students to complete. Include expectations for the number of travel points required to complete one expedition.
13. Explain the presentation piece of the expedition. Tell students they can choose to share a favorite activity or project or they can present a summary of their entire journey.
14. Show a sample copy of the Travel Agreement. Explain how you will work with each student to complete the form and how the form is used to track progress.
15. Clarify what resources the student may use and how the student might access them. Make sure to cover use of the classroom (including classroom supplies and materials), library, Internet, home and/or public library.
16. Hand out the Activity Card, Presentation and Expedition Rubrics and explain how you will assess student behavior and performance.
17. Tell each student when you plan to hold his or her individual consultation so he or she knows when to be prepared.

Teaching tip

If participating students have already completed one or more expeditions and are familiar with the process, provide the Recommended Reading Lists, access to books and activity options for a new genre so each student can suggest what he or she wants to read and do.



Week One

Individual Student Consultation

1. Meet with the individual student to consult on book and activity selection, complete the Travel Agreement and answer questions.
2. Explain your goals for this particular student in using this program. Include your specific expectations for the number of travel points the student must earn to complete his or her expedition. Detail how many points you expect per category and what types of activities you would like this student to work on.
3. Discuss the student's chosen genre, reviewing key elements from the Essay. If the student is still undecided, help choose an appropriate genre based on your goals and the student's interests. Then provide the essay and review the key elements.

4. Help the student choose an appropriate book within the genre. You might allow the student to choose any book from the Recommended Reading List, including any titles you may have added. Even though you have already assessed the student's reading level and determined whether he or she will be traveling as a Navigator, Explorer or Adventurer, you might allow the student to choose any book from any of the reading lists or the entire collection you have assembled for the genre. Provide the student with his or her book, or plan a time for the student to retrieve the book from the library. Make sure the student will have access to the book throughout the expedition.
5. Using the Vocabulary List and selected book for the chosen genre, work with the student to pick 8 to 12 vocabulary words that are new to the student and appropriate to his or her reading and comprehension levels.
6. Use the Activity Card file to review the activity options with the student. You may also need to refer to the worksheets that accompany some activities, as these worksheets offer more detailed instructions. Together, choose activities from the four categories—Vocabulary, Comprehension, Writing and Challenge—to accomplish your goals and meet your student's needs. Encourage the student to challenge him or herself by selecting a variety of activities. Make sure to select a combination of activities that meets or exceeds the required number of points. The point value of each activity is shown on the Activity Card.
7. Work with the student to record the activity categories, numbers and point values on the Travel Agreement. Activity categories and numbers appear in the lower left corner of each card.
8. Help the student identify and locate any blank worksheets and instruction pages that accompany the selected activities. Worksheet names appear in bold type on the Activity Cards.
9. Work with the student to fill in the remaining blanks on the Travel Agreement. Detail the activities to be done and set a date for completing the contract. Be sure to record when the student may work on his or her activities, both in and outside of school.
10. Have the student write down the directions for his or her chosen activities on index cards, on blank sheets of paper or in a notebook, using the Activity Card Form as a guide. He or she may do this now or write down a new activity each time one is completed.
11. Clarify what resources the student may use—classroom, library, Internet, home and/or public library.
12. Remind the student to keep all expedition-related papers in his or her travel dossier when not actively working on them, so papers don't get lost and you can spot-check the file for progress from time to time.

**Teaching tip**

You might choose to adjust the number of travel points awarded for activities, based on the skills of your student and the time available. You might choose to award points for other completed tasks, such as reading the Essay, decorating the Dossier Cover, Bookmark and Map Marker, or for exceptional independent or cooperative work.

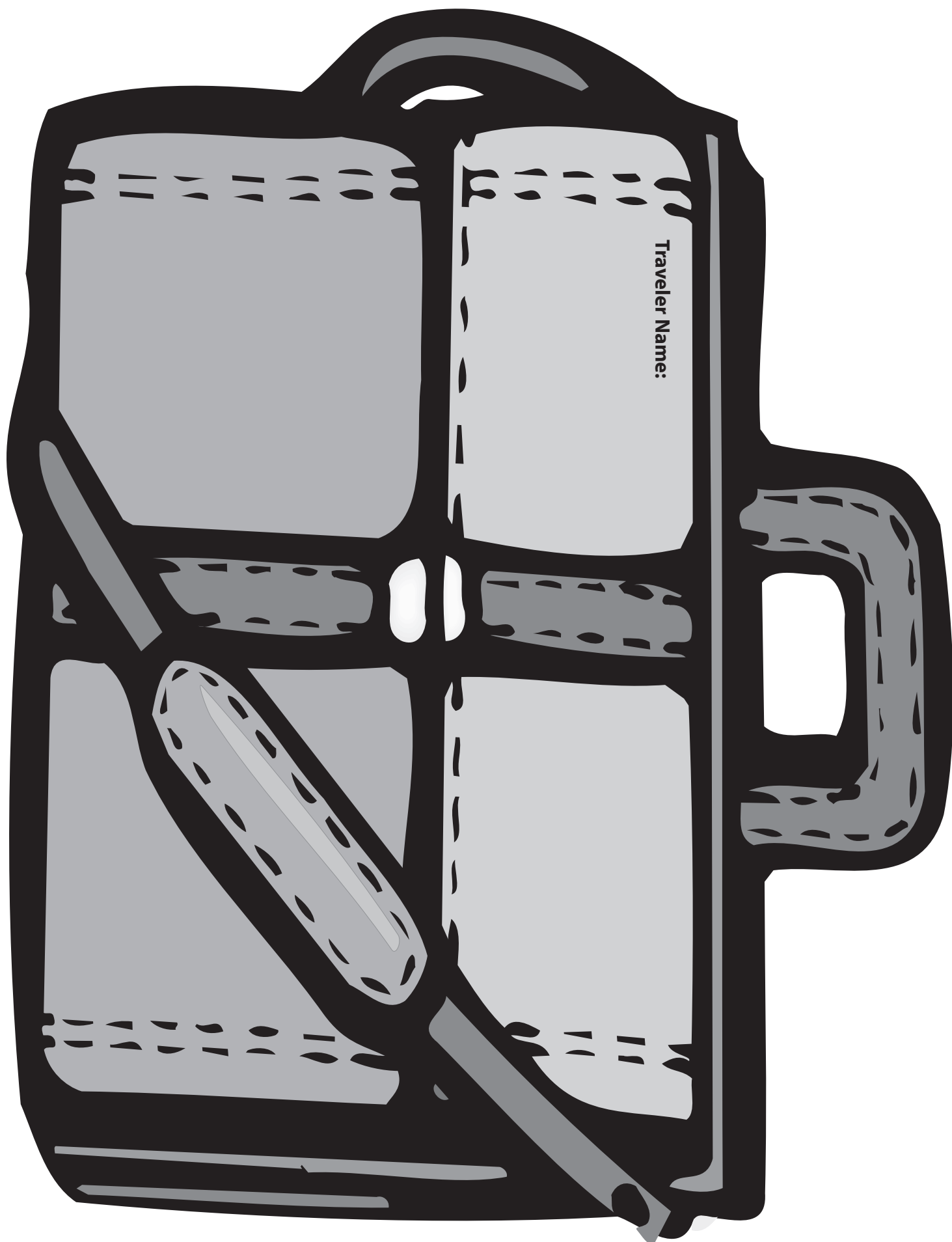
**Teaching tip**

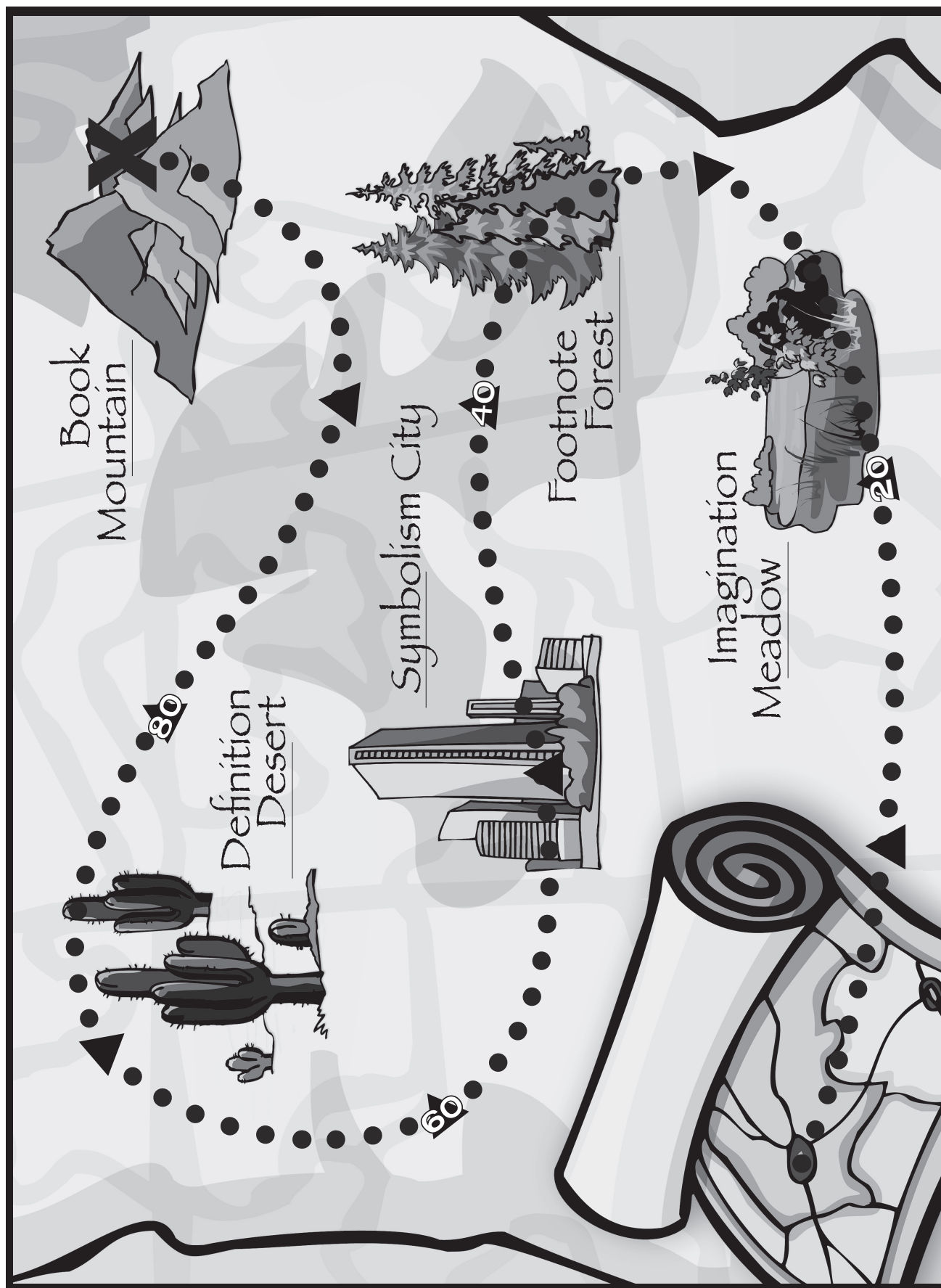
Set up separate benchmark dates for each category of activities with a student who has trouble taking initiative or budgeting time wisely.

13. Remind the student that as activities are completed and travel points earned, he or she will mark progress along the map all the way to the top of Book Mountain.
14. Plan to meet with the student toward the end of the expedition to discuss and schedule his or her presentation.

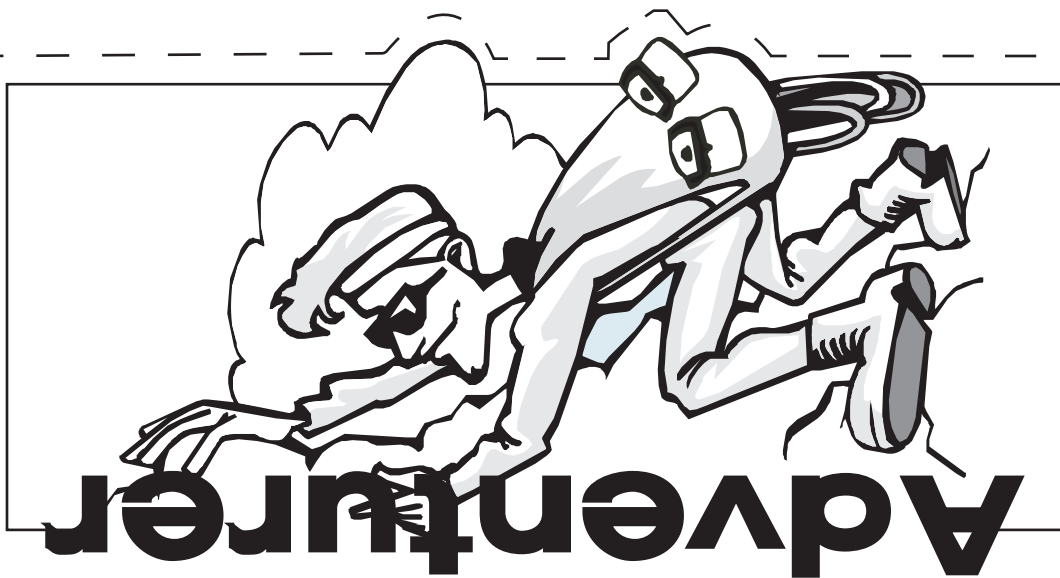
Ongoing Review and Final Evaluation

1. Encourage the student to work as independently as possible, but offer guidance as needed. Students using the program for the first time and not used to self-directed learning may need more support and guidance from you.
2. Start with weekly check-ins. Evaluate work as it is completed. Consider evaluating each category of activities separately, if you want to focus attention on both strengths and weaknesses. Provide feedback and suggestions for improvement as required.
3. Return unsatisfactory work to the student to be redone. Because the Activity Card tasks and the concept of self-directed learning may be new, you might allow students to redo unsatisfactory work without penalty for the first few weeks.
4. Award travel points as the student successfully completes each activity so the student can move his or her individual Map Marker along the Expedition Map and mark his or her Student Map as points are earned.
5. Remind the student that he or she is required to present at least one completed activity to the class. Refer to the Presentation Rubric to detail your expectations. Work with the student to schedule a class time for the presentation. Provide coaching as needed.
6. On the Return/Completion Date agreed upon and recorded on the Travel Agreement, conduct a final review and evaluation of the student's dossier using the Expedition Rubric.
7. When the student completes one genre (one Book Mountain Expedition), award the associated Genre Sticker so the student can mark the front of his or her travel dossier. Encourage the student to begin another expedition to collect more stickers.

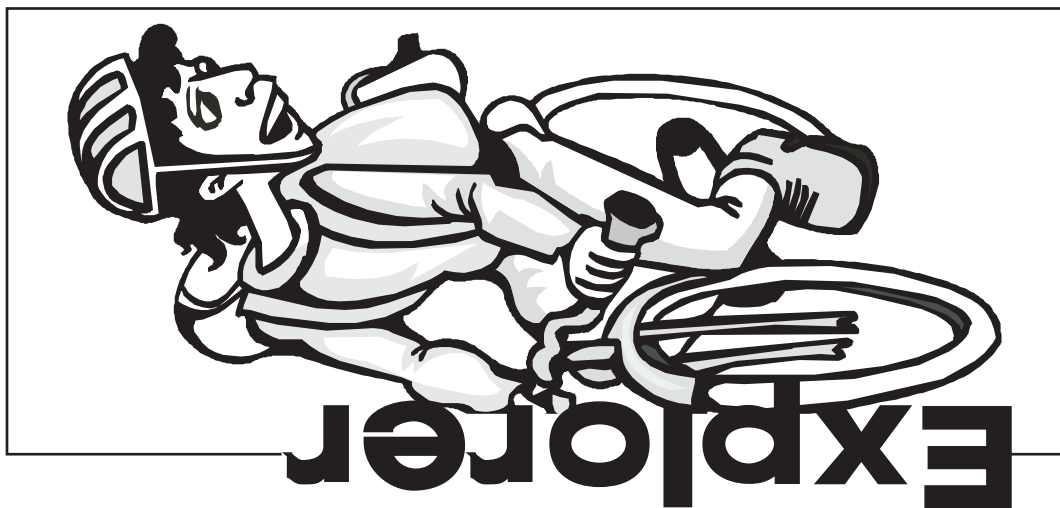




cut



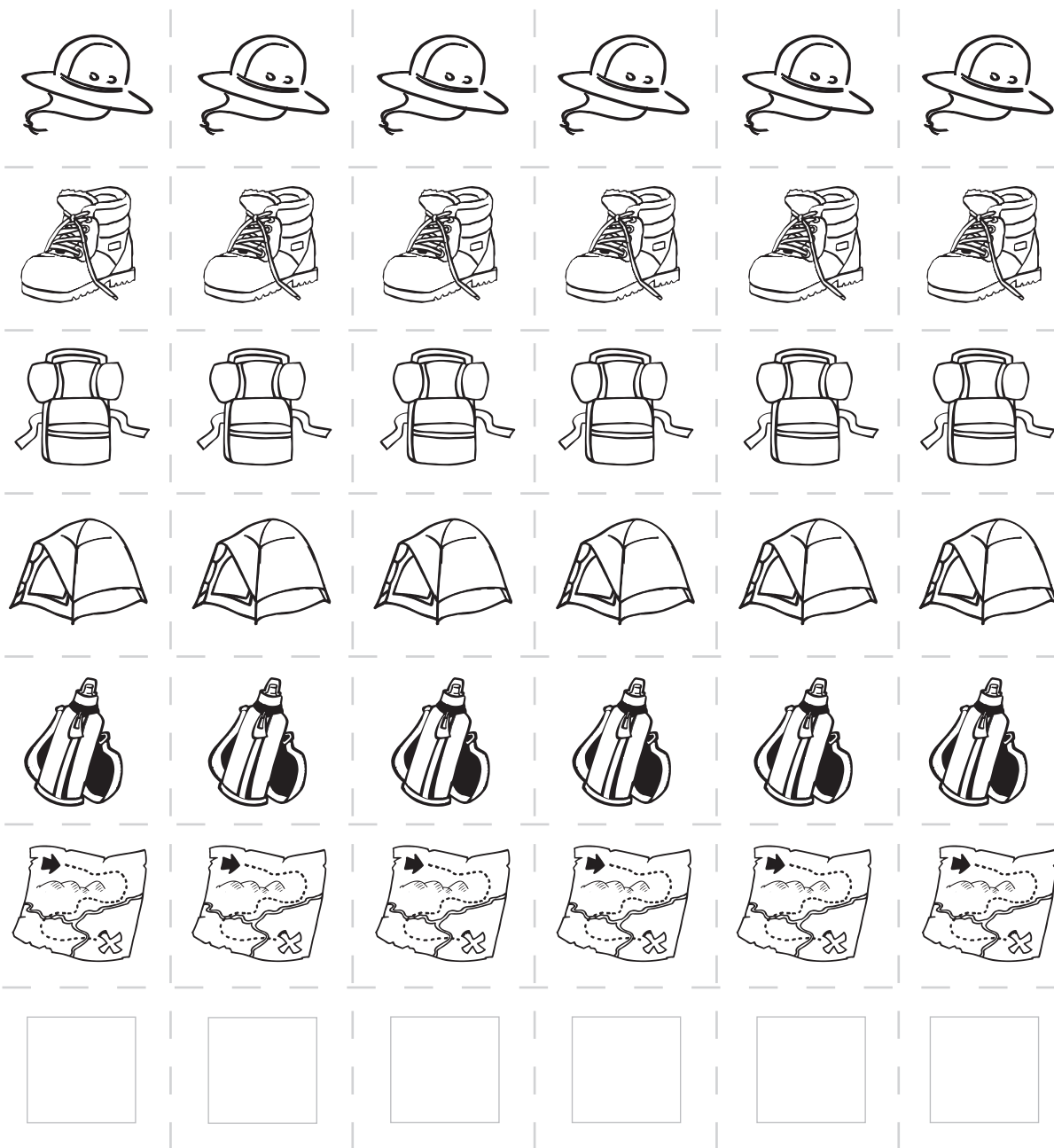
cut



cut



Map Markers



Activity Card Rubric

4 Exceeds Expectations – I did a great job!

- I have followed all the directions described on the Activity Card and have gone significantly beyond what was expected.
- My work is very neat and legible.
- I have very few, if any, errors in spelling or grammar.

3 Meets Expectations – I did a good job!

- I have followed all the directions described on the Activity Card and have done what was expected.
- My work is neat and legible.
- I have few, if any, errors in spelling or grammar.

2 Nearly There – Oops, not quite ready.

- I have completed almost all the directions described on the Activity Card, but I am missing some information.
- My work is almost always neat and legible.
- I have some errors in spelling or grammar to correct.

I need to finish or correct my work as soon as possible and resubmit it!

1 Incomplete – I must correct my work.

- I have not completed the directions on the Activity Card.
- My work could be much neater and more legible.
- I have made significant errors in spelling or grammar.

I need to talk with my teacher immediately to make a plan of action for improving my work!

Presentation Rubric

4 Exceeds Expectations – I did a great job!

- My presentation was very well organized.
- I clearly explained what I did and why.
- My voice was loud and very clear.
- I maintained eye contact with my audience.
- Any visual aids I used added interest and clarity to my presentation.

3 Meets Expectations – I did a good job!

- My presentation was organized.
- I explained my work so others could understand the most important points.
- My voice was loud and clear.
- I made eye contact with my audience from time to time.
- Any visual aids I used added clarity to my presentation.

2 Nearly There – Oops, I forgot something!

- My presentation was somewhat organized.
- I explained my work so others could understand a few of the most important points. My explanation was difficult to understand at times.
- My voice was sometimes difficult to hear or understand.
- I made eye contact with my audience a few times.
- Any visual aids I used added clarity to my presentation.

1 Ineffective – Next time I will prepare and practice more.

- My presentation was disorganized and very difficult to understand.
- My audience could not understand my presentation.
- My voice was difficult to hear.
- I made little or no eye contact with my audience.
- Any visual aids I used were ineffective or were distracting.

Expedition Rubric

4 Exceeds Expectations – I had a successful expedition!

- I earned more than the required number of travel points within the time specified.
- I worked on my projects and asked questions during appropriate times.
My efficient use of time is evident in the quality and quantity of my work.
- I understood and followed written and verbal instructions. I worked independently and required little guidance.
- I worked quietly and courteously. I offered assistance to others appropriately.
- Overall, my work exceeded expectations for creativity, organization and completeness.

3 Meets Expectations – I was responsible for my journey.

- I earned the required number of travel points within the time specified.
- I worked on my projects and asked questions during appropriate times. I used my time efficiently most of the time.
- I followed written and verbal instructions. I worked independently and asked questions from time to time when needed.
- I worked quietly and was courteous of others.
- Overall, my work was neat, organized and complete.

2 Inconsistent – My journey had ups and downs.

- I earned the required number of travel points.
- I usually worked on projects and asked questions during appropriate times.
- I worked independently most of the time. I sometimes did not follow instructions, stay on task or ask for help when needed.
- I worked quietly and courteously most of the times. I need to work more quietly and courteously at times.
- Some of my projects were not as neat and organized as they could have been.
I usually remembered to keep my materials in my dossier. Some of my work was hard to find or understand.

1 Unsatisfactory – My work was unsatisfactory or incomplete.

- I did not earn the required number of travel points in the time specified.
- I did not complete enough projects or my work was incomplete, difficult to understand or late.
- I did not use my project time wisely. I often had to be reminded about when to work on my projects.
- I did not work independently, nor ask for help when needed.
- I disrupted others when I should have been working quietly and courteously.
- My dossier was frequently messy and unorganized. I regularly forgot to keep my materials in my dossier.

Activity Card Form

Traveler name(s): _____

Number and Title of Card: _____

Write the directions from the card in the space below:

IMPORTANT! All Activity Card work must be completed neatly, using correct spelling, punctuation and grammar.

Activity Card Form

Traveler name(s): _____

Number and Title of Card: _____

Write the directions from the card in the space below:

IMPORTANT! All Activity Card work must be completed neatly, using correct spelling, punctuation and grammar.



Fantasy Table of Contents

Introductory Essay	33
Travel Agreement	34
Recommended Reading List.	35
Vocabulary List	39
Vocabulary List Dictionary Definitions	40
Vocabulary Activity Cards	44
Comprehension Activity Cards.	47
Writing Activity Cards	51
Challenge Activity Cards.	55
Master Worksheets	
See and Say Spell-ing	59
Word Web Sample	60
Word Web	61
Basic Story Elements	62

NOTE: Be sure to consider the sensitivity of your local community to witches, wizards and magic as you review the books, vocabulary words and activities included in this chapter. You can delete or substitute suggested titles, words or activities to best suit your audience.

Fly Into Fantasy

Admit it—you have fantasies. We all do. We can't help it! Our imaginations react to people and events in our lives by making up scenes that **MIGHT** be, or that we **WISH** could be. These scenes play out in our minds along with what really **IS**.

Do you imagine conversations with your dog, who seems to understand you? Do you daydream about having exciting adventures? Do you wish you could solve a money problem by finding a magical treasure map? Or picture how you'd like to get back at a bully who makes your life miserable? We all use fantasy to explain mysteries, ease stress, create excitement, make big problems seem smaller, hide our real feelings, take a safe look at things that frighten us or laugh at a too-serious world. It's no wonder a whole type of literature has grown up around the idea of fantasy!

Fantasy literature uses *strange, unlikely or impossible characters, places or events* to tell its stories. Fantasy stories might place normal human characters in **make-believe worlds** or give them **superhuman powers**. They might feature **animal characters that think, talk and act like people**. They sometimes use **time travel** and they often involve **magic**. See the center box for different types of fantasy stories and what they try to do.

Many fantasy stories take place long ago and far away. It's easy to see how good and evil sorcerers, knights, dragons and damsels in

distress stand for what is right or wrong, brave or scary in the world. The immediate justice of sword against sword seems clear and simple compared to our real lives. Fantasy authors work hard to create amazing but believable characters, events and worlds that let us reach beyond the ordinary or laugh at ourselves. They help us believe—for a while at least—that no problem is too big to solve and that the good guys will always win in the end.

Types of fantasy stories

- A **myth** or **tall tale** might explain a mystery of nature.
- A **fable** or **fairy tale** might teach a moral lesson.
- A **folktale** or **legend** might pass on a cultural tradition.
- An **animal tale** might poke fun at people.
- Some of the popular series featuring **wizards and magic** are all about **good battling against evil** in the world.

As you read your fantasy book, look for the elements mentioned earlier. How does the story catch your interest? What does it have to say to you? How does the author make imaginary characters, events and settings seem real? You'll appreciate your book more if you think about these things. And don't forget to enjoy the adventure!



the times:

[illegible][illegible][illegible]

Points from above _____

Additional points _____

TOTAL POINTS EARNED _____

Travel Agent's signature

Fantasy Recommended Reading List

NAVIGATORS • Fantasy

The Borrowers by Mary Norton. Harcourt Brace, 2003. ISBN 0-15204-737-9. Did you ever wonder what happens to those little household items that disappear? Maybe you have Borrowers! Share the adventures of this tiny family as they face danger to their home and a risky friendship with a human boy.

← **GRADES 3+**

The Boy Who Could Fly Without a Motor by Theodore Taylor. Harcourt Brace, 2004. ISBN 0-15204-767-0. Jon lives on a tiny island with his parents, the lighthouse keepers. Terribly lonely, he longs to escape by flying. His wishing attracts a mysterious figure, who shares the secret of unaided flight. But Jon soon learns that great gifts can cause great problems.

3-4

The Field Guide by Tony DiTerlizzi and Holly Black. Simon & Schuster, 2003. ISBN 0-68985-936-8. Three siblings move to a crumbling old mansion and discover a mysterious book that becomes their passport to a series of magical adventures that are, by turns, funny and thrillingly threatening.

2-4

Knights of the Kitchen Table by Jon Scieszka. Penguin Putnam, 2004. ISBN 0-14240-043-2. In this Time Warp Trio series title, Joe, Fred and Sam travel back to the days of King Arthur's Camelot and take on the Black Knight, a giant and a dragon. A quick read, silly, fast-paced and full of action.

2-5

Mrs. Piggle-Wiggle by Betty MacDonald. HarperCollins, 1991. ISBN 0-39731-712-3. We'd all love to cure a bully with a pill or a crybaby with a tonic. Mrs. Piggle-Wiggle's magic cures are just the thing for taking care of those annoyingly familiar nuisance-types we all know, dislike and, well, possibly ARE!

1-3

The Story of Spider-Man by Michael Teitelbaum. DK Publishing, 2001. ISBN 0-78947-921-4. This advanced reader tells the story of the famous superhero's origins, evolution and evil opponents. As with most of the comic-style superheroes, Spider-Man represents a blend of science fiction and fantasy.

3-4

Swamp Angel by Anne Isaacs. Penguin Putnam, 1999. ISBN 0-14055-908-6. Caldecott Honor Book. These stories of the amazing feats of "the greatest woodswoman in Tennessee" are just as bold, entertaining and satisfying as the better-known tall tales about Pecos Bill or Davy Crockett.

2+

Young Arthur by Robert D. San Souci, illustrated by Jamichael Henterly. Random House, 1997. ISBN 0-38532-268-2. Surely Arthur is the greatest ruler of myth and legend. San Souci follows Arthur from birth through his early kingship. Lovely, lush illustrations.

2-4

EXPLORERS • Fantasy**GRADES 4–6**

The 13th Floor: A Ghost Story by Sid Fleischman. Bantam Doubleday Dell, 1997. ISBN 0-44041-243-9. Twelve-year-old Buddy and his sister are drawn back three centuries in time to rescue their ancestors from the gallows—one as an accused witch and the other as a marauding pirate! A fun romp through life, liberty and the pursuit of buried treasure.

5+

Beauty: A Retelling of the Story of Beauty & the Beast by Robin McKinley. HarperCollins, 1993. ISBN 0-06440-477-3. McKinley brings alive the magic of the cursed Beast and his enchanted castle with just the right blend of scariness and charm. Beauty, her family, and the Beast himself will draw you in and bring suspense and depth to the familiar story.

4–6

Fairy Tales of Hans Christian Andersen by Hans Christian Andersen, illustrated by Isabelle Brent. Viking, 1995. ISBN 0-67085-930-3. Twelve of Andersen's best known and less known tales are tied together with glowing illustrations that sparkle with gold leaf. A beautiful collection.

3–6

James and the Giant Peach by Roald Dahl. Puffin, 2001. ISBN 0-14130-467-7. James's fantastic voyage across the Atlantic with his insect traveling companions will change the way you think about peaches, reality and surprise happy endings.

4–7

Juliet Dove, Queen of Love by Bruce Coville. Harcourt, 2003. ISBN 0-15204-561-9. In this Magic Shop series title, shy Juliet Dove is given a necklace that plunges her into the middle of an ancient story of gods and goddesses. A fun book full of appealing characters and humorous moments.

4–7

Mrs. Frisby and the Rats of Nimh by Robert C. O'Brien. Simon & Schuster, 1998. ISBN 0-68982-171-9. Mrs. Frisby, knowing her mouse family is in danger, seeks help from the mysteriously advanced rats of Nimh and does the rats a priceless service in return.

5–7

Over Sea, Under Stone by Susan Cooper. Aladdin, 2004. ISBN 0-68987-121-X. The Drew children, on vacation in England, find an old map that leads them on a quest for an ancient magic relic and into grave danger as the eternal battle between good and evil unfolds around them. This first book in the award-winning The Dark Is Rising series is full of mystery, adventure, suspense and Arthurian lore.

4–6

The Phantom Tollbooth by Norton Juster. Bantam Doubleday Dell, 2000. ISBN 0-37580-670-9. A magical trip through a toy tollbooth and into the Kingdom of Wisdom, where he must rescue the imprisoned princesses of Rhyme and Reason, cure Milo of his boredom. Juster creates a world of wacky humor that disguises flashes of truth about living in a "civilized" world. This is a work of genius.

The Tale of Despereaux by Kate DiCamillo. Candlewick Press, 2003. ISBN 0-76361-722-9. Once there was a very small mouse, a princess, a serving girl, a rat, a spool of red thread and some soup ... This Newbery Award winner tells the thrilling tale of a most unlikely hero who, motivated by love, undertakes a near-impossible quest.

The Trumpet of the Swan by E. B. White. HarperCollins, 2001. ISBN 0-06441-094-3. Louis is a trumpeter swan born without a voice, who decides to learn to play the trumpet! He finds joy in the music, but is determined to restore his family's honor before pursuing the heart of his beloved Serena.

Tuck Everlasting by Natalie Babbitt. Farrar, Straus and Giroux, 2000. ISBN 0-37448-012-5. The Tuck family has long kept secret the magic of the spring water that stops aging and gives immortality, fearing the consequences if people learned the truth. When Winnie Foster finds them they must confide in her to safeguard the secret.

A Wrinkle in Time by Madeleine L'Engle. Bantam Doubleday Dell, 1973. ISBN 0-44049-805-8. Meg, her brother Charles Wallace and their friend Calvin must travel across time and space to rescue Meg and Charles's scientist father, imprisoned on another world. The first book of the classic Time Quartet.

← **GRADES 4-7**

4-6

5+

5+



Teaching tip

If providing copies of the reading list to students, cover the grade levels in the margins before copying. Consider making a master reading list to post in your classroom instead of making multiple copies.

ADVENTURERS • Fantasy

GRADES 6-8

→ ***Artemis Fowl*** by Eoin Colfer. Hyperion, 2003. ISBN 0-78681-787-9. In this first novel about the 12-year-old criminal mastermind, Artemis tries to restore his family's fortune by kidnapping a fairy for a ransom of gold. But he gets more than he bargained for, as the LEPrecon unit his victim is part of brings its full arsenal, including a dwarf with digestive issues and a murderous troll, to rescue its own. Full of suspense, hilarity and mayhem.

6+

Dragonsong by Anne McCaffrey. Simon & Schuster, 2003. ISBN 0-68986-008-0. Menolly loves music, but her father forbids her to sing. When she runs away, her journey leads her to the fire lizards and into dangers and adventures she never imagined. Will she fulfill her dream and become the first female Harper on the planet Pern? The first volume in the Harper Hall Trilogy.

7+

Eragon by Christopher Paolini. Random House, 2005. ISBN 0-37582-669-6. In this first book of the Inheritance Trilogy, a boy finds a strange blue stone. Little does he know that it's really a dragon egg, which will change the course of his life and send him on a quest to battle the evil king and claim his destiny as a Dragon Rider.

6-10

The Folk Keeper by Franny Billingsley. Simon & Schuster, 2001. ISBN 0-68984-461-1. Corinna, an orphan girl with unusual powers, disguises herself as a boy to better her lot by serving as a Folk Keeper, whose job is to prevent vicious cellar-dwelling creatures from bringing misfortune to the homes that they inhabit. But her own fortunes and sense of identity are altered when she is summoned to serve Lord Merton, who seems to know secrets about her past and parentage. An eerie, thought-provoking, satisfying read.

6-9

The Giver by Lois Lowry. Random House, 2002. ISBN 0-44023-768-8. Jonas lives in a perfect society, with no pain or hardship. As he turns 12 he is stunned to learn that he is to become the honored Receiver of his community's memories. In that role he discovers dark truths about his people's past and the price of their peaceful order, and is forced to make a terrible and terrifying decision. This Newbery Award winner combines fantasy and science fiction.

6+

Her Stories: African American Folktales, Fairy Tales and True Tales told by Virginia Hamilton. Scholastic, 1995. ISBN 0-59047-370-0. African American girls and women are featured in delicious "bite-sized" fantasy stories and rich illustrations, ranging from animal fables to eerie tales of the supernatural.

7+

The Secret Life of Walter Mitty by James Thurber. Creative Publishing, Inc., 1985. ISBN 0-87191-961-3. Mitty escapes his boring life and nagging wife by imagining himself as the hero of fantastic adventures in this classic short story.

NOTE: Also available in full text on the Internet. Search by title.

7+

The Wizard of Earthsea by Ursula K. LeGuin. Bantam Doubleday Dell, 2004. ISBN 0-55326-250-5. Ged, a gifted but willful young wizard-in-training, faces the personal demon loosed by his reckless use of magic and begins his journey toward true power and wisdom. This first book in LeGuin's Earthsea series is a fantasy masterpiece.

Fantasy Vocabulary List

Choose 8 to 12 vocabulary words. You may use any of the following words or work with your Travel Agent to come up with your own fantasy-related words.

Amulet	Immortal
Anthropomorphism	Incantation
Apparition	Invisible
Beguile	Labyrinth
Bewitch	Legend
Centaur	Mentor
Charm	Mermaid
Chivalry	Myth
Conjure	Nonsense
Damsel	Phoenix
Daydream	Potion
Enchanted	Quest
Exaggerate	Ridiculously
Fable	Sage
Fairy	Sorcery
Fairy tale	Spell
Fantasy	Sprite
Feat	Supernatural
Folklore	Tall tale
Folktale	Transfigure
Goblin	Troll
Griffin	Unicorn
Heroine	Werewolf
Humorously	Wickedly
Illusion	
Imaginary	

Teaching tip



These informal dictionary-style definitions have been provided to save you time when correcting student work. The word breakdowns provided show syllabic division as indicated in *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition. We have not altered the spelling of the words to show pronunciation or phonetic spelling. For activities that ask students to provide "breakdown by syllable," you may choose to add or substitute a requirement for phonetic spelling and/or end-of-line division (hyphenation).

Fantasy Vocabulary List Dictionary Definitions

Amulet

Noun. 3 syllables: am*u*let. A charm often inscribed with a magic incantation or symbol to aid the wearer or protect against evil.

Anthropomorphism

Noun. 6 syllables: an*thro*po*mor*phi*sm. Describing the appearance or actions of non-human things or animals as if they were people.

Apparition

Noun. 4 syllables: a*ppa*ri*tion. A vision of a ghost or other unexpected sight.

Beguile

Verb. 2 syllables: be*guile. To trick someone, or to fool or distract them by being extremely amusing or charming.

Bewitch

Verb. 2 syllables: be*witch. When a spell-caster or witch causes someone or something to come under their power by casting a spell or other enchantment on them.

Centaur

Noun. 2 syllables: cen*taur. A magical being with the body and legs of a horse and the head and arms of a human.

Charm

Noun. 1 syllable: charm. A magical item that is used to perform a specific task or which can be worn or used to protect the wearer, or the specific words or chant of a magical spell.

Chivalry

Noun. 3 syllables: chi*val*ry. A system in which knights or other people follow a code of honor that says they should be brave, courteous and respectful of women.

Conjure

Verb. 2 syllables: con*jure. To cause something to appear or to happen through the use of spells or magic.

Damsel

Noun. 2 syllables: dam*sel. A girl or young woman.

Daydream

Noun. 2 syllables: day*dream. A pleasant dream or fantasy that a person has, usually during the day and while awake, instead of while sleeping.

Enchanted

Verb. 3 syllables: en*chant*ed. To be under the power of someone else's spell or distracted by their skills or attractions.

Exaggerate

Verb. 4 syllables: ex*a*gge*rate. To make a story more impressive or interesting by adding facts or events to it that aren't all true.

Fable

Noun. 2 syllables: fa*ble. A story that didn't really happen but was made up to teach listeners some kind of lesson, and that often contains animals as the main characters.

Fairy

Noun. 2 syllables: fair*y. A magical being that usually looks like a tiny human and often enjoys being mischievous.

Fairy tale

Noun. 3 syllables: fair*y tale. A story about fairies and other magical beings and events, which usually has a happy ending.

Fantasy

Noun. 3 syllables: fan*ta*sy. Something that is created out of the imagination, and that usually involves magical or fantastic beings or events.

Feat

Noun. 1 syllable: feat. A very brave or skillful act or accomplishment.

Folklore

Noun. 2 syllables: folk*lore. Legends, stories or beliefs that are passed from storytellers to listeners over the course of many years.

Folktale

Noun. 2 syllables: folk*tale. A story or legend that is told over and over and is usually a part of a bigger group of legends that make up folklore.

Goblin

Noun. 2 syllables: gob*lin. A magical being that is often very ugly and does evil or mischievous things.

Griffin

Noun. 2 syllables: gri*ffin. A magical animal that has the head and wings of an eagle and the body and legs of a lion.

Heroine

Noun. 3 syllables: her*o*ine. The main female character in a story, who is often particularly brave, talented or special in some way.

Humorously

Adverb. 4 syllables: hu*mor*ous*ly. To do something in a funny or humorous way.

Illusion

Noun. 3 syllables: i*llu*sion. An idea or belief that is not based on reality or truth, or something that you think you see which isn't really there.

Imaginary

Adjective. 5 syllables: i*ma*gin*ar*y. Not real, made up from the imagination.

Immortal

Adjective. 3 syllables: i*mmor*tal. To live forever and never die.

Incantation

Noun. 4 syllables: in*can*ta*tion. A spoken or written chant that is often part of a magic spell or ritual.

Invisible

Adjective. 4 syllables: in*vi*si*ble. When you can't see something or it is hidden from view.

Labyrinth

Noun. 3 syllables: la*by*rinth. A place that is built like a maze, with many different paths and dead ends.

Legend

Noun. 2 syllables: le*gend. A fantastic story that is told by so many people and for so long that eventually they believe that it really happened.

Mentor

Noun. 2 syllables: men*tor. A person who serves as a trusted teacher or helpful friend for another person.

Mermaid

Noun. 2 syllables: mer*maid.
A magical being with the head and arms of a human woman and the body and tail of a fish.

Myth

Noun. 1 syllable: myth. Usually a very old story about a hero or a fantastic event that is often told to explain some natural event or religious belief.

Nonsense

Noun. 2 syllables: non*sense.
Something that doesn't make any sense or that is foolish or silly.

Phoenix

Noun. 2 syllables: phoe*nix.
A legendary bird that never dies.

Potion

Noun. 2 syllables: po*tion. A liquid mixture that is often meant to be drunk and could be medicine, poison or a magical substance.

Quest

Noun. 1 syllable: quest. A journey that is taken to search for something.

Ridiculously

Adverb. 5 syllables: ri*dic*u*lous*ly.
To do something in a completely unbelievable or strange way.

Sage

Noun. 1 syllable: sage. A very wise person who often offers very good advice.

Sorcery

Noun. 3 syllables: sor*ce*ry. The use or practice of magic or enchantments.

Spell

Noun. 1 syllable: spell. A word or combination of words that is spoken or read to perform magic.

Sprite

Noun. 1 syllable: sprite. A tiny supernatural being, similar to an elf or fairy, who is known for doing playful or slightly mischievous things.

Supernatural

Adjective. 5 syllables: su*per*nat*u*ral. Something that is beyond or different from what we think of as part of our natural world and surroundings.

Tall tale

Noun. 2 syllables: tall tale. A story that has many fantastic and sometimes imaginary details added to it to make it more exciting or interesting.

Transfigure

Verb. 3 syllables: trans*f*igure.
To magically change something or to give it a completely new or different appearance.

Troll

Noun. 1 syllable: troll. A magical being or monster that can be either the size of a dwarf or small human (or else very big) and is often found living in caves or hills.

Unicorn

Noun. 3 syllables: u*ni*corn.
A mythical beast with the body of a horse or a goat and a single horn in the middle of its forehead.

Werewolf

Noun. 2 syllables: were*wolf. A person who has the ability to turn into a wolf-like beast, and who usually does so when the moon is full.

Wickedly

Adverb. 3 syllables: wi*cked*ly. To do something in a naughty or evil way.



See and Say Spell-ing!

5 Become a better speller by learning to see and say each word before you spell it with your pencil. For each of your 8 to 12 selected vocabulary words, follow these steps using the **See and Say Spell-ing** worksheet:

1. Close your eyes and "see the word in your mind." What does it look like? How is the word shaped? Are there tall letters and long letters?
2. Then write the word on your worksheet, saying it aloud quietly as you write it. Say the word slowly as you write each letter. What sounds does it make? What letters make each sound?

After you have written all of your words, check your spelling for each word. Repeat steps one and two for each misspelled word, using the back of the worksheet until you write each word correctly without looking.

Vocabulary #1



What Does It Mean?

5 List your 8 to 12 selected vocabulary words on a piece of paper, leaving several lines between them. Look up each word in a dictionary. Write down the part of speech, breakdown by syllable (where you pause when saying the word) and the definition. Do not use any form of the word in your definition. Some words have more than one meaning. Choose the definitions that relate to fantasy or your book.

HINT: Dictionaries break down words in two ways—by hyphenation and by syllable.

EXAMPLE: Ancient Adjective.
2 syllables: an*cient.
Very old; from a long-ago time.

