C.I.A.
Collect · Interpret · Apply
Unit of Study

5TH GRADE
VOLUME 5.1

Realistic Fiction Adventure
Earthquake Terror

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Read
Side by Side

Requests for such permissions should be addressed to:

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Welcome to the C. I. A. Unit of Study for *Earthquake Terror*

This read-aloud unit of study was put together for the purpose of teaching students how to read longer, more complex text. Unfortunately, in classrooms where only basal readers are used, many students do not learn how to make the transition from picture books, to series books, to more complex chapter books. As a result, students struggle during independent reading. This unit of study will teach students the fundamental processes of reading text, specifically longer, more complex chapter books. It follows an approach described in its companion text, *Raising the Standards through Chapter Books: The C. I. A. Approach* (available for purchase at shop.readsidebyside.com). I hope you enjoy guiding your students through the authentic work of expert readers!

The book *Earthquake Terror*, by Peg Kehret, was selected for its writing style and genre. The yearlong series of C. I. A. units for fifth grade is designed to explicitly teach students how to read a variety of genres. While fifth-grade students have typically had a wide exposure to realistic fiction, they may not understand the nuances that characterize a variety of different types of realistic fiction. In this unit, students will learn what to expect from realistic fiction—adventure. They will examine key themes that arise within this genre, and explore the idea of man vs. nature.

Peg Kehret's dramatic writing style will grip your students, and they will beg you to keep reading each day. Many students will search out other titles by this author and essentially conduct their own independent author studies over the course of their fifth-grade year. Peg Kehret has also written many other exciting books for the middle grades, and students will enjoy getting hooked on books by this prolific and popular author.

Before getting started, you will want to familiarize yourself with the C. I. A. approach. You will then need to lay the groundwork for optimizing your success with this unit in your classroom by:

- Designating a read-aloud block in your daily schedule
- Setting up a meeting area
- Planning for turn and talk
- Preparing reader's notebooks
- Printing vocabulary handbooks
- Locating multiple copies of the text
- Inputting daily lessons into your plan book
- Preparing for assessment

Get Ready for Vocabulary Instruction

"Teacher read-aloud is one of the major opportunities for children to learn new word meanings" (Cunningham & Allington, 2007, p. 98). Therefore, vocabulary work will be an essential component of the read-aloud block.

Words selected for explicit instruction in this unit of study are words that appear over and over again or are inferred repeatedly throughout the text. Students expand their vocabulary knowledge when they are given the opportunity to learn synonyms and antonyms of key words.

Vocabulary will be reinforced through both turn and talk and writing. Students will be expected to practice using new vocabulary when they are talking in partnerships and writing in their notebooks. Teachers will reinforce the use of new vocabulary through dialogues with students. Vocabulary words taught in the read-aloud unit will be revisited during the paired book club unit.

At the back of this unit, you will find materials that can be copied to create vocabulary handbooks for students to use throughout this unit of study. (This vocabulary handbook is also available to download at readsidebyside.com.) Words will be introduced on the days indicated in the scope and sequence. On any given day, the vocabulary mini-lesson precedes the read-aloud, so that right after receiving instruction on a word, students have the opportunity to see the word used in the text and to use the word in their turn and talk. The following routine should be used for teaching vocabulary and should take up no more than 10 minutes of the read-aloud block.

Vocabulary Mini-Lesson Routine

1. Introduce the word and highlight morphemes.	*Today our target word is…* If applicable: *What is the root? (underline the root)* *What does the root mean?* *What is the prefix? (circle the prefix)* *What does the prefix mean?* *What is the suffix? (box the suffix)* *What does the suffix mean?*
2. Read the context(s) of the word. Highlight any clues that will help the reader infer the meaning.	*Our target word comes right from our text on page _____. Let's read it together. Are there any clues in the sentence that help us infer what this word means?*
3. Turn and talk: What does the word _____ mean?	*Based on the clues, what words or phrases describe this word? Turn and talk.*
4. Share-out and add to chart.	*What did you come up with?* *add accurate examples to the chart
5. Brainstorm other contexts for this word.	*In what other contexts might we find this word?* *add accurate examples to the chart
6. Turn and talk: What are opposites of this word?	*What words or phrases describe the opposite of this word? Turn and talk.*
7. Share-out and add to chart.	*What did you come up with?* *add accurate examples to the chart
8. I will remember this word…	*How will you remember this word? Draw a picture, or write a phrase that will help you remember this word. Use an example from your own life if possible.*
9. Link…	*Today and every day I want you to be looking for forms of this word in your reading. I also want you to practice using this word in your talk and in your writing.*