Vocabulary #2



Synonyms or Antonyms

5 Create a table like the one below. Fill in one line for each of your selected vocabulary words. Use your own knowledge and a dictionary or thesaurus to fill in a synonym and/or antonym for each word.

NOTE: Some words don't have antonyms. See examples below.

Vocabulary Word	Synonym	Antonym
ancient	very old	modern
amulet	charm	none

Vocabulary #3



Context Cues

5 Use each of your 8 to 12 selected vocabulary words in a sentence. Place other words or phrases around the vocabulary word that suggest its meaning. Underline the vocabulary word in each sentence.

EXAMPLE: When the princess kissed the frog, the magic spell was broken and he turned back into a handsome prince.

Vocabulary #4



Word Partners

10

Review the part of speech of each of your 8 to 12 selected vocabulary words. Then list each with an appropriate word partner before or after it as follows: An adjective before each noun (hilarious tall tale), a noun after each adjective (immortal creature), an adverb next to each verb (gleefully bewitch), a verb next to each adverb (ridiculously clumsy). Underline the vocabulary word in each pair.

Vocabulary #5



Hocus Pocus

10

Write a magical **spell** or **incantation** using as many of your 8 to 12 selected vocabulary words as you can. Underline the vocabulary words as you use them.



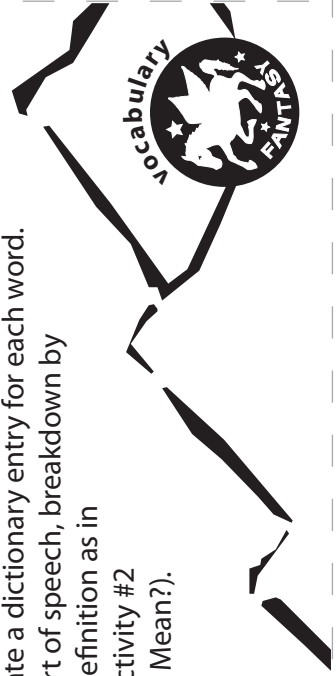
Vocabulary #6

Fantasy Words

15

Does your book contain **neologisms**—words the *author made up*—to help create and describe fantasy worlds or events? (The term “muggles,” used in the Harry Potter books to mean non-magical humans, is a good example.) If so, make a list of up to 15 made-up words you find in your book and, using the context of the story, create a dictionary entry for each word. Include its part of speech, breakdown by syllable and definition as in Vocabulary Activity #2 (What Does It Mean?).

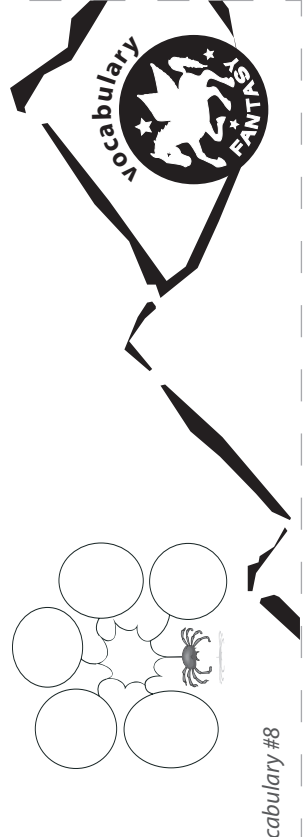
Vocabulary #7



Word Web

15

Word webs can help you understand the meaning and use of words. Complete the **Word Web Sample** based on the word “invisible.” Then use the **Word Web** worksheet to create your own word web for one of your vocabulary words. You might keep the “synonym” prompt. Then create fill-in-blank prompts that fit your chosen word for the other circles.



Vocabulary #8

Acrostic Poems

15

Choose three of your selected vocabulary words and create an acrostic poem based on each of them. In an acrostic poem, the letters of the source word are written vertically, top to bottom. Then you use each letter in another word

or phrase. Letters from the source word can come at the beginning, in the middle or at the end of your horizontal (left to right) word or phrase. When you read it all together, your poem tells something about the source word. Here's an example:

The **M**agician
w **A**ves his
ma **G**ic wand, and
just **L**ike that,
everything **C**hanges!

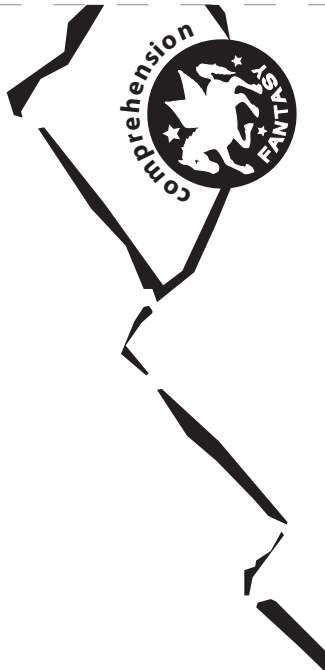
Vocabulary #9



Basic Story Elements

Identify the basic story elements of your book and complete the **Basic Story Elements** worksheet.

5



Comprehension #1

What's Real?

List ten things in your book that don't exist or don't happen in the real world. Next to each, describe its use or purpose in the story. Create a chart like the one shown below.

5

Things that don't exist or happen in the real world	What purpose does it serve in the story?
1.	
2.	

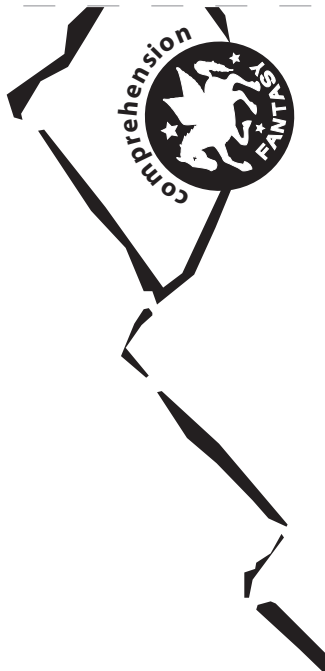


Comprehension #3

Plot Outline

Make an outline showing the main events that move the story from beginning to middle to conclusion.

5

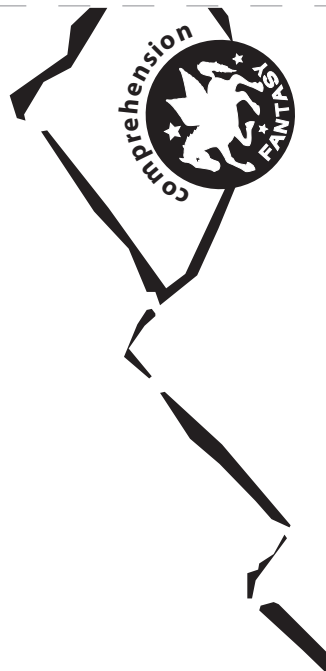


Comprehension #2

Cheers and Jeers

Who is your favorite character in the story? Write two or three paragraphs to describe him or her, identifying specific personality traits and explaining why you chose this character. Who is your least favorite character? Write two or three paragraphs to describe him or her the same way.

5

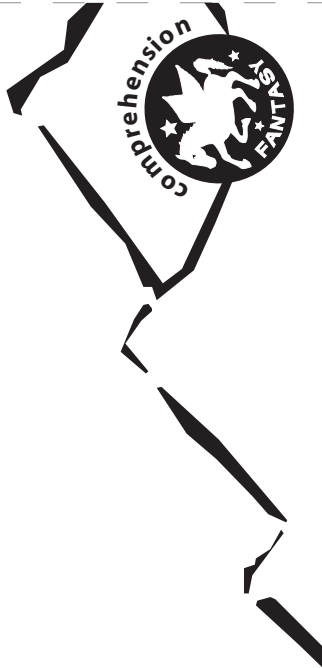


Comprehension #4

Character Development

10 Choose a character in your book that grows or changes during the story? Name the character and write three to five paragraphs that explain how and why he or she changes.

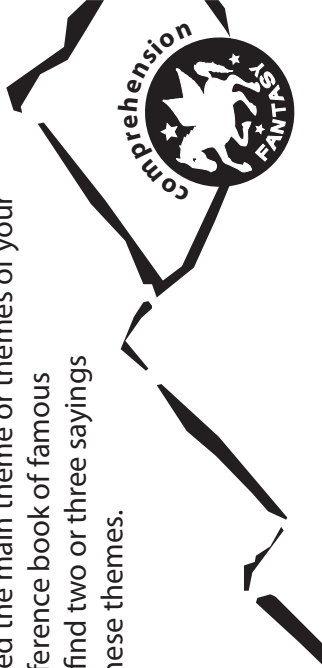
Comprehension #5



Thinking About Themes

10 What is the **theme** (the main idea or message) of your book? Write three to five paragraphs that explain what you think the author wants you to get from the story. For example, the Spider-Man stories tell us that there are always heroes to fight off evil, and that even ordinary people like Peter Parker can be heroes. Once you've identified the main theme or themes of your book, use a reference book of famous quotations to find two or three sayings that express these themes.

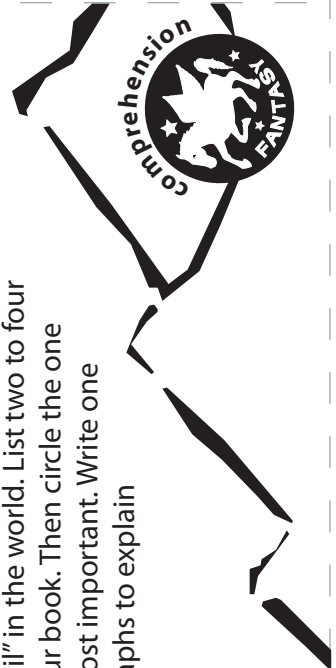
Comprehension #6



Considering Conflict

10 All good stories are moved along by some form of **conflict** (tension between two opposing characters or forces). The conflict might be between "good guys" and "bad guys," between a character and his or her conscience, between a character and some natural force that poses a danger or between the grand ideas of "good" and "evil" in the world. List two to four conflicts in your book. Then circle the one you think is most important. Write one or two paragraphs to explain your choice.

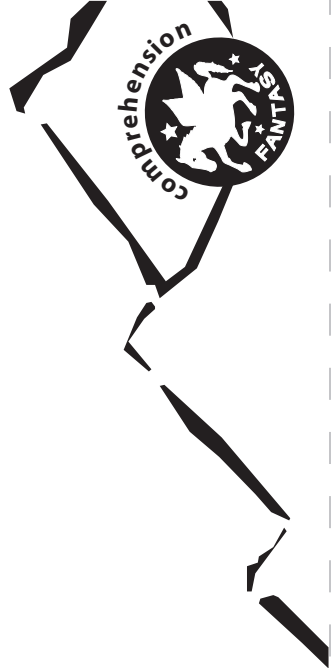
Comprehension #7



Thumbs Up, Thumbs Down

10 On a scale of 1 (least) to 10 (most), tell how much you liked this book and explain your answer fully, using examples from the book to support your opinion.

Comprehension #8

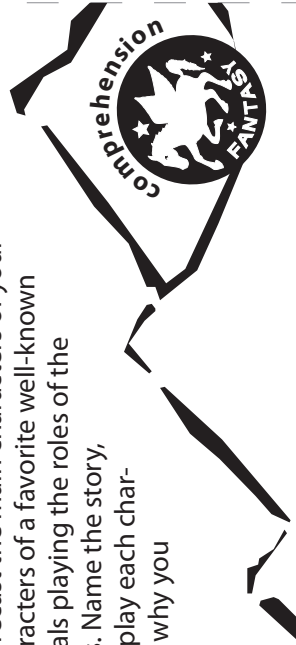


Animal Characters

15

Often in fantasy stories, especially fables and folktales, animal characters act like humans. Think of the famous Tortoise and Hare, Donkey from *Shrek* or Louis from *The Trumpet of the Swan*. This idea of *giving human traits to nonhuman characters* is called **anthropomorphism**. Sometimes the animal represents a particular human quality. For example, a donkey might be stubborn, a pig sloppy or an owl wise. With this in mind, recast the main characters of your book—or the characters of a favorite well-known story—with animals playing the roles of the human characters. Name the story, assign animals to play each character, and explain why you chose as you did.

Comprehension #9

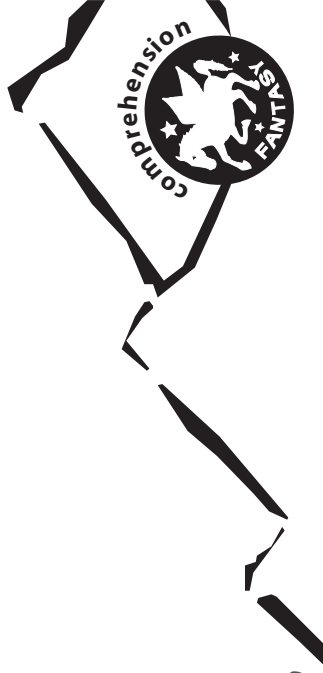


What Should Have Happened!

15

What, specifically, would you change to make your book better? Write one to two pages to describe your changes. Use specific details in your answer.

Comprehension #10



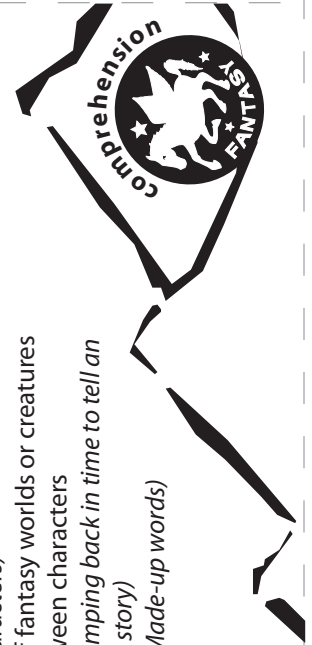
Literacy Devices

15

Choose one of the following **literary devices** (tools or techniques authors use to make their writing effective) and write three to five paragraphs to explain how the author does or does not use it well to create the fantasy, draw you into the story and make it seem believable:

- **Anachronism** (placing events or items in the wrong time period)
- **Anthropomorphism** (giving human characteristics to non-human characters)
- **Description** of fantasy worlds or creatures
- **Dialogue** between characters
- **Flashbacks** (jumping back in time to tell an earlier part of a story)
- **Neologisms** (Made-up words)
- **Time travel**

Comprehension #11



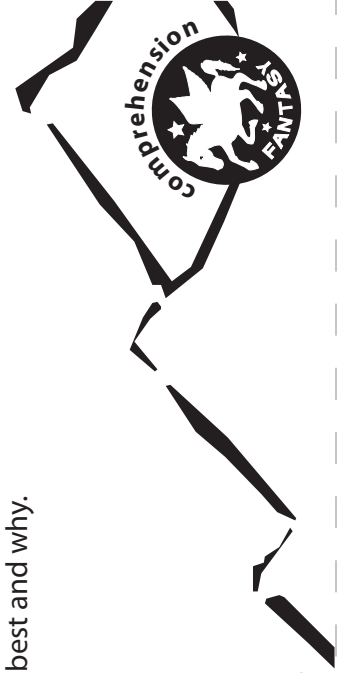
Compare and Contrast

20

Compare and contrast your selected book with another fantasy book you've read.

Choose one or two story elements (setting, plot, characters, tone or theme) and write two to four paragraphs describing how the books are alike and different. Conclude with a paragraph describing which book you like best and why.

Comprehension #12



If it Were Me ...

20

Write three to five paragraphs comparing the life of the main character in your book to your own life. How are they similar? How are they different?

Would you like to be this character? What would you do differently if you lived in his or her world? What do you think he or she would do differently in your world? How would you solve the character's problems, and how do you think he or she would solve yours?

Comprehension #13



Prejudice in Fantasy

20

In many classic fairy tales, girls are pictured as weak creatures who need knights and princes to rescue them. In *Cinderella* and *Hansel and Gretel*, stepmothers are wicked. Look up the words

"stereotype," "discrimination" and "prejudice." In your own words, write the definition of each. Does your book include examples of stereotyping, discrimination or prejudice? If so, write three to five paragraphs to answer the following questions.

What character or group of characters is the object of these ideas? Why? What message do you think the author wants to send about prejudice? Use examples from the book to support your answers.

Comprehension #14

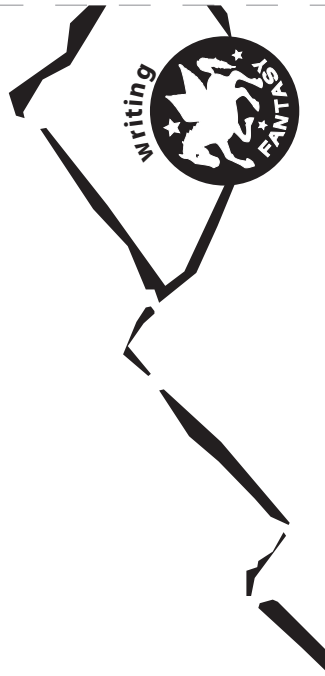


One-Person Brainstorm

Brainstorm on your own (or with another person who has read the book) and write a list of words describing one of the following from your book:

- Setting
- Main character
- Tone or mood

5



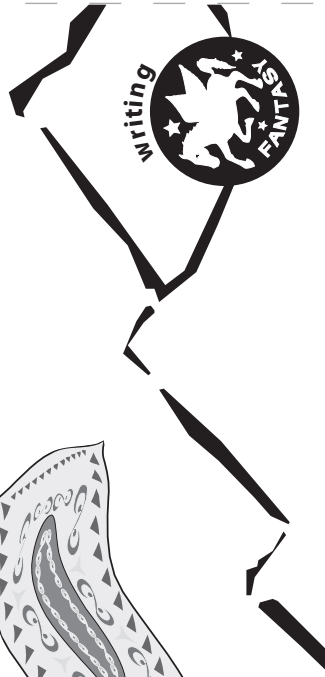
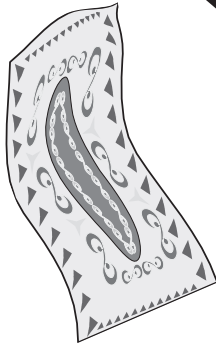
Writing #1

Magic Carpet Ride

Make a list of at least 10 endings for this sentence starter:

5

"If I had a magic carpet, I would..."

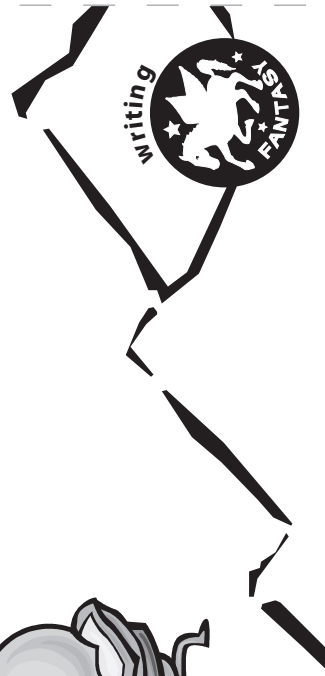
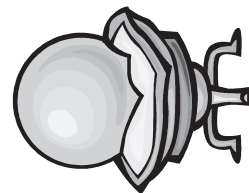


Writing #2

Predicting the Future

Look into your crystal ball and write two paragraphs describing what the main character of your book will be like and what he or she will be doing 10 years after the end of the story.

5

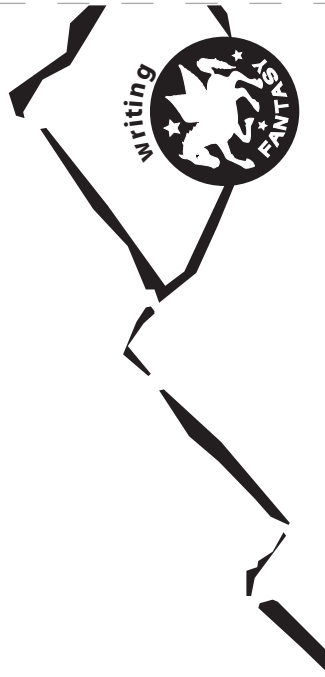


Writing #3

What Do You Want on Your Tombstone?

Does a character die in your book? If so, write an **obituary** (a death notice with a short biography) telling about that character's life and death, and an appropriate **epitaph** (short description or appropriate phrase) for his or her tombstone.

10



Writing #4

Hail the Conquering Hero

10

Is there a hero or heroine in your book? Make up an appropriate award and write a speech nominating your hero for that award. Include all the reasons why he or she should be honored.

Writing #5



Sage Advice

10

Find an example of an advice column like "Dear Abby" in your local newspaper. Then choose a character in your book who faces a difficult problem. Pretend you are that character and write a letter to a mythical advice columnist. Give the columnist an appropriate name. Earn an extra five points by writing the columnist's reply, offering the best advice you can think of.

Writing #6



Real-life Legends

15

Davy Crockett was a real person, who also became the hero of many tall tales. He even told some of them himself! What real-life person do you think could be the subject of a legend or tall tale? Study his or her life. Then create your own one-page legend by exaggerating a fact or event in the person's life. And don't skimp on the exaggeration!

Writing #7



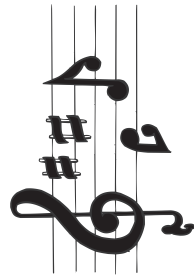
Magic in Verse

15

Choose a magical or unusual event from your story and write a poem or lyrics for a song about it.

TIP: Check out Centipede's poem about the wicked aunts in Chapter 25 of *James and the Giant Peach* to get your imagination going.

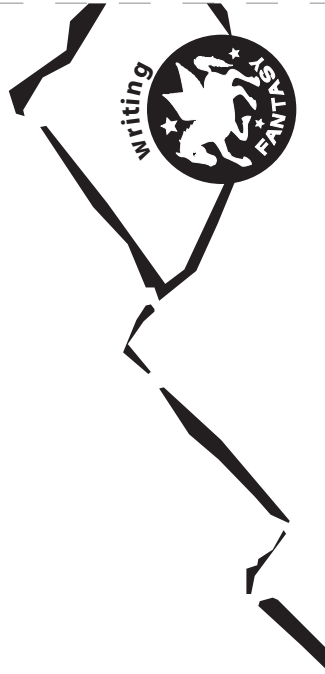
Writing #8



A Jokester's Imagination

15 "An elf, a unicorn and a centaur walked into a library ..." Use this starter to write a joke about magical characters. Once you're on a roll, try writing three or four jokes that involve fantasy characters and situations.

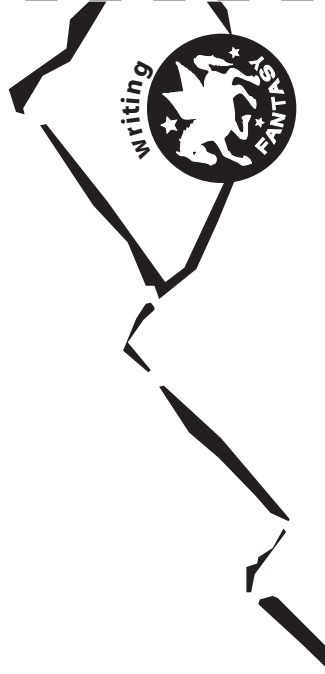
Writing #9



How It Came to Be

15 Write an original **tall tale** (an exciting story with fantastic and sometimes imaginary details) explaining some aspect of nature. Take a look at *Swamp Angel* or any of the Pecos Bill, Paul Bunyan or Davy Crockett stories for ideas to get you started.

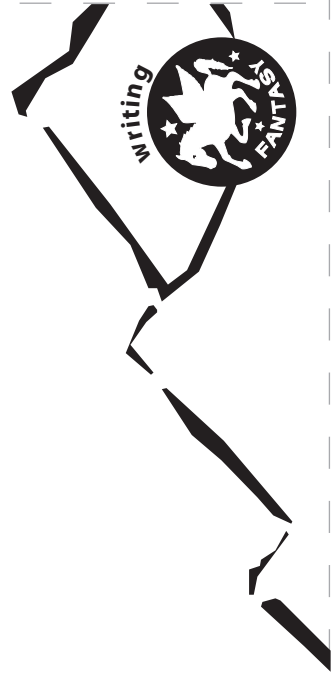
Writing #10



What They Didn't Tell You

15 What do you wish the author of your book had told you that he or she didn't? Write a one- to three-page extra chapter for your book that you think improves it by adding excitement, explaining something or resolving an unresolved conflict.

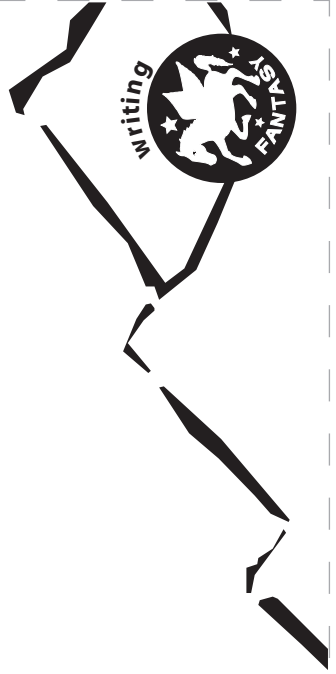
Writing #11



Critical Thinking

15 Find an example of a book review in your local newspaper. Then pretend you're the literary critic and write a three- to five-paragraph review of your book. Comment on the writing style, setting, plot, characters and theme. Use specific examples from the book to help make your points.

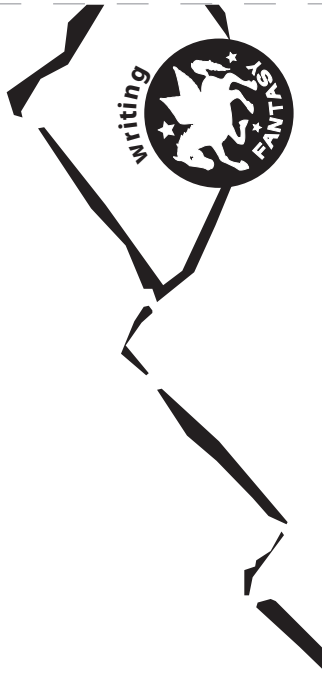
Writing #12



The Heart of the Story

20

Write a simple version of your story that could be the text of a picture book for kindergarten or first grade students. This is hard! Think about how to relate the setting, main characters, most important conflicts and events and theme to your readers in just a few words on one or two pages.

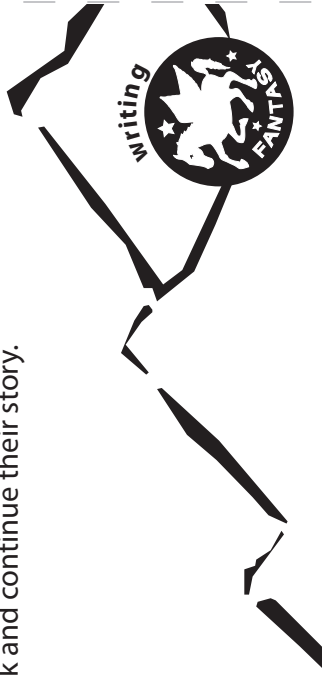


Writing #13

Writing with Style

20

Study the writing style of your book's author. Consider how he or she describes things, makes up words, has characters talk to each other, plays with time, creates drama or emotion—whatever you like about the book. Then write an original one- to three-page story copying the author's style. You might even use characters from your book and continue their story.



Writing #14

Who Wrote That?

5

The following people are well-known authors of fantasy books for children. Select one and make a list of at least five of his or her books or stories. Then create a small classroom display celebrating this author and his or her fantasy books.

- Hans Christian Andersen
- Sir James Barrie
- Lewis Carroll
- Susan Cooper
- Bruce Coville
- Roald Dahl
- The Brothers Grimm
- Rudyard Kipling
- Madeleine L'Engle
- C. S. Lewis
- Anne McCaffrey
- J. K. Rowling
- Mark Twain
- E. B. White

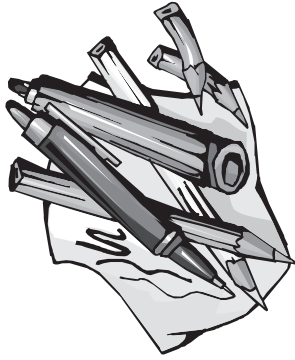


Challenge #1

You're the Illustrator

5

Illustrate a scene from your story.

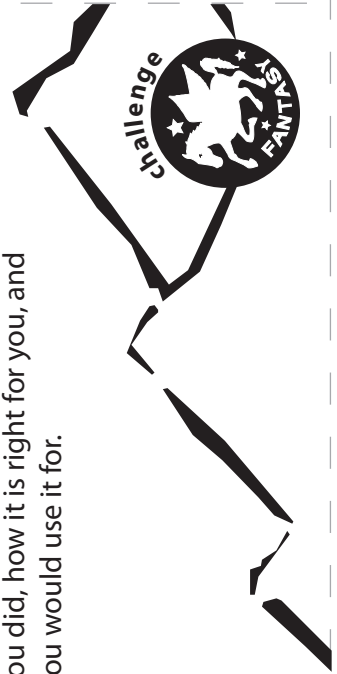


Challenge #2

Magic Wand

5

As any fan of the Harry Potter books knows, much thought goes into providing exactly the right magic wand for each would-be wizard. Design and make your own personal magic wand, paying attention to details like what it's made of and how it's decorated. Then show your wand to your Travel Agent. Explain why you designed and created it as you did, how it is right for you, and three things you would use it for.

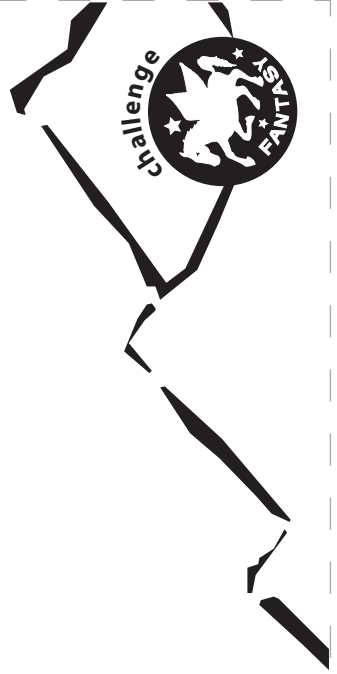


Challenge #3

A Day in the Life ...

10

Imagine yourself as a nonliving thing (a pencil, a key, a shoe, etc.) with human thoughts and feelings. Write two or three paragraphs describing a day in your life.



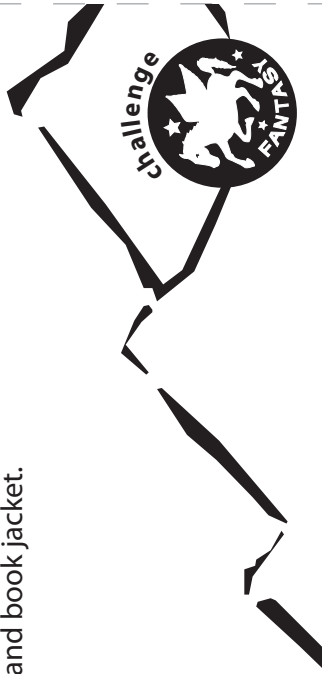
Challenge #4

The Fantasy Book's New Clothes

10

Design a new book jacket for a favorite fantasy book. Include an eye-catching illustration, the title, author, publisher and a short review to make others want to read the book. Display it in your classroom along with the original book and book jacket.

Challenge #5

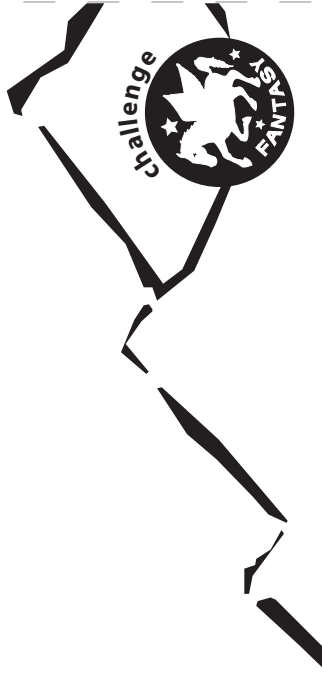


The Soundtrack

10

Find and record a theme song or a collection of songs you would use if you were making a movie of your book. Explain in writing why you selected each song.

Challenge #6

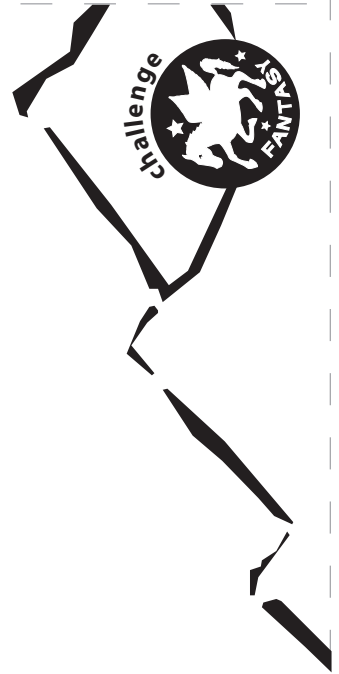


Favorite Fantasies Poll

10

Design a survey to find out what fantasy books or stories are your classmates' favorites. Poll your entire class. Then find at least three different ways to report the results, including a written summary and at least two graphs, charts or other visual representations.

Challenge #7

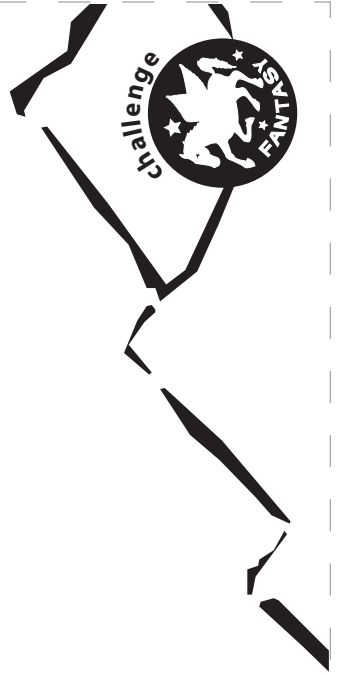


Mythical Families

15

Draw two family trees—one of the Greek gods and one of the Roman gods. Find a way to show, on each tree, which mythical figures are really the same character but have different names (e.g., Zeus and Jupiter).

Challenge #8



Magical Cures

15 Invent at least five imaginary cures, in the style of *Mrs. Piggle-Wiggle*, for common annoying habits and behaviors. For each, name and describe the "medicine," explain what it does and how it works, and give a fictional example of a case in which it was successful, as though you were recommending it to a friend.

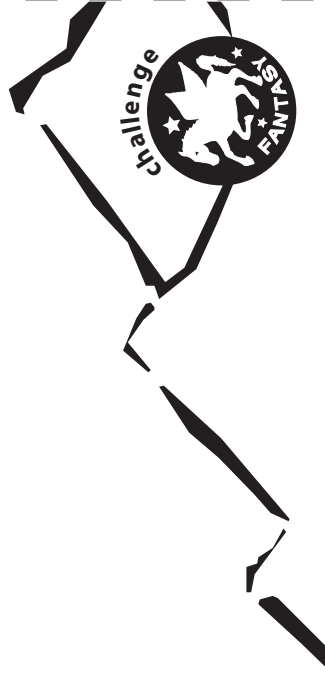
Challenge #9



Universal Characters

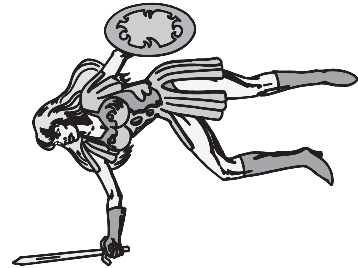
15 Choose a classic fairy tale, like *Cinderella*, and see how many different versions you can find from different countries or cultures. Then draw a world map and place the characters from the stories, with their different names, on their home countries.

Challenge #10

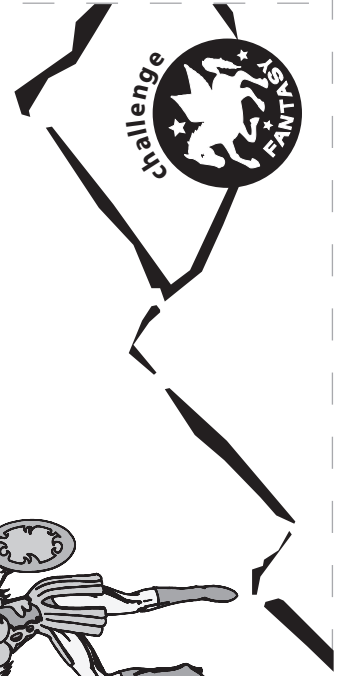


Fantasy in the Funny Papers

15 Create a comic strip based on an original superhero or other fantasy character.



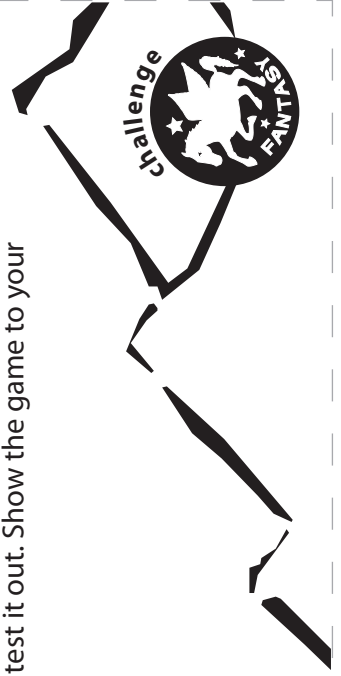
Challenge #11



Fantasy Board Game

15 Use cardboard and other simple craft materials to create a fantasy board game related to your book. Make a game that could be played by your classmates or others who have read the book. Include directions and any game pieces or other equipment necessary. Find two to three others who have read the book and test it out. Show the game to your Travel Agent.

Challenge #12



If I Could Be ...

15

Write a one-page essay that answers this question: "If I could be any magical, mythical or fantasy creature, what would I be and why?" Choose a familiar creature from fantasy literature or make up something entirely new. Name and describe your creature and make a work of art depicting it, like a drawing, painting, clay model or paper sculpture.



Challenge #13

An Unlikely Trio

15

Choose three fantasy characters from different kinds of fantasy stories (e.g., Zeus, a ghost and a talking squirrel) and write a one- to two-page story that has them teaming up to meet a challenge or solve a problem. Earn five extra points by recruiting fellow students to rehearse and present your story as a Reader's Theater or skit.



Challenge #14

Fantasyland Café

20

Imagine that you are the manager of a grocery store and deli café in Fantasyland. Then complete these steps:

- Make a list of 20 food items you'd stock for different kinds of customers. Include things like eye of newt, poison apples, etc.
- Create a recipe for a popular dish you would feature in your café.
- Design a menu that would make your customers feel welcome and appeal to their tastes.

TIP: Take a look at Centipede's poem in Chapter 18 of *James and the Giant Peach* for inspiration!



Challenge #15

The Moral of the Story

20

Choose a fable or other fantasy story with a clear "moral of the story." For example, the lesson of the Tortoise and the Hare stories is something like "Slow, steady effort will achieve your goal." And *Little Red Riding Hood* teaches two lessons: "Obey your elders and don't stray from the straight path," and "Even powerful enemies can be defeated with courage and cleverness." Write out the moral so you're sure you understand it clearly. Then find a real story in the news, or create your own modern-day story, that applies your story's lesson to a current social issue or controversy.



Challenge #16

See and Say Spell-ing

Fantasy

Traveler name(s): _____

Selected vocabulary words:

- 1 ☐ _____
- 2 ☐ _____
- 3 ☐ _____
- 4 ☐ _____
- 5 ☐ _____
- 6 ☐ _____
- 7 ☐ _____
- 8 ☐ _____
- 9 ☐ _____
- 10 ☐ _____
- 11 ☐ _____
- 12 ☐ _____



Word Web Sample

Fantasy

Traveler name(s): _____

Word webs can help you understand the meaning and use of words. Complete the word web below, based on the word "invisible."

Here's a sentence using the word invisible:

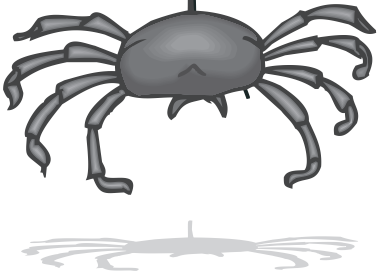
Base word: visible
Prefix: in (meaning "not")
Part of Speech: _____

Something that might be invisible is:

invisible

A time when I might wish to be invisible is/was:

Synonym: _____

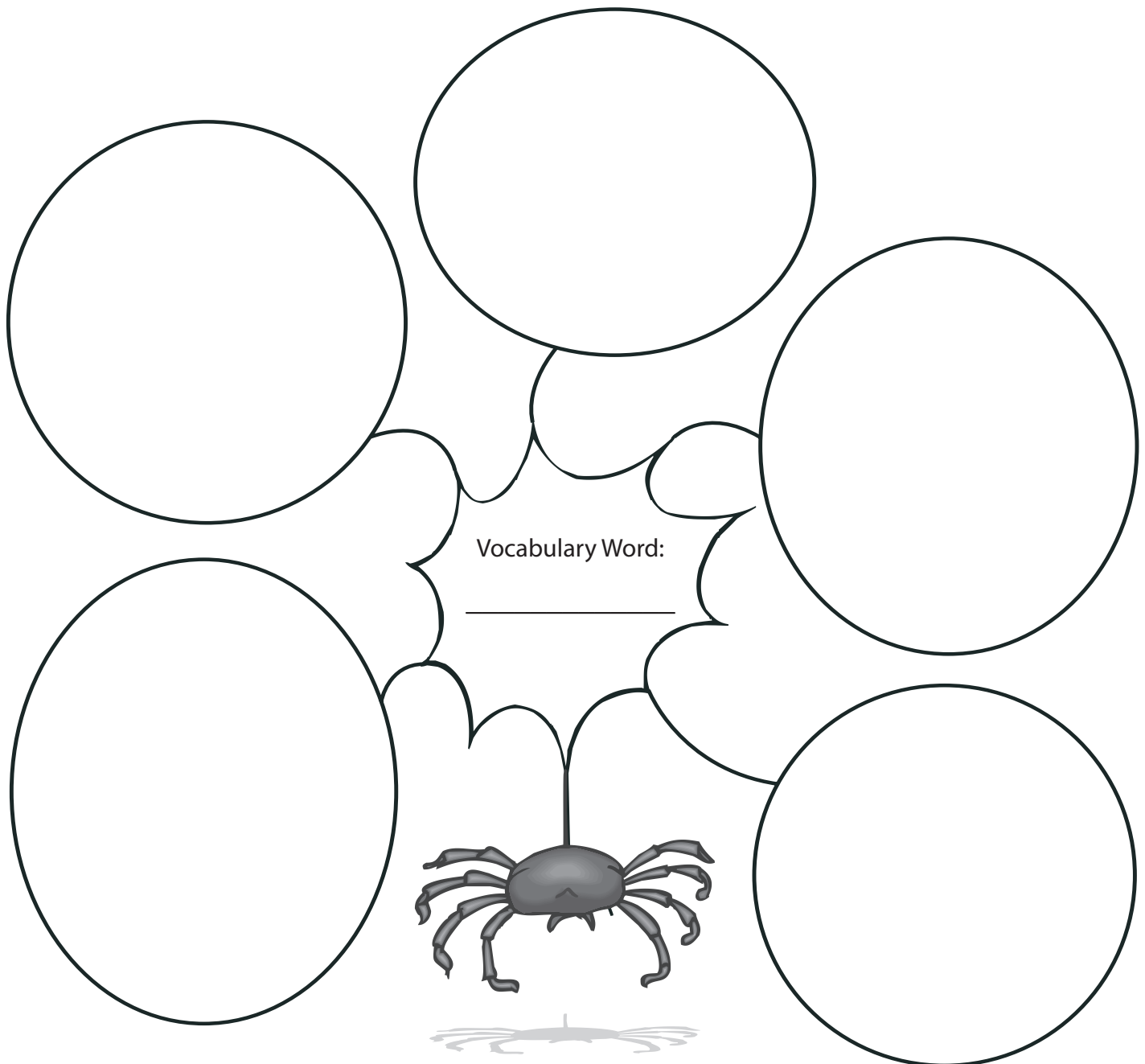


Word Web

Fantasy

Traveler name(s): _____

Create your own word web for one of your vocabulary words. You might keep the “synonym” prompt from the example. Then create fill-in-the-blank prompts that fit your chosen vocabulary word for the other circles.



Basic Story Elements

Fantasy

Traveler name(s): _____

Title of book: _____

Type of fantasy (Subgenres: Check all that apply):

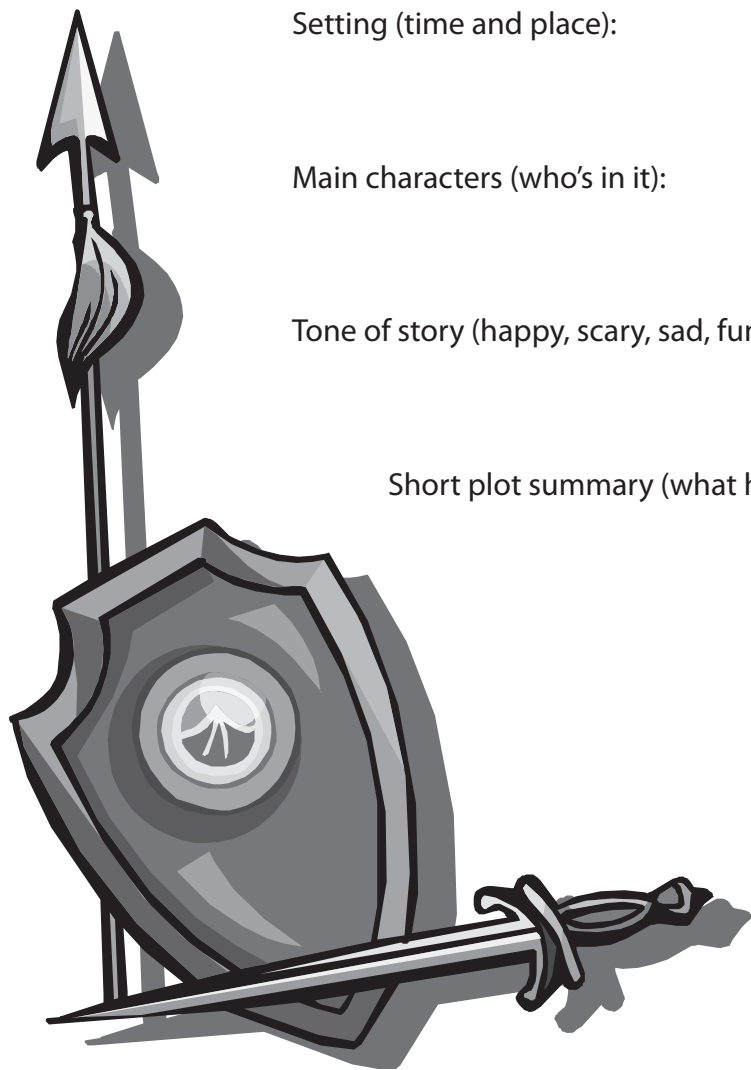
- | | |
|---|--|
| <input type="radio"/> Make-believe worlds | <input type="radio"/> Tall tale |
| <input type="radio"/> Legend | <input type="radio"/> Time travel |
| <input type="radio"/> Wizards and magic | <input type="radio"/> Animals with human qualities |
| <input type="radio"/> Mythology | <input type="radio"/> Battle between good and evil |
| <input type="radio"/> Fairy tale | <input type="radio"/> Other _____ |
| <input type="radio"/> Folktale | |

Setting (time and place):

Main characters (who's in it):

Tone of story (happy, scary, sad, funny, etc.):

Short plot summary (what happens):





General Nonfiction Table of Contents

Introductory Essay . . . . .	.65
Travel Agreement . . . . .	.66
Recommended Reading List. . . . .	.67
Vocabulary List . . . . .	.73
Vocabulary List Dictionary Definitions . . . . .	.74
Vocabulary Activity Cards . . . . .	.78
Comprehension Activity Cards. . . . .	.80
Writing Activity Cards . . . . .	.84
Challenge Activity Cards. . . . .	.88
Master Worksheets	
Scrambled Word Flash. . . . .	.92
Word Roots, Beginnings and Endings . . . . .	.93
Hink Pinks . . . . .	.94
Basic Elements . . . . .	.95
Subjective/Objective Tone. . . . .	.96
Footnotes! . . . . .	.97
Dewey Decimals. . . . .	.98
Science and Statistics of ... . . . . .	.99
Author Credibility	100

Jump Into General Nonfiction

Hooray! You get to explore a nonfiction book! But wait ... is that a yawn I see? A groan I hear? Cheer up! **Nonfiction** (*facts or information rather than made-up stories*) can be just as much fun as fiction. It doesn't have to be dull or boring. In fact, if it is boring, it's probably not very good literature. Nonfiction is all about satisfying our curiosity. If you're like most people, you have a million questions in your head about all kinds of things. And if any of your questions start with "What is," "Why does," "Who is" or "How does," there's an obvious place to go for answers—nonfiction books!

General nonfiction includes a wide range of books that explore and explain things, ask new questions and discuss how we learn. It can teach us how to do something or help us understand things we want or need to know about. But whether a nonfiction book is about your favorite sport, feeds your fascination with disasters, explores a cause you care about, explains your pet's behavior or helps you earn money, there are certain qualities it must have to be considered good literature.

- It has to be **well-researched**. The author has to really know what he or she is writing about and make sure all facts are accurate and up-to-date.
- It has to be **fair**. It can't present one side of an issue or one opinion as if it were the whole truth.
- It has to be **interesting**—at least to people

who have reason to care about the subject. Not all kinds of nonfiction are included in this Book Mountain Expedition. Reference books, which make up an important part of nonfiction, aren't on the list. You won't find dictionaries, atlases or general encyclopedias, which are used to check for specific bits of information. You won't find literature in different literary formats, like poetry or plays, which are usually classified as nonfiction but which often deal with made-up ideas rather than facts. And you won't find biographies here because they are covered in a different Book Mountain Expedition.

You will find informational books in many of the general nonfiction subgenres listed in the center box.

As you read your nonfiction book, look for the qualities of good literature listed earlier.

What questions does it ask and answer?

Does it grab your interest and feed your curiosity? Is it well-researched and fair?

General nonfiction subgenres

- **Introductions to specific subjects**
- **Histories of places, groups of people, ideas or things**
- **"How-to" books**, including everything from cookbooks to science experiments to starting a business
- **Real-life adventures**
- **Disasters and catastrophes**
- **Natural history**, including information about the natural world and its systems and life forms
- **Travelogues**, which are *books that tell about the author's travel experiences*
- **Persuasive speeches**



From *The Top of the World* to *Shipwreck at the Bottom of the World*, *The Great Fire* to an *Encyclopedia of Heaven*, *Paranormal Powers* to dealing with *Cliques*, *Phonies & Other Baloney*, any subject is fair game for nonfiction. With so many choices, you're bound to find something that interests you and answers a few of the million questions in your head. You might even discover a whole new set of questions!

the times:

[illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible][illegible]

General Nonfiction

Recommended Reading List

NAVIGATORS • General Nonfiction

The Everything Kids' Money Book by Diane Mayr. Sagebrush Educational Resources, 2002. ISBN 0-61351-247-2. Everything about this introduction to the history and management of money is entertaining, from the purple font with green accents to games, jokes and "Fun Facts." Math problems and science experiments round out a lively and informative text.

← GRADES 3-6

An Extraordinary Life: The Story of a Monarch Butterfly by Laurence Pringle, illustrated by Bob Marstall. Scholastic, 1997. ISBN 0-53130-002-1. Beautiful color-burst illustrations catch your eye first. Then the text invites you to tag along through the instinct-driven life cycle of Danaus, a monarch butterfly, on her remarkable migration from Massachusetts to Mexico.

3-6

How We Crossed the West: The Adventures of Lewis & Clark by Rosalyn Schanzer. National Geographic Society, 2002. ISBN 0-79226-726-5. Schanzer uses bits from the journals of Lewis and Clark and folk art illustrations to bring to life the adventures of the Corps of Discovery. The result is inviting, sometimes funny and very informative.

2-6

Kidding Around Atlanta: A Fun-filled, Fact-packed Travel & Activity Book by Rosanne Knorr. Avalon Travel Publishing, 1997. ISBN 1-56261-334-0. This sample from the Kidding Around Travel series shows kids how to plan and enjoy a family trip. It features maps, word puzzles, mazes and other amusements along with information about the city's history and attractions.

2-4

The Mississippi River: A Journey down the Father of Waters by Peter Lourie. Boyds Mills Press, 2004. ISBN 1-59078-044-2. In advanced picture book format, Lourie takes us along on his exploration of the Mississippi from source to mouth by canoe, car and bicycle. Mixing geography with history and river stories, he gives us a personal feel for the awesome, impersonal force of the river.

3-5

Places of Power by Michael DeMunn, illustrated by Noah Buchanan. DAWN Publications, 2003. ISBN 1-88322-064-5. Some believe that the earth is full of special places where people might feel connected to their Creator. While distinctly Native American in tone, the book shows respect for people of all cultures, beliefs and ages.

2-4

Soccer: Learn How to Be a Star Player by Jason Page. Two-Can Publishing, 2000. ISBN 1-58728-003-5. Rules, skills, strategies, tips and sketches of soccer stars—it's all in this bright picture book format Sports Club series title. Photos and computer-generated action pictures, diagrams and game scenarios make this a fun way to build soccer savvy.

3-5

GRADES 2-6

→ ***There's a Frog in my Throat: 440 Animal Sayings a Little Bird Told Me*** written and illustrated by Loreen Leedy and Pat Street. Holiday House, 2003. ISBN 0-82341-774-3. This clever book is a collection of familiar sayings based on animal references. It's fun from the jacket text to "the tail end." Who knows what creative responses it might inspire?

2-5

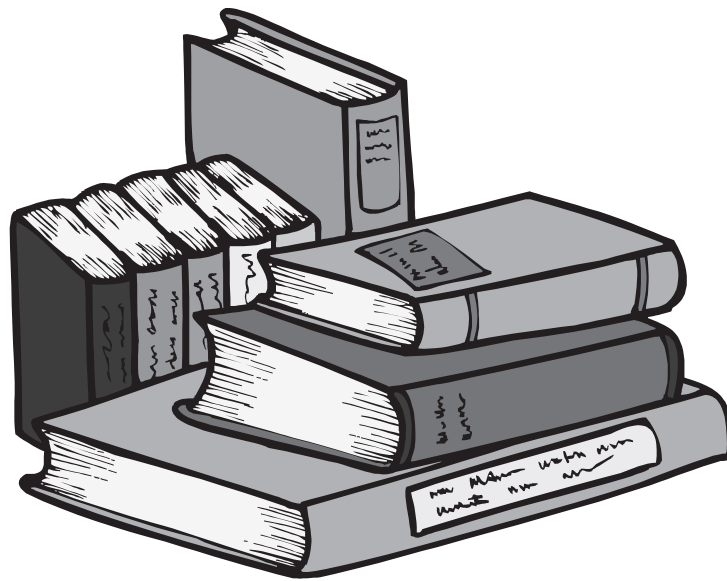
The Top of the World: Climbing Mount Everest written and illustrated by Steve Jenkins. Houghton Mifflin, 2002. ISBN 0-61819-676-5. This beautiful book tells about the history, adventures and dangers of man's attempts to climb the world's tallest mountain. Jenkins speaks to would-be climbers, and the stunning cut-paper collages help you feel both the cold and the excitement of the expedition.

2-5

The Voice of the People: American Democracy in Action by Betsy Maestro. Sagebrush Educational Resources, 1998. ISBN 0-61312-238-0. A combination of overview and fascinating detail, this book summarizes how the United States government is organized, how it operates and changes and how it reflects the will of the people.

2-4

Wild and Swampy: Exploring with Jim Arnosky written and illustrated by Jim Arnosky. HarperCollins, 2000. ISBN 0-68817-120-6. Meet the animals that live in the cypress and mangrove swamps of the southern United States in this light-filled account of the author's personal explorations.



EXPLORERS • General Nonfiction

Amistad: A Long Road to Freedom by Walter Dean Myers. Penguin Putnam, 2001. ISBN 0-14130-004-3. In 1839 a group of kidnapped Africans rebelled against the crew of the ship that was carrying them to slavery in America. Myers shares both their personal experiences and their legal battle for freedom, with a focus on the children among the captives. A truly amazing story.

← GRADES 4-7

The Book of Wizard Parties: In Which the Wizard Shares the Secrets of Creating Enchanted Gatherings by Janice Eaton Kilby and Terry Taylor. Lark Books, 2002. ISBN 1-57990-292-8. Everything you need to know to be the “(g)host with the most” of parties with magical themes. You’ll find details for 19 parties’ worth of decorations, recipes, costumes, crafts, games and stories to amaze your friends. Bright, creative and fun.

4-7

The Children’s Illustrated Encyclopedia of Heaven by Anita Ganeri. DIANE Publishing Company, 2002. ISBN 0-75675-704-5. What is heaven? This book explores different religions’ ideas about living and dying; near-death experiences; myths, legends and sacred places; heaven in the arts; heavenly beings; and similar ideas about hell.

4-6

Climbing Your Family Tree: Online and Off-Line Genealogy for Kids by Ira Wolfman. Workman Publishing, 2002. ISBN 0-76112-539-6. Become an “ancestor detector” using this information-packed paperback. Stories, charts, worksheets, questionnaires and recommended resources will make you eager to discover and preserve your family’s past.

3-6

Cliques, Phonies & Other Baloney by Trevor Romain. Free Spirit Publishing, 1998. ISBN 1-57542-045-7. Chatty text and lighthearted cartoon illustrations add appeal to this little book that tells the truth about cliques and friendship. It focuses on a school setting, but has much to say about what makes friendly communities anywhere.

3-5

Disaster Blasters: A Kid’s Guide to Being Home Alone by Karin Kasdin and Laura Szabo-Cohen. William Morrow & Co., 1996. ISBN 0-38077-723-1. The authors use lots of humor and realistic situations to “de-borify” this safety guide for kids who spend time at home without supervision. Children from three fictional families find themselves in 21 safety crises and have to choose how to respond.

3-5

Hauntings and Horrors: The Ultimate Guide to Spooky America by Daniel and Susan Cohen. Penguin Putnam, 2002. ISBN 0-52546-900-1. This is a travelogue with a twist. The authors visit sites that are said to be haunted, region by region, throughout America. The brief accounts include at least one from each state, and make for fascinating, if creepy, reading. Get directions to the ghostly destination nearest you!

4-7

The Kid’s Guide to Service Projects by Barbara A. Lewis. Free Spirit Publishing, 1995. ISBN 0-91579-382-2. This upbeat guide empowers kids to get involved in their communities through volunteering and service projects. Good, practical advice addresses topics ranging from the environment to senior citizens, from literacy to feeding the hungry.

2-5

- GRADES 4–6** → ***A Kid's Guide to the Smithsonian*** by Ann Phillips Bay. Smithsonian Institution Press, 1996. ISBN 1-56098-693-X. This bright, inviting guide introduces the idea of museums, the history of the Smithsonian and the amazing and varied holdings of its 16 museums. It concentrates on the Castle, the Air and Space Museum, the Museum of American History and the Museum of Natural History.
- 4–6** ***Mistakes That Worked: 40 Familiar Inventions and How They Came to Be*** by Charlotte Foltz-Jones. DIANE Publishing Company, 1998. ISBN 0-78815-769-8. The most important quality of inventors is perseverance, and it sometimes produces surprising results! This book playfully tells the stories of many well-known inventions that came about by mistake, while their inventors were pursuing other goals.
- 3–6** ***The Mystery of Atlantis*** by Holly Wallace. Heinemann Library, 1999. ISBN 1-57572-803-6. The search for the lost civilization of Atlantis has sparked imaginations for centuries. While this Can Science Solve? series title discusses various explorers' and researchers' efforts to find Atlantis, it is more the story of the ultimate quest to stir the soul of an adventurer.
- 4–8** ***Play Ball Like the Pros: Tips for Kids from 20 Big League Stars*** by Steven Krasner. Peachtree Publishers, 2002. ISBN 1-56145-261-0. You'll find tons of useful advice for improving your game in this friendly paperback. Interviews with pro baseball players introduce chapters on specific aspects of the game like pitching, fielding and bunting. Problem scenarios and solutions, specialized terms and personal memories of great moments in baseball abound.
- 3–6** ***The Science Book for Girls and Other Intelligent Beings*** by Valerie Wyatt, illustrated by Pat Cupples. Kids Can Press, 1994. ISBN 1-55074-113-6. A wacky, modern-day fairy godmother helps an ordinary girl discover the fascinating science around her as she goes through a typical day. Bright, silly illustrations mix with experiments, recipes, games and challenges to make of the science of everyday life an adventure. Too good to miss!
- 4–5** ***Shelter Dogs: Amazing Stories of Adopted Strays*** by Peg Kehret. Albert Whitman, 1999. ISBN 0-80757-334-5. The eight shelter dogs featured in this book all seemed like long shots for adoption—too old, too big, too nervous ... But each found a loving home and went on to do extraordinary things. Fun, uplifting real-life stories.
- 4–5** ***Stand Up for Your Rights: A Book about Human Rights Written by and for the Young People of the World*** edited by Peace Child International. Random House, 1998. ISBN 0-71660-352-7. This volume celebrates the fiftieth anniversary of the Universal Declaration of Human Rights. Using pictures, poems, diary entries and personal reflections by children around the world, it presents the articles of the Declaration in plain language and looks at their application and abuse since their adoption. A challenging, hopeful book.
- 3–7** ***The Truth About Santa Claus*** by James Cross Giblin. HarperCollins, 1991. ISBN 0-69004-483-6. Who is Santa Claus, really, and where did he come from? Giblin shares many stories from history and customs around the world that, together, have shaped our modern-day vision of the jolly gift-giver of the Christmas season.

ADVENTURERS • General Nonfiction

Best Friends: The True Story of the World's Most Beloved Animal Sanctuary by Samantha Glen. Kensington Publishing, 2001. ISBN 1-57566-735-5. The story of Utah's Best Friends, the largest no-kill animal sanctuary in the U.S., is full of both frustrating challenges and heartwarming successes. Learn about the people who make it happen and the animals they save.

← GRADES 6+

The Great Fire by Jim Murphy. Scholastic, 1995. ISBN 0-59047-267-4. Using historical records, personal accounts and brown-tone illustrations that suggest smoke and ash, Murphy tells the story of the terrible fire that leveled much of Chicago in 1871. The progress of the fire itself makes suspense-filled reading. Murphy's focus on both individual experiences and public response shows how disasters bring out both the best and the worst in people.

5+

Historic Speeches of African Americans introduced and selected by Warren J. Halliburton. Scholastic Library Publishing, 1993. ISBN 0-53115-677-X. This book presents 24 stirring speeches about the struggle for freedom and equality in America. Eloquent black leaders from the days of slavery, emancipation and reconstruction, the early twentieth century and the civil rights revolution of the 1960s share their views—and sometimes their strong disagreements—about how best to make the ideal a reality.

7+

In Defense of Liberty: The Story of America's Bill of Rights by Russell Freedman. Holiday House, 2003. ISBN 0-82341-585-6. Freedman provides complete, balanced information and never forgets that he's telling a good story. He sets the stage dramatically, describing what can happen when individual rights are not protected, then explores each of the 10 amendments that make up the Bill of Rights. Children's experiences and concerns are featured.

6–10

The Little House Cookbook: Frontier Foods from Laura Ingalls Wilder's Classic Stories by Barbara M. Walker. HarperCollins, 1989. ISBN 0-06446-090-8. If you like the warm, homespun pioneer adventures of the Ingalls family, you'll love this cookbook. Walker talks about the role of food in the Little House books, then invites you to prepare those foods using recipes from the period. Short passages from the books and interesting comments keep your kitchen creations tied to the stories. An award winner.

6–8

Making Sense: Animal Perception and Communication by Bruce Brooks. Farrar, Straus and Giroux, 1993. ISBN 0-37434-742-5. This title in the Knowing Nature series could fool you—its size and many photos seem made for younger students, but the complex information and language call for advanced readers. You'll be fascinated by Brooks's personal experiences and in-depth accounts of how animals sense their surroundings and communicate in response. A nonfiction page-turner!

6–8

The Nazi Olympics: Berlin 1936 by Susan Bachrach. Little, Brown and Company, 2000. ISBN 0-31607-086-6. Bachrach goes beyond the story of Jesse Owens to explore both the political and athletic aspects of the controversial games. This book made many recommended "best books" lists.

6–9

- GRADES 6+** → ***The New Way Things Work*** by David Macaulay. Walter Lorraine Books, 1998. ISBN 0-39593-847-3. Macaulay explains the science behind hundreds of machines we use every day. His inviting, easy-to-understand text teams up with clear, detailed illustrations to make learning how things work fun.
- 6-9** ***Rosie the Riveter: Women Working on the Home Front in World War II*** by Penny Colman. Crown Publishers, 1998. ISBN 0-51788-567-0. During World War II American women went to work in record numbers to keep the country going while the men were away. Colman tells their story using quotes, photos, posters and political cartoons. She explores their accomplishments and the different attitudes toward them. This book won many awards.
- 6+** ***Shipwreck at the Bottom of the World: The Extraordinary True Story of Shackleton and the Endurance*** by Jennifer Armstrong. Sagebrush Education Resources, 2000. ISBN 0-61330-126-9. This real-life adventure story will have you on the edge of your chair! The British crew of the Endurance set out in 1914 to cross the unexplored continent of Antarctica and faced a series of seemingly impossible challenges and disasters. Feel the suspense as you root for their survival!
- 5-8** ***The Way Things Never Were: The Truth about the "Good Old Days"*** by Norman H. Finkelstein. Simon & Schuster, 1999. ISBN 0-68981-412-7. Finkelstein disputes the idea that life was better and simpler in the 1950s and 1960s. Chapters deal with health, diet, the environment, family life, crime, transportation, the elderly and school life. Photos, statistics and quotes help make the case that our lives are better today than ever before. An interesting look at the effects of technology and social awareness on the lives of children then and now.
- 5+** ***Who Ordered the Jumbo Shrimp? And Other Oxymorons*** by Jon Agee. Farrar, Straus and Giroux, 2002. ISBN 0-37448-372-8. "Oxymoron" is a very big word, but its meaning is clearly and humorously demonstrated in this little book. Agee's black-and-white cartoon-style illustrations show the contradictions in expressions like "resident alien" (a spaceman washing his spaceship outside his suburban home) and "light heavyweight" (a bulky boxer floating in the breeze from a rotating fan). Some sophisticated, subtle humor.

General Nonfiction Vocabulary List

Choose 8 to 12 vocabulary words. You may use any of the following words or work with your Travel Agent to come up with your own words. Because general nonfiction covers a huge range of subjects, you may want to combine words from this list with words related to the subject matter of your book.

Account	Index
Accurate	Journal
Autobiography	Legend
Believe	Manual
Bibliography	Memoir
Chronologically	Narrative
Cite	Natural history
Credentials	Nonfiction
Credible	Objective
Current	Opinion
Customs	Persuade
Diary	Primary source
Disaster	Propaganda
Documentation	Recount
Essay	Reference
Exaggerate	Research
Experience	Scholarly
Expert	Scope
Factually	Source
Footnotes	Statistically
Generalize	Stereotype
Glossary	Time line
Guidebook	Travelogue
Handbook	Viewpoint
History	
How-to	

Teaching tip



These informal dictionary-style definitions have been provided to save you time when correcting student work. The word breakdowns provided show syllabic division as indicated in *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition. We have not altered the spelling of the words to show pronunciation or phonetic spelling. For activities that ask students to provide "breakdown by syllable," you may choose to add or substitute a requirement for phonetic spelling and/or end-of-line division (hyphenation).

General Nonfiction Vocabulary List

Dictionary Definitions

Account

Noun. 2 syllables: a*ccount.
One person's report or version of a story or what they think happened, and the form in which they tell it to others.

Accurate

Adjective. 3 syllables: a*ccu*rate.
When something is correct, without any mistakes, and is based on facts or other true information.

Autobiography

Noun. 6 syllables: au*to*bi*o*gra*phy.
The oral or written story of a person's life, told or written by that same person.

Believe

Verb. 2 syllables: be*lieve. To know or feel that something is true.

Bibliography

Noun. 5 syllables: bib*li*o*gra*phy.
A list of books or resources that all refer to or are about a particular subject, title, or author.

Chronologically

Adverb. 6 syllables: chro*no*lo*gi*ca*lly. To tell or write a story in the order in which events happened, or to arrange events in the time order in which they happened.

Cite

Verb. 1 syllable: cite. To refer to someone else's words or ideas, or to list the information sources for information you're using in your writing or speaking.

Credentials

Noun. 3 syllables: cre*den*tials.
Proof or documents that prove a person is an expert or otherwise recognized as having specialized knowledge or skills; or that a person has authority in certain situations.

Credible

Adjective. 3 syllables: cre*di*ble.
When someone or something can be believed to be telling the truth or true, or is worthy of belief or confidence.

Current

Adjective. 2 syllables: curr*ent.
Something that is taking place right now, in the present time.

Customs

Noun. 2 syllables: cus*toms. The usual way of doing something or the way that certain groups of people always do something, such as following specific traditions.

Diary

Noun. 3 syllables: di*a*ry. A book or journal in which a person writes down all their private and inner thoughts, as well as the events of their day, and which is usually not meant to be read by anyone else but the writer.

Disaster

Noun. 3 syllables: di*sas*ter. Something terrible that usually happens very quickly and causes damage and destruction, or when something happens that is wrong or a failure.

Documentation

Noun. 5 syllables: doc*u*men*ta*tion.
The part of a report or other piece of writing that lists sources used to find facts and support opinions, organized in a specific format.

Essay

Noun. 2 syllables: e*ssay. A usually short (not book-length) piece of writing in which the author writes about his or her personal opinion or feelings about a subject or fact.

Exaggerate

Verb. 4 syllables: ex*a*gge*rate.
To make a story more impressive or interesting by adding facts or events to it that aren't all true.

Experience

Noun. 4 syllables: ex*per*i*ence. The act of living through or participating in a certain event, or learning how to do something by actually doing it or seeing it done.

Expert

Noun. 2 syllables: ex*pert. A person who knows everything about a certain subject, thing, person, or event, or who is very good at doing a specific thing.

Factually

Adverb. 4 syllables: fac*tu*a*lly.
To do or tell something in a way that is true, or based on things that are real or really happened.

Footnotes

Noun. 2 syllables: foot*notes.
Short written messages at the bottom or end of a page of written material that provide more information or explain facts that are written about on the page.

Generalize

Verb. 4 syllables: gen*er*a*lize.
To draw a general conclusion or opinion about a larger group of things or people, based on seeing a few specific examples or events.

Glossary

Noun. 3 syllables: glo*ssa*ry. A list of hard-to-understand words that are found in a book, put in a list, and for which the definitions are given. The list is often found at the end of the book or resource.

Guidebook

Noun. 2 syllables: guide*book.
A book or resource that contains information and often maps about a specific place, and which is usually used by travelers or tourists.

Handbook

Noun. 2 syllables: hand*book.
A reference book or short but detailed collection of information, usually all about one very specific subject or thing.

History

Noun. 3 syllables: his*to*ry. A written or told story of events that happened in the past, or a written record of events, often told in the order in which the events happened.

How-to

Noun. 2 syllables: how*to. Knowledge of how to do something, or practical advice and instructions for doing something yourself.

Index

Noun. 2 syllables: in*dex. An alphabetical list of names of people, places, things, and subjects, as well as the page numbers on which those things can be found in a book, which is often found in the back of a book.

Journal

Noun. 2 syllables: jour*nal. A magazine or newspaper that is produced on a certain timetable, such as once a week or once a month, and contains information on specific subjects or things of interest to particular groups of readers.

Legend

Noun. 2 syllables: le*gend. A fantastic story that is told by so many people and for so long that eventually they believe that it really happened.

Manual

Noun. 3 syllables: man*u*al. A reference book or other resource that gives specific instructions on how to do or construct something, which sometimes includes charts or instructions in pictures (in addition to directions in words).

Memoir

Noun. 2 syllables: mem*oir. A very personal story about a person's life or a specific part of their life, written by that same person and from their point of view.

Narrative

Noun. 3 syllables: narr*a*tive. A story or tale, and one that is usually told or recited aloud.

Natural history

Noun. 6 syllables: na*tu*ral his*to*ry. The study of animals, plants and parts of the earth as they developed and formed, and how they all are related to each other.

Nonfiction

Noun. 3 syllables: non*fic*tion. Writings or collections of information that are true and based on real facts; things that are not made-up.

Objective

Adjective. 3 syllables: ob*jec*tive. To deal with facts and true stories without showing how you really feel about them, or to not have any particular opinion or feelings about a particular subject or fact.

Opinion

Noun. 3 syllables: o*pin*ion. Having a feeling or belief about something that may or may not be based on true facts and other information, or a belief that you have based on your personal feelings.

Persuade

Verb. 2 syllables: per*suaide. To convince someone that your opinion or belief is true, by telling them about facts or other pieces of information that support your opinion.

Primary source

Noun. 4 syllables: pri*mar*y source. A document or other written source of information that is written or produced by the person experiencing an event; a firsthand account of an event, place or happening.

Propaganda

Noun. 4 syllables: prop*a*gan*da.
A type of information that is designed and organized to be shared in a systematic way, and which is usually created to support or prove a certain person's or group's opinion.

Recount

Verb. 2 syllables: re*count. To tell the story of an event or a memory using all the facts and describing them in great detail.

Reference

Noun. 3 syllables: ref*er*ence.
A note that refers a reader or researcher to more information about facts or things stated in that document or other piece of writing.

Research

Noun. 2 syllables: re*search.
The careful and organized study of a certain subject, event, or thing, often done by looking up facts in books and other sources.

Scholarly

Adjective. 3 syllables: schol*ar*ly.
To be very studious or to do a lot of learning, and to enjoy knowing facts and other truths and going to school.

Scope

Noun. 1 syllable: scope. The entire amount of information given about a subject, place, or thing that is being studied or viewed; or the whole range of facts given about a subject.

Source

Noun. 1 syllable: source. A written document or person who provides specific information about a topic; the beginning point of information for those learning about certain subjects.

Statistically

Adverb. 5 syllables: sta*tis*ti*cal*ly.
To prove or support information and facts using true numbers and ratios which have often been learned as the result of studies and polls, such as stating that 9 out of 10 people like to eat ice cream.

Stereotype

Noun. 4 syllables: ster*e*o*type. When a thing or a person closely matches how you thought it or they would be, based on things you already know about it or them; or a standard idea that you may have about all members of a certain group or type of people.

Time line

Noun. 2 syllables: time*line.
A line or chart that shows events listed in the time order in which they happened, and usually looks like a line with different dates and events written in along it.

Travelogue

Noun. 3 syllables: tra*ve*logue.
A document or presentation that tells the story of a person's travels or visits to other geographic locations.

Viewpoint

Noun. 2 syllables: view*point.
A person's specific opinion or feelings about a subject, thing, event, or person, based on their personal experiences and way of seeing things.

Scrambled Word Flash

5 Write each of your 8 to 12 selected vocabulary words on a separate piece of paper or index card to create a flash card for each word. Make sure you can't see through the card. Provide your flash cards to a family member or friend. Ask the person to write each word with the letters scrambled on the back of each card. Have the person show you each scrambled word as you write them correctly on the **Scrambled Word Flash** worksheet. After you have unscrambled all the words, check your spelling. Write each incorrect and misspelled word three times using good penmanship and correct spelling on the back of the worksheet.



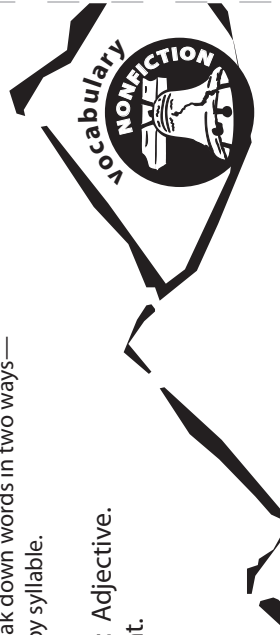
Vocabulary #1

What Does It Mean?

5 List your 8 to 12 selected vocabulary words on a piece of paper, leaving several lines between them. Look up each word in a dictionary. Write down the part of speech, breakdown by syllable (where you pause when saying the word) and the definition. Do not use any form of the word in your definition. Some words have more than one meaning. Choose the definitions that relate to general nonfiction or your book.

HINT: Dictionaries break down words in two ways—by hyphenation and by syllable.

EXAMPLE: **Current** Adjective.
2 syllables: curr*ent.
Up-to-date, timely.



Vocabulary #2

Build Your List

5 As you read your book write down words that are new to you. Choose five to add to your vocabulary list and complete the spelling and definition work for them as in Vocabulary Activity #2 (What Does It Mean?).



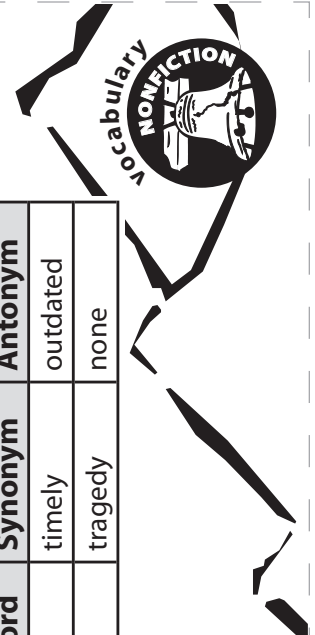
Vocabulary #3

Synonyms or Antonyms

5 Create a table like the one below. Fill in one line for each of your vocabulary words. Use your own knowledge and a dictionary or thesaurus to fill in a synonym and/or antonym for each word.

NOTE: Some words don't have antonyms. See examples below.

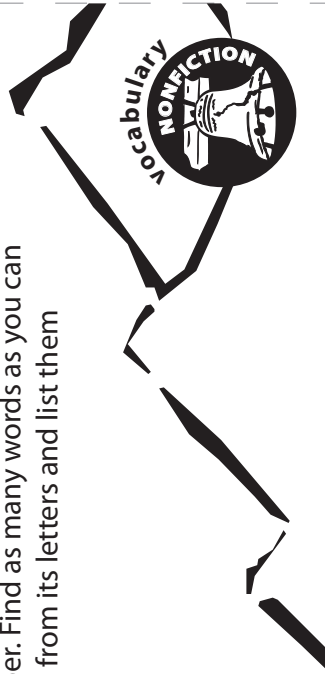
Vocabulary Word	Synonym	Antonym
current	timely	outdated
disaster	tragedy	none



Vocabulary #4

Anagram Game

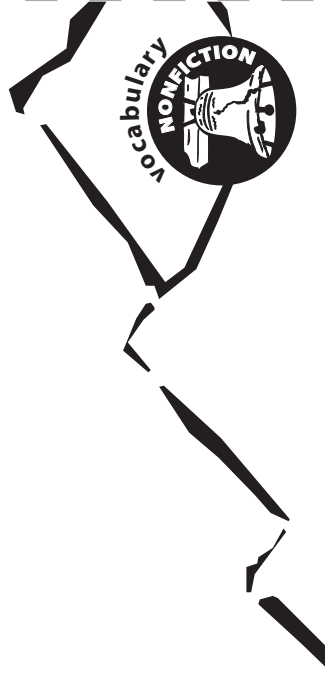
5 When you play a game of anagrams you start with one word and make other words from its letters. For example, from the starting word "nonfiction," you could make the words "tin," "no," "fiction," "on," "if," "it" and many more. Choose one of the longest vocabulary words from the general nonfiction vocabulary list. Write it at the top of a piece of paper. Find as many words as you can that are made from its letters and list them under it.



Vocabulary #5

Put Your Words to Work

10 Write a paragraph that includes five of your selected vocabulary words. Use the words so their meaning is clear and the paragraph makes sense. Underline the five vocabulary words in your paragraph.



Vocabulary #6

Word Roots, Beginnings, and Endings

10 Root words stand alone, with no added beginnings or endings to change their meaning. For example, "fact" is the root word of "factual." "Fiction" is the root word of "nonfiction." Adding beginnings or endings to words can change their meaning or how they are used. Use your selected vocabulary words to complete the **Word Roots, Beginnings and Endings** chart.



Vocabulary #7

Hink Pinks

15 Hink Pinks are riddles. Their solutions are phrases made up of two single-syllable words that rhyme. The same kinds of riddles using two-syllable word solutions are called Hinky Pinkys; those with three-syllable word solutions are Hinkety Pinketys. For example, "A chubby kitty could be called a fat cat" is a Hink Pink. Here's a sample Hinky Pinky: "If you work in a store, and you always keep things tidy and get the money right, you're a master of retail detail." Use the **Hink Pinks** worksheet to create at least four Hink Pinks whose solutions include your selected vocabulary words or other words from your book.



Vocabulary #8

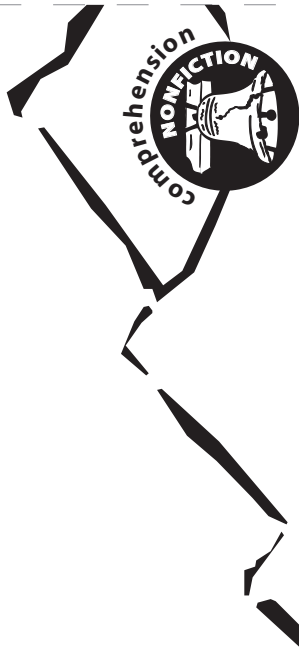
Describe It!

5

Write down three adjectives that describe your book.
An **adjective** is a word that says something about a noun or pronoun.

EXAMPLE: "good" in "good people," "someone good," "it's good to be here" and "they seem very good" is an adjective.

Comprehension #1

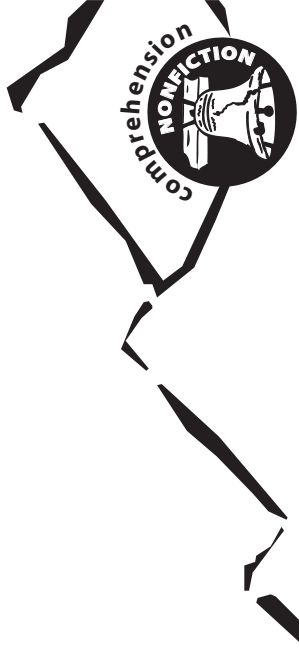


Basic Elements

5

Identify the basic elements of your book and complete the **Basic Elements** worksheet.

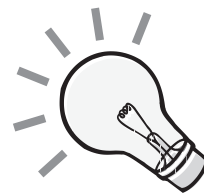
Comprehension #2



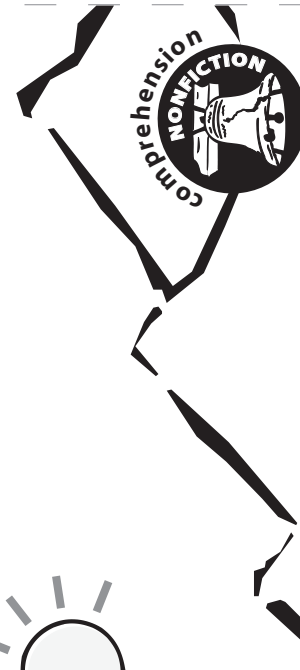
New Information

5

Write down eight facts or ideas you learned from your book that you didn't know before. Include page references to the information in your book.



Comprehension #3



Because ...

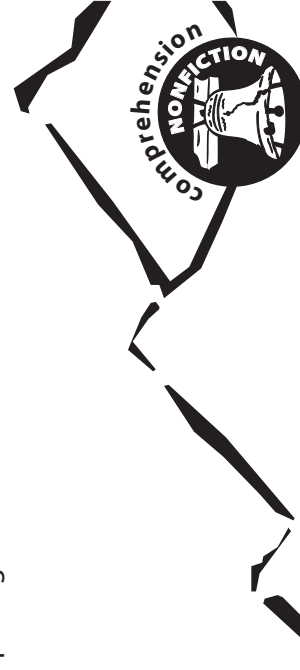
5

Write a paragraph beginning with this statement:

"I did/did not enjoy reading this book because ..."

Complete the paragraph with three to five sentences that support your opening statement.

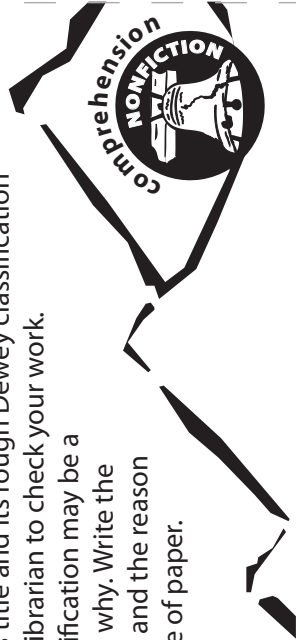
Comprehension #4



Classify It!

5 The **Dewey Decimal Classification System**® is a *numbered system for organizing materials in libraries*. Go to your school or public library. Find a summary of the major classes of the Dewey Decimal System. Ask the librarian to help you. Now, you be the librarian. Decide which hundreds class your book fits into best (e.g., 500s, math and sciences), and within that hundreds class, which tens subclass fits best (e.g., 550s, earth sciences). Write down your book's title and its rough Dewey classification number. Ask the librarian to check your work. If a different classification may be a better fit, find out why. Write the best classification and the reason why on your piece of paper.

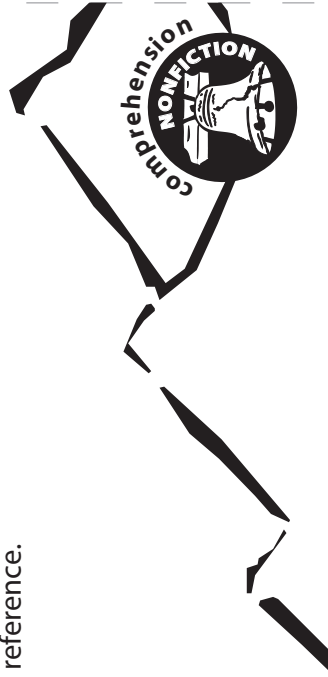
Comprehension #5



Telling Selection

5 Pretend you are the book's publisher, trying to attract readers and buyers. Find a one- to three-paragraph section from your book that you think represents the whole book well. Look for a selection that could be printed on the book jacket or read aloud to give people an idea of the book and catch their interest. Copy the passage and give the page reference.

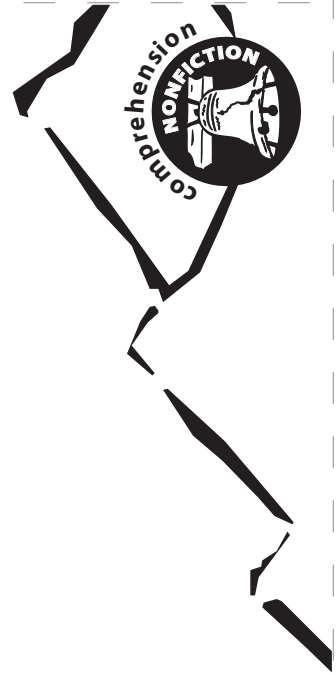
Comprehension #6



Using Information

10 Nonfiction books usually try to give us information or ideas we can use in some way. After reading your book, explain at least four ways you might use what you read. Be as specific as you can.

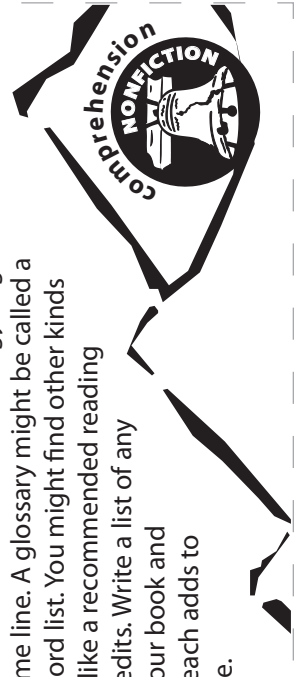
Comprehension #7



Endmatter

10 Many nonfiction books include *additional information at the end of the book* that fiction books usually don't have. This information, called **endmatter**, may include a **glossary, bibliography of sources, index, chronology** and more. Look up each of these words in a dictionary and write down their meanings. Then check to see which, if any, are included in your book. Don't be fooled! Sometimes the same kind of information is given under a different name. A chronology might take the form of a time line. A glossary might be called a dictionary or word list. You might find other kinds of information like a recommended reading list or photo credits. Write a list of any endmatter in your book and describe what each adds to the book's value.

Comprehension #8



Book Structure

10

What is the structure of your book? What determines the order of the information? Is it written in the order in which events occurred (like *Amistad*)? Does it move from a general introduction of a subject to more specific parts of that subject (like *In Defense of Liberty*)? Does it present the most important points or arguments, followed by less important details (like a newspaper article or a debate speech)? Or does it introduce the content and then set out a series of similar “chunks” in no particular order (like *The Book of Wizard Parties*)? Identify the organizing structure of your book and write at least two paragraphs describing why you think the author chose that structure.