Earthquake Terror Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
Levels of Meaning While the apparent aim of the text is to illustrate that nature is powerful enough to defeat man, the book also shows how family members work together and how determination can create unexpected heroes.	The Lexile level for *Earthquake Terror* is 690 based on word frequency and sentence length. This is in the upper range of the complexity band for 2nd–3rd grade according to the Common Core State Standards.
Structure Overall, the narrative uses a fairly simple, explicit, and conventional story structure. A slightly more complex structure near the end of the text calls on students to navigate two overlapping plot lines—what happens to Jonathan and Abby over a period of time, and what happens to Mom and Dad over the same time frame.	**READER TASK CONSIDERATIONS** These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.
Language Conventionality and Clarity Peg Kehret uses language that is generally clear and accessible. She does, however, use the literary devices of personification and foreshadowing, making overall comprehension slightly more difficult.	
Knowledge Demands While the central theme is fairly simple, there are also multiple secondary themes. General background knowledge about earthquakes and cause and effect relationships related to natural disasters is necessary.	

Earthquake Terror Scope and Sequence

NOTE: The lessons for this unit give page references for the Puffin Books paperback edition of *Earthquake Terror* published in 2011 by the Penguin Group.

Unit of Study: *Earthquake Terror*　　　　　　　　　**Genre: Realistic Fiction—Adventure**

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
1	Blurb	**Vocabulary:** *stranded* Use sticky notes to mark each quadrant of the text.	Search for key story elements in the blurb. • Complete story elements handout together • Identify genre • Make a prediction
2		**Vocabulary:** *survive* Use the genre chart to help students understand what to expect from realistic fiction—adventure.	
3	Chapter 1 pp. 1–5		**Part 1:** Focus on using comprehension strategies to determine important characters and infer character traits. • Co-create a character list **Part 2:** Notice how the author creates mood, by looking at key words in the text.
4	Chapter 1 pp. 1–11	**Vocabulary:** *isolated*	Focus on identifying the setting of the story. • Co-create a setting map

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
5		**Vocabulary:** *responsible* Identify a problem and solution and evaluate how the characters choose to solve the problem. • Co-create a problems list Problem/solution/opinion writing and share-out.	
6	Chapter 2 pp. 12–19	**Vocabulary:** *frantic*	Focus on recognizing the problems in the story. • Continue to co-create a problems list
7	Chapter 3 pp. 20–28	**Vocabulary:** *fear* vs. *comfort*	Identify the important events. • Co-create an important events list
8	Chapter 4 pp. 29–35	**Vocabulary:** *capable* vs. *dependent*	Identify the important events. • Continue to co-create an important events list
9		Retell summary writing and share-out.	
10	Outside Text: "Earthquake" by Ruth A. Musgrave	**Vocabulary:** *catastrophic*	Use an outside text to evaluate whether Peg Kehret was accurate in her description of an earthquake.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
11	Chapters 5–6 pp. 36–52		Focus on the main character. Infer character traits and support with text evidence. • Co-create a character traits chart
12		**Vocabulary:** *unpredictable* Focus on how the author uses personification to present nature as a character. • Co-create a character traits chart for nature • Focus on naming a line of thinking. • Co-create an evidence collection box	
13	Chapter 7 pp. 53–60	**Vocabulary:** *destructive*	Focus on recognizing cause and effect relationships and using them to make predictions. • Continue to add evidence to the evidence collection box
14		Cause and effect writing and share-out.	
15	Outside Text: "Your Cool Facts and Tips on Flooding"	**Vocabulary:** *submerged*	Use an outside text to evaluate whether Peg Kehret was accurate in her description of flooding.