Comprehension #9



Questions as Themes

15

The general nonfiction Essay says that nonfiction answers questions and satisfies curiosity. Think about your whole book. Write the main question or questions that the author might have had in mind when he or she wrote the book. What general question or questions does the book try to answer?

EXAMPLE: An appropriate question for *The Great Fire* might be “How did the 1871 Chicago fire start and what damage did it do?”

Comprehension #10



Alternate Chapter Titles

15

If your book doesn't have chapter titles, review each chapter and create a title for it that fits its action and meaning. If your book does have chapter titles, make up a different title for each chapter that also fits.

Comprehension #11



Compare and Contrast

20

Compare and contrast your selected book with another nonfiction or fiction book you've read on a similar subject. Write two to four paragraphs on what you learned from each. Conclude with a paragraph describing which book you like best and why.

Comprehension #12



Subjective/Objective Tone

20

You might think of fiction as being **subjective** (*full of emotion and individual interpretation*) and nonfiction as **objective** (*sticking to facts, without emotion*). But it's not that simple. Good nonfiction is well researched and factual, but it can still be written from the author's point of view. It can be written to make us feel a certain way about the subject. Think about your book. Then write a paragraph essay that answers the questions on the **Subjective/Objective Tone** worksheet.



Comprehension #13



The World of Nonfiction

5 Visit your school or public library nonfiction section. Look through it, noting the Dewey Decimal Classification numbers. Then make a list of 10 books from the collection, including one from each of the Dewey hundreds classes—one from the 000–099 section, one from the 100s, one from the 200s, etc. Write down the title and author of each book.

398.2



Writing #1

I Wish I Knew ...

5 Nonfiction books usually offer information and answer questions. After reading your book, write down five questions about the subject that you'd like answers to and that were not answered in your book.



Writing #2

A Reader, a Writer

5 Think about subjects you'd like to read about. Make up titles for four nonfiction books you'd like to either read or write and list them on a piece of paper.

HINT: It might help to review the general nonfiction Recommended Reading List to get a feel for the wide range of subjects you might choose.



Writing #3

Fan Letter

10 Write a letter to a favorite writer of nonfiction. It doesn't have to be the author of the book you're reading. Include these things in your letter:

- Which of his or her books you've read
- Why you liked the books
- Specific examples of how the writer catches and holds your attention
- What you learned or think about as a result of reading his or her work
- An invitation to write back to you at school

Earn an extra five points by finding out if the author is living or deceased. If your author is living, find an e-mail or postal address for the author or his or her publisher and send your letter.



Writing #4

Bibliography

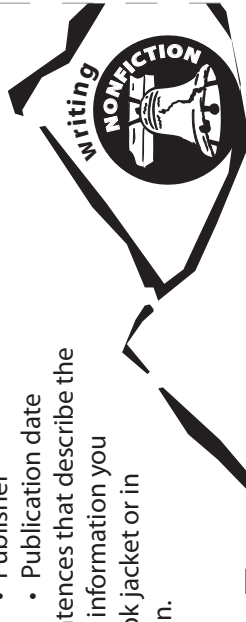
10

Does your book have a bibliography? If so, copy the format to create a bibliography on a subject that interests you. If your book does not have a bibliography, use the

Recommended Reading List as your guide for the proper format. Go to the school or public library and look up your subject in the catalog. Find at least five books about your subject. Then create your bibliography using the information from the books you found. Be sure to include at least these details about each book:

- Author
- Publisher
- Title
- Publication date
- One or two sentences that describe the book based on information you find on the book jacket or in the introduction.

Writing #5



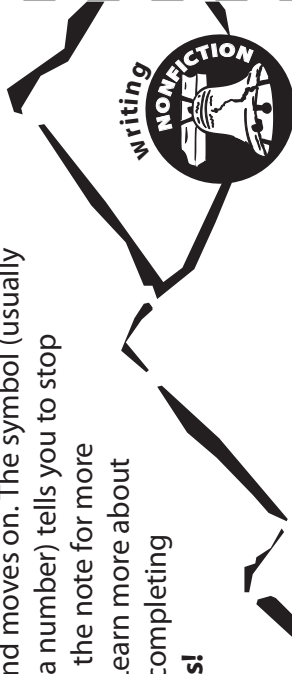
Footnotes!

10

Footnotes are just what they sound like—notes located at the foot of the page, or sometimes at the end of the chapter or book. They're used when

an author wants to tell you where a fact or quotation came from or say more about it without interrupting the flow of the text. The author places a symbol next to the information and moves on. The symbol (usually an asterisk or a number) tells you to stop later and read the note for more information. Learn more about footnotes by completing the **Footnotes!** worksheet.

Writing #6



A Laughing Matter?

10

Almost any subject has a potentially funny side. Write three to five original jokes or riddles based on the subject of your nonfiction book.



Writing #7

Clear Instructions

15

There's a whole subgenre of nonfiction made up of "How-to" books. These books give ideas and clear instructions for doing anything from earning money to staying safe, from planning a trip to throwing parties. Look through some of

these books at your school or public library. Then choose something you know how to do very well. It might be cooking a favorite recipe, shooting a free throw or building a birdhouse. Write clear, step-by-step directions to teach others to do it. Add illustrations if you wish. Include enough detail so even a beginner could follow your instructions.

Ask a family member or friend to follow your directions. Then change your instructions, if needed, to make them easier to follow and more accurate. Earn five extra points by bringing in props and using your instructions to demonstrate to your class.

Writing #8



Campaign Speech

15

Do you care about issues of rights and justice? Are you a citizen activist at heart? Imagine yourself announcing your candidacy for mayor of your town.

Write a one-page campaign speech explaining your views and goals. Be clear about what issues are important to you, what you plan to do as mayor and why people should vote for you. Look at *Historic Speeches of African Americans* or *In Defense of Liberty* for ideas.

Writing #9



Quiz Time

15

Create a quiz to test your classmates' knowledge of the subject of your book. Include at least three multiple-choice questions, three true/false questions, three short answer fill-in-the-blanks questions and one short essay question. Create an answer sheet for your quiz, including a sample response for the short essay question. Earn five extra points by having a classmate or family member take your quiz.

Writing #10



Book Review

15

Find three examples of book reviews in your local newspaper, on Web sites or at your school or public library. Use these examples to write a review of the book you read. Make sure to include a summary of the book's contents, your opinion about the book and other information that would help someone decide whether or not to read or buy the book.

Writing #11



Getting into Your Book

15

Does your book make you wish you were more involved? Does it make you want see what the author saw or take part in the action? Here's your chance to "write yourself in" to the story! Follow these steps:

- Choose a few pages or a chapter of your book that is especially interesting to you.
- Think about what role you'd like to play in the story. You might substitute yourself for one of the characters in the book, make yourself the narrator or add yourself in as a researcher studying the subject—use your imagination.
- Write yourself in by writing brief additions or substitutions to paste into several places in that section of the book.

Writing #12



Inside the Author's Head

Part I

15

Does your book give you a strong sense of the author? In some books, like *Making Sense*, *The Top of the World* and *The Mississippi River*, the author shares personal experiences that explain his or her interest. Write two or three paragraphs explaining your thoughts about why the author wrote the book and how he or she feels about the subject.



Writing #13

Inside the Author's Head

Part II

15

Imagine yourself as a television talk show host. The author of your book is appearing as a guest on your show to promote the book. Write a skit of the on-air interview, including your questions to the author and his or her responses. Make it an interesting interview—after all, you want the ratings to be good! Earn five extra points by finding a classmate to rehearse with you and present the skit to the class.



Writing #14

Stop the Presses!

20

Think about the subject of your nonfiction book. Now imagine that you're a reporter for the local newspaper. You just came upon an amazing story related to the subject of your book. It's a big scoop. You ask your editor to hold off printing the paper until you get your story in. Think up an appropriately amazing event and write the story in one to two pages. Make it so exciting that your editor will give you a promotion!



Writing #15

Nonfiction from Fiction

20

What is your favorite fiction book? Choose one that you know well and enjoy. Ask yourself this question: What nonfiction book could I write that would go along with my fiction book and tell something interesting about the same subject? For example, if you love the Harry Potter stories, you might write about how to do simple magic tricks. Once you have your idea, prepare to convince a publishing company to make the book by creating these things:

- A book cover
- An outline of the book showing its content and structure
- A cover letter introducing the idea to the editor. Describe the book and why you think others would want to read it.



Writing #16

Who Wrote That?

5 The following people are well-known writers of children's nonfiction. Select one and make a list of at least five of his or her books or stories. Then create a small classroom display celebrating this author and his or her nonfiction books.

- Rhoda Blumberg
- Penny Colman
- Russell Freedman
- James Cross Giblin
- Loreen Leedy
- Barbara Lewis
- David Macaulay
- Betsy Maestro
- Jim Murphy



Challenge #1

Picture It!

5 Does your nonfiction book include references to particular places? Make a map or model that illustrates an important place or helps tell the story. Include as much detail from the book as you can.

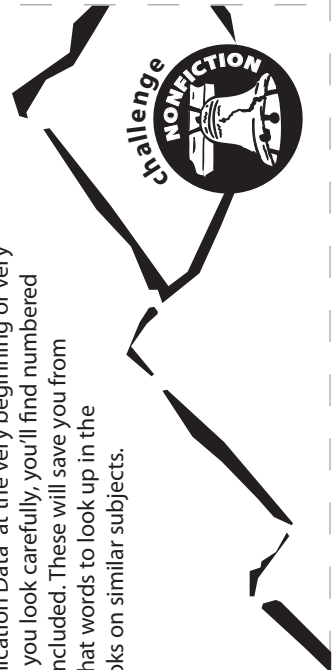


Challenge #2

Shared Subjects

5 Use your school or public library catalog to find three more books on the same subject as your nonfiction book. Choose fiction or nonfiction books. List the titles, authors and library call numbers.

HINT: Most books have something called "Library of Congress Cataloging-in-Publication Data" at the very beginning or very end of the book. If you look carefully, you'll find numbered subject headings included. These will save you from having to guess what words to look up in the catalog to find books on similar subjects.

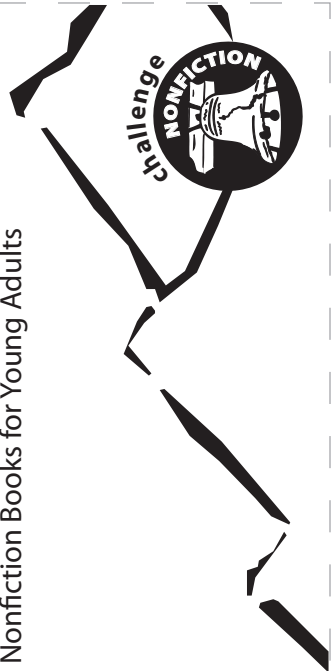


Challenge #3

And the Winner Is ...

5 Use classroom, library or online resources to learn about these annual awards for young people's nonfiction. For each award, tell who sponsors it and list the winners for the last three years, including title and author.

- Orbis Pictus Award
- Boston Globe-Horn Book Award for Nonfiction
- ALA Notable Nonfiction Books for Young Adults



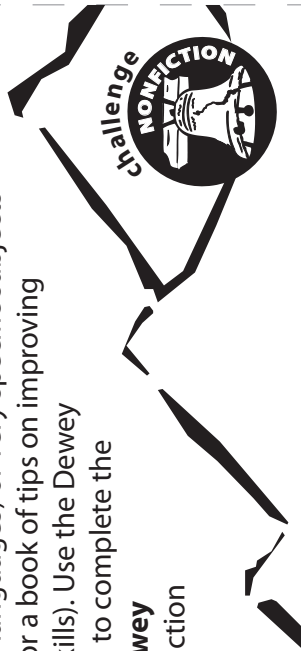
Challenge #4

Dewey Decimals

10

The **Dewey Decimal Classification System** is a *numbered system for organizing materials in libraries*. It groups items together by subject,

assigning numbers between 000 and 999 to each subject to help readers find what they need. Dewey call numbers can reflect very general subjects (like 400 for a book about the development of languages) or very specific subjects (like 796.3572 for a book of tips on improving your baseball skills). Use the Dewey Decimal System to complete the tasks on the **Dewey Decimals** instruction sheet.



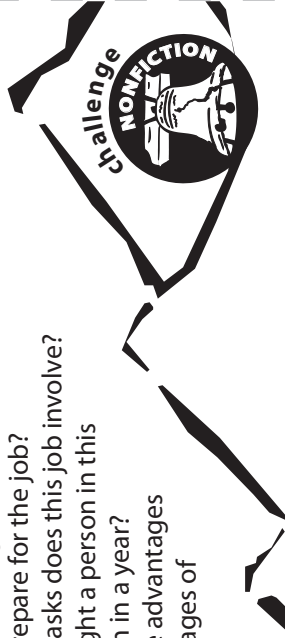
Challenge #5

Making a Living Part I

10

Identify a career or profession related to the subject of your nonfiction book. For example, if your book is about a sport, you might choose a sports writer, sports commentator or professional athlete. If your book is about a historical event, you might choose a researcher or history professor. Use books, magazines and the Internet to study the career you chose. Create a report or display to share what you learned. Make sure to include these things:

- How do you prepare for the job?
- What specific tasks does this job involve?
- How much might a person in this profession earn in a year?
- What are some advantages and disadvantages of the job?

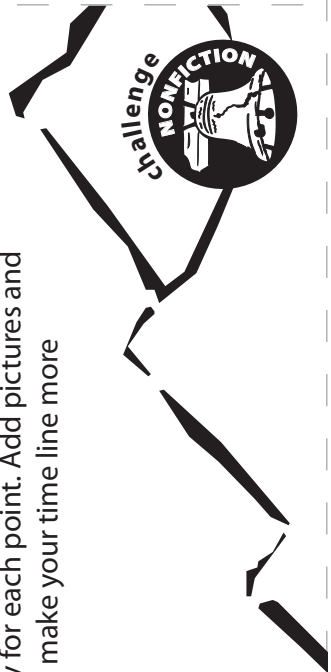


Challenge #6

Create a Time line

10

Many of the recommended books, like *The Story of a Monarch Butterfly*, *The Mississippi River* and *Amistad* tell of events that occur over a period of time. Think about your book and create a time line of important events. Include at least five issues, events or inventions that are mentioned in your book. Include who, what, when and why for each point. Add pictures and illustrations to make your time line more interesting.



Challenge #7

Science and Statistics of ...

15

The word **science** usually brings to mind the study of nature and the physical world. But it really means *the objective, systematic study of something, using scientific principles of observing, experimenting, testing, measuring and analyzing data*. So there's really a "science" of just about any subject. Whether your nonfiction book is about wildlife habitats, religions of the world, ancient Greece or interesting sayings in the English language, there's a science that relates. Use classroom or library resources to learn about it and complete the **Science and Statistics of ...** worksheet.



Challenge #8

Magic Elixir of

Knowledge

15

Imagine that you have been given a magic elixir. By drinking the potion while you think about a specific subject, you will gain all knowledge and become the leading expert on that subject. Decide what subject you would think about and how you would use your newfound knowledge. Write and illustrate a one- to two-page story of your experience.



Challenge #9

Fact-Checking

15

Publishers of nonfiction want the information in their books to be accurate. They often hire fact-checkers to review material before it is published. Fact-checkers are usually experts in the subject the book is about. Try your hand at being a fact-checker. Write down four statements of fact from your nonfiction book. Then make a trip to your school or public library. Use its reference and other resources to check the facts. Look for at least two sources to agree or disagree with each fact. List your sources and summarize your results for each fact. Keep in mind that some facts might have been accurate when they were written, but have changed with time. Use up-to-date resources in your fact-checking. Based on your findings, can you trust the information in your book to be accurate and up-to-date? Write one or two paragraphs to explain.

Challenge #10



Making a Living Part II

20

Find a person in your community who works in a profession that is somehow related to your book. Interview this person by phone, e-mail or in person. Prepare questions in advance. Record and/or take notes of the interview. Learn all you can about this person's career and how he or she feels about it. Place your interview questions and notes, a printout of your e-mail interview or a recording of your in-person interview in your Travel Dossier. Include a brief answer to this question: Would you choose this career and why or why not?



Challenge #11

Author Credibility

15

Choose a nonfiction book that you know well. It may be the book you've chosen for this expedition or another book. Learn about the author and complete the **Author Credibility** worksheet.

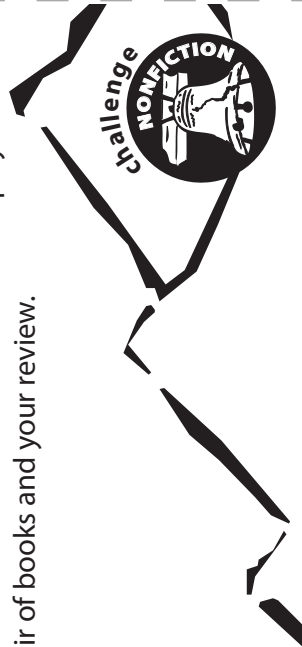


Challenge #12

If you like this ...

20

Find a good fiction book about the subject of your nonfiction book. Read the book. Then write a review of the two books that starts with the phrase, "If you liked _____ (the title of your nonfiction book), you'll like _____ (the title of your fiction book). Tell what you learned from each book and why you do or don't recommend each. Make a small classroom display featuring the pair of books and your review.



Challenge #13

Political Cartoon

20

Political cartoons send messages about political leaders or social issues in a clever, visual way. Find three to five examples of political cartoons in a local newspaper, magazine or some other source. *Rosie the Riveter* also includes examples. Look at the examples and write your response to the following questions: What is each cartoon about? What is the viewpoint that's portrayed in each cartoon? What common features do the cartoons share (e.g., pictures used to represent people or ideas, exaggerated portraits of famous people, humor)? How do the features express a particular opinion? Then draw a political cartoon about a problem or issue from your book or about something else that is important to you.



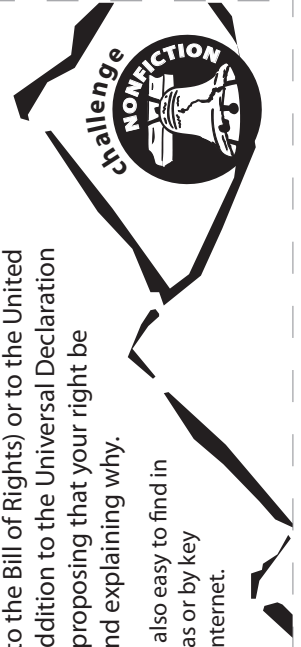
Challenge #14

Basic Rights

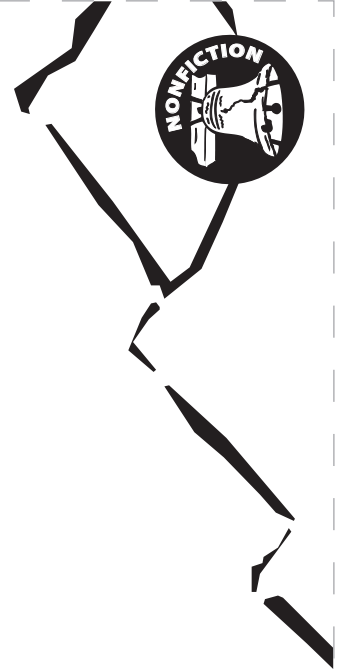
20

Several books on the Recommended Reading List are about basic rights of citizens and of humans. Working from either the U.S. Bill of Rights (found in *In Defense of Liberty*) or the Universal Declaration of Human Rights (found in *Stand Up for Your Rights*), come up with an additional "right" that seems so basic and important that you think it should be added to the list. Express your right in a form similar to the others in the list you started with. Then write a letter to the United States Congress (if it's an addition to the Bill of Rights) or to the United Nations (if it's an addition to the Universal Declaration of Human Rights) proposing that your right be added to the list and explaining why.

NOTE: These lists are also easy to find in general encyclopedias or by key word search on the Internet.



Challenge #15



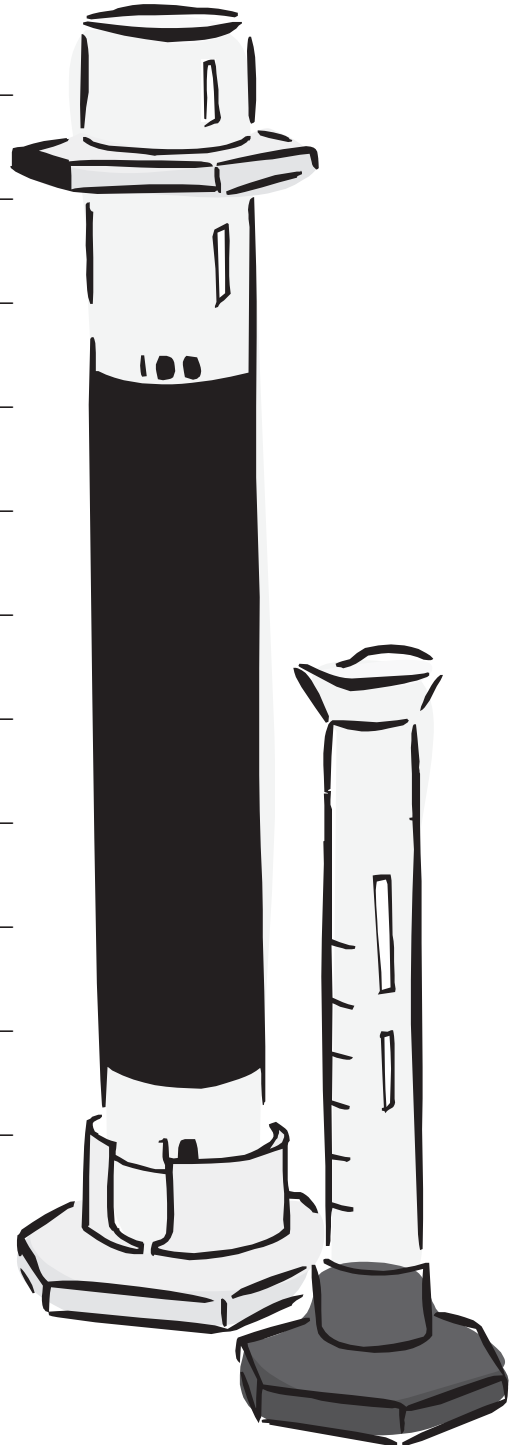
Scrambled Word Flash

General Nonfiction

Traveler name(s): _____

Unscramble each word and write it below:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____



Word Roots, Beginnings and Endings

General Nonfiction

Traveler name(s): _____

Root words stand alone, with no added beginnings or endings to change their meaning.

For example, "fact" is the root word of "factual." "Fiction" is the root word of "nonfiction." Adding beginnings or endings to words can change their meaning or how they are used. Adding "ual" after "fact" changes the word from a noun to an adjective. Adding "non" before "fiction" makes it mean the opposite. Adding "s" after "disaster" makes it plural. Adding "d" after "generalize" makes it past tense. Keep in mind that you sometimes drop letters or double letters when you add an ending, as in "riding" from "ride" or "clubbed" from "club."

Follow these steps to complete the chart below.

- 1 Choose up to three of your vocabulary words that have a root word and at least one added beginning or ending. Fill in a line of the chart for each word. (See the example in the first row.)
- 2 Choose other words from your list that are root words, without added beginnings or endings. Write them in both the first and second columns of the row. Then add a beginning and/or ending that changes the word and write it in the third column. Complete the fourth column, telling how your addition changes the word. (See the example in the second row.)
- 3 Continue until you have completed all five rows of the chart.

Vocabulary word	Root word	Added ending or beginning	How it changes meaning or use
argumentative	argument	• Ending: ative	• Changes from noun to adjective
possible	possible	• Beginning: im • Ending: drop le, add ility	• Means the opposite • Changes from adjective to noun

Hink Pinks

General Nonfiction

Hink Pinks are riddles. Their solutions are phrases made up of two single-syllable words that rhyme. The same kinds of riddles using two-syllable word solutions are called Hinky Pinkys; those with three-syllable word solutions are Hinkety Pinketys.



Here's a sample of a Hink Pink:

"A chubby kitty could be called a *fat Cat*."

Here's a sample Hinky Pinky:

"If you work in a store, and you always
keep things tidy and get the money
right, you're a master of *retail detail*."

Your job is to create at least four Hink Pink riddles with solutions that include your words. You may use one-, two- or three-syllable words from your selected vocabulary list and, if needed, other words from your nonfiction book. Complete the following steps on a separate piece of paper.

1. Write a master list of the words you used at the top, in random order. List only the words from your vocabulary list or your book. That way the person solving the riddles has to figure out the rhyming words and which riddle each pair fits. In the examples above, only the vocabulary words "cat" and "detail" would be on the master list.
2. Neatly write your riddles below the list of words, leaving two blank lines where the vocabulary and missing riddle word belong.
3. Give the worksheet to a family member or friend to complete. Have the person complete each sentence using one of the vocabulary words from your list along with a rhyming word.

Basic Elements

General Nonfiction

Traveler name(s): _____

Title of book: _____

Type of general nonfiction (Subgenres: Check all that apply):

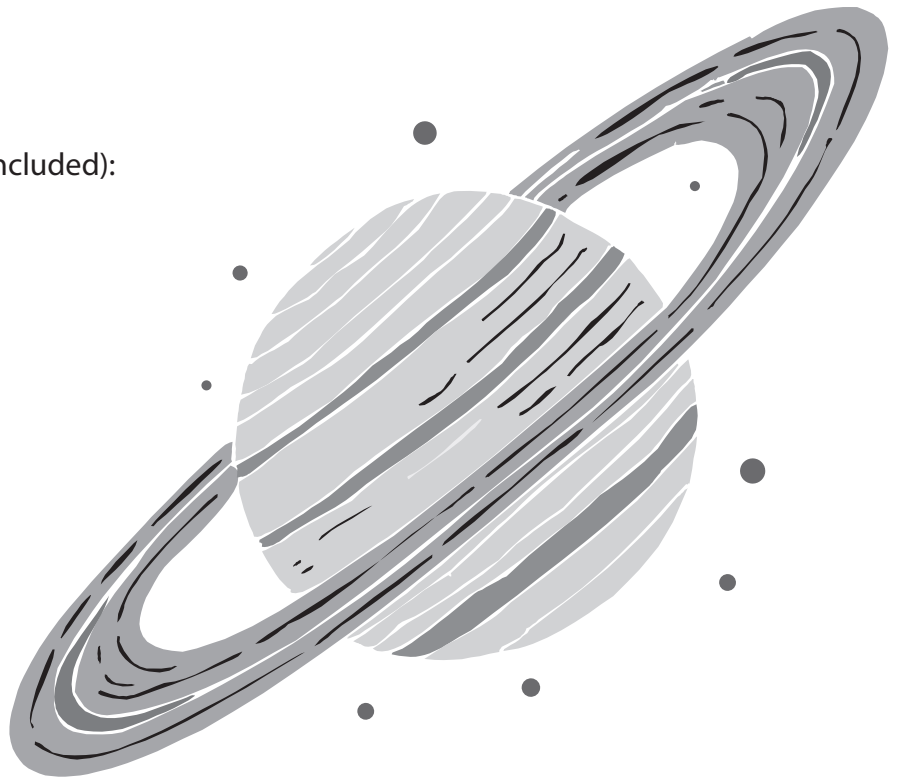
- | | |
|--|--|
| <input type="radio"/> Introductions to specific subjects | <input type="radio"/> Natural history |
| <input type="radio"/> Travelogues | <input type="radio"/> "How-to" books |
| <input type="radio"/> Persuasive speeches | <input type="radio"/> Real-life adventures |
| <input type="radio"/> Disasters and catastrophes | <input type="radio"/> Other _____ |
| <input type="radio"/> Histories of places, people, ideas or things | |

Copyright date (when it was written):

Author (who wrote it):

Purpose of book (to entertain, inform, give instructions, persuade, etc.):

Short summary of contents (what's included):



Subjective/Objective Tone

General Nonfiction

Traveler name(s): _____

You might think of fiction as being **subjective** (*full of emotion and individual interpretation*) and nonfiction as **objective** (*sticking to facts, without emotion*). But it's not that simple. Nonfiction should be well-researched and factual, but it can still be written from the author's point of view. It can be written to make us feel a certain way about the subject. Think about your book.

- How does it hold your interest?
- Is it objective or subjective?
- Is it factual and fair?
- Do you know how the author feels about the subject?
- Did the book make you laugh or cry?
- Did it make you angry or afraid?
- Did it make you care about something in a new way?
- Did it cause you to form a strong opinion about something?
- Do you think it would be better if it were more objective or more subjective?



Write a short essay that answers these questions.

Footnotes!

General Nonfiction

Traveler name(s): _____



Footnotes are just what they sound like—notes located at the foot of the page, or sometimes at the end of the chapter or book. They're used when an author wants to tell you where a fact or quotation came from or say more about it without interrupting the flow of the text. The author places a symbol next to the information and moves on. The symbol (usually an asterisk or a number) tells you to stop later and read the note for more information.

Many nonfiction books use footnotes. You'll find examples in *Historic Speeches of African Americans*, from the Recommended Reading List. In this book, footnotes are indicated by number throughout the text; the notes themselves appear in a numbered list at the end of the book. Here's your task:

- 1 Find a footnote in a nonfiction book. Write it below. Pay attention to the symbol that shows you the place in the text that it explains. You'll find the symbol both in the text and at the beginning of the footnote. Also notice the form the footnote takes.

- 2 Find a comment or fact in your general nonfiction book that you would like to know more about. Copy the comment or fact below. Include the sentences before and after it. Place a symbol after your comment or fact, directing the reader to look for a footnote.

- 3 Make up a source or a bit of additional information (it doesn't have to be true) related to the comment you chose. Create your note, using the footnote you wrote down as a pattern.

Dewey Decimals

General Nonfiction

The **Dewey Decimal Classification System** is a *numbered system for organizing materials in libraries*. It groups items together by subject, assigning numbers between 000 and 999 to each subject to help readers find what they need. Dewey call numbers can reflect very general subjects (like 400 for a book about the development of languages) or very specific subjects (like 796.3572 for a book of tips on improving your baseball skills).

Use the Dewey Decimal System to complete the tasks below:

629.1 Find the Dewey Decimal number for your nonfiction book.

HINT: If your book does not have a spine label with a call number, look inside the very front or very back of the book for the Library of Congress Cataloging-in-Publication Data. Most, but not all, books have this. Near the bottom of these lines of information about the book you'll find the Dewey Decimal number assigned to the book by the Library of Congress. If you have trouble finding it, ask your teacher or librarian to help you.

398.2 Go to your school or public library and find the exact place on the nonfiction shelves where your book's Dewey number would fit.

179.3 Write down the book title and the Dewey call numbers for the five books immediately to the left of your book's place, and the five to the right.

152.4 Take the titles and numbers back to your classroom and cut each set apart into individual numbers on strips.

643.5 Scramble them.

324.6 Use the titles to arrange the strips in alphabetical order.

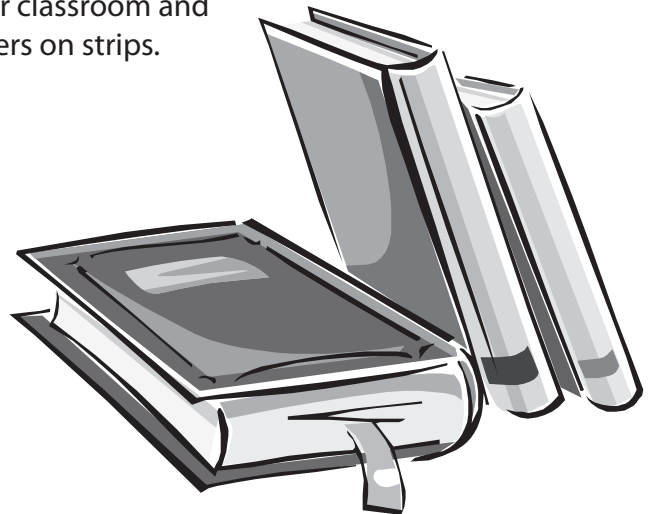
338.7 List the titles in alphabetical order.

507.8 Scramble them again.

929.9 Then place the strips in order using the Dewey numbers.

NOTE: This is easy if they are whole numbers. It's harder if they run several places past the decimal point! For example, you need to remember that 796.388 is smaller than, and comes before, 796.54.

808.10 Rewrite your list of Dewey numbers in correct order. Then write one or two paragraphs explaining why you think libraries use the Dewey Decimal system to organize books in a library instead of alphabetizing the books by title.



Science and Statistics of ...

General Nonfiction

Traveler name(s): _____

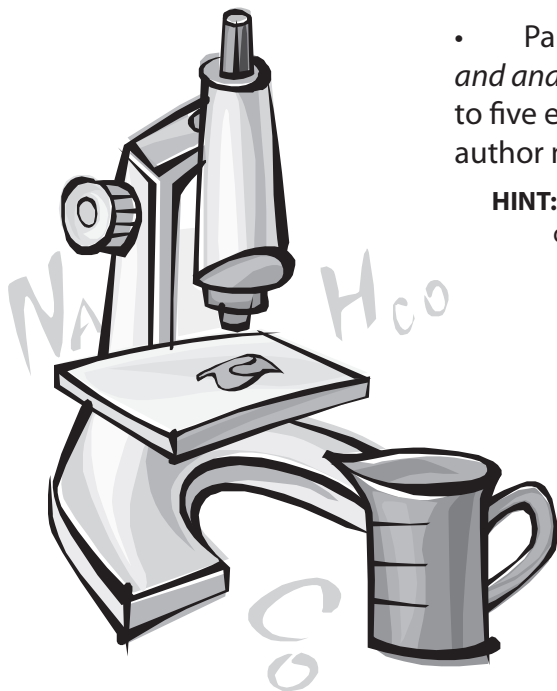
The word **science** usually brings to mind the study of nature and the physical world. But it really means the *objective, systematic study of something, using scientific principles of observing, experimenting, testing, measuring and analyzing data*. So there's really a "science" of just about any subject. Whether your nonfiction book is about wildlife habitats, religions of the world, ancient Greece or interesting sayings in the English language, there's a science that relates. Use classroom or library resources to learn about it. Complete these steps:

- Identify a branch of science that relates to the subject of your nonfiction book. Find a definition for that branch of science. For example, **linguistics** is *the study of human languages*.
- Think about how that science contributed to your book. If possible, list three specific facts or statements from your book that are based on that branch of science.

1 _____

2 _____

3 _____



- Part of science is **statistics**—*using numbers to measure things and analyzing data*. Does your book contain statistics? If so, list up to five examples. If not, think about what kinds of statistics the author might have used in writing the book. List some examples.

HINT: Anything expressed in numbers (except for time references such as dates) is a statistic.

Author Credibility

General Nonfiction

Traveler name(s): _____

Choose a nonfiction book that you know well. It may be the book you've chosen for this expedition or another book. Learn about the author and answer the questions below.

HINT: Many authors have official Web sites you can find by searching for their names as key words. Many publishers also post information on the Internet about their authors. These sites can be good places to start researching your author's credibility to write about this subject.

● **What knowledge does he or she bring to the subject of the book?**

● **What education, professional experience and personal experience does he or she have?**

● **What else has the author written about this subject or a similar subject?**

● **What sources did he or she use to gather information for this book?**

● **Has this author won any awards for writing on this subject?**

● **Why should readers believe (or not believe) what this author says about this subject?**



Poetry Table of Contents

Introductory Essay	103
Travel Agreement	105
Recommended Reading List.	106
Vocabulary List	112
Vocabulary List Dictionary Definitions	113
Vocabulary Activity Cards	117
Comprehension Activity Cards.	119
Writing Activity Cards	123
Challenge Activity Cards.	127
Master Worksheets	
Word Frames	131
Word Web Sample	132
Word Web	133
Basic Elements	134
Find the Rhythm.	135
Alliteration, Anyone?	136
Assonance, Anyone?.	137
Poetry by the Numbers	138

Plunge Into Poetry

Does a poetry unit at school fill your heart with joy or dread? If you think of poetry as the lofty business of Shakespeare—something so heavy with meaning and mystery that you'll never understand it—you probably get a headache on poetry day. If you've read Shel Silverstein and experienced poetry as playful silliness, you may be ready to pull out your pencil and get started.

The truth? Poetry is both! It's serious and meaningful. It's also playful and silly. It's Shakespeare and Silverstein and lots in between. It's simple reflections on everyday life and it's exposing your deepest thoughts and feelings. Poetry can be a biography (*Carver: A Life in Poems*, *Stop Pretending*), a novel (*Love That Dog*, *Out of the Dust*), a history lesson (*Hand in Hand*; *I, Too, Sing America*) or even a sports play-by-play (*The Basket Counts*). At its heart, **poetry** is the *creative use of words to express experience and imagination*. What sets it apart from **prose** (*non-poetic writing*)

is its form and structure. Poetry is written in lines and stanzas instead of sentences and paragraphs. *Groups of short lines* called **stanzas** use well-chosen words to convey ideas or

feelings. Poems usually have a noticeable pattern of **rhyme** (*words that end with the same sound*) or **rhythm** (*predictable beat*). They often try to express a great deal of meaning using few words. And they often show emotion.

Good poetry can make us “feel” or “see” along with the poet. Most poetry comes into our hands in books called poetry **anthologies**, which are *collections of poems* by a single poet or different poets.

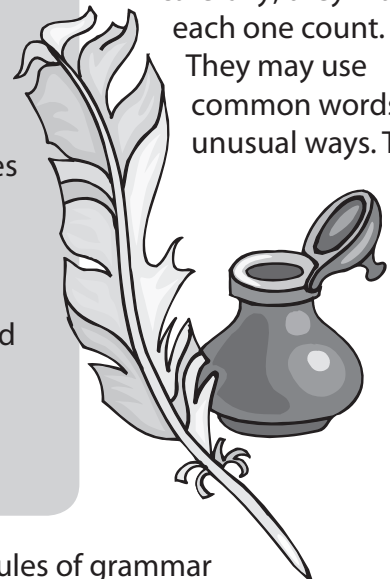
How do poets manage to put pictures in our minds or feelings in our hearts? How do they pack big ideas into small groups of words? Poets think of words as tools, or even as toys.

They choose each one carefully; they make each one count.

They may use common words in unusual ways. They

Types of poetry

- **Jingles:** Short, simple verses with catchy rhythms, often used in advertising or election campaigns.
- **Narrative poem:** A poem that tells a story.
- **Epic poem:** A long narrative poem that tells an important story about some part of human experience, like the forming of a nation or the life of a hero.
- **Ballad:** A shorter, dramatic narrative poem about a specific event, usually praising the main character.
- **Nursery Rhyme:** A simple, rhythmic poem written to be read or sung to children.
- **Free verse:** Poetry with no rhymes or irregular rhymes that is structured around visual images or speech rhythms rather than a regular meter.
- **Formula poems:** Poems that are defined by their strictly structured patterns of length, meter and rhyme. Some examples are haiku and sonnet.



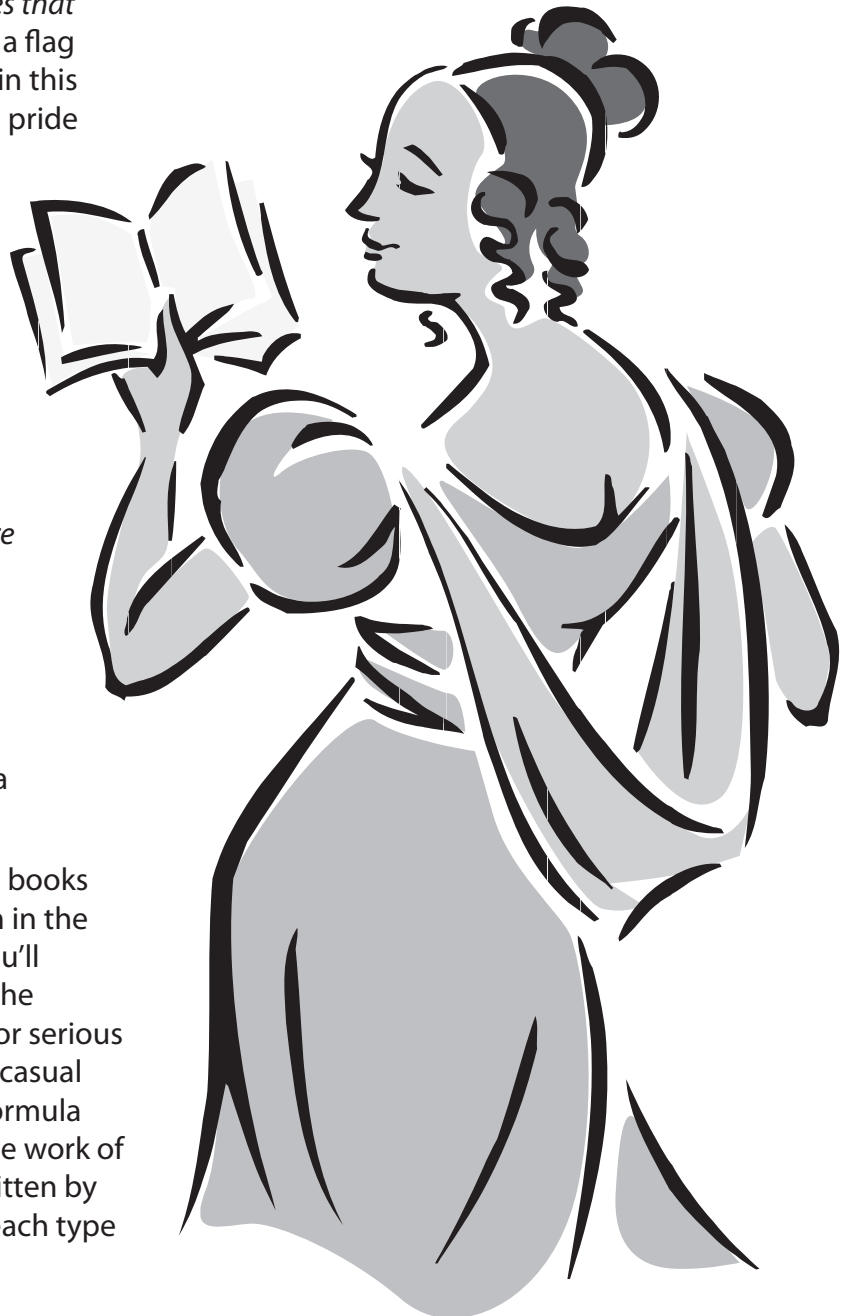
may ignore rules of grammar to give individual words more impact. And they use a variety of literary devices or techniques.

Here are some techniques used often in poetry:

- **Alliteration:** *Repetition of the same consonant sound in two or more words that are close to each other* (For example, "pinching pennies.")
- **Personification:** *Giving human qualities to animals or nonliving things* (As in "My clock scolds me awake.")
- **Symbols:** *Simple words or phrases that stand for other, bigger ideas* (Like a flag to represent a whole country as in this example: "His heart swelled with pride as he watched the American flag waving in the wind.")
- **Analogy:** *Comparison of two things that are alike in some way* (For example, "As I thought of his death, I imagined a bird finally released from its cage and soaring into the sky.")
- **Similes:** *Expressions that compare two things using the words "like" or "as"* ("You are beautiful as a flower.")
- **Metaphors:** *Expressions that compare two things but do NOT use the words "like" or "as"* ("I am a mighty lion.")

There are many types of poems and books of poetry. Read about some of them in the center box on the previous page. You'll find all of these types of poems on the Recommended Reading List. Look for serious poetry about universal themes and casual verse about everyday life. Explore formula poems and free verse. Search out the work of famous poets along with poems written by kids like you. Look for examples of each type

of poem. Sample it all; don't let it scare you! Try to spot how the poet uses words as tools or toys. See how smart you are as you recognize the techniques they use to suggest a picture or feeling. Then try your hand at being a poet. Your life experience is full of the "stuff" of poetry! You might be surprised at how much you enjoy sharing something about how it feels to be you, in poems.



Poetry Recommended Reading List

NAVIGATORS • Poetry

GRADES 2–5

Around the World in Eighty Poems selected by James Berry, illustrated by Katherine Lucas. Chronicle Books, 2002. ISBN 0-81183-506-5. Visit different parts of the world, as presented in poems and pictures in this anthology. The poems are old and new, short and long, funny and serious, rhyming and free verse. Through them you'll glimpse both how people are different and how we're the same, all over the world.

3–5

The Ballad of the Pirate Queens by Jane Yolen, illustrated by David Shannon. Harcourt, 1998. ISBN 0-15201-885-9. Yolen tells the rollicking tale of Anne Bonney and Mary Reade, dreaded female pirates of the high seas. Lucas's rich, dark paintings will make you laugh. You'll want to read it out loud!