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
16	Chapters 8–9 pp. 61–77	**Vocabulary:** *desperate*	Collect evidence to support a line of thinking. • Add to evidence collection box
17	Chapter 10 pp. 78–85	**Vocabulary:** *determination* **vs.** *despair*	Use comprehension strategies to revise visualizations as new information is revealed. • Revise setting map • Continue to add evidence to the evidence collection box
18	Chapter 11 pp. 86–91	**Vocabulary:** *impossibilities*	Recognize the introduction of a second plot, and determine its important elements. • Co-create and compare events timelines for the first and second plots • Continue to add evidence to the evidence collection box
19	Chapter 12 pp. 92–101		Identify the turning point and use that event to infer the author's message. • Continue to add evidence to the evidence collection box

DAY	CHAPTER(S)/ PAGES	MINI-LESSON	READ-ALOUD
20		Turning point writing and share-out.	
21	Read-In Chapters13–16 pp. 102–132	**Vocabulary:** *accomplishment*	
22		Synthesis summary writing	
23	Outside Text: "Disasters: Loma Prieta, the 1989 San Francisco Earthquake"		Recognize important details and compare these details to those of other texts.
24		Evaluation writing	
25–30		Formal writing: Book review	

Earthquake Terror Stems List

Day 1 – Blurb
When the blurb said _____, I was thinking _____. This helps me understand _____ .

Day 2 – Genre
When the chart said _____, I made a prediction. I think _____because _____ .

Day 3 – Part 1: Character List
When the book said_____, I thought this was an important detail because _____ .
This makes me think _____ .

Day 3 – Part 2: Mood
When the book said _____, I felt _____. This helps me predict _____ .

Day 4 – Setting Map
When the book said _____, I thought this was an important detail because_____ .
This makes me think _____ .

Day 6 – Problems List
When the book said _____, I was thinking the problem is _____. This helps me understand _____.

Day 7 – Important Events
When the book said _____, I was thinking this was an important event because _____ .
This helps me understand_____ .

Day 8 – Important Events
When the book said _____, I was thinking this was an important event because _____ .
This helps me understand_____ .

Day 10 – Outside Text
When the article said _____, I thought this was an important detail because _____ .
This makes me think _____ .

Day 11 – Infer Character Traits
When the book said _____, I was thinking _____. This helps me understand_____ .

Day 12 – Author's Craft
When the book said _____, I was thinking _____. This helps me understand_____ .

Day 13 – Cause and Effect
When the book said _____, I thought about cause and effect. I think _____ might cause_____ .

Day 15 – Outside Text
When the article said _____, I thought this was an important detail because _____ .
This makes me think _____ .

Day 16 – Collect Evidence

When the book said _____, I thought this was an important piece of evidence because _____ .
This makes me think _____ .

Day 17 – Revise the Setting Map

When the book said _____, I thought this was an important detail because_____ .
This makes me think _____ .

Day 18 – Identify the Second Plot

When the book said _____, I thought this was an important detail because_____ .
This makes me think _____ .

Day 19 – Turning Point

When the book said _____, I thought this was an important piece of evidence because _____ .
This makes me think _____ .

Day 21 – Read-In

When the book said _____, I was thinking _____ because _____ .

Day 23 – Outside Text

When the article said _____, I thought this was an important detail. It shows how the earthquakes
were alike/different because _____ .

C. I. A.
Lesson Plans

Earthquake Terror

NOTE: The lessons for this unit give page references for the Puffin Books paperback edition of *Earthquake Terror* published in 2011 by the Penguin Group.

C
Collect Critical Information

Identify the main story elements:
- Character
- Setting
- Problem
- Main Events

In this quadrant, readers read slowly and often reread in order to monitor their comprehension.

After finishing this quadrant of the text, readers stop to check their understanding. They write a retell summary of the first quadrant of the book, including all the main story elements: character, setting, problem, and main events.

Days 1–10, Chapters 1–4

Mini-Lesson

Vocabulary Routine: *stranded* **(L 4, 5)**
The base word 'strand' means *to leave in a helpless position.* **The suffix 'ed' makes this word an adjective.**

Instructional Read-Aloud

In this blurb…readers learn that Jonathan and his family are camping on Magpie Island when a devastating earthquake hits.

In this lesson…you will be modeling for students how you use clues in the blurb to help you get main elements of the story—character, setting, problem, and main events—in your head. After identifying these story elements, students will use them to make a prediction.

To prepare for this lesson, make a copy of Notebook Entry #1 for each student. Students will insert this handout into their reader's notebooks.