3–5

The Dad of the Dad of the Dad of Your Dad by Jeff Moss. Random House, 1997. ISBN 0-34538-591-8. Black and white line drawings add to the wit and warmth of this celebration of kids and their dads, from prehistoric times into the future. Silly and sentimental.

2–4

The Earth Under Sky Bear's Feet: Native American Poems of the Land by Joseph Bruchac, illustrated by Thomas Locker. Penguin Putnam, 1998. ISBN 0-69811-647-X. Locker's dreamy illustrations complement lovely poems that give voice to parts of nature as small as a mouse and as large as the scattered stars. Moving and beautiful.

2–3

From the Bellybutton of the Moon and Other Summer Poems by Francisco X. Alarcón, illustrated by Maya Christina Gonzalez. Children's Book Press, 1998. ISBN 0-89239-153-7. This beautiful bilingual (English/Spanish) collection celebrates summer weather, summer fun, summer work and summer wisdom. Find a Spanish speaker and listen to the rhythm in both languages!

2–5

Mrs. Brown on Exhibit and Other Museum Poems by Susan Katz, illustrated by R. W. Alley. Simon & Schuster, 2002. ISBN 0-68982-970-1. Mrs. Brown loves museums with wild enthusiasm! She never misses a chance to take her class to visit one. Her students describe, in poetry, coming face-to-face with mummies, dinosaurs, fine art, bugs, a giant heart, weather phenomena and more. Great fun.

2–5

Oh, Grow Up!: Poems to Help You Survive Parents, Chores, School and Other Afflictions by Florence Parry Heide and Roxanne Heide Pierce, illustrated by Nadine Bernard Westcott. Scholastic, 1996. ISBN 0-53109-471-5. Bright, cartoony drawings are the perfect fit with this collection of clever poems about the joys and trials of being a kid. Everything is fair game—school life, brothers and sisters, braces, dreaded thank-you letters ... You will definitely find something you can relate to here!

The Tale of Custard the Dragon by Ogden Nash. Little, Brown and Company, 1998. ISBN 0-31659-031-2. Custard the “realio, trulio little pet dragon,” knows that everyone is braver than he. All he wants is his nice, safe cage, until a pirate arrives to threaten his little family. While Belinda, the dog, the kitten and the mouse make excuses, Custard rises to the occasion. A delightful story in rhyme.

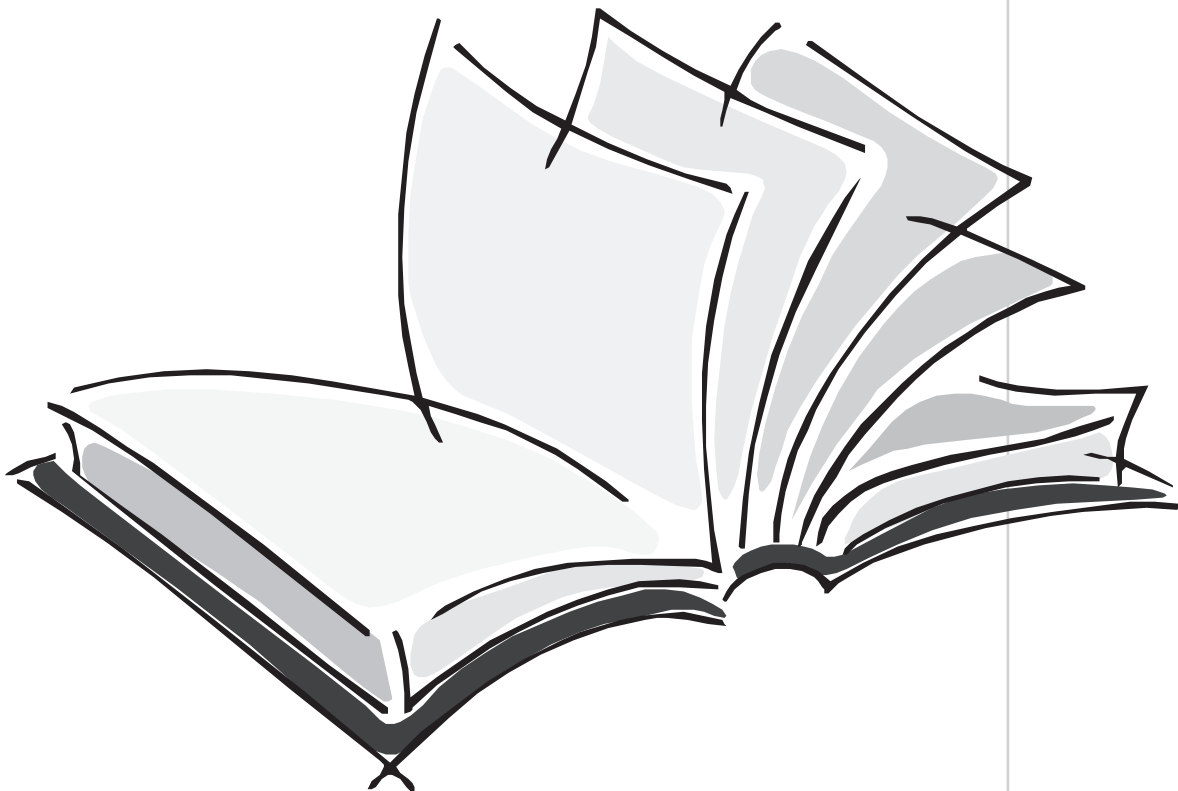
This Place I Know: Poems of Comfort selected by Georgia Heard, illustrations by eighteen renowned picture book artists. Candlewick Press, 2002. ISBN 0-76361-924-8. After the World Trade Center bombings, Heard was asked to gather comforting poems to help New York City children express and work through their feelings of grief and fear. The resulting anthology, beautifully and colorfully illustrated, offers honesty, comfort and hope.

Touch the Poem by Arnold Adoff, illustrated by Lisa Desimini. Scholastic, 2000. ISBN 0-59047-970-9. Short, easy-to-read poems combine with collage-style illustrations to celebrate the sense of touch. It’s a joyful exploration of simple pleasures.

← GRADES 2–3

2+

2–6



EXPLORERS • Poetry

- GRADES 3–7** → ***The Basket Counts*** by Arnold Adoff, illustrated by Michael Weaver. Simon & Schuster, 2000. ISBN 0-68980-108-4. The beat of the dribble and the rhythm of a perfect three-point shot echo through these poems that express a gut-level love of the game. Heart-pumping court action in verse.
- 3–6** ***Becoming Joe DiMaggio*** by Maria Testa, with illustrations by Scott Hunt. Candlewick Press, 2005. ISBN 0-76362-444-6. This is not a biography of Joe DiMaggio. It's a book of poems written by Testa in the voice of her father, an Italian American boy growing up in the mid-1900s. But the baseball star becomes a symbol of hope to this young boy and his immigrant grandfather as they struggle to make sense of a new country, a changing family and a world at war.
- 4–6** ***Haiku: Learn to Express Yourself by Writing Poetry in the Japanese Tradition*** by Patricia Donegan. Tuttle Publishing, 2004. ISBN 0-80483-501-2. This book, part of the Asian Arts & Crafts for Creative Kids series, not only features many haiku, but also explains the haiku tradition, teaches us to write haiku and suggests related activities. The simple format of this shortest form of poetry and its roots in a love for nature make it appealing and inviting.
- 4–6** ***Hand in Hand: An American History through Poetry*** collected by Lee Bennett Hopkins, illustrated by Peter M. Fiore. Simon & Schuster, 1994. ISBN 0-67173-315-X. Time-travel through the history and growing spirit of America! It's all here—colonization, slavery, revolution, war, exploration, immigration, invention ... Restlessness of spirit and conflicting dreams have characterized our country from the start. See them through poets' eyes and gain a new sense of what it means to be American.
- 4–6** ***Joyful Noise: Poems for Two Voices*** by Paul Fleischman, illustrated by Eric Beddows. HarperCollins, 1992. ISBN 0-06446-093-2. Fleischman gives voice to an unlikely subject—"first person" accounts of the lives of insects. Experience the frantic day-long life cycle of the mayfly and consider the literary tastes of book lice! A strange and beautiful Newbery Medal winner.
- 4–6** ***Locomotion*** by Jacqueline Woodson. Penguin Putnam, 2003. ISBN 0-39923-115-3. When Lonnie was seven his parents died. He and his sister Lili went to different foster homes. In sixth grade, a teacher introduces Lonnie to poetry. He discovers a talent that helps him process his painful memories and focus his determination to reunite what's left of his family.
- 3–6** ***Love that Dog: A Novel*** by Sharon Creech. HarperCollins, 2003. ISBN 0-06440-959-7. Through his assigned poetry journal that spans the school year, Jack grows from self-consciousness and a belief that only girls write poetry, toward a confident connection with the poet inside himself. In the process, he develops a case of hero worship for real-life writer Walter Dean Myers and shares the pain of losing his beloved pet.

Moon Over Tennessee: A Boy's Civil War Journal by Craig Crist-Evans. Houghton Mifflin, 2003. ISBN 0-61831-1076. A 13-year-old Tennessee farm boy goes off to the Civil War with his father, a Confederate soldier. His fictional journal, written in prose poem style, shares his intensely personal experience of the details and losses of war.

← GRADES 4–6

Poems for Youth by Emily Dickinson. Little, Brown and Company, 1996. ISBN 0-31618-435-7. Explore the large and small reflections of one of America's best-loved poets. Dickinson's life was, in many ways, small and quiet. But her range of emotion and insight takes in the whole world and the depth of human experience.

3–6

Recess, Rhyme and Reason: A Collection of Poems About School by Patricia M. Stockland, illustrated by Sara Rojo Pérez. Compass Point Books, 2004. ISBN 0-75650-564-X. More than a poetry anthology, this title in The Poet's Toolbox series uses poems to demonstrate how poets use words effectively. It includes activities to use what you've learned and places to go to learn more. So you can enjoy poetry, study it and write your own as well.

3–5

Sacred Fire by Nancy Wood, illustrated by Frank Howell. Bantam Doubleday Dell, 1998. ISBN 0-38532-515-0. This beautiful collection of poems reflects the history, traditions, suffering and hope of the Pueblo Indians. Howell's rich, sharply focused paintings convey dignity, timelessness and strength.

5+

Soft Hay Will Catch You: Poems by Young People compiled by Sandford Lyne. Simon & Schuster, 2004. ISBN 0-68983-460-8. In six themed chapters, 100 poets in grades three through twelve share their feelings and experiences through verse. You'll find many different kinds of poems that will prove to you that kids just like you can be poets. Soft paintings support the emotional content. Inspiring and confidence building.

4–6

The Way a Door Closes by Hope Anita Smith. Henry Holt & Company, 2003. ISBN 0-80506-477-X. Thirteen-year-old C. J. lays out in poems the story of his family as they struggle with his father's disappearance. Can things ever feel right again? Is he foolish to hope his father will return? This little book will draw you in and invite you to share C. J.'s emotional journey.

4–7

When All the World's Asleep: A Children's Book of Poems, Prayers and Meditations compiled by Liz Attenborough. Element Children's Books, 1999. ISBN 1-90261-873-4. Poetry is especially good for expressing feelings of reverence, wonder and mystery, which can seem "too big" for ordinary language. This anthology offers poems, selections from sacred scriptures and song lyrics that explore our spiritual nature and experiences.

4–6

ADVENTURERS • Poetry

GRADES 5+ → ***Carver: A Life in Poems*** by Marilyn Nelson. Front Street, 2001. ISBN 1-88691-053-7. It's hard to imagine telling a life story through poems. But Nelson does an effective job of sharing Carver's history, character and accomplishments. The poems are arranged chronologically and sometimes grouped around events in Carver's life or the wider world. They are told in different voices and from different perspectives, painting a surprisingly complete word portrait of this extraordinary man.

6+ ***Heart to Heart: New Poems Inspired by Twentieth-Century American Art*** edited by Jan Greenberg. H. N. Abrams, 2001. ISBN 0-81094-386-7. Each poem is paired with the work of art that inspired it. The responses range from direct description of the images to inventive expressions of pure emotion. But they all create new connections between words and pictures, writers, readers and artists. You'll find yourself seeing art and poetry in new and interesting ways.

6+ ***I'm a Stranger Here Myself*** by Ogden Nash. Buccaneer Books, 1994. ISBN 1-56849-468-8. Nash was a master of sophisticated silliness. While he writes great giggles for all ages, many of his poems have surprising depth. Even the concise "Parsley / is gharsley" requires the reader to step up to a language challenge! This collection will tickle your funny bone and touch your heart.

5+ ***I, Too, Sing America: Three Centuries of African American Poetry*** compiled by Catherine Clinton, illustrated by Stephen Alcorn. Houghton Mifflin, 1998. ISBN 0-39589-599-5. Twenty-five poets, from the 1700s to the present, share their experiences of being black in America. Their work speaks of pain and injustice, victory and celebration, pride and strength. Biographical sketches and dramatic illustrations add to our understanding.

6-8 ***Out of the Dust*** by Karen Hesse. Scholastic, 1998. ISBN 0-59037-125-8. Newbery Medal, ALA Notable Book, Scott O'Dell Historical Fiction Award. Arranged by seasons, this touching novel-in-verse describes the Dust Bowl experiences of a farm girl from Oklahoma. Her dreams of music, adventure and a normal life are destroyed by a fire, the death of her mother and brother, her father's grief and endless dust. Slowly and painfully, hope grows "out of the dust."

6+ ***Running Back to Ludie*** by Angela Johnson. Orchard Books, 2001. ISBN 0-43929-316-2. The narrator of this story is loved and cared for, but feels lost and confused. Through verse, she shares her memories, feelings and experiences as she tries to find a place in her heart for the mother who left her. A little book that packs a big emotional punch.

6+ ***The Space Between our Footsteps: Poems and Paintings from the Middle East and North Africa*** selected by Naomi Shihab Nye. Simon & Schuster, 1998. ISBN 0-68981-233-7. This classic anthology sheds light on a part of the world that is much misunderstood and misrepresented in our society. The poets represent more than 15 countries and great cultural diversity. Yet the overall effect is to strengthen awareness of our common human feelings and experiences.

Stop Pretending: What Happened When My Big Sister Went Crazy by Sonya Sones. HarperCollins, 2001. ISBN 0-06446-218-8. Thirteen-year-old Cookie shares her experience of her sister's mental illness through poems. Her whirlwinds of emotions swirl through this realistic novel and help us feel her pain and, eventually, her hope.

A Treasury of Shakespeare's Verse selected by Gina Pollinger. Houghton Mifflin, 2000. ISBN 0-75345-292-8. Pollinger arranges selections of verse from Shakespeare's plays and poetry by theme. The short passages, subject groupings and rich illustration make this an inviting and comfortable way to experience the writings of "the greatest English language author of all time."

← GRADES 5+

5+



Poetry Vocabulary List

Choose 8 to 12 vocabulary words. You may use any of the following words or work with your Travel Agent to come up with your own words.

Accent	Message
Acrostic	Metaphor
Alliteration	Meter
Analogy	Narrate
Anthology	Narrative
Assonance	Ode
Ballad	Onomatopoeia
Bard	Personification
Beat	Poet laureate
Cinquain	Poetic
Concrete poem	Prose
Couplet	Rap
Didactic	Recite
Elegy	Repetition
Emote	Rhyme
Epic	Rhythmically
Formula	Senryu
Free verse	Simile
Haiku	Sonnet
Idyll	Stanza
Imagery	Stress
Jingle	Syllable
Limerick	Symbolic
Line	Verse
Lyrically	
Lyrics	

a
b
c

Poetry Vocabulary List

Dictionary Definitions

Accent

Noun. 2 syllables: ac*cent. When a certain syllable of a word, entire word, or part of a sentence is said with more emphasis than another, or the point of a word or sentence that is given the most weight when speaking it aloud.

Acrostic

Noun. 3 syllables: a*cros*tic. A type of poem in which a certain letter in each different line (usually it is the first letter of each line) spells a word or phrase further describing the poem or topic of the poem.

Alliteration

Noun. 5 syllables: a*lli*te*ra*tion. When the same sound (usually a consonant sound) is repeated at the beginning of every word or sentence in a piece of writing or a poem.

Analogy

Noun. 4 syllables: a*na*lo*gy. A comparison between objects or people which seem quite different or unique, but which draws attention to the specific ways in which they are also similar.

Anthology

Noun. 4 syllables: an*tho*lo*gy. A collection of writings such as stories or poems, usually picked to be included because they all relate to the same subject or type of writing.

Assonance

Noun. 3 syllables: a*sso*nance. When syllables or words within phrases and sentences sound somewhat similar to one another, or when vowel sounds are repeated within the words that follow one another in sentences.

Ballad

Noun. 2 syllables: ba*llad. A short poem that tells a simple story and that is usually meant to be sung or recited to an audience.

Bard

Noun. 1 syllable: bard. A person in ancient times whose job it was to travel to different places and sing or tell stories about heroes and other interesting tales to people who paid them for their shows.

Beat

Noun. 1 syllable: beat. A single pause or accent on a certain part of a word in poetry, or keeping the sense of the rhythm of a read or spoken piece of poetry.

Cinquain

Noun. 2 syllables: cin*quain. A poem or verse that consists of a total of five written lines.

Concrete poem

Noun. 4 syllables: con*crete po*em. A poem that, when written, looks like a picture of what it is about, either as a picture or in the shape of its writing on paper.



Teaching tip

These informal dictionary-style definitions have been provided to save you time when correcting student work. The word breakdowns provided show syllabic division as indicated in *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition. We have not altered the spelling of the words to show pronunciation or phonetic spelling. For activities that ask students to provide "breakdown by syllable," you may choose to add or substitute a requirement for phonetic spelling and/or end-of-line division (hyphenation).

Couplet

Noun. 2 syllables: cou*plet. The set of two lines in a poem or verse that follow one another and rhyme with each other.

Didactic

Adjective. 3 syllables: di*dac*tic. Something that is meant to be educational, or to teach a moral lesson.

Elegy

Noun. 3 syllables: e*le*gy. A sad poem or verse that is written in honor of a person who has died, which shows the sorrow of the writer or reader.

Emote

Verb. 2 syllables: e*mote. To show one's feelings or emotions, in speech, actions, or writing, and to do so in a very dramatic way.

Epic

Noun. 2 syllables: e*pic. A very long poem or story that tells about the adventures or actions of a hero or other specific individual or group of people.

Formula

Noun. 3 syllables: for*mu*la. A method or pattern that is followed when writing a specific type of poem or verse.

Free verse

Noun. 2 syllables: free verse. A type of poem or group of sentences that has no set pattern or rules, and which usually consists of lines that don't rhyme.

Haiku

Noun. 2 syllables: hai*ku. A type of poem that originated in Japan, and is written to follow the set pattern of three lines, in which the first and last lines have five syllables each and the middle line consists of seven syllables.

Idyll

Noun. 2 syllables: i*dyll. A short poem or story told or written in verse that is about a romantic or very grand theme, or that includes word pictures about the country or rural life.

Imagery

Noun. 3 syllables: i*mage*ry. The use of vividly described pictures or feelings in words to make the reader or listener create similar pictures or images in their own minds.

Jingle

Noun. 2 syllables: jin*gle. A short poem or song that is written to be catchy and to repeat short bits of information in an easily remembered way.

Limerick

Noun. 3 syllables: li*me*rick. A funny or nonsense poem or verse that is five lines long, in which the first two lines usually rhyme with each other and the last line.

Line

Noun. 1 syllable: line. Each separate sentence in a poem, or a horizontal row of writing or letters.

Lyrical

Adverb. 4 syllables: lyr*i*ca*lly. To write or read poetry or literature in a way that shows your feelings and emotions, or to perform something with almost musical beauty and sound.

Lyrics

Noun. 2 syllables: lyr*ics. The actual words that make up a song or poem.

Message

Noun. 2 syllables: me*ssage. The overall theme or subject that the writer of a poem or piece of literature is trying to explain to his or her readers.

Metaphor

Noun. 3 syllables: me*ta*phor. A phrase or description that describes two things as being similar without using the words "like" or "as"; for example, saying "her smile is a sunbeam" rather than "her smile is like a sunbeam."

Meter

Noun. 2 syllables: me*ter. A planned and specific rhythm or formula in poetry that is often repeated throughout an entire verse or poem.

Narrate

Verb. 2 syllables: narr*ate. To speak or read aloud a piece of writing or to tell all the details of an event or story.

Narrative

Adjective. 3 syllables: narr*a*tive. A type of poetry in which a story or tale is told.

Ode

Noun. 1 syllable: ode. An emotional and expressive poem that usually has as its subject a noble or grand story.

Onomatopoeia

Noun. 6 syllables: o*no*ma*to*poe*ia. When a word sounds exactly like what it's describing, such as "hiss" or "plop."

Personification

Noun. 6 syllables: per*so*ni*fi*ca*tion. The process of describing animals or things using words or phrases that usually only apply to people, such as saying that "the trees danced in the wind."

Poet laureate

Noun. 5 syllables: po*et laur*e*ate. A poet who is appointed to be the official poet of an organization or group, or who is given some type of honor due to their skill in writing poetry.

Poetic

Adjective. 3 syllables: po*e*tic. Something that is written in a verse form or is expressed in an artistic, imaginative or romantic way.

Prose

Noun. 1 syllable: prose. Writing that does not follow the style or format of poetry or verse, and is considered the ordinary type of writing that you usually read in books and other information sources.

Rap

Noun. 1 syllable: rap. A form of popular music or spoken verse where lyrics or lines are chanted to a strongly rhythmic beat.

Recite

Verb. 2 syllables: re*cite. To speak or repeat a memorized piece aloud, usually in front of an audience or group of listeners.

Repetition

Noun. 4 syllables: re*pe*ti*tion. The act of saying or doing something over and over again, or the appearance in writing of the same word or idea multiple times.

Rhyme

Noun. 1 syllable: rhyme. A piece of writing or poetry in which the ends of the sentences and the words in them sound like each other or have the same sound.

Rhythmically

Adverb. 4 syllables: rhyth*mi*ca*lly.
To do something, particularly playing music or reading aloud, in a regularly repeating way, or following the same number of beats in a certain period of time.

Senryu

Noun. 3 syllables: sen*ry*u. A poem form that was created in Japan, and which consists of three lines of poetry which do not rhyme but which often take a humorous or funny view of daily life.

Simile

Noun. 3 syllables: si*mi*le. A phrase or description that describes two things as being similar or alike, using the words "like" or "as"; for example, saying "her smile is like a sunbeam" rather than "her smile is a sunbeam."

Sonnet

Noun. 2 syllables: so*nnet. A certain type of poem which contains fourteen lines and usually follows a set format and pattern of rhyming.

Stanza

Noun. 2 syllables: stan*za. Each separate group of lines or separate paragraphs in a poem or verse that are put together according to a set format or rhyming pattern.

Stress

Verb. 1 syllable: stress. To say a part of a word or sentence with more emphasis or louder than other parts of the word or sentence.

Syllable

Noun. 3 syllables: sy*lla*ble. Each separate or distinct part of a word that is said aloud; each part consists of one sound and is the smallest part into which each word can be broken.

Symbolic

Adjective. 3 syllables: sym*bo*lic.
When things are described in terms of pictures, images or other words and symbols that are meant to remind the reader or listener of the original thing.

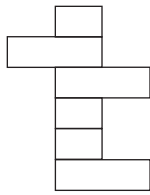
Verse

Noun. 1 syllable: verse. A type or line of writing in which words and sentences are arranged to rhyme or follow another set pattern or style, like a stanza in a poem or a whole poem.

Word Frames

5 Write each of your 8 to 12 selected vocabulary words on the **Word Frames** worksheet. Then use a piece of lined or graph paper to create word frames for each word. A word frame is an outline of the shape of your word. See the example below. Cut out each word frame. Then arrange each frame in random order in a column to the right of your vocabulary word list. Then ask a classmate or family member to match each word to the correct word frame. Check the answers and correct any that are wrong using a different color.

EXAMPLE: **jingle**



Vocabulary #1



What Does It Mean?

5 List your 8 to 12 selected vocabulary words on a piece of paper, leaving several lines between them. Look up each word in a dictionary. Write down the part of speech, breakdown by syllable (where you pause when saying the word) and the definition. Do not use any form of the word in your definition. Some words have more than one meaning. Choose the definitions that relate to poetry or your book.

HINT: Dictionaries break down words in two ways—by hyphenation and by syllable.

EXAMPLE: **Ballad** Noun.

2 syllables: ba*llad.

A short poem that tells a simple story and is usually sung.

Vocabulary #2



Use It!

5 Use each of your 8 to 12 selected vocabulary words in a sentence, using each word so that its meaning is clear.

Vocabulary #3



Word Scramble Game

Create a word scramble game as follows:

- Write a scrambled version of each of your vocabulary words, making sure to include each letter. Mix them up as much as you can!
- Write your vocabulary words, one per line, down the left side of a piece of paper.
- Write your scrambled versions down the right side of the paper in random order.
- Ask a classmate or family member to draw lines connecting each vocabulary word on the left to its scrambled version the right.
- Check the answers and correct any that are wrong using a different color.

Vocabulary #4



Create a Word Search Puzzle

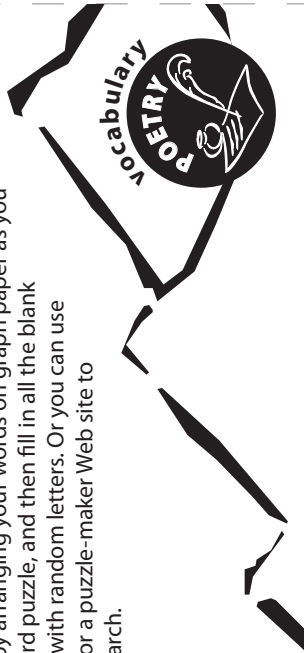
10

Create a word search puzzle, with a word bank at the bottom, using your vocabulary words. Challenge a classmate or family member to find and circle the hidden words.

Check the

answers and correct any that are wrong using a different color.

HINT: You can start by arranging your words on graph paper as you would for a crossword puzzle, and then fill in all the blank squares on the grid with random letters. Or you can use computer software or a puzzle-maker Web site to create your word search.



Vocabulary #5

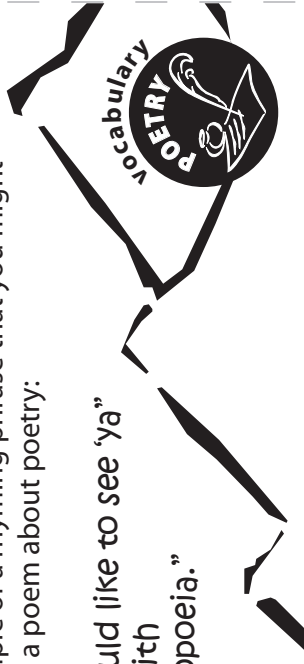
Rhyme Time

10

The first poems we learn as children are usually full of **rhymes** (*words that end with the same sound*). For each of your 8 to 12 selected vocabulary words, try to find at least one word or short phrase that rhymes with it. For example, "rhyme" rhymes with "time," "prime" and even "I'm."

Here's an example of a rhyming phrase that you might use in creating a poem about poetry:

"Sure would like to see 'ya"
rhymes with
"onomatopoeia."



Vocabulary #6

Word Pairs Analogies

15

An **analogy** is a *comparison of two things that are alike in some way*. For example, the words "haiku" and "poetry" are related to each other in the same way that the words "essay" and "prose" are related. A

haiku is a kind of poetry; an essay is a kind of prose writing. You can express that analogy by saying: "Haiku is to poetry as essay is to prose." Create a word pairs analogy for three to five of your selected vocabulary words. Use your vocabulary word to complete the sentence. Underline the vocabulary word in each sentence. In the example above, if your vocabulary word is "haiku," you would write: "Prose is to essay as poetry is to haiku."



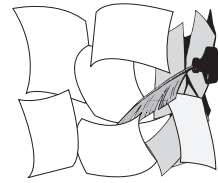
Vocabulary #7

Word Web

15

Word webs can help you understand the meaning and use of words. Complete the **Word Web Sample** based on the word "ballad." Then use the **Word**

Web worksheet to create your own word web for one of your selected vocabulary words. You might keep the "synonym" prompt. Then create fill-in-blank prompts that fit your chosen word for the other spaces.

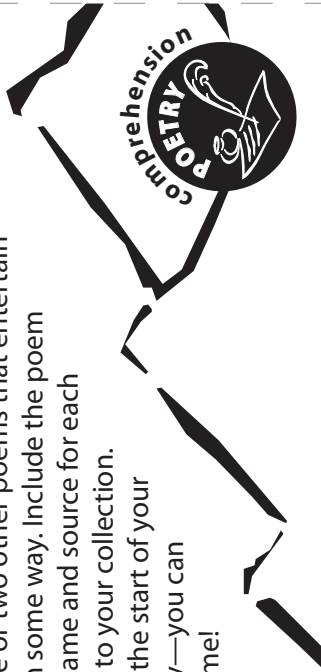


Vocabulary #8

My Own Anthology

5 Create your own collection of poems. Use a new or blank notebook or folder and title it "My Favorite Poems." Copy, in your own handwriting, one or two poems you like. Make sure to use the same format, line breaks and punctuation. Write down the title of the poem, the author's name and where you found the poem. Then, as you continue your study of poetry, add one or two other poems that entertain or touch you in some way. Include the poem title, author's name and source for each poem you add to your collection. Now you have the start of your own anthology—you can add to it any time!

Comprehension #1



Find the Rhymes

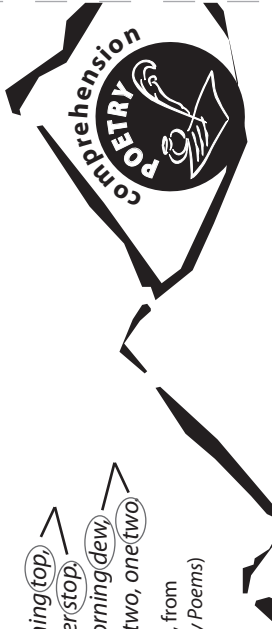
5 When you think of poetry, rhyming words might come to mind. Not all poems use rhyme, but many do. Find a poem that uses rhyming words and has at least three **stanzas** (groups of lines that are set apart from each other by spaces in between). Write the poem on a piece of paper. Then circle each pair or set of rhyming words, connecting them to their rhyming partners as shown below. Remember that rhyming words can look different from each other, with the sounds spelled differently, as in "dew" and "two."

EXAMPLE:

Lizzie, Lizzie, spinning (top),
Ever dancing, never (stop),
Dancing in the morning (dew),
Barefoot tap, one two, one two

(Traditional Polish rhyme, from
Around the World in Eighty Poems)

Comprehension #2

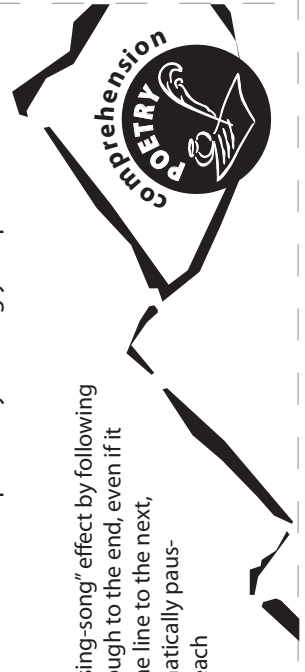


Recite!

5 Because of the use of **rhyme, meter** and other special uses of words and sounds in poetry, many poems "work" best read aloud rather than silently. Find a poem that is at least a half-page long. Practice reading it aloud. Be careful to pronounce words correctly and pay attention to rhyme, rhythm, repeated sounds and other techniques you can "hear" in the poem. When you are ready to recite the poem effectively, read it to your teacher. Earn five five points by reading your poem to the class.

HINT: Avoid that "sing-song" effect by following each thought through to the end, even if it continues from one line to the next, rather than automatically pausing at the end of each line.

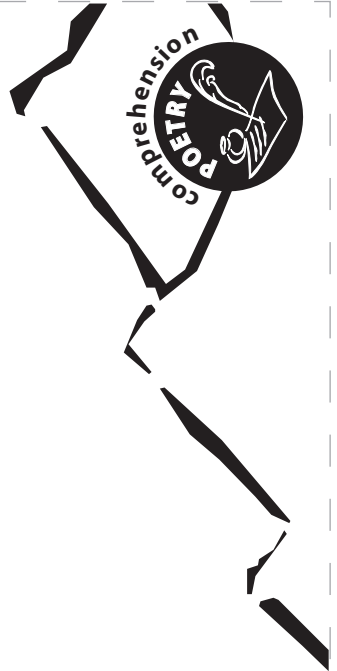
Comprehension #3



Basic Elements

5 Identify the basic elements of one poem in your book and complete the **Basic Elements** worksheet.

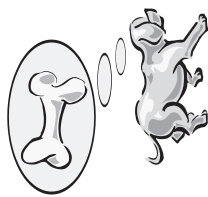
Comprehension #4



The Picture in My Mind

10

Find a poem that makes you “see” in your mind something the poet describes. Copy the poem in your own handwriting onto a sheet of paper. Make sure to use the same format, line breaks and punctuation. Write down the title of the poem, the author’s name and where you found the poem. Then illustrate the poem by drawing the picture it makes in your head.



Comprehension #5



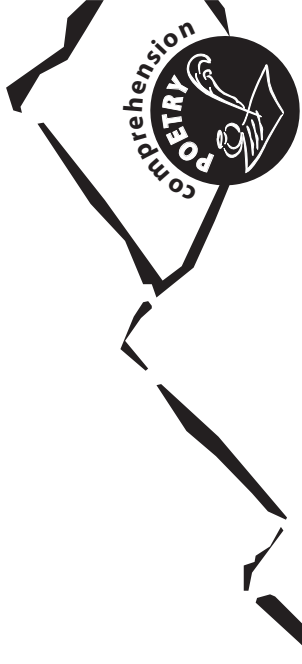
Poetry by Heart

10

Memorize a favorite poem and recite it to your teacher “by heart.” Earn five extra points by reciting the poem to your class.

HINT: Avoid that “sing-song” effect by following each thought through to the end, even if it continues from one line to the next, rather than automatically pausing at the end of each line.

Comprehension #6

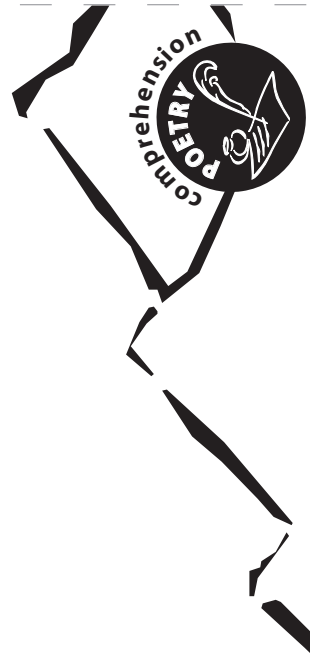


Alternate Titles

10

Choose three short poems. Read and study each. Then suggest an alternate title for each that also expresses the poem’s overall idea or feeling.

Comprehension #7



Classified Poems

10

Choose one of the following types of poems:

- jingle
- narrative poem
- epic poem
- ballad
- nursery rhyme
- didactic poem
- formula poem
- free verse

Or choose another type of poem you’re learning about.

Write the type of poem at the top of a piece of paper.

Find at least three examples of that type of poem

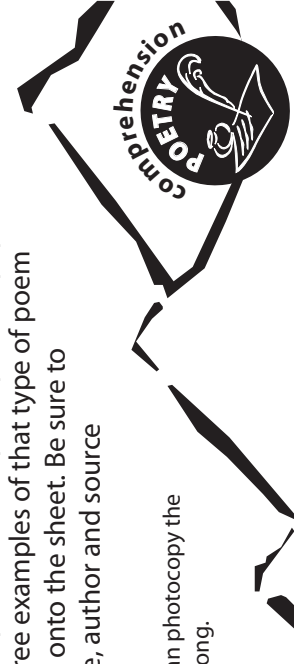
and copy them onto the sheet. Be sure to

include the title, author and source

of each poem.

NOTE: Ask if you can photocopy the poems if they are long.

Comprehension #8



Didactic Poems

10

A **didactic poem** is a poem *written to teach a moral lesson*. You'll find examples of didactic poems in books of nursery rhymes or proverbs.

Find a didactic poem. Copy it onto a piece of paper. Include the poem title, author's name and where you found the poem. After the poem, explain in your own words the lesson it teaches.

Comprehension

Comprehension #9

Get in the Mood

10

Choose a poem from your book that interests you. Read it several times until you think you understand it. Then answer these questions on a separate piece of paper:

1. What is the mood of the poem? What emotions does it express? Does it seem dark or light, fast or slow, loud or soft, happy or sad? What words or phrases create that impression?
2. Does the poem convey an obvious lesson or message you can state in a few words? If so, write the message.
3. What is the overall meaning of the poem? What ideas or emotions do you think the poet wanted to share?

Comprehension

Comprehension #10

Find the Rhythm

15

Not all poems have a noticeable rhythm, but many do. Rhythm in poetry is measured and described as **meter**, or *repeated patterns of beats and stresses*.

To find the meter of a poem, count the number of syllables in each line and look for repeated patterns in those numbers.

Most often, each stanza will have the same pattern of beats. Along with patterns of syllables or beats, the rhythm of a poem is determined by which syllables or beats are stressed.

Find a poem with a noticeable rhythm and complete the

Find the Rhythm worksheet.

Comprehension

Comprehension #11

Alliteration, Anyone?

15

Alliteration is *repetition of the same consonant sound in two or more words that are close to each other*. Poets use it to emphasize certain words or to create a particular emotional response. Tongue twisters use alliteration for a humorous effect. The repeated hissing sound of the letter "s" can be spooky or frightening. Look through a poetry anthology. Find five examples of alliteration. Then complete the **Alliteration, Anyone?** worksheet.

You may need to get examples from more than one poem.

Comprehension

Comprehension #12

Who's the Speaker?

15

Choose a poem from your book that interests you. Think about who is “speaking” in the poem—whose thoughts or feelings are being expressed. Is it the poet? A character the poet made up or speaks for? An animal? An inanimate object like the rain or an airplane? Then follow these steps:

1. On a sheet of paper, write the title and author of the poem you chose.
2. Write the title and page number of the book where you found it.
3. Write down the name or description of the “speaker” or narrator in the poem.
4. Finally, write down one thing you learn about the speaker by reading the poem.

Comprehension #13



Assonance, Anyone?

15

Assonance is repetition of the same vowel sound in two or more words that are close to each other.

Poets use it to emphasize certain words or to create a particular emotional response. Look through a poetry anthology. Find two or three examples of assonance. Then complete the **Assonance, Anyone?** worksheet. You may need to get examples from more than one poem.

Comprehension #14



Comparisons in Poetry

20

Poets often encourage us to look at ordinary things in new ways by comparing them to other things. Three common techniques for making these comparisons are **simile**, **metaphor** and **analogy**. Look up each of these

words in a dictionary and write down their meanings. Use a book of poems to find at least two examples of each kind of comparison. Create a table that includes the poem title, author, type of comparison and the part of the poem that shows the comparison.

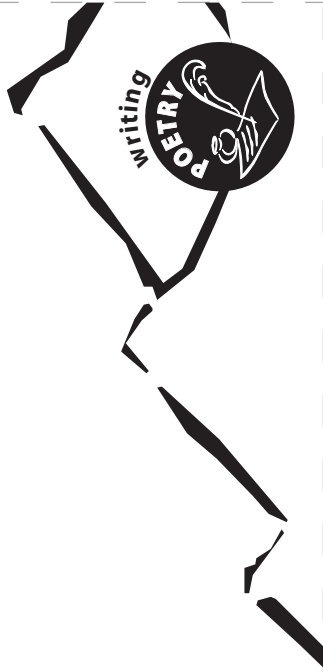
HINT: Metaphors and analogies are similar. But a metaphor is often expressed in a single line or phrase, while an analogy may be a “bigger” comparison that is developed more fully in several lines or stanzas of a poem. An analogy may make up the theme or idea of a poem.

Comprehension #15



My “Must Read” List

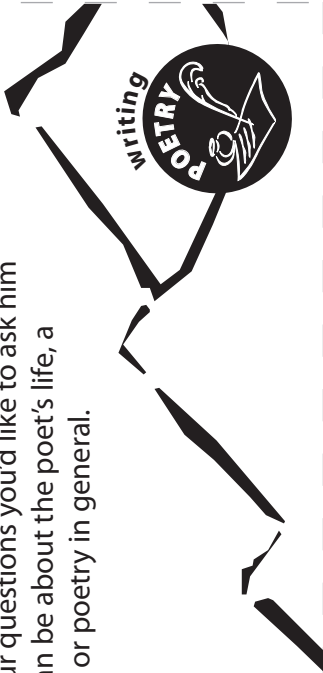
5 Visit your school or public library. Find the children's poetry section and browse through it. Then make a list of five books from the collection that you would like to read. List the author and book title for each.



Writing #1

I'd Like to Know ...

5 Who is your favorite poet? If you don't have one yet, find a poem you especially like and choose its author. Look for two sources of information on the poet. You might find basic biographical information on the book jacket, in a reference book about writers or on the Internet. Based on the poem and what you can find out about the poet, write four questions you'd like to ask him or her. They can be about the poet's life, a specific poem or poetry in general.



Writing #2

Poet's Walk

10 Go on a short walk through a park or neighborhood near your home or school. Take along a notebook. As you walk, use all your senses to pay attention to little things around you that you usually ignore. Look for anything that might inspire a poem. Take notes! Jot down at least eight small details about the color of the sky, the shape of the clouds, the sounds of traffic, the smell of cut grass, etc. Use your ideas to write your own poems later! For now, your notes are enough.



Writing #3

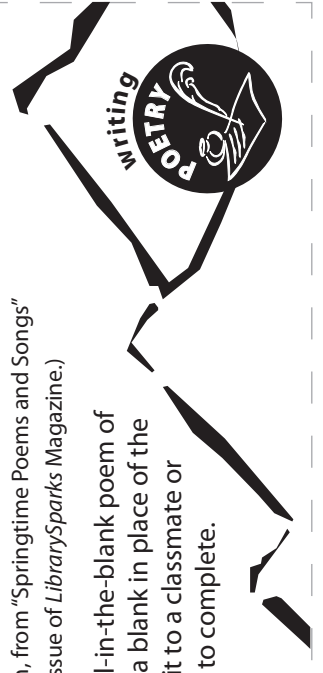
Fill-in-the-Blank Poems

10 Read the poem below and complete it by filling in the missing rhyming word.

*Peter Peter Pumpkin eater,
Had a wife and couldn't keep her.
He baked his wife a pumpkin pie,
And she said, "Pete, you're quite a _____."*

(By Kathryn Totten, from "Springtime Poems and Songs" in the April 2004 issue of *LibrarySparks Magazine*.)

Now create a fill-in-the-blank poem of your own, with a blank in place of the last word. Give it to a classmate or family member to complete.



Writing #4

Dear Poet Laureate ...

10

Search out the name of your state's Poet Laureate. (What's a Poet Laureate, anyway? Find out!) Write a letter to that person. Tell him or her that you are studying poetry at school. Ask how he or she came to write poetry. Ask what it means to him or her to be honored as Poet Laureate. Have your teacher or school librarian help you find an address and mail your letter. Include a stamped envelope addressed to you at school. Wait for a response!

Writing #5



Poem Starters

15

Choose one of the poem starters below and write the poem!

- O sparkling stars ...
- Last night as I crawled into bed ...
- My great-aunt Tilly's coming to stay ...
- Walking to school on a rainy day ...
- But teacher, it wasn't my fault!

Writing #6



Introducing ...

15

Imagine that you've invited your favorite poet to visit your school. Who is it? It's your job to introduce this person to your fellow students. Write a two- to three-paragraph introduction that describes the person and his or her poetry, and makes others want to listen to what he or she has to say.

Writing #7



Advertising Jingle

15

As you listen to the radio or watch television, listen for short rhyming poems or songs used to advertise products. They may be new words to familiar tunes, or catchy rhymes that help you remember brand names. Write down three or four examples. Then think up a product you like and write an advertising jingle for it.

HINT: How about a rhyme about your favorite snack food?

Writing #8

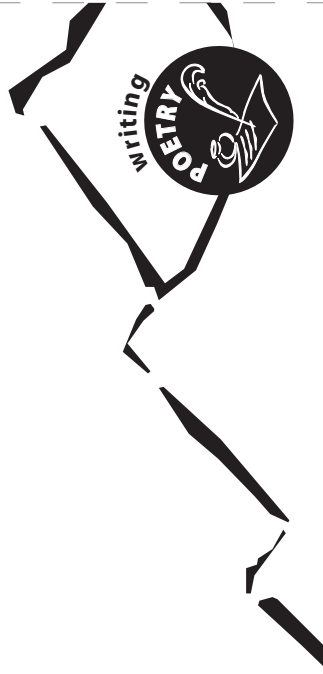


Haiku by You!