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Make predictions

Show understanding of story elements (RL 3)
- Main characters
- Setting
- Problem

Infer genre (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers preview a book before they read to help them form ideas about the text and to set a purpose for reading.

Teach:

Today I am going to teach you…
…that good readers look carefully at the cover of a book and read the blurb prior to starting the first chapter so that they can begin to think about the story elements. The main elements of the story are character, setting, problem, and main events.

We are going to create the first entry in your notebooks today. I have copied a handout for you. We will be completing the handout together before gluing or taping your copies of the handout into your reader's notebooks. This entry will be a tool that we will use while reading this book; it will help us remember the most important story elements so that we can keep the story in our heads.

Today we will be using this stem for turn and talk:
When the blurb said _____, I was thinking _____. This helps me understand _____.

Listen and follow along while I read the blurb.
Read the entire blurb aloud.

Model:

As I read the blurb, I noticed the names of important characters. To help me remember these important characters as I read, I am going to add these names to my handout. I will also add any important information I have learned about each of the characters.

When the blurb said so much about Jonathan right away, **I was thinking** that Jonathan is probably going to be the main character in the book. **This helps me understand** that Jonathan is going to be important to the plot.

Let's record Jonathan on the handout as the main character in our story.

(Model adding Jonathan to the handout.)

Guided Practice:

Who are the other important characters?

Turn and talk to your partners using this stem:
When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding new characters to the handout.)

Model:

Now let's think about what information we found in the blurb about the setting.

When the blurb said that Jonathan, Abby, and Moose are left alone on the island, **I was thinking** they won't be able to rely on anyone else to help them survive the earthquake. **This helps me understand** how suspenseful this book is going to be.

(Model adding this information to the handout.)

Guided Practice:

Did you learn any other important details about the setting?

Turn and talk to your partners using this stem:
When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding new setting details to the handout.)

Guided Practice:

We can also use the blurb and the cover to identify the problem in the story.
What do you think the problem is in this story?

Turn and talk to your partners using this stem:
When the blurb said _____, I was thinking _____. This helps me understand _____.

(Model adding the problem to the handout.)

Stretch It:

Good readers not only gather key information about the character, setting, and problem before reading, they also make predictions to help set a purpose for reading. Good readers use story elements and what they know about the genre (in this case, realistic fiction—adventure) to help them make predictions.

Write a prediction you can make about the story on your handout. Then, turn to your partner and share your prediction. Remember to share evidence of your thinking.

Link:

Today and every day when you read…
…I want you to think about the story elements before you start reading the first chapter, by paying close attention to the cover of the book and the information in the blurb. You can also use that information to help you make predictions.

Notebook Entry #1: Finding Story Elements in the Blurb

Blurb (Puffin, 2011):

Stranded!

When Jonathan and his family go camping on Magpie Island, they expect to have a fun, relaxing weekend. But their fun quickly vanishes when a devastating earthquake hits, destroying their camper and leaving Jonathan, his sister, Abby, and their dog Moose, alone on the island. Without food, water, or shelter, and separated from their parents, can Jonathan and Abby keep calm and save themselves?

Characters:

Setting (place):

Setting (time):

Problem:

Prediction:

Mini-Lesson

In this lesson…you will model how readers break a long text into manageable pieces by dividing the text into quadrants. Marking each quadrant will help students set goals as they read.

Learning Target:

Analyze the structure of texts (RL 5)
- how larger portions of the text relate to each other and the whole

Connect:

We have been learning…
…that good readers get ready to read by looking at the blurb in order to pull out the most important story elements: character, setting, and plot.

Teach:

Today I am also going to teach you…
…that good readers, before reading, divide a book into four relatively equal quadrants. Good readers use various specific strategies to help them understand the text, depending on which quadrant they are reading in. They also use these divisions to help set their reading goals.

You will need three small sticky notes, preferably in different colors.

Model:

First, open up your book to the last page. There are 132 pages in our book, *Earthquake Terror.* If we take that number and divide it by 4, we get 33. We are going to divide our book into four quadrants that are each roughly 33 pages long. When marking quadrants, always make sure you end a quadrant at the end of a chapter.

Please place your first sticky note on page 35, at the end of chapter 4. In the first quadrant of the book we will be collecting story elements. We will stop at the end of this quadrant to write a retell summary as a way of monitoring our comprehension while reading.

Place your second sticky note on page 60. When we reach this page, we should have a big idea of what this book is going to be about. Therefore, in this second quadrant we will focus on understanding the genre and looking for patterns in our thinking.

Place your third sticky note on page 101. When we reach this page, we will have found the turning point of the book. The turning point is where the author's message is revealed. Therefore, in the third quadrant we will be collecting evidence to support our thinking about the story's theme.

In the last quadrant of the book, we will be rejecting or confirming predictions and evaluating how the author ties everything up at the end. In addition, we will be considering whether the author's message is one we agree with and can apply to our own lives.

Link:

Today and every day when you read…
…I want you to think about dividing the text into four quadrants in order to help focus your thinking and set goals for reading.

Mini-Lesson

Vocabulary Routine: *survive* (L 4, 5)
The Latin root 'vive' means *life* **or** *alive.* **The prefix 'sur' or 'super' means** *on top, over,* **or** *higher.*

Mini-Lesson

In this lesson…you will be activating students' background knowledge about the genre realistic fiction. For this lesson, I suggest that you either transfer the sample genre chart for realistic fiction onto chart paper or purchase a set of genre posters from shop.readsidebyside.com. Post the genre chart or poster in the meeting area prior to the lesson. This is the only chart in the unit that will not be co-created. You will use this genre chart to guide your instruction during this mini-lesson. You will model for students how to use information on the chart to predict how the book will go. You might also provide handouts of this chart for students to glue or tape into their notebooks.

Learning Targets:

Show understanding of story elements (RL 3)
- Character
- Setting
- Plot

Use what you know about genre to help you understand the story better and compare texts (RL 5)
- Realistic fiction

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers think about story elements before they read by looking carefully at the cover of a book and reading the blurb.

Teach:

Today I am going to teach you…

…that good readers also use what they know about the genre to think about character, setting, and plot. Knowledge of character, setting, and plot will be useful as you make predictions about the story. Today we are going to review the genre realistic fiction—adventure, which is the genre of *Earthquake Terror*. We will be using the chart I have posted in our meeting area to help us think about this genre.

Notice how I use the information on this chart to help me make predictions about the book *Earthquake Terror.*

Today we will be using this stem for turn and talk:
When the chart said _____, I made a prediction. I think _____ because _____.

Model:

When reading realistic fiction, you can expect the setting of the story to be a realistic or believable place. Typically the story takes place in the present time.

When the chart said the setting in realistic fiction books is a realistic or believable place, **I made a prediction. I think** the story will take place in California, **because** I know that California is a place where many earthquakes occur.

Guided Practice:

When reading realistic fiction, you can expect the characters to be fictional, but believable. You can also expect the main character to change over time.

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____ because _____.

Guided Practice:

In realistic fiction, the main character is going to have to deal with a real-life problem. In this book, we know that the problem puts the main character in physical danger.

What can you predict about the plot?

Turn and talk to your partners using this stem:
When the chart said _____, I made a prediction. I think _____ because _____.

Guided Practice:

When reading realistic fiction, the most important element to focus on is the main character. You can expect the author's message to be revealed through the main character.

As you read, you might think about how the main character overcomes challenges.

What can you predict you will think about while reading the story?

Turn and talk using this stem:
When the chart said _____, I made a prediction. I think _____ because _____.

Link:

Today and every day when you read…
…I want you to think about the genre of the book and use what you know about the genre to make predictions.

Realistic Fiction

Setting	A realistic or believable place. The story is typically set in the present time.
Characters	Fictional characters who are believable. A main character who changes over time.
Plot	The main character must deal with a real-life problem. The main character changes over time.
Most important story element	Character
What readers will think about	How does the main character change over time? How does the main character overcome challenges? What are the main character's beliefs about right and wrong? How do the main character's circumstances impact his or her choices?

Instructional Read-Aloud

In this chapter…the Palmers are camping on Magpie Island in October. Abby uses a walker because her legs are partially paralyzed. It takes the Palmers a long time to hike to Magpie Lake. When Mrs. Palmer is splashing in the lake, she breaks her ankle. Jonathan offers to stay with Abby on the island while Mr. Palmer takes Mrs. Palmer to the hospital.