15

Find and read some examples of haiku. Notice the strict rhythm and structure, and the nature theme. Then write two original haiku poems.

HINT: You might start by reading parts of Donegan's *Haiku*.



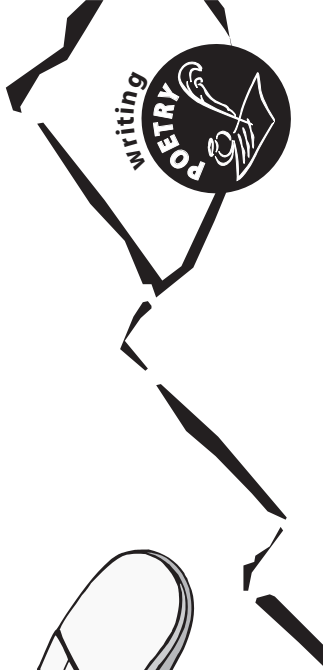
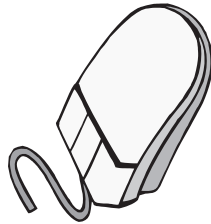
Writing #9

Online Poetry Class

15

Visit the Giggle Poetry Web site at www.gigglepoetry.com.

Click on "Poetry Class" and choose one of the lessons. Complete the lesson online and print out the results.



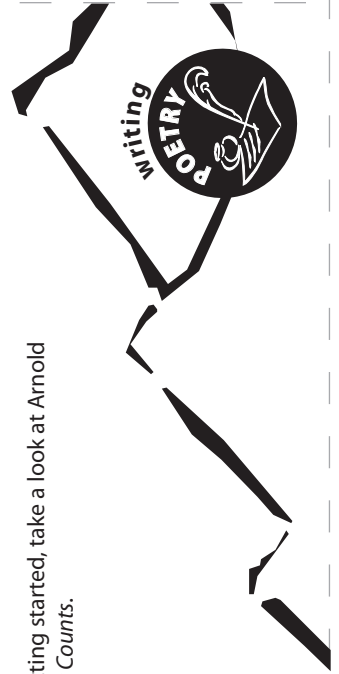
Writing #10

Poetic Play-by-Play

15

Are you a sports fan? Did you know that poetry can be a great way to express love of your favorite sport, or even to share the excitement of play-by-play commentary? Think of an especially thrilling moment in sports that you watched. Then write a poem that describes both the action and your feelings about it.

HINT: For help getting started, take a look at Arnold Adoff's *The Basket Counts*.

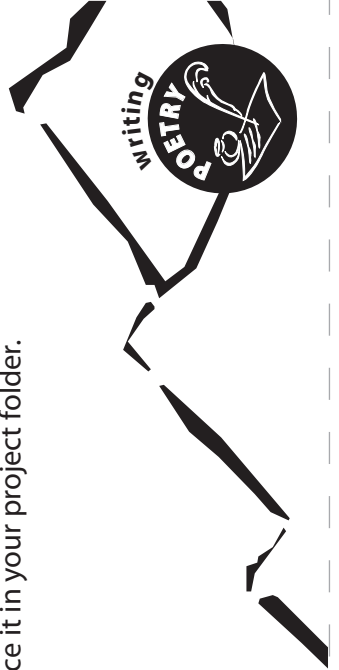


Writing #11

Concrete Poems

15

A **concrete poem** is a poem with its words arranged on the page in the shape of the subject of the poem. For example, you might arrange the words of a love poem so that they make the shape of a heart. You'll find other examples in *From the Bellybutton of the Moon* and *Love That Dog*. Write your own concrete poem and place it in your project folder.



Writing #12

Publish Online!

15

Take a risk! Submit an original poem for publication online. Once you've decided which poem to submit, try one of these Web sites that publish student poetry:

Writers' Window

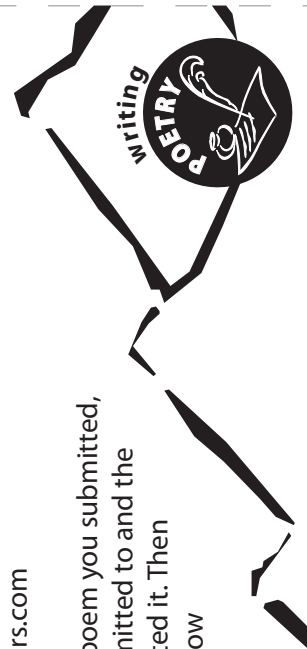
english.unitechnology.ac.nz/writers/home/html

Kid Authors

www.kidauthors.com

Write down the poem you submitted, the site you submitted to and the date you submitted it. Then watch for it to show up online!

Writing #13

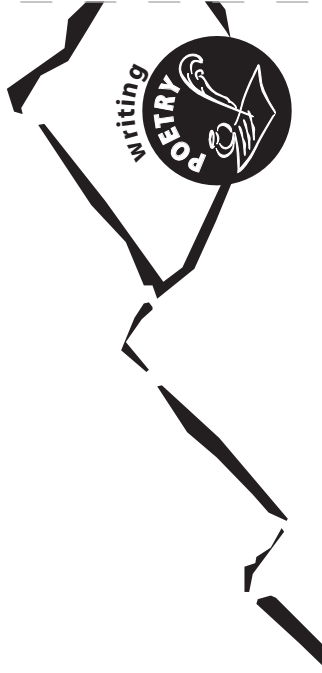


Changing Point of View

15

Find a poem that is written as a message from one person or character to another. Imagine that you are the person receiving the message in the poem and write a poem in response.

Writing #14



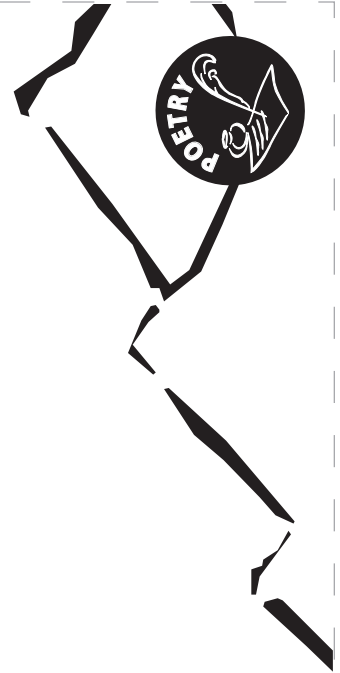
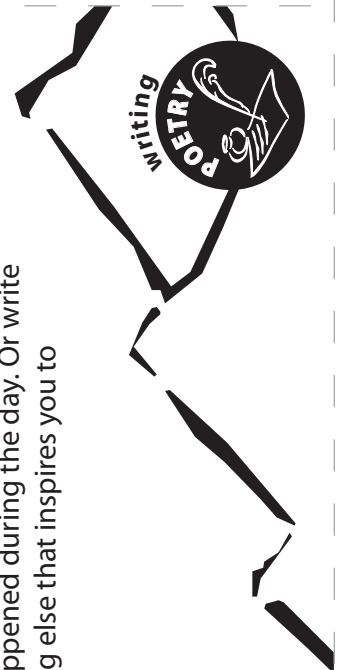
Journal Entries in Verse

15

Imagine that your teacher has assigned you to keep a poetry journal, like Jack in *Love That Dog*.

Create your own journal. Then write three entries in your journal. You might write as though you like the assignment or hate it. You might write structured rhymes or free verse. Write about poetry. Write about things that happened during the day. Or write about anything else that inspires you to get creative.

Writing #15



Poetic Announcements

5 Have your teacher help you arrange with the school office for you to read a short poem as part of morning announcements one day. Choose a poem that you think your fellow students will enjoy. Practice reading it until you can recite it confidently and with good expression. Earn an extra five points by arranging to read two more poems on two more days.



Challenge #1

Who Wrote That?

5 The following people are well-known writers of children's poetry. Select one and make a list of at least five of his or her poems. Then create a small classroom display celebrating this author and his or her poetry books.

- Arnold Adoff
- Francisco Alarcón
- Nikki Grimes
- Lee Bennett Hopkins
- Langston Hughes
- Eve Merriam
- Jeff Moss
- Naomi Shihab Nye
- Jack Prelutsky
- Dr. Seuss
- Shel Silverstein
- Jane Yolen



Challenge #2

Animal Poems

10 Gather pictures of at least 12 animals. They may be original drawings, photocopies or computer clip art. Then locate or create at least four poems about one or more of the animals. Make a classroom display that features your collection of poems and related pictures.



Challenge #3

Poetry and Geography

10 Find an anthology that features poems from different countries and cultures, like *Around the World in Eighty Poems*. Choose six poems written by poets from different parts of the world. Make a copy of a world map that shows the nations of the world. Find the poet's home country for each poem you chose and mark it with a sticker or hand-drawn colored star. Then draw a line from each mark to a space in the margin of the paper. Write the title of the appropriate poem and its author's name at the end of each line.



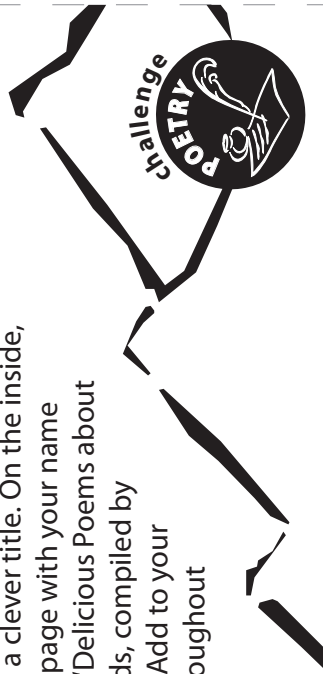
Challenge #4

Themed Anthology

10

Choose a topic that would make a good subject for poetry. Choose something you're interested in, like animals, the seasons, holidays or a favorite sport. Collect at least six poems on your subject to create your own personal anthology. Decorate a notebook for your anthology using appropriate pictures or drawings. Come up with a clever title. On the inside, include a title page with your name (for example, "Delicious Poems about Delicious Foods, compiled by Kalee Jones.") Add to your anthology throughout the year!

Challenge #5

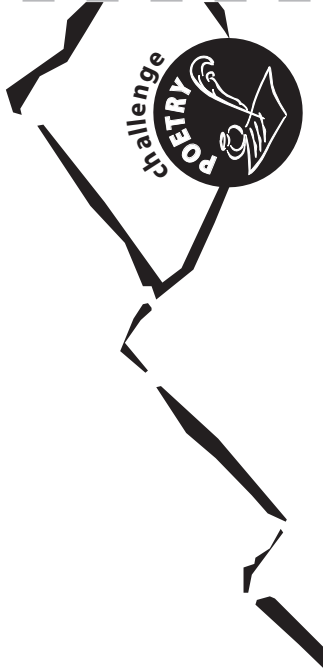


VERSE-ati-li-TEE

10

Use fabric pens or paints to decorate a T-shirt in honor of a favorite poem or poet. You might write the poet's name and a line or two from a poem. You might add images or designs that express the tone of the poet's work. Wear your shirt with pride and see what questions you're asked!

Challenge #6

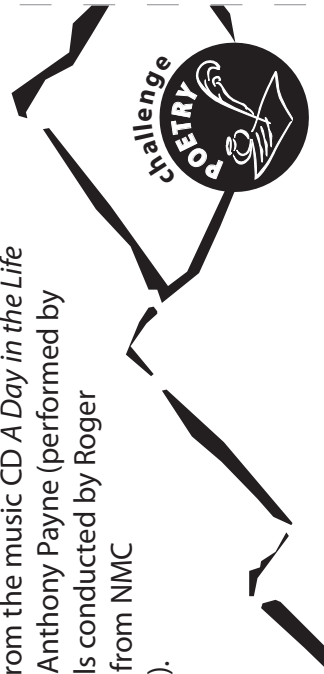


Perfect Pairs

10

Choose a poem and a song or piece of instrumental music that seem to go together. Explain in writing what the two have in common and why you think they "fit." Arrange to share your poem, music and explanation orally with the class. A good example would be to pair the poem "Mayflies," from *Joyful Noise*, with the title composition from the music CD *A Day in the Life of a Mayfly* by Anthony Payne (performed by Jane's Minstrels conducted by Roger Montgomery, from NMC Records, 1998).

Challenge #7



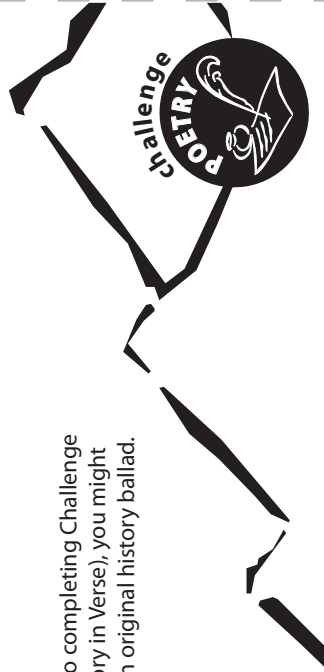
History Poem Puzzles

10

Find poems about specific events in history, like *The Ballad of the Pirate Queens*. Choose one and create a picture to illustrate that poem. Make the drawing into jigsaw puzzles by gluing it to card stock or cardboard and cutting it into interlocking pieces. Place your puzzle pieces in an envelope along with a copy of the poem.

NOTE: If you're also completing Challenge Activity #13 (History in Verse), you might illustrate your own original history ballad.

Challenge #8



Poet's Life

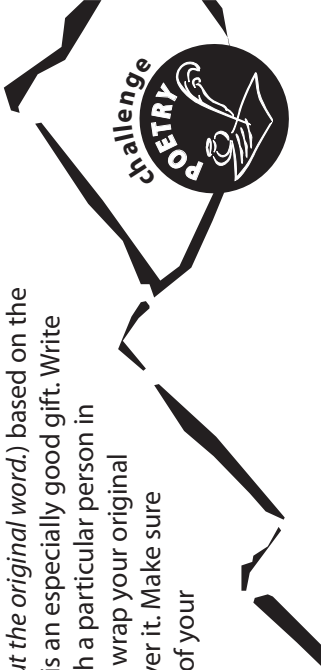
15 Choose a poet whose work you admire. He or she may be living or dead. Use classroom and library resources to learn about your poet. Write a two-page biographical sketch based on your research.



Challenge #9

Gift Poems

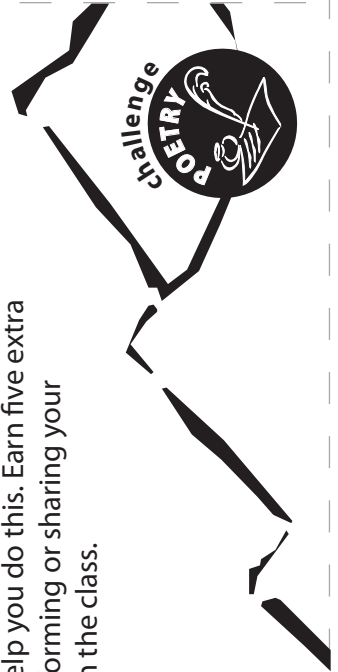
15 An original poem can make a wonderful gift for someone special in your life. The poem might take any form. It might be about the person and what he or she means to you, or about something you both like. An **acrostic poem** (A poem in which the letters of a word are written vertically. Each letter is then used in another word or phrase connecting to the original word horizontally. Read together, the poem tells something about the original word.) based on the person's name is an especially good gift. Write a gift poem with a particular person in mind. Then gift wrap your original poem and deliver it. Make sure to keep a copy of your poem.



Challenge #10

Poems as Song Lyrics

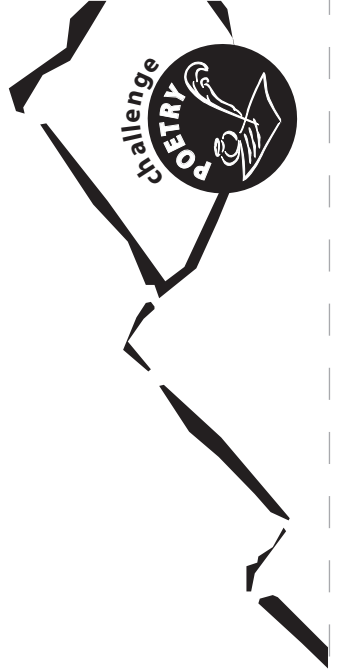
15 Write or find a poem that you think would make a good song. Set it to music! You may use a familiar tune that fits the words or make up an original melody. Either record yourself singing your poem-song or, if you're learning to read and write music, try writing it in musical notation. You might ask a music teacher or musician to help you do this. Earn five extra points by performing or sharing your recording with the class.



Challenge #11

Sense the Poems

15 Review the book *Touch the Poem* by Arnold Adoff. Then use that book as a model to write and illustrate four poems of your own, based on the other four senses. Your poems should be written to fit in imaginary anthologies titled "See the Poem," "Hear the Poem," "Taste the Poem" and "Smell the Poem."

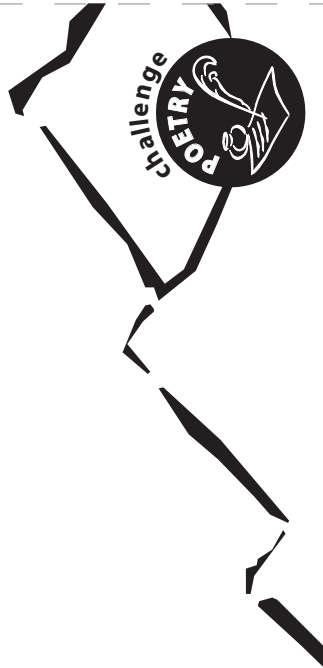


Challenge #12

History in Verse

15

Read *The Ballad of the Pirate Queens*. Then choose an exciting event from history and write the story as a ballad. Earn five extra points by reading your ballad aloud to the class.



Challenge #13

Poetry by the Numbers

20

Certain kinds of poetry are written according to strict numerical formulas. Haiku, cinquain, limerick and sonnet are examples. Follow the directions on the **Poetry by the Numbers** worksheet to learn more about formula poems and to write your own!

NOTE: Check the Interact Web site (www.teachinteract.com) for a list of resources to get started.



Challenge #14

Poetry Learning Center

20

Create a poetry learning center for your classmates.

Include these things:

- Several poetry books that include different subjects and kinds of poems.
- Paper and pencils or pens for writing poems. (It might be fun to use a disposable tablecloth and provide crayons or markers for jotting down poems as students think of them.)
- Some form of "Poet's Toolbox" that includes information about tools and techniques poets use. You'll find information on these techniques in the introductory essay or in *Recess*, *Thyme*, and *Reason*. Your toolbox might be a basket containing index cards with different tools and their definitions written on them, or an actual toolbox with techniques explained on cards in the shapes of household tools. Use your imagination!
- Two or three sample poems that you wrote yourself.



Challenge #15

Word Frames

Poetry

Traveler name(s): _____

Selected vocabulary words:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____
- 11 _____
- 12 _____

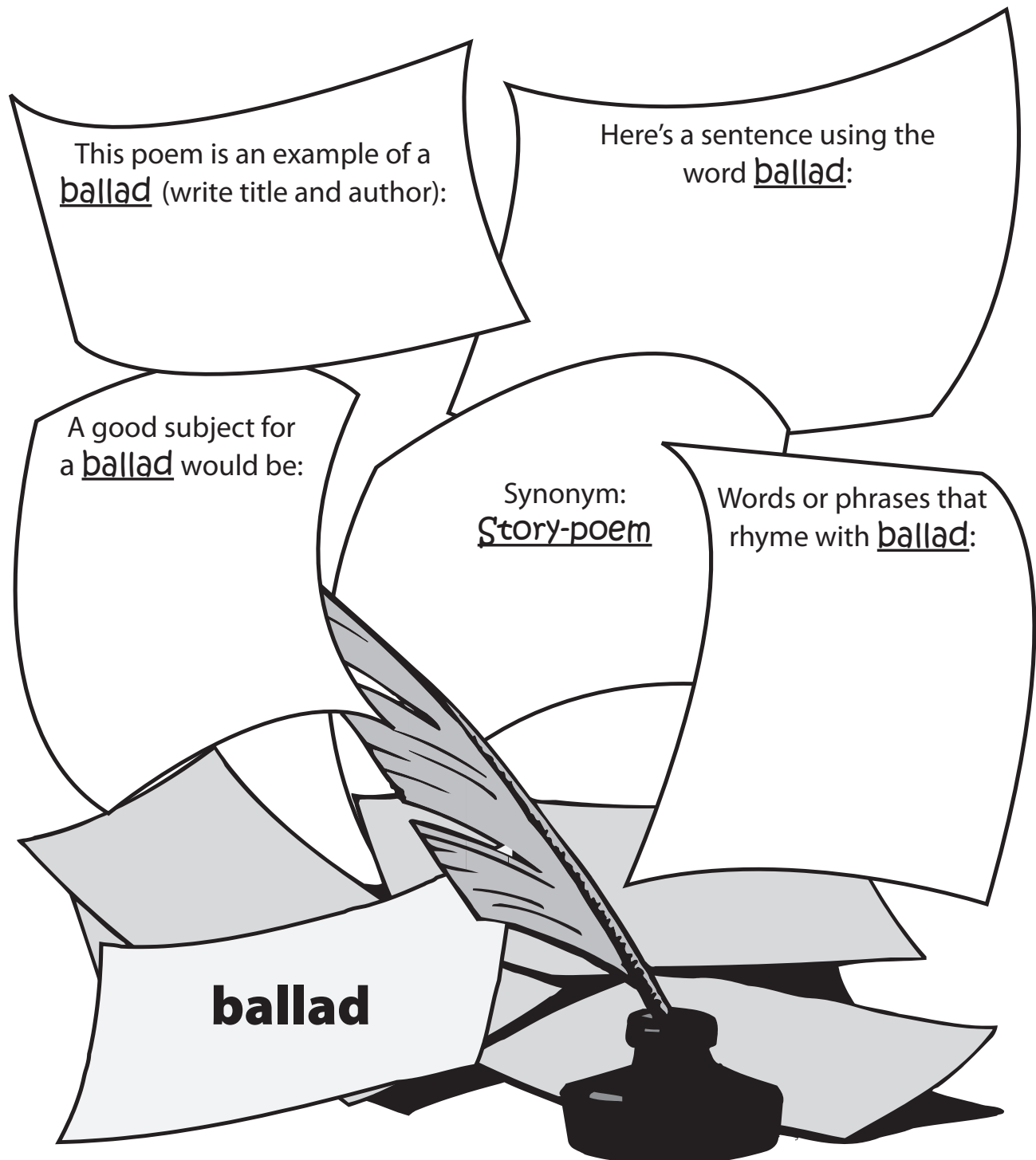


Word Web Sample

Poetry

Traveler name(s): _____

Word webs can help you understand the meaning and use of words. Complete the word web below based on the word "ballad."

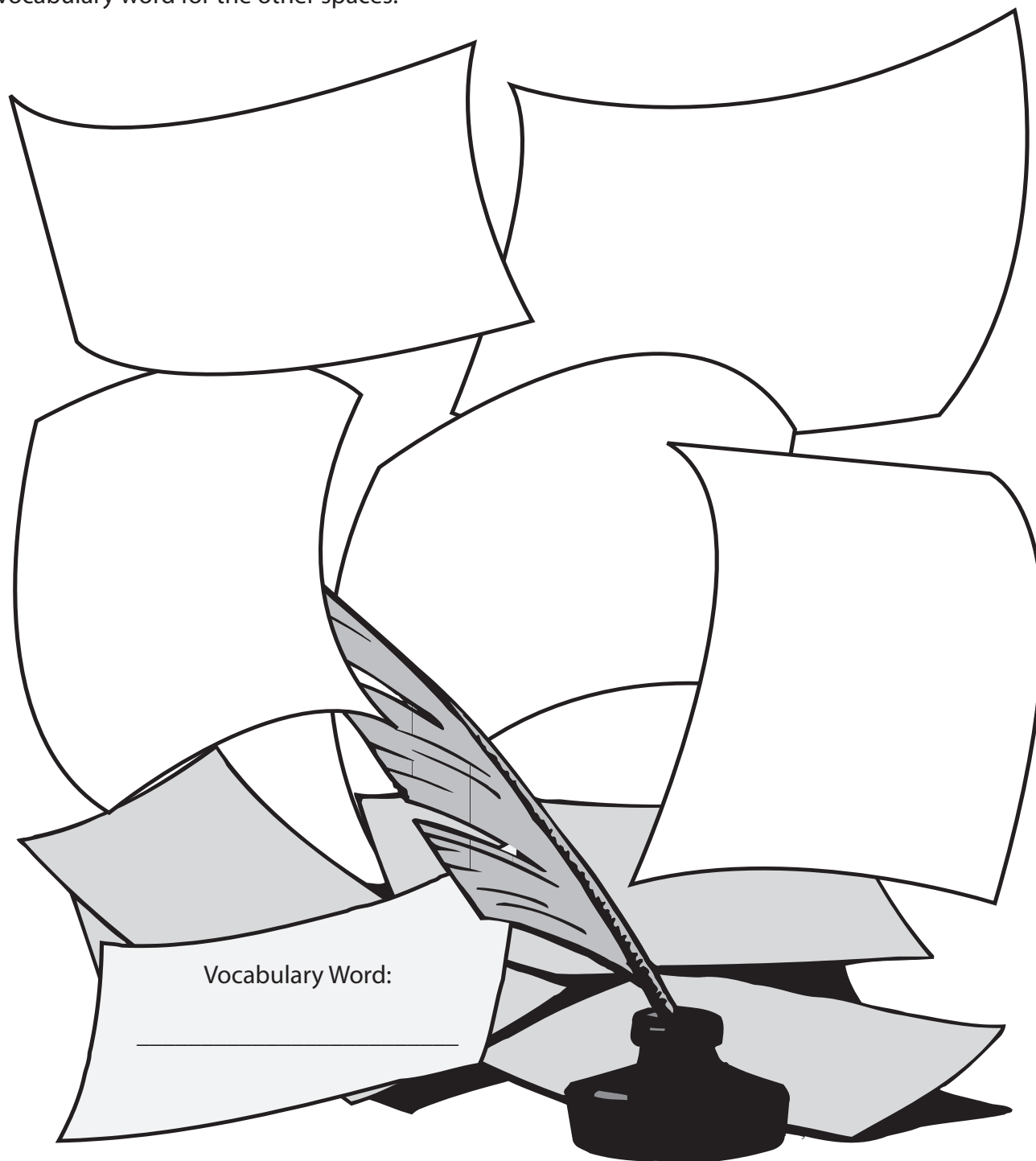


Word Web

Poetry

Traveler name(s): _____

Create your own word web for one of your selected vocabulary words. You might keep the “synonym” prompt from the example. Then create fill-in-the-blank prompts that fit your chosen vocabulary word for the other spaces.



Basic Elements

Poetry

Traveler name(s): _____

Title of book: _____

Type of poem (Subgenres: Check all that apply):

- ☐ Jingle
- ☐ Narrative Poem
- ☐ Epic Poem
- ☐ Ballad
- ☐ Nursery Rhyme
- ☐ Didactic Poem
- ☐ Free Verse
- ☐ Formula Poem
- ☐ Other _____



Setting (time and place):

Subject (what it is about):

Tone of poem (funny, serious, tragic, etc.):

Literary tools/techniques used (Check all that apply):

- | | |
|---------------------------------------|-----------------------------------|
| <input type="radio"/> Alliteration | <input type="radio"/> Metaphor |
| <input type="radio"/> Personification | <input type="radio"/> Rhyme |
| <input type="radio"/> Symbols | <input type="radio"/> Rhythm |
| <input type="radio"/> Analogy | <input type="radio"/> Other _____ |
| <input type="radio"/> Simile | |

Find the Rhythm

Poetry

Traveler name(s): _____

Not all poems have a noticeable rhythm, but many do. Rhythm in poetry is measured and described as **meter**, or *repeated patterns of beats and stresses*. To find the meter of a poem, count the number of syllables in each line and look for repeated patterns in those numbers. Most often, each stanza will have the same pattern of beats. Along with patterns of syllables or beats, the rhythm of a poem is determined by which syllables or beats are stressed. Now follow the steps below, using the example as a guide.

EXAMPLE:

As I gave my regards to the sky one night, (11)

My vision was caught by the faltering light (11)

Of one star, (3)

Beseeking, before it surrendered its life, (11)

To whisper its story, to teach me its strife (11)

And its joy. (3)

Description: Stanzas made up of three lines, with an 11-11-3 syllable pattern. Longer lines have four stressed syllables and shorter lines have just one at the end.



1. Find a poem that is at least a half-page long or has at least three stanzas, and has a noticeable rhythm. If you need help, ask your Travel Agent. Write it on the back of this worksheet.
2. Count the number of syllables in each line and write that number at the end of the line, as in the example.
3. Read the poem out loud, and listen to which syllables or beats are stressed. Underline them as in the example.
4. Finally, use the space to the right to write a short description of the rhythm of your poem, based on your work in the steps above.

[illegible]

Alliteration, Anyone?

Poetry

ALLITERATION

repetition of the same consonant sound in two or more words that are close to each other

Poets use alliteration to emphasize certain words or to create a particular emotional response. Tongue twisters use it for a humorous effect. The repeated hissing sound of the letter “s” can be spooky or frightening.

Look through a poetry anthology. Find five examples of alliteration. You may need to get examples from more than one poem.

On a sheet of paper, write the title and author of each poem in which you found an example of alliteration.

EXAMPLE: “The Pan and the Potatoes” by Kirsi Kunnas

Leave enough space between the titles and authors to list the following information.

1. Under each poem title, write the title and page number of the book where you found it.

EXAMPLE: Around the World in Eighty Poems, p. 78

2. Then write down the lines of each poem that show alliteration. Underline the repeated consonants in each example.

EXAMPLE: “... I’m sweating and steaming / I feel like screaming / I’m bubbling and seething ...”

3. Finally, describe the feeling or effect you think the poet was trying to convey in each example.

EXAMPLE: The hissing of the repeated “s” sound brings to mind water boiling in a teakettle and helps you feel the frantic heat of the pot boiling the potatoes. Alliteration makes the pot seem “real” and adds to the fun of the poem.

Assonance, Anyone?

Poetry

ASSONANCE

repetition of the same vowel sound in two or more words that are close to each other

Poets use assonance to emphasize certain words or to create a particular emotional response.

Look through a poetry anthology. Find two or three examples of assonance. You may need to get examples from more than one poem.

On a sheet of paper, write the title and author of each poem in which you found an example of assonance.

EXAMPLE: “The Door” by Miroslav Holub

Leave enough space between the titles and authors to list the following information.

1. Under each poem title, write the title and page number of the book where you found it.

EXAMPLE: Around the World in Eighty Poems, p. 74

2. Then write down the lines of each poem that show assonance. Underline the repeated consonants in each example.

EXAMPLE: “Go and open the door.”

3. Finally, describe the feeling or effect you think the poet was trying to convey in each example.

EXAMPLE: The repeated long “o” sound looks round, and you have to make your mouth round to say it. The circle of “o” itself seems like an opening to all kinds of possibilities, like the things you might find outside the door in the poem. Assonance supports the words and ideas of the poem by keeping the idea of openness in your eyes, your ears and the feeling of your mouth as you read the poem aloud.

NOTE: This is hard. Vowel sounds can be spelled in different ways—the “oo” sound can be spelled “oo” as in zoo, “ough” as in through, “ui” as in fruit, etc. It might be hard to uncover what feeling or effect the poet might have intended. Just give it a try and do your best.

Poetry by the Numbers

Poetry

Traveler name(s): _____

Certain kinds of poetry are written according to strict numerical formulas.

HAIKU is *unrhymed poetry made up of three lines*. The first line has five syllables, the second has seven syllables and the last has five syllables.

A **CINQUAIN** is a *five-line, unrhymed poem*. The first line names a one-word subject. The second gives two adjectives that describe the subject. Line three consists of three verbs related to the subject. Line four is four words that express a feeling about the subject, and line five is a one-word synonym for the subject.

A **LIMERICK** is a *humorous five-line poem* with an a-a-b-b-a rhyme scheme.

A **SONNET** is a *rhyming 14-line poem* that follows a particular metric pattern.

- Find one example of each of these formula poems.
- Then choose three different kinds of formula poems.
- Study their rules and write one poem of each kind.

[illegible]

NOTE: Check the Interact Web site (www.teachinteract.com) for a list of resources to get started.



Sports Fiction Table of Contents

Introductory Essay	141
Travel Agreement	143
Recommended Reading List.	144
Vocabulary List	151
Vocabulary List Dictionary Definitions	152
Vocabulary Activity Cards	156
Comprehension Activity Cards.	159
Writing Activity Cards	163
Challenge Activity Cards.	167
Master Worksheets	
Unscramble Word Challenge	171
Homonyms	172
Hink Pinks	173
Basic Story Elements	174
Exploring the "isms"	175
Locker Room Reporter	176
Radio Commentary	177
Sports Story Problems	178
The Science of Sports	179

Swing Into Sports Fiction

What is it about sports that draws so many people as participants and as fans? Whether you're enjoying the solitude of a sunny day on the lake with your fishing pole in hand or sitting in a crowded stadium with thousands of screaming fans, something exciting is bound to happen!

Sports are played in backyards and in stadiums, by superstars and grandparents. They can be physically challenging and mentally challenging. Some require special equipment. Others are simple, using only common objects. Some sports have been around for thousands of years, but a new sport might be created tomorrow by someone just like you.

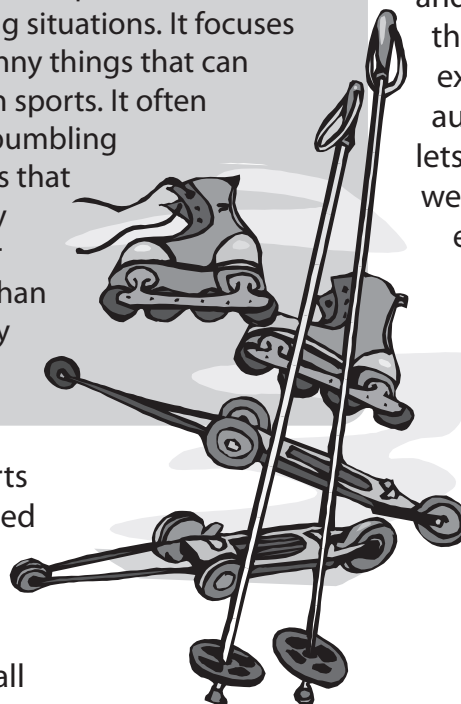
The term "sports" includes activities as different as boxing and figure skating, golf and dog sled racing, baseball and badminton, soccer and fishing. Some sports are all about teamwork. Others are designed for individuals. Some, like track and field, combine elements of individual and team competition. Some sports require endurance and strength. Others call for patience and finesse. But what do all

sports have in common? Is it the challenge of learning special knowledge and developing specific skills? Is it the opportunity to strive for excellence? Is it the excitement of competition? Is it the chance to get together with others doing something you all enjoy? Or is it the "mental game" that you must master if you want to be the best?

In this *Book Mountain Expedition*, you'll explore fictional sports stories. Instead of reading about real people and real experiences, you'll share the adventures of made-up characters and activities based on the imagination and experiences of the author. Sports fiction lets us celebrate sports we already love and explore sports that are new to us. It helps us think about how the peculiar idea of "serious play," from sandlot ball to the Olympics, shapes us.

Sports fiction subgenres

- **Sports action stories** simply share the excitement of sports. They use lots of sports jargon—slang or special terms familiar to fans.
- **Sports mysteries** combine the classic "solve a puzzle" plot structure with sports settings and detailed sports action.
- **Building character through sports**—these stories show how participating in sports helps people develop, learn, improve and succeed in life.
- **Sports humor** places characters in amusing situations. It focuses on the funny things that can happen in sports. It often features bumbling characters that think they are better athletes than they really are.

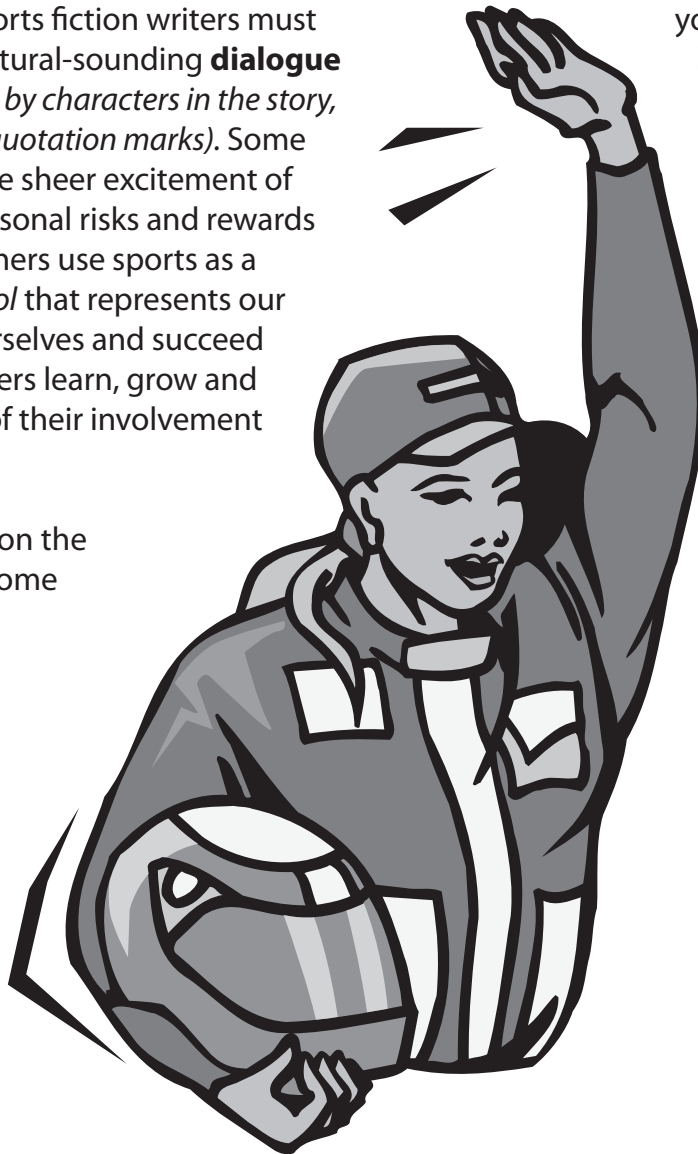


Good sports fiction writers do two things in their books—they get our adrenaline pumping with exciting play-by-play action and they make us think about the role of sports in our lives. They place sports in the context of stories about people we can relate to or care about. To do that, sports fiction writers must master the skill of writing **action sequences**—*describing sporting events in the intense, clipped, colorful and immediate language of the commentator*. But they must also master **character development** by *creating characters you want to cheer or jeer*. The characters must seem as real “off the field” as they do on it. Sports fiction writers must write believable, natural-sounding **dialogue** (*exact words spoken by characters in the story, usually enclosed in quotation marks*). Some authors focus on the sheer excitement of the sport or the personal risks and rewards of participation. Others use sports as a **metaphor** or *symbol* that represents our efforts to better ourselves and succeed in life. Their characters learn, grow and change as a result of their involvement in sports.

See the center box on the previous page for some subgenres within sports fiction.

At worst, sports can show us the most harmful forms of competition, excessive wealth and self-centeredness. At best, they offer rich opportunities to practice or watch selfless cooperation, grace under pressure and our potential for greatness. You’ll read about all of these things in the novels on the Recommended Reading List. As you read your book, look for the elements of sports fiction mentioned earlier. How does the story get you involved? Does it make your pulse race with exciting play-by-play? Does it include an element of mystery that you can’t wait to solve? Does it make

you laugh or give you life lessons that apply off the field as well as on? Have fun! Then go grab a ball, a pair of skates or a set of clubs and play!



Sports Fiction Recommended Reading List

NAVIGATORS • Sports Fiction

GRADES 3-4

Baseball Saved Us by Ken Mochizuki, illustrated by Dom Lee. Lee & Low Books, 1995. ISBN 1-88000-019-9. "Shorty," a Japanese American boy, tells of his family's forced move to an internment camp during World War II. When the stresses of camp life threaten to damage character and relationships, Shorty's father creates a distraction in the form of a baseball field. Baseball not only "saves" the people in the camp, but also helps Shorty find confidence and acceptance when he returns to his home and school after the war.

K-5

Fishing for Methuselah written and illustrated by Roger Roth. HarperCollins, 1998. ISBN 0-06027-592-8. Ivan and Olaf are best friends, though you'd never know it from the way they bicker and compete. The biggest contest of all is to catch the legendary monster fish, Methuselah. But the competition gets out of hand, and Methuselah himself comes through to save them both. A funny, clever story.

2-3

Hat Trick by Matt Christopher. Little, Brown and Company, 2000. ISBN 0-31610-669-0. In this Soccer 'Cats series title, Stookie Norris tries to hog the action on the soccer field in order to match his older brother's achievement of a "hat trick." Teammates help both boys learn an important, if none-too-subtle, lesson about competition and cooperation.

3-4

Night Golf by William Miller, illustrated by Cedric Lucas. Lee & Low Books, 1999. ISBN 1-88000-079-2. While you'd never know it based on the success of Tiger Woods, before 1960 golf was very much a "white man's sport." This touching story shares the experience of too many African American golfers who had to find ways around the exclusive rules of white country clubs in order to practice the game they loved. A gentle story of perseverance and mentorship.

2-3

One Smooth Move by Matt Christopher. Little, Brown and Company, 2004. ISBN 0-31673-746-1. This title offers lots of skateboarding action in a plot with mystery elements and new-kid drama. An interesting look at neighborhood sports and friendships.

2-3

On Thin Ice by Matt Christopher. Little, Brown and Company, 2004. ISBN 0-31673-739-9. Savannah plans a skating party for friends from her private girls' school, but doesn't invite her long-time friends from the skate park for fear the two groups won't mix. Her best friend Bizz and the others find out and are hurt and angry. Will Savannah be able to fix her mistake and save her friendships? Lots of snowboarding, skating and hockey form the context for this friendship story.

Salt in His Shoes: Michael Jordan in Pursuit of a Dream by Deloris Jordan and Roslyn M. Jordan, illustrated by Kadir Nelson. Aladdin, 2003. ISBN 0-68983-419-5. When Michael Jordan was a kid, his older brother was the star player. Michael was too short and feared he'd never match his brother's talents. This fictional story based on the basketball superstar's childhood shows the power of faith, determination and family love to make dreams come true.

Three on Three by Eric Walters. Orca, 2000. ISBN 1-55143-170-X. Nick and Kia are thrilled when their school announces a three-on-three basketball tournament for grades three through five. They're both good, but as third graders they need an older player. With talented fifth grader Marcus on their team, they have a chance to take the prize. It doesn't come easily, as the trio deals with preoccupied parents, a bully and a suspected thief. An exciting, satisfying story.

The Warriors by Joseph Bruchac. Darby Creek Publishing, 2003. ISBN 1-58196-002-6. Jake dreads leaving his Iroquois reservation and being the only Native American at his new private school. Because of his lacrosse skills he finds a place and friends at the school, but struggles with negative stereotypes about Indians that surround him there. When his lacrosse coach, who is the most insensitive about such stereotypes, is injured, Jake finds an opportunity to let his character shine through and share the true spirit of the game.

← **GRADES 2-4****2-4****3-5**

EXPLORERS • Sports Fiction**GRADES 4–7**

→ ***The Boy Who Saved Baseball*** by John H. Ritter. Puffin, 2005. ISBN 0-14240-286-9. Dillontown, California, is at a crossroads. The town, which was built on mining and baseball, is dying and residents are at odds. Can big developers save it by destroying its crumbling but tradition-rich baseball field and building modern tract houses, or will such “progress” destroy the spirit of the community? This brilliant novel tells a story full of prophecy, mystery, compelling characters, secrets, determination, faith, baseball and heart.

5–7

Cat Running by Zilpha Keatley Snyder. Bantam Doubleday Dell, 1996. ISBN 0-44041-152-1. Cat is a gifted runner, but family troubles cause her to seek a place to escape the pressure. She makes a secret hideaway near the creek. When she finds her retreat invaded—and by a dirty “Okie” child from shantytown at that—she is angry. But danger threatens the child, and Cat must literally run for the child’s life. A good story with gentle messages about tolerance, friendship and dignity.

4–6

Going the Distance by Mary Jane Miller. iUniverse, Incorporated, 2000. ISBN 0-59500-331-1. Loren’s artsy parents flit from city to city and from the USA to Italy. Loren hates being uprooted every few months. All she wants is to settle down, join a swim team and make lasting friends. But no one listens to her or gives her choices about her life. She can’t even cut her long hair, because her mother loves it. As she turns 12, Loren gains some insights into her parents’ choices and makes some choices for herself. Will it be the beginning of a new and mutual respect and understanding?

4–6

Hoop Girlz by Lucy Jane Bledsoe. Holiday House, 2002. ISBN 0-82341-691-7. Eleven-year-old River is mad when she doesn’t make the A Team for an upcoming basketball tournament. But she changes her tune when the girls on the team complain that the coach only wants to spotlight his hot-shot daughter, and they’re not having any fun. River decides to reshape the B Team into “Hoop Girlz” and put the focus on enjoying the game. Can the Hoop Girlz’s positive attitude and teamwork hold up against the A Team’s talent and win the attention of the visiting WNBA celebrity?

4–6

Jackie & Me by Dan Gutman. HarperCollins, 2000. ISBN 0-38080-084-5. In this Baseball Card Adventure series title, Joe Stoshak travels to 1947 to research a class assignment about Jackie Robinson. He is startled to find that he’s also been changed into a black boy, and shares in Robinson’s experiences of racism during the baseball great’s rookie season. Lots of baseball action keeps you riveted as memorable lessons about the evils of prejudice and the triumph of human dignity emerge.

4–6

Joey Pigza Loses Control by Jack Gantos. HarperCollins, 2002. ISBN 0-06441-022-6. Newbery Honor Book. Joey, whose only talent seems to be throwing balls, is finally on medication for ADHD and feeling good about himself. When he spends the summer with his long-absent father, it looks like baseball will bring them together. But Joey’s happiness sours when his dad, who clearly has his own problems with ADD and substance abuse, takes away Joey’s medicine and tries to use Joey’s pitching to make himself feel like a winner. A complicated, believable look at special needs, relationships and the hazards of participating in sports for the wrong reasons.

The Mayor of Central Park by Avi. HarperCollins, 2005. ISBN 0-06051-557-0.

Avi clearly had fun writing this spoof on New York City society in 1900. His New York is populated with properly decked out animal characters from all classes and walks of life, including a squirrel mayor, a rat mob boss and a gold-digger cat. What do they have in common? An interest in Central Park, the gangster's daughter Maude and a love of baseball! Read it, "youse guys." You'll love it!

← GRADES 3-6

The Roar of the Crowd by Rich Wallace. Penguin Putnam, 2004. ISBN 0-67005-940-4.

This first title in the new Winning Season series is all about football. The plot is interesting and the characters likable, but the focus is on the field. Cheer along as Manny, a small but determined first season player, tries to prove himself and become a valuable member of his team.

3-6

Some Kind of Pride by Maria Testa. Random House, 2003. ISBN 0-44041-669-8.

Ruth DiMarco's life is baseball—what choice did she have after being named after Babe Ruth? And she's good at it! It seems the sky's the limit, until Ruth finds herself caught between her father's thoughtless comment that her talent is "wasted on a girl" and her best friend Ellie's feminist zeal. You'll feel along with likable Ruth as she struggles with issues of self-doubt, family dynamics and sexism.

4-6

Stealing Home by Mary Stolz. HarperCollins, 1994. ISBN 0-06440-528-1. Ten-year-old

Thomas and his grandfather have a cozy life in their little house with their pets and their shared love of fishing and baseball. Then Aunt Linzy comes to "visit," though it feels more like moving in and taking over. Thomas experiences trials and gains insights from living with his quirky aunt and his wise grandfather. Baseball action and totally engaging characters widen the appeal of this charming story.

3-6

Suitcase by Mildred Pitts Walter. HarperCollins, 1999. ISBN 0-68816-547-8. What do

you do when you're 11, over six feet tall, in a basketball family and hate the game? Xander ("Suitcase") Bingham would much rather draw, but he's tired of being teased and feeling like he's letting everyone down. Anyone who's suffered from unfair expectations, felt inadequate or been left out will relate to Xander.

3-6

Surfer Dog by Elizabeth Spurr. Penguin Putnam, 2002. ISBN 0-52546-898-6.

Pete's not a bad student, and not really a loner. It's just that nothing is as important to him as surfing. When he finds Blackie, a black lab who—no kidding!—rides the waves better than he does, he gets the attention of the serious surfers. Life seems nearly perfect until Blackie's real owner shows up. This quick read rings true as it looks at passion for a sport, family life, balance, competition and the love between a kid and his dog.

3-6

There's a Girl in My Hammerlock by Jerry Spinelli. Simon & Schuster, 1993. ISBN

0-67186-695-8. Eighth grader Maisie finds herself the only girl on the junior high wrestling team. Even she's not quite sure why, though it may have something to do with Eric DeLong's smile. But she's completely unprepared for the reaction of shock and outrage from friends, teammates and much of the community. This funny, challenging, honest book looks at an interesting sports controversy through the eyes of a likable, believable main character.

4-6

GRADES 4-6

→ ***This Gum for Hire: A Chet Gecko Mystery*** by Bruce Hale. Harcourt, 2002. ISBN 0-15202-491-3. Wisecracking fourth grade private investigator Chet Gecko and his sidekick Natalie Attired go undercover to solve the mystery of the school's disappearing football players. Clever dialogue and Gecko's peculiar sweet tooth (Lice Krispie Treats, anyone?) will keep you chuckling as you work your way through a raft of wacky suspects to the hilarious solution.

5-7

Woodsie, Again by Bruce Brooks. HarperCollins, 1999. ISBN 0-06028-058-1. The Wolfbay Wings hockey team is back, this time looking good and moving toward a championship. In this story, told in Woodsie's voice, a team member deals with the stress of the season by smoking marijuana. The team and Coach Cooper must decide how to deal with this unacceptable behavior and the threat it poses to the team's reputation and success. Brooks tackles a tough problem with his usual intelligent, realistic style and lots of good "ice time."



ADVENTURERS • Sports Fiction

The Boxer by Kathleen Karr. Farrar, Straus and Giroux, 2004. ISBN 0-37440-886-6. Fifteen-year-old Johnny finds himself the man of the house after his father deserts the family. He discovers he's good with his fists and sets out to make his fortune and secure a better life for his family as a boxer. Lots of fight action mixes with description of tenement life in late nineteenth century New York City in this story full of determination and heart.

← GRADES 6–8

Danger Zone by David Klass. Scholastic, 1998. ISBN 0-59048-591-1. Jimmy Doyle, a small town Minnesota boy and a talented basketball player, is invited to join a "Teen Dream Team" and represent the USA in an international tournament. He can't believe his luck! For a kid who's never even flown in a plane, it seems like a dream indeed. But the trip turns into a real eye-opener when Jimmy is faced with problems of racism on the team. And when both the basketball and the politics surrounding it heat up, the team faces death threats as targets for anti-American sentiment. Compelling basketball action, character drama and political suspense.

6+

Last Shot by John Feinstein. Random House, 2005. ISBN 0-37583-168-1. Steven Thomas is thrilled when he wins a contest for aspiring sports writers and is invited to attend the Final Four games as a working journalist. But he gets more than he bargained for when he and his co-winner are caught up in a plot to fix the games by blackmailing a star player. Likable, gutsy characters, lots of basketball detail and real nail-biting suspense make this a great read.

5+

Mixed-up Doubles by Elena Yates Eulo. Holiday House, 2003. ISBN 0-82341-706-9. When Hank's parents divorce, the kids move with their dad to a small California town while their mom travels the tennis circuit coaching. The divorce throws Hank and his brother, up-and-coming tennis stars themselves, off their game. Then the impossibly nerdy boy next door latches onto Hank. But a year that looks like it couldn't get worse holds some surprises. This is a tennis story rich in humor and heart.

5+

Night Hoops by Carl Deuker. HarperCollins, 2001. ISBN 0-06447-275-2. Nick's having a tough year. His parents are divorcing. His Dad only pays attention to him when he's playing basketball well, or criticizes him when he isn't. He's made the varsity team but is riding the bench. And worst of all, he's expected to "play nice" with Trent, a neighborhood bully who nearly killed him once. But when Trent's brother gets in real trouble, Nick realizes that Trent may have bigger troubles than his own.

6+

No Effect by Daniel Hayes. David R. Godine, 1993. ISBN 0-87923-989-1. Tyler's eighth grade year is shaping up to be an eventful one. First he sees a teacher collapse from a stroke and die. Next he decides to go out for wrestling—an unlikely choice for a scrawny 89-pounder. Then he falls head over heels for the replacement teacher. This warm, funny story is full of likable characters, believable dilemmas and wrestling action.

5+

GRADES 6+

→ ***Ultimate Sports: Short Stories by Outstanding Writers for Young Adults*** edited by Donald R. Gallo. Bantam Doubleday Dell, 1997. ISBN 0-44022-707-0. Many of the best writers of sports fiction for children and teens contributed to this collection of 16 short stories that feature a wide range of sports. A particularly interesting story is Robert Lipsyte's futuristic science fiction about an intense mind game match between a human champion and a "greenie" with a grudge. A real banquet of treats for strong readers. NOTE: There is some mild profanity or mature content in two or three of the stories.

5-9

Winners and Losers by Stephen Hoffius. Simon & Schuster, 1996. ISBN 0-68980-165-3. Curt is the number two half-miler on his track team, to his best friend Daryl's number one. But Daryl collapses during a meet with a heart attack, and everything changes. Daryl's ruthlessly competitive father, who has coached them both, turns his focus from his son to Curt, who can still be "a winner." This gut-wrenching sports drama explores the high cost of a "winner or nothing" approach to sports.

Sports Fiction Vocabulary List

Choose 8 to 12 vocabulary words. You may use any of the following words or work with your Travel Agent to come up with your own words, related to the sport you're reading about.

NOTE: You might need a specialized sports dictionary for some of the vocabulary words and activities. There are many dictionaries for specific sports available on the Internet. Locate them using the name of the sport and "dictionary" or "terminology" as key words. Or look in your school or public library for general sports reference books. A good example is the *Scholastic Encyclopedia of Sports in the U.S.* by Osborn (Scholastic Reference Books, 1997).

Amateur	Gymnastics	Scrimmage
Arena	Interference	Semi-pro
Athletic	League	Slalom
Bullpen	Manager	Sportsmanlike
Caddy	Marathon	Stamina
Calisthenics	Martial arts	Statistics
Championship	Mascot	Strategic
Cheerleader	Offensively	Sudden death
Competitively	Olympics	Teammate
Compulsory	Par	Tournament
Coordinated	Penalize	Trainer
Decathlon	Persevere	Triathlon
Defend	Possess	Umpire
Draft	Professionally	Veteran
Eligible	Rebound	_____
Farm club	Referee	_____
Finesse	Rookie	
Foul	Scout	

a
b
c

Teaching tip



These informal dictionary-style definitions have been provided to save you time when correcting student work. The word breakdowns provided show syllabic division as indicated in *Merriam-Webster's Collegiate Dictionary*, Eleventh Edition. We have not altered the spelling of the words to show pronunciation or phonetic spelling. For activities that ask students to provide "breakdown by syllable," you may choose to add or substitute a requirement for phonetic spelling and/or end-of-line division (hyphenation).

Sports Fiction Vocabulary List Dictionary Definitions

Amateur

Noun. 3 syllables: a*ma*teur. A person who plays sports for fun or recognition rather than for pay.

Arena

Noun. 3 syllables: a*re*na. A large enclosed area or building where sporting events often take place.

Athletic

Adjective. 3 syllables: ath*le*tic. When a person plays a lot of sports or is good at other physical activities and games; it can also describe a person who is very physically fit or talented at a specific physical skill or sport.

Bullpen

Noun. 2 syllables: bull*pen. The area on a baseball field where the pitchers warm up and practice pitching to prepare themselves to play in a baseball game.

Caddy

Noun. 2 syllables: ca*ddy. A person who carries a golfer's golf clubs or other equipment while he or she plays golf, or who otherwise assists a golfer.

Calisthenics

Noun. 4 syllables: ca*lis*the*nics. Exercises that are done without any type of equipment to increase a person's strength and muscle tone, flexibility or overall fitness.

Championship

Noun. 4 syllables: cham*pi*on*ship. A game or contest that is held to determine who or which team will be recognized as the best at a particular skill or game. The winner of the contest is then known as the champion.

Cheerleader

Noun. 3 syllables: cheer*lea*der. A person who leads the audience or fan cheering and vocal support for a particular athlete or team at organized sporting events.

Competitively

Adverb. 5 syllables: com*pe*ti*tive*ly. When someone plays a game or other contest with the goal of winning it, or when a person plays a game at the absolute highest level of their ability or skill.

Compulsory

Adjective. 4 syllables: com*pul*so*ry. When performing an action or athletic skill is required, or when an athlete must perform certain skills as part of a competition or proof of their skill at a specific task or feat.

Coordinated

Adjective. 5 syllables: co*or*di*na*ted. When a person or athlete is able to make their limbs and muscles work together to produce a certain result, or when an athlete has the ability to make all of their body parts and processes work together to produce a good physical result.

Decathlon

Noun. 3 syllables: de*cath*lon. An athletic contest made up of ten different track and field events including three long-distance runs; hurdles; the javelin, discus, and shot put throws; the pole vault; and the high and long jumps.

Defend

Verb. 2 syllables: de*fend. To play a game or engage in a contest where one player or team wants to keep their title as champion or winner, or to prevent the opposing team or player from scoring a goal or otherwise winning a game.

Draft

Verb. 1 syllable: draft. To pick a certain individual to play for a specific team or group.
 Noun. 1 syllable. draft. The process during which professional sports teams choose the athletes or players they want from a specific group.

Eligible

Adjective. 4 syllables: e*li*gi*ble. When a sports player or individual is available to be picked by a sports team or organization, or is not under contract to any other team or organization.

Farm club

Noun. 2 syllables: farm club. A minor-league team (especially in baseball) that is owned and operated by a major-league team, and in which the major-league team seeks to train or prepare athletes to compete in the professional sport.

Finesse

Noun. 2 syllables: fi*nesse. To use extreme skill or grace or a particularly delicate motion when performing a movement or action, particularly when playing in a game or competing in an athletic contest.

Foul

Noun. 1 syllable: foul. When a particular rule is broken by a player or team during a sporting event or game.

Gymnastics

Noun. 3 syllables: gym*na*s*tics. Physical exercises and challenges that are performed in competitions, or to increase an athlete's physical strength, balance, or flexibility, and which include exercises done with and without specialized equipment such as the parallel bars or the balance beam.

Interference

Noun. 4 syllables: in*ter*fer*ence. The act of getting in the way of another player or a play during a game or event, or of causing another player to be unable to complete an action or movement.

League

Noun. 1 syllable: league. A group of sports teams or organizations that are grouped by geographical locations or other characteristics and usually play against each other.

Manager

Noun. 3 syllables: ma*na*ger. The person who provides leadership and has the authority to lead a certain team or organization, and who is in charge of the training and performance of a group of athletes.

Marathon

Noun. 3 syllables: mar*a*thon. A long-distance race in which athletes run a distance of 26 miles and 385 yards, or any other long-distance or challenging athletic race.

Martial arts

Noun. 3 syllables: mar*tial arts. A group of athletic skills and sports which were largely developed in Asia, and which were originally methods of fighting or self-defense, such as karate, judo and tae kwon do.

Mascot

Noun. 2 syllables: mas*cot. A person, animal or thing that is associated with a sports team, and which is thought of as a good-luck charm for the team.

Offensively

Adverb. 4 syllables: o*ffen*sive*ly. To actively try and make a score or move forward in the course of a game or competitive event, or to try and score while having the ball or puck.

Olympics

Noun. 3 syllables: O*lym*pics. An event which is held once every four years, and often in different countries, in which a series of athletic games and contests are held and athletes from different countries compete against one another for medals. The games are held as a reminder of similar games that were originally played in ancient Greece.

Par

Noun. 1 syllable: par. A set number that refers to the number of strokes or hits of the golf ball that it would usually take an expert player to complete all of the holes in a golf course.

Penalize

Verb. 3 syllables: pe*na*lize. To punish or give some sort of penalty to an athlete or other sports participant when specific rules are broken, which puts that player at a disadvantage during the game.

Persevere

Verb. 3 syllables: per*se*vere. To keep trying to do or achieve something even if it takes a long time or is very hard to do; to never give up.

Possess

Verb. 2 syllables: po*ssess. To have control of the ball or other game equipment when playing a game, usually at the time when you or your team is trying to score offensively.

Professionally

Adverb. 5 syllables. pro*fe*ssion*a*lly. When an athlete or team member plays a sport in order to receive payment or as a career.

Rebound

Verb. 2 syllables: re*bound. To bounce back from a disappointment or after running into something or being hit with something, or to jump up and recover the basketball after your teammate has tried and failed to make a basket.

Referee

Noun. 3 syllables: re*fe*ree. A person who watches a game or other sporting event being played and makes sure that all the rules are being followed and the players are doing everything correctly and fairly.

Rookie

Noun. 2 syllables: roo*kie. A beginner or person with very little experience, or an athlete who is spending their first year or period of time playing a professional sport or engaging in athletic contests.

Scout

Noun. 1 syllable: scout. A person who is employed by sports teams or organizations to travel and find players who are particularly skilled athletes or who are very good at their particular sport, and who finds such players by performing research about and observing them.

Scrimmage

Noun. 2 syllables: scri*mmage. What it is called when two football teams play against each other, and one team tries to advance and score with the ball; also a term for a casual or practice game played between members of the same team or organization.

Semi-pro

Noun. 3 syllables: se*mi*pro. A player or athlete who plays a game or sport for pay, but who does so only as a part-time job in addition to their other career or work. Such a player is not considered professional or amateur, but rather a combination of both.

Slalom

Noun. 2 syllables: sla*lom. A ski race that follows a zig-zag pattern in the skiers' journey down the ski hill, or any race that follows a set zig-zag pattern.

Sportsmanlike

Adjective. 3 syllables: sports*man*like. When a person plays a game or participates in a sporting event in a fair way, is respectful of the other athletes and their skill and does not brag too much when he or she wins a contest.

Stamina

Noun. 3 syllables: sta*mi*na. When a person can play a game or perform another athletic task for a long time without becoming tired, or a person's extreme amount of strength and energy.

Statistics

Noun. 3 syllables: sta*tis*tics. True numbers that give information about a player's achievements and skills, or the winning and losing record of a sports team, or any other numerical information given about athletes or their sports.

Strategic

Adjective. 3 syllables: stra*te*gic. When something is done following a specific plan or other practical or winning method, known as a strategy.

Sudden death

Noun. 3 syllables: su*dden death. When extra time (such as overtime) or plays are granted to teams playing a game that has ended in a tie so that one of them can win the game or event; it usually ends when one or the other athletes or teams makes the first score in the extra time.

Teammate

Noun. 2 syllables: team*mate. A person who is on your team or in your group, who you work and play together with to achieve the same goal or to win a game.

Tournament

Noun. 3 syllables: tour*na*ment. A series of games or athletic contests that are played to determine which individual athletes or teams are to be considered the main winners or champions of the event or sport; often a progressive series of games in which the player with the best or record of the most wins is declared the overall winner.

Trainer

Noun. 2 syllables: trai*ner. A person or coach who teaches an athlete or sports player to develop their skills in a particular sport or how to play a certain game, or who teaches an athlete how to become strong, skilled and healthy.

Triathlon

Noun. 3 syllables: tri*ath*lon. An athletic contest or race made up of three different sporting events, usually a swim, run and bike ride (all of which are usually long races).

Umpire

Noun. 2 syllables: um*pire. A person who watches an athletic event being played and makes decisions about each play and the conduct of the players.

Veteran

Noun. 3 syllables: ve*te*ran. A person who has played a sport or been an athlete for a very long time, or multiple seasons, and has a lot of experience playing or practicing his or her sport.

Unscramble Word Challenge

5 Write each of your 8 to 12 selected vocabulary words on the **Unscramble Word Challenge** worksheet. Follow the directions on the worksheet to create a scrambled word game. Once you've created the game pieces, time yourself to see how long it takes to unscramble each of the words. Earn five extra points by convincing a friend to compete with you to see who can unscramble all the words the fastest.



Vocabulary #1

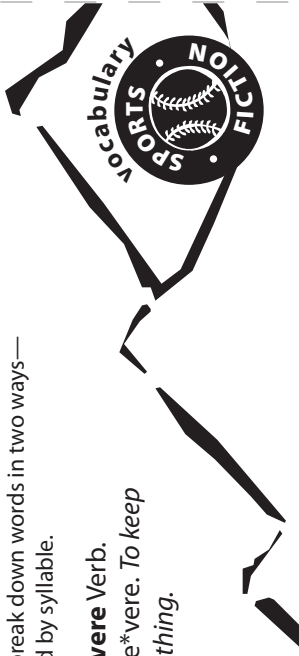
What Does It Mean?

5 List your 8 to 12 selected vocabulary words on a piece of paper, leaving several lines between them. Look up each word in a dictionary. Write down the part of speech, breakdown by syllable (where you pause when saying the word) and the definition. Do not use any form of the word in your definition. Some words have more than one meaning. Choose the definitions that relate to sports fiction or your book.

HINT: Dictionaries break down words in two ways—by hyphenation and by syllable.

EXAMPLE: **Persevere** Verb.

3 syllables: per*se*vere. *To keep trying to do something. Never give up.*

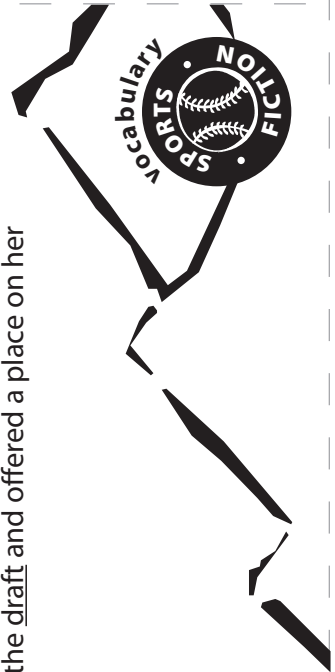


Vocabulary #2

Context Cues

5 Use each of your 8 to 12 selected vocabulary words in a sentence. Place other words or phrases around the vocabulary word that suggest its meaning. Underline the vocabulary word in each sentence.

EXAMPLE: The young soccer player was thrilled to be picked first in the draft and offered a place on her favorite team.

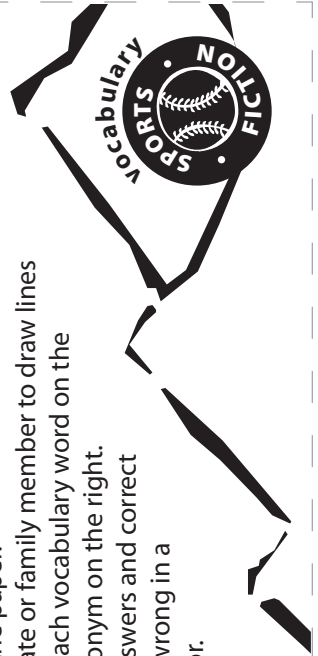


Vocabulary #3

Synonyms Match Game

Create a synonyms match game as follows:

- 5** Find a synonym or near synonym for at least five words from the sports fiction Vocabulary List.
- Write the vocabulary words, one per line, down the left side of a piece of paper.
- Write your synonyms, in scrambled order, down the right side of the paper.
- Ask a classmate or family member to draw lines connecting each vocabulary word on the left to its synonym on the right.
- Check the answers and correct any that are wrong in a different color.

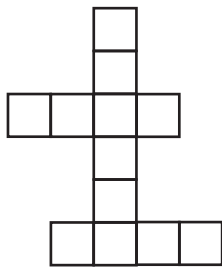


Vocabulary #4

Sports Stories

10 Crossword Puzzle

Make a crossword puzzle, complete with clues, using your 8 to 12 selected vocabulary words. Challenge a classmate or family member to complete it. Make any corrections using a different color.



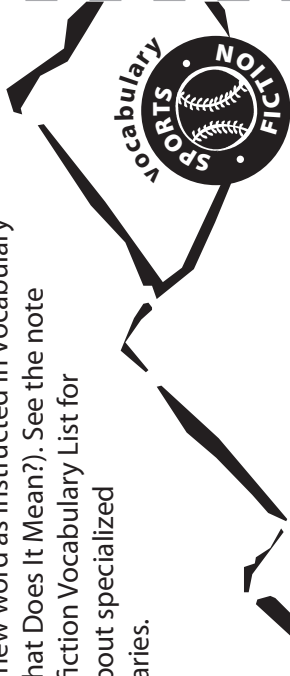
Vocabulary #5

Wide Words of Sports

10

The world of sports has its own language. Each activity has its own terms, its own special vocabulary. Hockey and soccer fans know the phrase "hat trick."

Tennis players know that "20 love" has nothing to do with romance. Find at least five special sports terms in your book and add them to your vocabulary list. Complete a dictionary-style entry for each new word as instructed in Vocabulary Activity #2 (What Does It Mean?). See the note on the sports fiction Vocabulary List for information about specialized sports dictionaries.



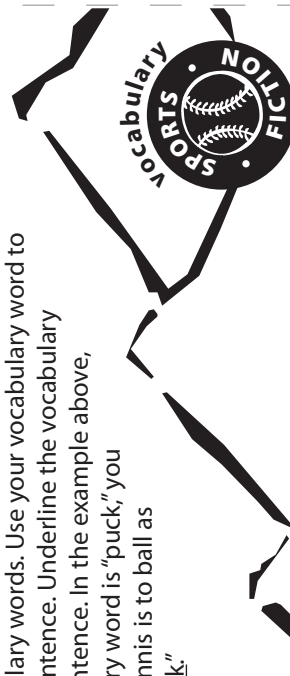
Vocabulary #6

Word Pairs Analogies

15

An **analogy** is a comparison of two things that are alike in some way. For example, the words "ball" and "tennis" are related to each other in the same way that the words "puck" and "hockey" are related. A ball is the item that is hit when

playing tennis; a puck is the item that is hit when playing hockey. You can express that analogy by saying: "Ball is to tennis as puck is to hockey." Create a word pairs analogy for three to five of your selected vocabulary words. Use your vocabulary word to complete the sentence. Underline the vocabulary word in each sentence. In the example above, if your vocabulary word is "puck," you would write: "Tennis is to ball as hockey is to puck."



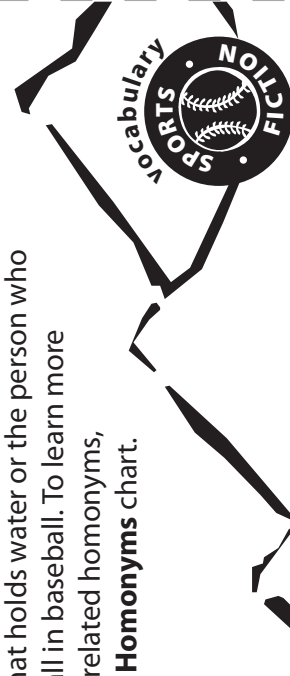
Vocabulary #7

Homonyms

15

Many sports terms are homonyms. **Homonyms** are words that are spelled and pronounced the same but have different meanings. For example, the word

"key" can mean the metal object you use to open a lock, a note on a musical keyboard or the keyhole-shaped area painted on a basketball court in front of the basket. A "pitcher" can be a jar that holds water or the person who throws the ball in baseball. To learn more about sports-related homonyms, complete the **Homonyms** chart.



Vocabulary #8

Hink Pinks

15

Hink Pinks are riddles. Their solutions are phrases made up of two single-syllable words that rhyme. The same kinds of riddles using two-syllable word solutions are called Hinky Pinkys; those with three-syllable word solutions are Hinkety Pinketys. For example, "A piece of sports equipment run over by a truck could be called a flat bat" is a Hink Pink. Here's a sample Hinky Pinky: "If it's your first year working as a taster for a bakery, you might be called a cookie rookie." Use the **Hink Pinks** worksheet to create at least four Hink Pinks whose solutions include your selected vocabulary words or other words from your book.

Vocabulary #9



Sports Savvy

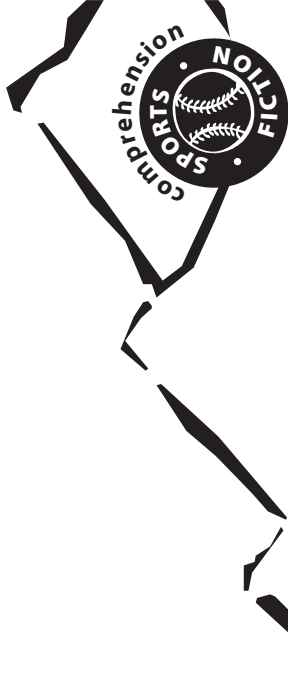
5 What sport or sports are featured in your book? List five things you learned about the featured sport(s) by reading this book.



Comprehension #1

Play-by-play Action

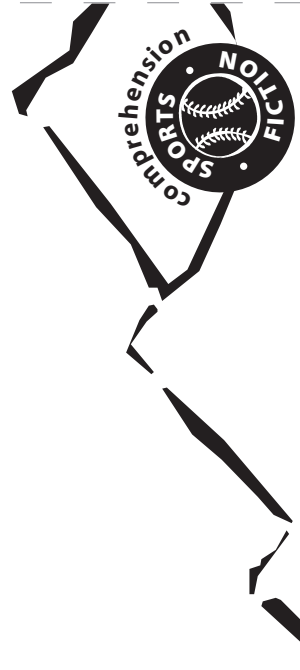
5 Find an exciting passage of play-by-play sports commentary in your book. Read it to your teacher and explain why you chose it and how you feel as you read it.



Comprehension #2

Basic Story Elements

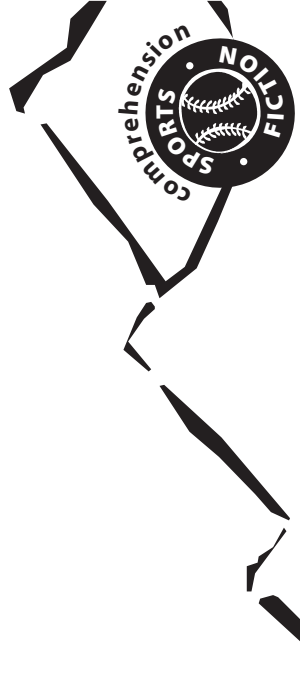
5 Identify the basic story elements of your book and complete the **Basic Story Elements** worksheet.



Comprehension #3

Characters with Character

10 What qualities does the main character in your book need in order to succeed in the sport? Write the question and your answer on a piece of paper. Consider both athletic abilities and personal characteristics in your answer.



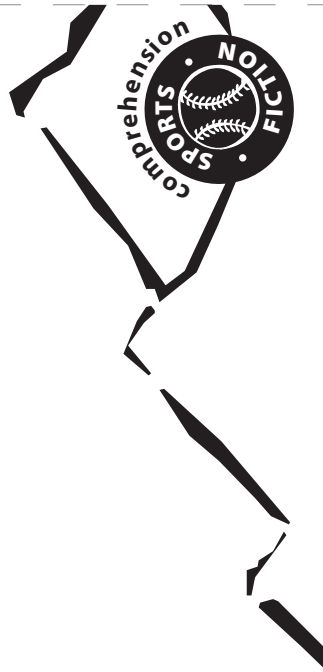
Comprehension #4

Defining Conflict

10

What conflict or problem does the main character in your book face? Write three paragraphs that describe the situation. Explain how the main character handles the situation and summarize the outcome.

Comprehension #5

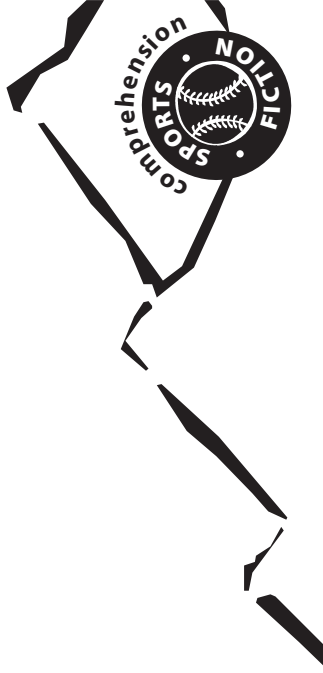


Good Sport/Bad Sport

10

What is good sportsmanship? Write the term as you understand it. Find examples of both good and bad sportsmanship in your book. Write two or three examples of each. Include the page number where you found each example.

Comprehension #6

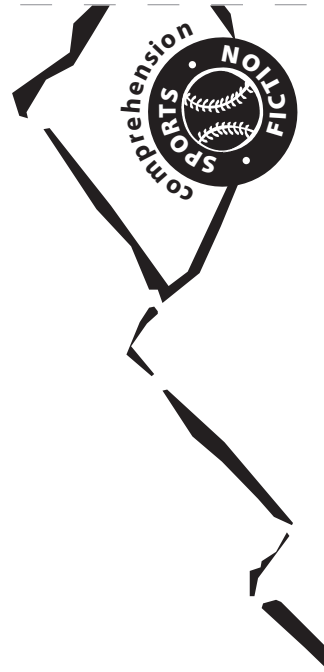


Alternate Chapter Titles

15

If your book doesn't have chapter titles, review each chapter and create a title for it that fits its action and meaning. If your book does have chapter titles, make up a different title for each chapter that also fits.

Comprehension #7

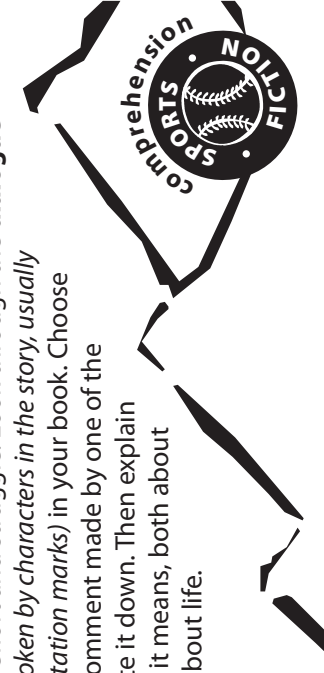


Sports and Life

15

In sports fiction, games and competition often symbolize the struggle to achieve success in life. Characters in sports stories sometimes make comments about their sport that really express an attitude toward life in general. For example, the familiar phrase "No pain, no gain" refers to training muscles for athletic performance, but also suggests that no success in life comes without effort and struggle. Look through the **dialogue** (exact words spoken by characters in the story, usually enclosed in quotation marks) in your book. Choose a meaningful comment made by one of the characters. Write it down. Then explain what you think it means, both about the sport and about life.

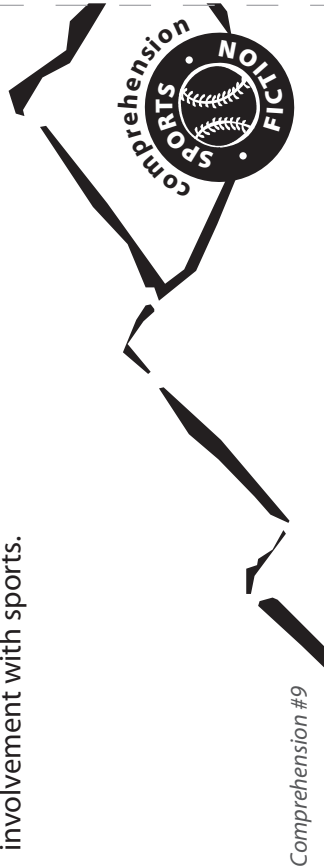
Comprehension #8



Sports Crystal Ball

15

Based on the story, what role do you think sports will play in the lives of your book's main characters? Imagine that it's 15 years after the end of the story. Write one or two paragraphs that describe what you think the main character or characters are like and what they are doing, focusing on their involvement with sports.

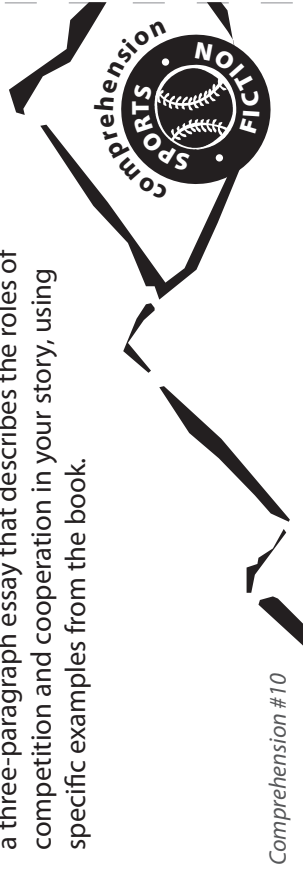


Comprehension #9

Competition vs. Cooperation

15

A common theme in sports fiction is the role of competition in sports and in life. Competition can be good when it pushes us to do our very best. But it can be bad when winning becomes too important, causes us to treat others badly or gets in the way of cooperation. A good example of this theme is played out in *Hat Trick*. Is the balance of competition and cooperation a theme of your book? Write a three-paragraph essay that describes the roles of competition and cooperation in your story, using specific examples from the book.



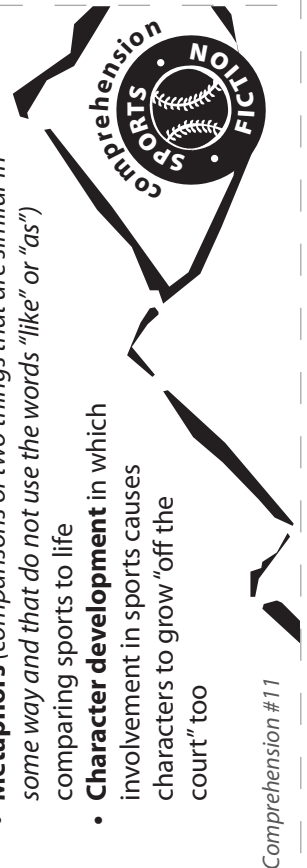
Comprehension #10

Literary Devices

15

Choose one of the following **literary devices** (tools or techniques authors use to make their writing effective) and write three to five paragraphs to explain how the author does or does not use it well in your sports book:

- **Action sequences** (exciting description of the play as it happens)
- **Dialogue** (exact words spoken by characters in the story, usually enclosed in quotation marks) between characters
- **Metaphors** (comparisons of two things that are similar in some way and that do not use the words "like" or "as") comparing sports to life
- **Character development** in which involvement in sports causes characters to grow "off the court" too

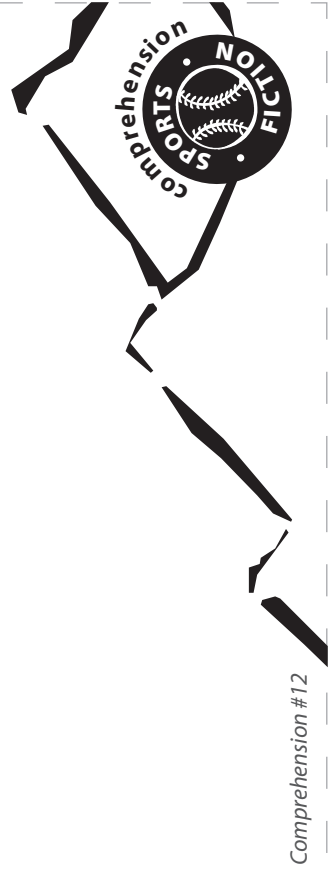


Comprehension #11

Compare and Contrast

20

Compare and contrast your selected book with another sports story you've read. Choose one or two story elements (setting, characters, plot, tone or theme) and write two to four paragraphs describing how the books are alike and different. Conclude with a paragraph describing which book you like best and why.



Comprehension #12

Exploring the “isms”

20

In many sports stories, a main character must overcome obstacles in order to succeed as an athlete. In *Baseball Saved Us*, Japanese

Americans are held in internment camps during World War II simply because of their ethnic background (racism). In *There's a Girl in My Hammerlock*, Maisie is the target of hostility as the only girl on the wrestling team (sexism). If your book includes examples of stereotypes, discrimination or prejudice, use the **Exploring the “isms”** worksheet to explore the “isms” in your book.

Comprehension #13

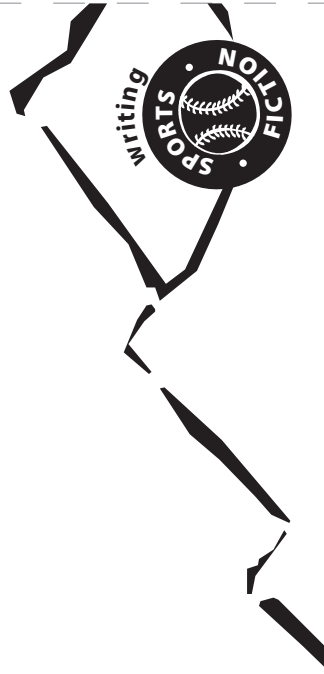


Listing Sports

5

Make a list of every sport you can think of. Consider team sports, individual sports, water sports, summer sports, winter sports, Olympic events, sports played by professionals, sports played in backyards and parks. Ask family members and friends for ideas and see how many you can come up with.

Writing #1



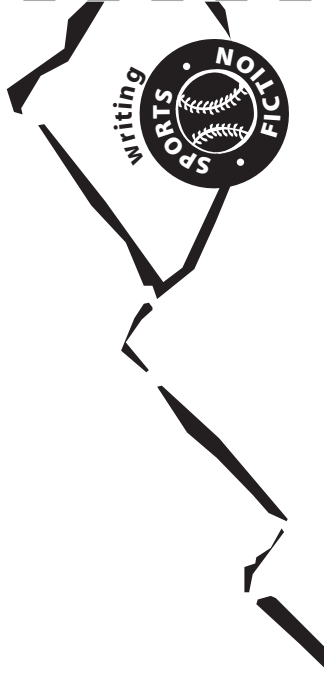
Wishful Thinking

5

Write a paragraph about your own sports-related wish. Start by filling in the blanks in this statement:

*If I could be **any athlete in the world**,*
I would be _____
because _____.

Writing #2

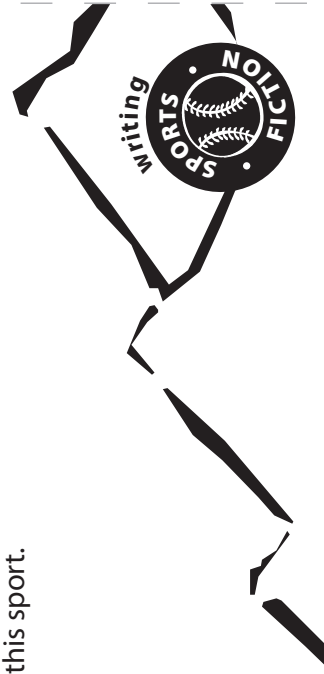


My Favorite Sport

10

Write a three- to five-paragraph description of your favorite sport. Include the object of the game, how many players participate, the equipment needed, how points are scored and how long the game lasts. Discuss what skills are needed. Describe strategies and techniques that are important. Express how you feel when you play or watch this sport.

Writing #3



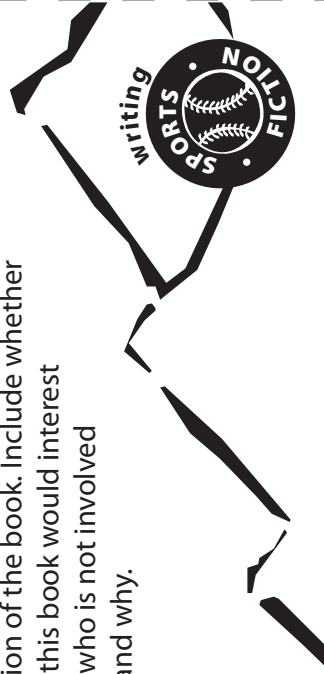
Sports Story Book Report

10

Write a one-page report on your book. Include these things:

- Title
- Author
- Brief description of the story
- Your opinion of the book. Include whether you think this book would interest someone who is not involved in sports and why.

Writing #4

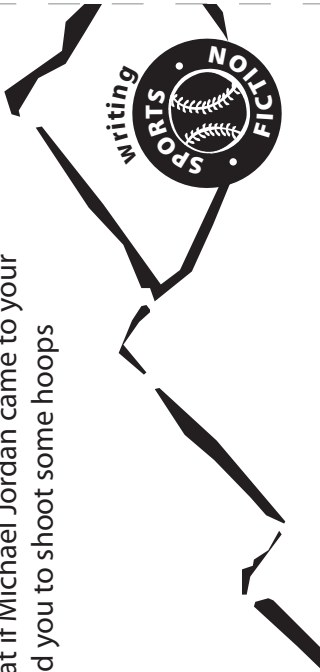


“What If ...” Story Starters

10 Create five “What if ...” sports story starters like the example below. Then ask a different person to respond to each. Write down their answers. You might use their ideas as you complete other writing activities in this section.

EXAMPLE: What if Michael Jordan came to your door and asked you to shoot some hoops with him?

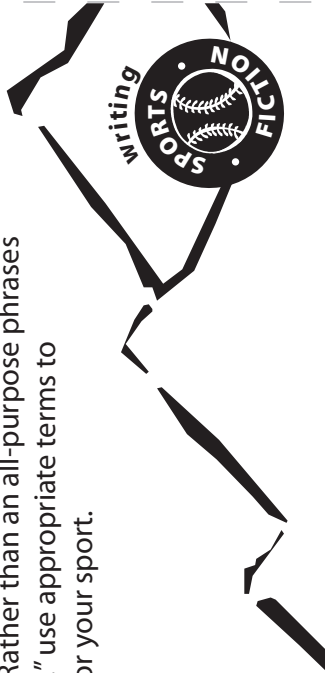
Writing #5



Cheering on the Team

10 Write the words to at least one original **chant** (short phrase shouted over and over during the play to build excitement) and one original **cheer** (longer rhythmic or rhyming verse, usually of several lines, that is recited or sung with accompanying movements) that cheerleaders for your favorite sport might lead during a competition. Rather than an all-purpose phrases like “Go, team!” use appropriate terms to customize it for your sport.

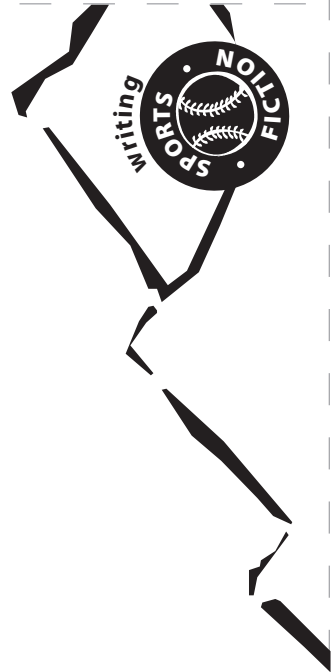
Writing #6



My Own Sports Story

15 Write at least three paragraphs that describe a real-life experience or adventure you had involving sports. It might be sad, funny, scary, exciting or happy. You may have participated as an athlete, a coach, a cheerleader or a spectator. Use words and phrases that help readers see and feel what you saw and felt.

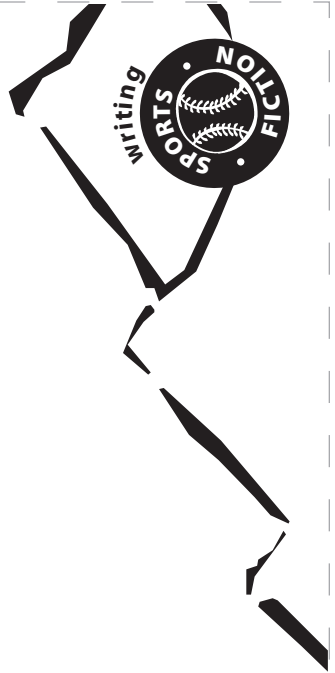
Writing #7



’Twas the Night Before ...

15 Imagine yourself as an athlete on the night before an important sports competition. Write a one- to two-page diary entry discussing what you’ve done to prepare, what you hope to accomplish and how you feel about the upcoming event.

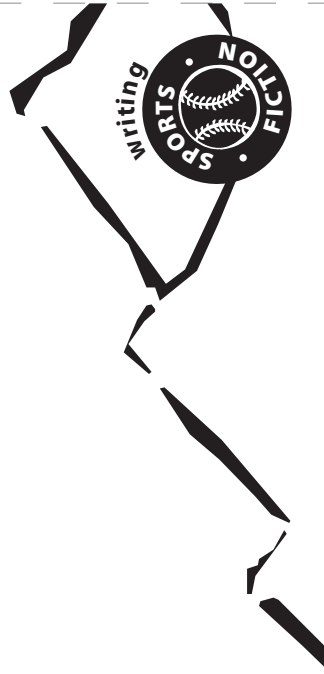
Writing #8



Acceptance Speech

15 Pretend that you have just been inducted into the Hall of Fame for your favorite sport. Write the one-page acceptance speech you will give to members of the organization.

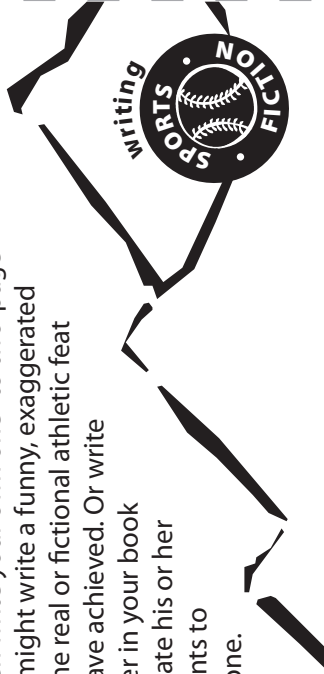
Writing #9



Fish Stories

15 In *Fishing for Methuselah*, Ivan and Olaf compete with each other by planning outlandish ways to outdo each other in different physical feats. The story captures the spirit of what we call **"fish stories"**—*exaggerated accounts of our accomplishments without any evidence to support them*. Read the book or talk to some adults you know about fish stories. Then write your own one- to two-page fish story. You might write a funny, exaggerated account of some real or fictional athletic feat you claim to have achieved. Or write how a character in your book might exaggerate his or her accomplishments to impress someone.

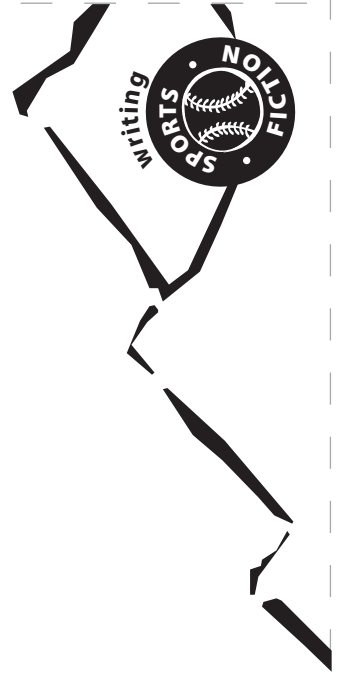
Writing #10



Winning is ...

15 In *The Warriors*, Coach Scott tells his lacrosse team, "Winning is not the most important thing. It's the ONLY thing!" Write a three- to five-paragraph opinion essay reacting to that statement. Do you agree or disagree, and why? Use examples from your book and your own experience in your answer.

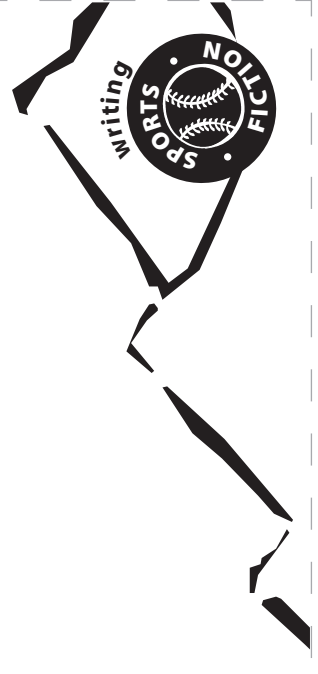
Writing #11



Locker Room Reporter

20 Imagine yourself as a sports journalist on your first assignment. Your job is to get an interview with the star player so you can write an exciting report for the local paper. It's up to you to get the story. Follow the steps on the **Locker Room Reporter** worksheet to complete your assignment.

Writing #12

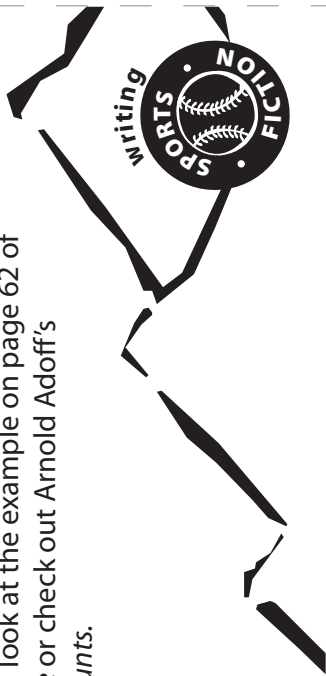


Poetic Play-by-Play

20

Did you know that poetry can be a great way to express your passion for your favorite sport or to share the excitement of play-by-play commentary? Think of a thrilling moment in sports that you played or watched. Then write a poem that describes both the action and your feelings about it. For help getting started, take a look at the example on page 62 of *Three on Three* or check out Arnold Adoff's *The Basket Counts*.

Writing #13



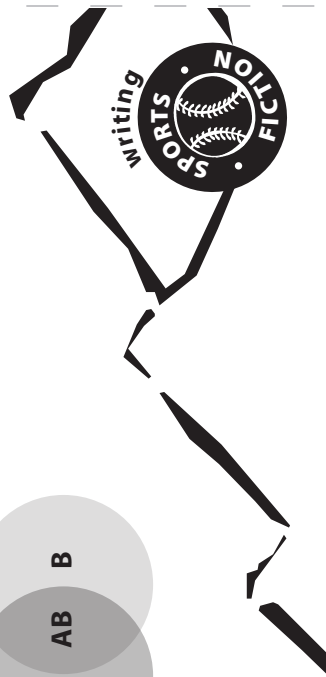
Radio Commentary

20

Imagine yourself as a famous radio sports commentator. Attend or watch an individual sports event. Also attend or watch a team sports event. Then complete the **Radio Commentary** worksheet.



Writing #14

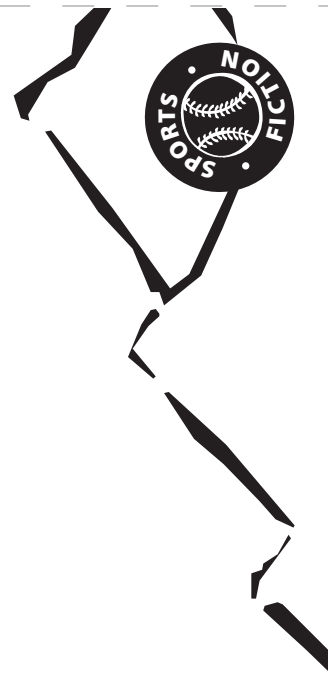
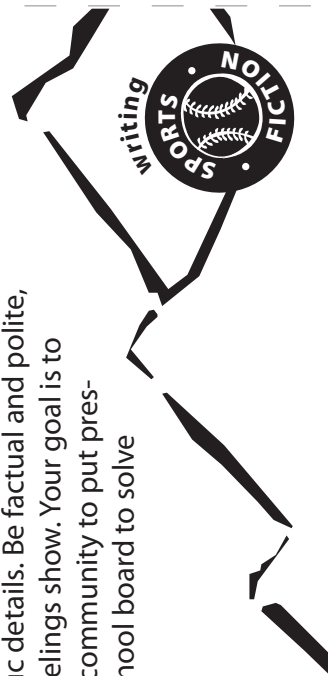


Defending Equal Rights!

20

Here's the scenario: You're the parent of a girl in a school that does not offer girls the same opportunities to participate in sports that boys get. Write a letter to the editor of the local newspaper protesting the injustice. Look for sample letters about other topics in your local newspaper. Your letter should include specific details. Be factual and polite, but let your feelings show. Your goal is to persuade the community to put pressure on the school board to solve the problem.

Writing #15



Who Wrote That?

5 The following people are well-known writers of sports stories for children. Select one and make a list of at least five of his or her books or stories. Then create a small classroom display celebrating this author and his or her sports fiction stories.

- Lucy Jane Bledsoe
- Bruce Brooks
- Matt Christopher
- Dan Gutman
- David Klass
- Robert Lipsyte
- William Miller
- Walter Dean Myers
- John H. Ritter



Challenge #1

Baseball Cards

5 Find several different kinds of baseball cards or cards for other sports figures. You might choose cards from your own collection, borrow some from a friend or look for samples online or in books at the library. Look at what kind of information is on the cards and how they are designed. Using the cards as models, choose a character or team from your book and create your own card featuring specific information about the athlete or team. If possible, draw or copy a picture of the athlete or team on the card.



Challenge #2

Sports Careers

5 Briefly define or describe each of the following jobs associated with sports:

- Coach
- Commentator
- Manager
- Player
- Referee/umpire
- Scout
- Trainer



Challenge #3

Winter Sports Survey

5 Poll your classmates to determine which winter sport they would most like to read about: ice skating, ice hockey, cross-country or downhill skiing, tobogganing or snowboarding. Make a bar graph or a line graph to show your findings.

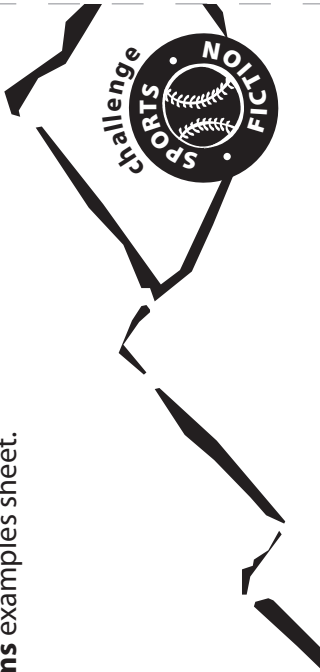


Challenge #4

Sports Story Problems

10 Write three or four math story problems based on the subject of your book or your favorite sport. Make a worksheet of your story problems. Give it to a classmate or family member to try. Correct the worksheet in a different color, indicating the correct answers for any that are wrong. To get started, take a look at the **Story Problems** examples sheet.

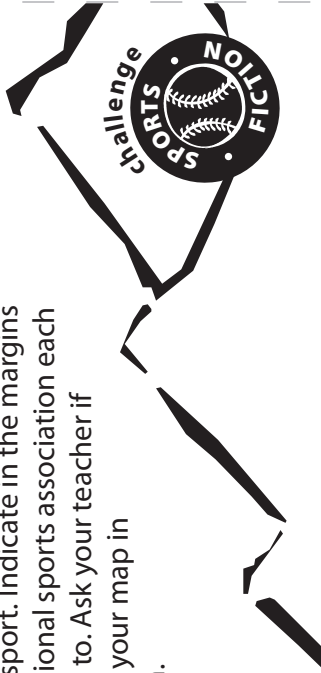
Challenge #5



Sports Mapping

10 Trace or draw a large map of the United States. Mark on it at least 10 major cities and their professional sports teams. Consider American League and National League baseball teams, NFL football teams, NBA and WNBA basketball teams, NHL hockey teams, MLS soccer teams, etc. Use a different color to identify each sport. Indicate in the margins which professional sports association each team belongs to. Ask your teacher if you can hang your map in the classroom.

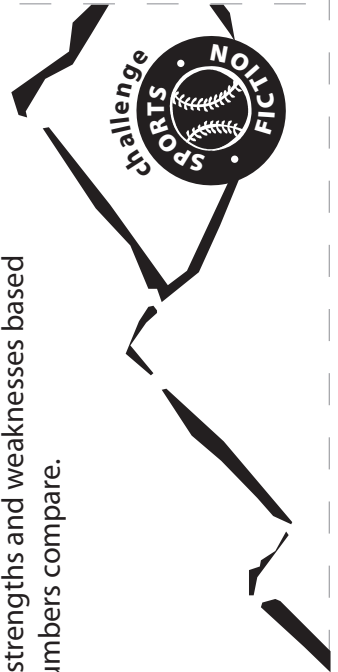
Challenge #6



Sports Statistics

15 Gather statistics on a recent season for a favorite sports figure. Analyze the numbers, explaining what each one means. Compare this athlete's statistics to those of two other players in the same sport. End by creating a data chart and writing a three- to five-paragraph summary of your favorite athlete's performance, strengths and weaknesses based on how the numbers compare.

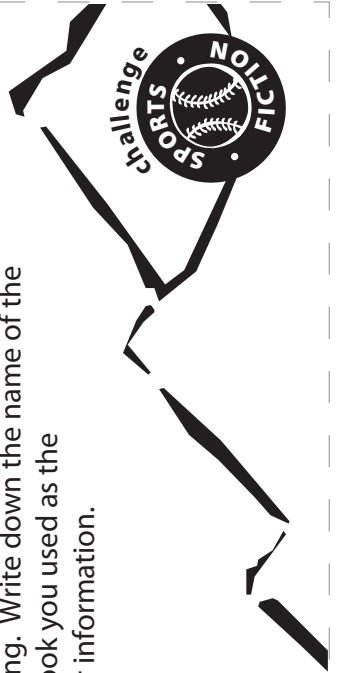
Challenge #7



According to Regulation

15 Draw a diagram of the track, court or playing field for a favorite sport. Make sure it is scaled to reflect official regulations. Show and label boundary lines, center lines, foul lines, scoring areas, etc. Indicate the appropriate dimensions or measurements. Include a key that indicates the scale and explains any symbols used on your drawing. Write down the name of the Web site or book you used as the source of your information.

Challenge #8



Hall of Fame Scrapbook

15 Choose three all-time favorite athletes. Learn enough about them to create a scrapbook that features each in a two-page spread. Include this information about each athlete:

- An introduction to the player and his or her sport
- Highlights and important achievements from his or her career
- Reasons why you chose him or her
- A picture of the athlete in action, either copied from a print or online source or your original artwork.

Make a cover for your scrapbook and display it in the classroom.

Challenge #9



Sports Café

15 Imagine that you own a restaurant that caters to sports fans. Complete these steps:

- Design a sign for the front of the store to lure in sports fans. Be sure to include a catchy name for your restaurant and an appealing logo.
- Design a menu that would make your customers feel welcome and appeal to their tastes. Include appetizers, entrees, non-alcoholic beverages and desserts.
- Create a recipe for a popular dish you would feature in your café.

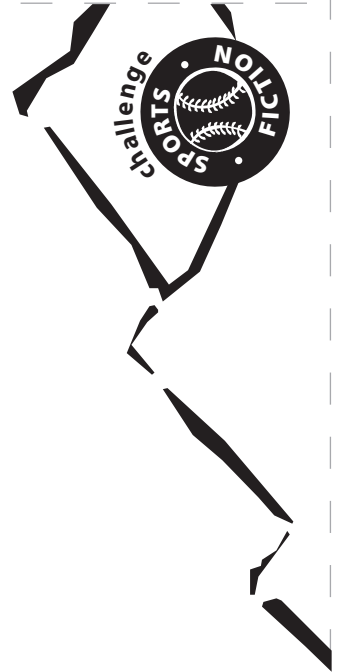
Challenge #10



The Science of Sports

15 As an introduction to this activity, you might read the section of Chapter 4 of *The Boy Who Saved Baseball* that discusses “the science of home-run hitting.” Then use **The Science of Sports** chart to explore the science of the sport you’re reading about.

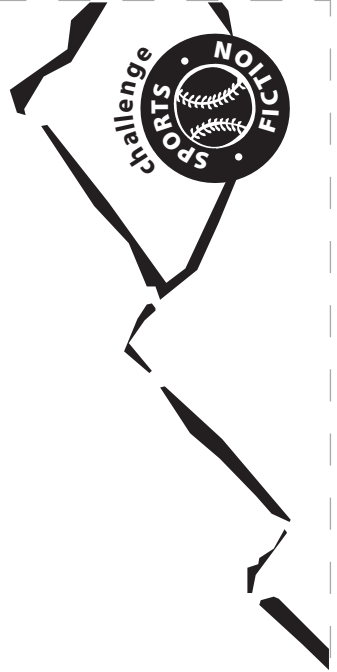
Challenge #11



Olympic Research

15 Use classroom and library resources to research the ancient Greek Olympic games. Find out when they began, whom they honored, the original events and who competed. Create a display or write a report that shares your findings and compares the original Olympics to the Olympics today.

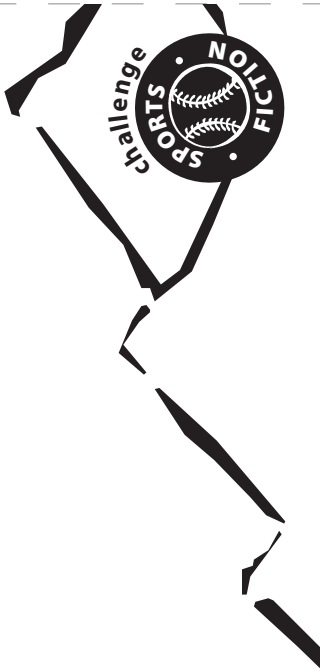
Challenge #12



Working Model

15 Design a hole for a golf course, a skateboard ramp, ski jump or another sports-related challenge. Build a model of your design out of wood, paper, clay or other simple craft materials. Write a description of your design that explains its features and challenges. Display your model and explanation in the classroom.

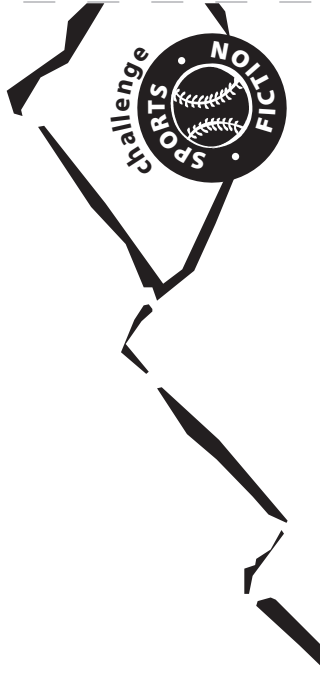
Challenge #13



Sporting Initiative

15 Make up a new game or sport that requires athletic ability. Use everyday materials found around the house or classroom to make the needed equipment. Get your teacher's permission to demonstrate the equipment and teach the game or sport to the class.

Challenge #14



An Unlikely Trio

15 Choose three athletes from different sports and time periods (e.g., Jackie Robinson, Bruce Lee and Mia Hamm) and create a one- to two-page story that has them teaming up to address an issue or solve a problem in contemporary sports. Earn five extra points by recruiting fellow students to rehearse and present your story as a Reader's Theater or skit. For example, the three athletes mentioned above might discuss their experiences of racism or sexism in sports, and talk about ways to ensure respect and equal opportunities for all future athletes.

Challenge #15



Unscramble Word Challenge

Sports Fiction

Traveler name(s): _____

1. Write each of your 8 to 12 selected vocabulary words on the lines provided below.
2. Count all the letters in all of your selected words.
3. Create enough 1" x 1" squares so you have one square for each letter.
4. Write each letter of each word on one of the squares (see example below).
5. Shuffle all the squares and place them face up.
6. Time yourself to see how long it takes to unscramble each of the words. Look at your written list if you need help.
7. Glue your word squares in the proper order on the back of this worksheet to create a second list of correctly spelled words.

Earn five extra points by convincing a friend to compete with you to see who can unscramble all the words the fastest. Make sure your friend gets one practice round before you begin.

EXAMPLE: Amateur



Vocabulary words

1 _____	7 _____
2 _____	8 _____
3 _____	9 _____
4 _____	10 _____
5 _____	11 _____
6 _____	12 _____

Homonyms

Sports Fiction

Traveler name(s): _____

Homonyms are words that look and sound the same but have different meanings. For example, the word “key” can mean the metal object you use to open a lock, a note on a musical keyboard or the keyhole-shaped area painted on a basketball court in front of the basket. A “pitcher” can be a jar that holds water or the person who throws the ball in baseball. Many sports terms belong to homonym groups. To learn more about homonyms, follow the instructions and complete the chart below. An example is provided for you.

- Look through your selected vocabulary words. Are any of them homonyms? If so, complete a line on the chart for each.
- Look through the sports fiction Vocabulary List for other homonyms. Add each one you find to the chart and complete the row.
- If you have not filled up the whole chart, think up other terms that are used in sports that have homonyms. Keep adding words until you have completed all blank rows of the chart.

NOTE: Words in homonym pairs or groups can be used as different parts of speech.

Homonym	Sports use: part of speech and definition	Other uses: parts of speech and definitions
key	Noun. Keyhole-shaped area in front of the basket on a basketball court.	Noun. Metal object used to open a lock; note on a musical keyboard.

Hink Pinks

Sports Fiction

Traveler name(s): _____

Hink Pinks are riddles. Their solutions are phrases made up of two single-syllable words that rhyme. The same kinds of riddles using two-syllable word solutions are called Hinky Pinkys; those with three-syllable word solutions are Hinkety Pinketys.



Your job is to create at least four Hink Pink riddles whose solutions include your words. You may use one, two or three-syllable words from your selected vocabulary list and, if needed, other words from your book. Complete the following steps on a separate piece of paper.

- 1 Write a master list of the words you used at the top, in random order. List only the words from your vocabulary list or your book. That way the person solving the riddles has to figure out the rhyming words and which riddle each pair fits. In the examples above, only the vocabulary words "bat" and "rookie" would be on the master list.
- 2 Neatly write your riddles below the list of words, leaving two blank lines where the vocabulary and missing riddle word belong.
- 3 Give the worksheet to a classmate or family member to complete. Have the person complete each sentence using one of the vocabulary words from your list along with a rhyming word.

Basic Story Elements

Sports Fiction

Traveler name(s): _____

Title of book: _____

Type of sports fiction (Subgenres: Check all that apply):

- ☐ Sports action
- ☐ Sports mystery
- ☐ Building character through sports
- ☐ Sports humor
- ☐ Other _____

Setting (time and place):

Main characters (who's in it):

Tone of story (happy, suspenseful, gloomy, funny, etc.):

Short plot summary (what happens):



Exploring the “isms”

Sports Fiction

Traveler name(s): _____

In many sports stories, a main character must overcome obstacles in order to succeed as an athlete. In *Baseball Saved Us*, Japanese Americans are held in internment camps during World War II simply because of their ethnic background (racism). In *There's a Girl in My Hammerlock*, Maisie is the target of hostility as the only girl on the wrestling team (sexism).

Look up the words “stereotype,” “discrimination” and “prejudice.” Think about each definition, then write each definition using your own words.

Stereotype:

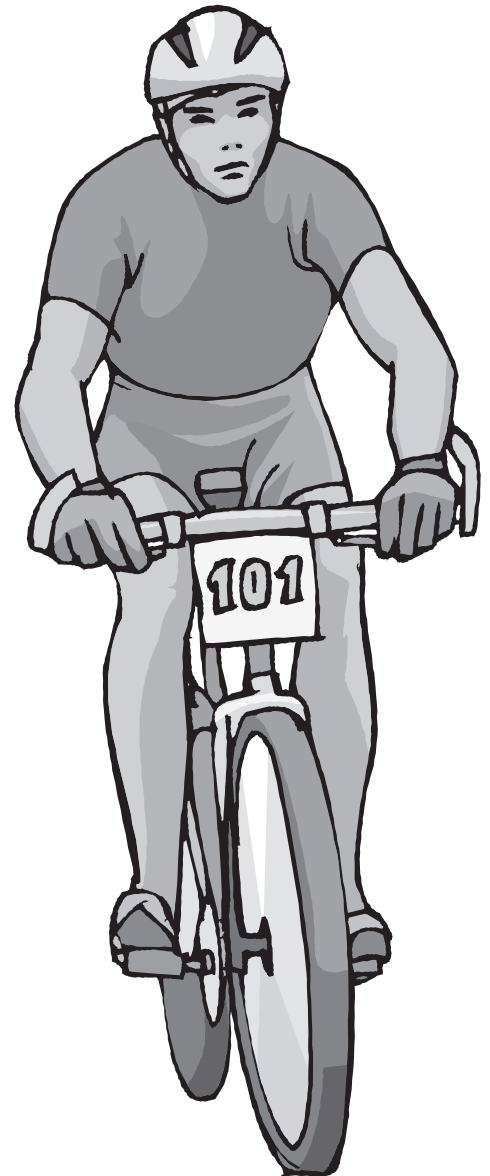
Discrimination:

Prejudice:

Answer the following questions, using examples from your book to support your answers:

What character or group of characters is the object of these ideas? Why?

What message do you think the author wants to send about stereotyping, discrimination or prejudice in real-life society? Explain.



Locker Room Reporter

Sports Fiction

Traveler name(s): _____

Imagine yourself as a sports journalist on your first assignment. Your job is to get an interview with the star player so you can write an exciting report for the local paper. It's up to you to get the story. Follow the steps below.

1. What sport are you writing about?
2. What athlete are you interviewing?
(Choose or make up a successful athlete in the selected sport.)
3. What questions will you ask to get the most interesting answers possible?



MAKE SURE TO GET THE SCOOP!

- *You want to capture the excitement of the story and the personality of your character so your editor and your readers will be impressed.*
- *Avoid questions that can be answered with a simple yes or no.*

4. Write one to two pages of dialogue from your fictional interview and attach them to this worksheet.

Radio Commentary

Sports Fiction

Traveler name(s): _____

Imagine yourself as a famous radio sports commentator. Attend or watch an individual sports event. Also attend or watch a team sports event. Then complete the following tasks:

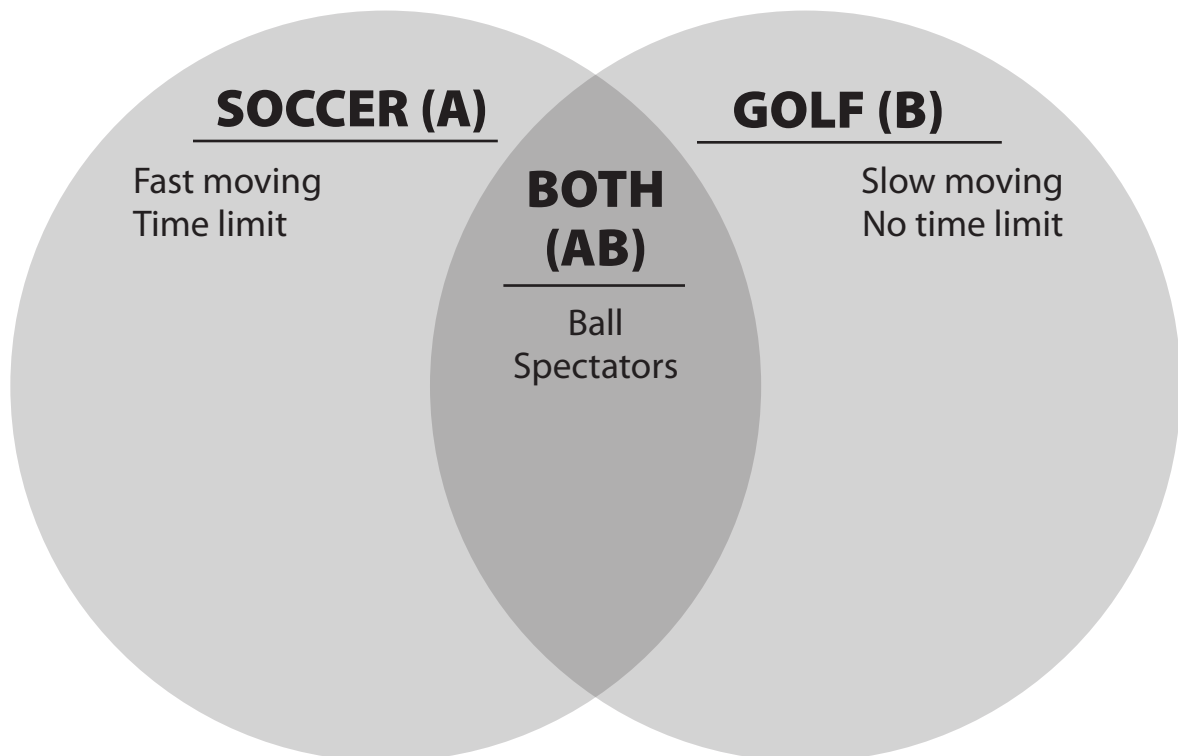
- 1 Use a separate sheet of paper to write two minutes of commentary about an individual sport (like golf or karate), using lots of interesting detail to bring the event alive for your audience. Remember, your audience can't see what you're seeing.



- 2 Use a separate sheet of paper to write two minutes of commentary about a team sport (like soccer or hockey), again describing the action to create an exciting picture in the listener's mind.



- 3 Complete the Venn diagram below to show the similarities and differences between soccer and golf. Then use a separate sheet of paper to create your own Venn diagram comparing the two commentaries you wrote.



Sports Story Problems

Sports Fiction

Traveler name(s): _____

Write three or four math story problems based on the subject of your book or your favorite sport. Make a worksheet of your story problems. Give it to a classmate or family member to try. Correct the worksheet in a different color, indicating the correct answers for any that are wrong.

Here are two examples to get you started:

Worksheet Example

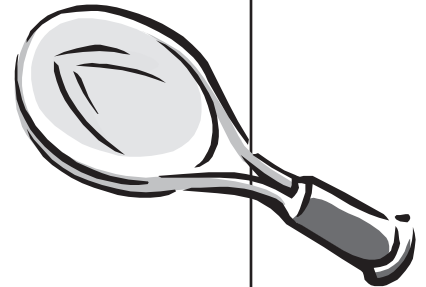
Student name: _____

- 1** You've just completed the first five holes on a golf course. On the first hole, a par 5, you came in 2 under par. On the second hole, you hit one over its par 3. You hit par for the next two holes, which are both par 4. On the fifth hole you hit 2 over par, which is 6. What is your score so far?

(Answer: 23)

- 2** At the half, your football team is ahead 28–0. Come up with at least three different ways the team could have reached that score. Remember that a touchdown is worth 6 points, making the extra kick adds 1 point, field goals earn 3 points and a safety is worth 2 points.

(Answer: There are many different combinations. But one answer would be that you scored 4 touchdowns, made 2 of the extra points and got one safety.)



The Science of Sports

Sports Fiction

Traveler name(s): _____



As an introduction to this activity, you might read the section of Chapter 4 of *The Boy Who Saved Baseball* that discusses “the science of home-run hitting.” Then look up the following terms that describe principles or forces of physics. From the list, choose three that play roles in the sport you read about. Fill in a row on the chart below for each word. Study the example to get started.

velocity
gravity
momentum
inertia
trajectory

acceleration
impenetrability of matter
acceleration
spin
force

Principle or Force	Definition or Explanation	Affect on Play
trajectory	The curve or path that an item travels as it moves through space.	When you shoot a basketball, its trajectory determines whether it will go into the basket. Control the trajectory and you control the score!

Standards

McREL Content Knowledge Standards for Language Arts

Standard 1: *Uses the general skills and strategies of the writing process*

Benchmarks Level II (Grades 3–5)

- Uses strategies to write for a variety of purposes
- Writes expository compositions
- Writes narrative accounts, such as poems and stories
- Writes autobiographical compositions
- Writes expressive compositions
- Writes in response to literature

Standard 2: *Uses the stylistic and rhetorical aspects of writing*

Benchmarks Level II (Grades 3–5)

- Uses descriptive language that clarifies and enhances ideas
- Uses paragraph form in writing

Standard 3: *Uses grammatical and mechanical conventions in written composition*

Benchmarks Level II (Grades 3–5)

- Uses conventions of spelling in written compositions
- Uses conventions of capitalization in written compositions
- Uses conventions of punctuation in written compositions

Standard 4: *Gathers and uses information for research purposes*

Benchmarks Level II (Grades 3–5)

- Uses encyclopedias to gather information for research topics
- Uses dictionaries to gather information for research topics
- Uses electronic media to gather information
- Uses strategies to gather and record information for research topics
- Uses strategies to compile information into written reports or summaries

Standard 5: *Uses the general skills and strategies of the reading process*

Benchmarks Level II (Grades 3–5)

- Makes, confirms and revises simple predictions about what will be found in a text
- Uses phonetic and structural analysis techniques, syntactic structure and semantic context to decode unknown words
- Uses a variety of context clues to decode unknown words
- Uses word reference materials to determine the meaning, pronunciation, and derivations of unknown words
- Understands level-appropriate reading vocabulary
- Understands the author's purpose or point of view
- Uses personal criteria to select reading material

Standard 6: *Uses reading skills and strategies to understand and interpret a variety of literary texts*

Benchmarks Level II (Grades 3–5)

- Uses reading skills and strategies to understand a variety of literary passages and texts
- Knows the defining characteristics of a variety of literary forms and genres
- Understands the basic concept of plot
- Understands similarities and differences within and among literary works from various genres and cultures
- Understands elements of character development in literary works
- Knows themes that recur across literary works
- Understands the ways in which language is used in literary texts
- Makes connections between characters or simple events in a literary work and people or events in his or her own life

Standard 7: *Uses reading skills and strategies to understand and interpret a variety of informational texts*

Benchmarks Level II (Grades 3–5)

- Uses reading skills and strategies to understand a variety of informational texts
- Knows the defining characteristics of a variety of informational texts
- Uses the various parts of a book to locate information

- Uses prior knowledge and experience to understand and respond to new information
- Understands structural patterns or organization in informational texts

Standard 8: *Uses listening and speaking strategies for different purposes*
Benchmarks Level II (Grades 3–5)

- Responds to questions and comments
- Listens to classmates and adults
- Uses strategies to convey a clear main point when speaking
- Makes basic oral presentations to class
- Uses a variety of nonverbal communication skills
- Uses a variety of verbal communication skills
- Organizes ideas for oral presentations

Standard 10: *Understands the characteristics and components of the media*
Benchmarks Level II (Grades 3–5)

- Understands similarities and differences among a variety of media

NCTE Standards for the English Language Arts

Standard 1: Students read a wide range of print and non-print texts to build an understanding of text, of themselves and of the cultures of the United States and the world to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

Standard 2: Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions.

Standard 3: Students apply a wide range of strategies to comprehend, interpret, evaluate and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies and their understanding of textual features.

Standard 4: Students adjust their use of spoken, written and visual language.

Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6: Students apply knowledge of language structure, language conventions, media techniques, figurative language and genre to create, critique and discuss print and non-print texts.

Standard 12: Students use spoken, written and visual language to accomplish their own purposes.

California Applied Learning Standards

Standard 9: Students will understand personal skill development and its impact on their success. Students will exhibit self-confidence, honesty, perseverance and self-discipline.

- Effectively manage time and balance priorities
- Meet deadlines and consistently complete all assignments

McREL (Mid-continent Research for Education and Learning, www.mcrel.org) standards © McREL, 2004.

Teacher Feedback Form

At Interact, we constantly strive to make our units the best they can be. We always appreciate feedback from you—our customer—to facilitate this process. With your input, we can continue to provide high-quality, interactive, and meaningful instructional materials to enhance your curriculum and engage your students. Please take a few moments to complete this feedback form and drop it in the mail. Address it to:

Interact • Attn: Editorial
10200 Jefferson Blvd. • P.O. Box 802
Culver City, CA 90232-0802

or fax it to us at **(800) 944-5432**

or e-mail it to us at **access@teachinteract.com**

***We enjoy receiving photos or videotapes of our units in action!
Please use the release form on the following page.***

Your Name: _____

Address: _____

E-mail: _____

Interact Unit: _____

Comments: _____

Release Form for Photographic Images

To Teachers:

To help illustrate to others the experiential activities involved and to promote the use of simulations, we like to get photographs and videos of classes participating in the simulation. Please send photos of students actively engaged so we can publish them in our promotional material. Be aware that we can only use images of students for whom a release form has been submitted.

To Parents:

I give permission for photographs or videos of my child to appear in catalogs of educational materials published by Interact.

Name of Student: _____ (print)

Age of Student: _____ (print)

Parent or Guardian: _____ (print)

Signature: _____ Date: _____

Address:

Phone: _____

Interact

10200 Jefferson Blvd.
Culver City, CA 90232-0802
310-839-2436

Welcome

to **Book Mountain Expeditions!**



Here's how to plan your adventure

Are you ready to begin your personalized reading adventure? With your teacher as your Travel Agent and this travel guide, you have the tools you need to journey into the world of literature. As a Navigator, Explorer or Adventurer, you will read books and complete activities that you select to fit your own needs and interests. Whether your journey is short or long, you will learn amazing things as you show your knowledge, creativity, resourcefulness and determination. Your hard work will earn you travel points that move you along the Expedition Map to your goal—the top of Book Mountain.

Each Book Mountain Expedition focuses on one **genre** (*a specific type or kind of literature you might enjoy reading*). For each completed expedition, you will earn a sticker representing the genre you explored. See how many stickers you can collect!

Now you're ready to begin!

- 1 Arrange a time to meet with your Travel Agent
- 2 Agree on which genre you will explore
- 3 Determine whether you're a Navigator, Explorer or Adventurer and agree on which book you will read
- 4 Agree on which activities you will complete and how many travel points you will earn
- 5 Agree on when you will complete your journey
- 6 Sign your Travel Agreement and create your travel **dossier** (daw-see-AY; *a file containing documents related to a particular subject*)

First you will read an introduction to the genre you've chosen. It will describe things to look for when you read your book and

explain the specific types of stories (subgenres) within your genre. It will also define new words you need to know. New words will appear in bold type and the definitions will be in italics (just like in this travel guide!).

Once you've learned about your genre, you can start reading your book and working on your activities. Some activities can be done before you finish reading your book. You will complete activities in four categories:

- **Vocabulary**—Learn to define, spell, understand and use words related to the genre.
- **Comprehension**—Show that you understand the story, setting, characters and ideas in your book.
- **Writing**—Use ideas related to your genre and book to practice different kinds of writing.
- **Challenge**—Use ideas related to your genre and book to be artistic, practice your investigation skills and explore other subjects that you study in school.

To complete your expedition, you'll share something you learned with your class. You might choose to share your favorite activity or you might give a summary of your entire journey. This is your chance to convince your classmates to begin their own expeditions!

As you complete activities, show them to your Travel Agent to earn your travel points. Then move your marker along the map and record your points earned on the travelogue included in this guide. Keep in mind that you can earn more points by choosing more challenging activities and by doing your best work. Neatness, completeness and creativity will be rewarded!

Travel tips to help you complete your expedition

- Work on your journey at the times discussed with your Travel Agent. Work quietly and responsibly.
- Keep all papers related to your journey in your dossier when you are not using them. Keep large projects in the project area when you're not working on them. That way you won't lose anything!
- Keep the project area clean. Responsible travelers leave a place better than they found it. Remember to return Activity Cards to the box and keep the classroom dossier file neat and clean.

- Carefully read each Activity Card before you begin. Make sure you understand what is expected. Write a few notes to remind you of the steps you need to follow and the parts that must be completed.
- Use examples from your book to support your answers whenever possible. This will show your Travel Agent that you understand the activity you're working on. When using an example from your book, write the page number next to it so you can easily find it again in the book. If your book is a collection of stories, identify the story used in your example.
- You don't have to do activities in order. When you're ready, choose an activity that fits with the time and resources you have available. If one activity is hard for you, make yourself work on that part of the agreement for a while and then reward yourself by doing a different activity that is easier or more fun.
- Keep yourself going! Famous explorers don't need to be told what to do next—they "boldly go where no one has gone before!" Part of the challenge is to manage your own journey. Complete your reading and activities by the date you agreed to. Don't wait for your Travel Agent to remind you! Show yourself and your Travel Agent that you can use your time wisely and stick to your plan.
- If you enjoy a particular activity and want to do more like it, talk to your Travel Agent. But don't change the plan without permission. After all, an agreement is an agreement!
- Do your best! Look at the rubrics for the Activity Cards, Presentation and your overall Expedition to see how you're doing. And remember, you're not competing with classmates, because your expedition is just for you. So it's a chance to show yourself and your Travel Agent what you—just YOU!—can accomplish.

Once you've completed one Book Mountain Expedition, you'll be ready to try another. Ask your Travel Agent to help you get started. Explore a different genre. Suggest a book or an activity that isn't in the materials. Take the initiative and become a true Reading Adventurer!

Expedition: 1. A long journey for a special purpose, such as exploring
2. A short trip to do something enjoyable, as in a shopping expedition

Keep track of the Activity Cards you’ve completed and the number of travel points you’ve earned in each category. Remember to mark your progress on the map!

● **My Travelogue** ●

Genre: _____

Activity	Activity Card Numbers Completed	Points Earned
Introductory Essay	_____	
Vocabulary		
Comprehension		
Writing		
Challenge		

Genre: _____

Activity	Activity Card Numbers Completed	Points Earned
Introductory Essay	_____	
Vocabulary		
Comprehension		
Writing		
Challenge		

Genre: _____

Activity	Activity Card Numbers Completed	Points Earned
Introductory Essay	_____	
Vocabulary		
Comprehension		
Writing		
Challenge		

Genre: _____

Activity	Activity Card Numbers Completed	Points Earned
Introductory Essay	_____	
Vocabulary		
Comprehension		
Writing		
Challenge		



Book Mountain Expeditions

Your travel guide to reading adventures.



Student Travel Guide