In this lesson…you will model how readers pay attention to important characters and infer character traits. You will demonstrate how readers keep track of characters while reading by working with your students to co-create a character list that can be used as a tool for comprehension monitoring. While clues about the setting will be revealed, wait to note this information till day 4, when you will reread the chapter looking for setting clues.

Learning Targets:

Read closely to monitor comprehension (RL 1)
- Infer character traits
- Visualize

Show understanding of story elements (RL 3)
- Character

Use what you know about genre to help you understand the story better (RL 5)

Gather and categorize information through note taking (W 8)

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers think about what they know about the genre to help them predict what will happen in the book.

Teach:

Today I am going to teach you…
…that good readers use comprehension strategies to identify important characters and infer character traits. You are each going to make a character list in your reader's notebook as we read chapter 1. The character list will be a tool that we will use while reading this book; it will help us improve our comprehension when we are confused. Today we will also be paying attention to clues about these characters that we find in the story, and we will be using these clues to infer character traits.

Watch me as I model how I think about who the important characters are as I'm reading.

Notice how I use clues in the story to help me think about what I know about these characters.

Today we will be using this stem for turn and talk:
When the book said_____, I thought this was an important detail because_____. This makes me think _____.

Open your reader's notebooks and title a clean page **Character List.** As we create the list together on the easel, you will each copy down the information on a list in your own reader's notebook.

Begin reading chapter 1 of *Earthquake Terror,* starting on page 1.

Model:

Stop after: "Today and tomorrow were planning days for teachers, so Jonathan did not have school." (p. 2)

We need to add Jonathan to our character list. We know that he will be an important character in the book. We can also add Jonathan's dog, Moose.

Now let's think about clues in the text that help us understand the main character.

When the book said Jonathan walked fast even though it was hot out, **I thought this was an important detail because** it shows that he is in great physical shape. **This makes me think** Jonathan is athletic.

(Model adding this thinking and any other important details to the character list.)

Guided Practice:

📖 **Stop after:** "Now they slept in a small trailer because Abby needed a real bed, with a mattress, not a sleeping bag on the ground." (p. 3)

We have some new characters to add to our character list: Mrs. Palmer, Mr. Palmer, and Abby. Grandma Whitney is also mentioned on page 3. Do you think she will be an important character in this book?

This part of the text focuses on Abby. Let's think about what we know about her. Use the turn and talk stem to think about important details relating to Abby.

Turn and talk to your partners using this stem:
When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding this thinking and any other important details to the character list.)

Guided Practice:

📖 **Stop after:** " 'Go ahead,' Mr. Palmer said to his wife. 'I'll help Abby.' " (p. 5)

In this part of the text, we learn new information about each of the characters. Which details are important?

Turn and talk to your partners using this stem:
When the book said _____, I thought this was an important detail because _____. This makes me think _____.

(Model adding this thinking and any other important details to the character list.)

Link:

Today and every day when you read…
…I want you to think about what you know about important characters in order to make a character list for monitoring comprehension.

The following list is a sample showing what your co-created list *might* look like:

Character List

Jonathan - athletic
              likes baseball

Moose - Jonathan's dog
             golden retriever

Mrs. Palmer - Jonathan's mother

Mr. Palmer - Jonathan's father

Abby - uses a walker
        Jonathan's younger sister
        had an accident when she
          was two
        legs are partially paralyzed
        afraid of water

Instructional Read-Aloud

In this lesson…you will be drawing students' attention to word choices and to how the author creates mood. Words like *deserted*, *eerie*, *unnatural*, and *weird* will create a feeling of suspense. You will model how the mood helps readers make accurate predictions.

Learning Targets:

Read closely to understand the story better (RL 1)
- Visualize
- Predict

Interpret words and phrases as they are used in a text (RL 4)
- Mood

Convey ideas precisely using appropriate vocabulary (L 3, 6)

Engage in collaborative discussion (SL 1, 2, 4, 6)

Connect:

We have been learning…
…that good readers read slowly at the beginning of a book to determine characters, setting, and plot.

Teach:

*Today I am going to teach yo*u…
…that good readers think about the mood that the author creates and then use what they notice about the mood to make predictions about what is going to happen. To create mood, the author uses key words to help the reader feel a certain way while reading. Mood often gives the reader a clue about what is going to happen next in the story.

Watch me as I model how I think about key words and how those words create a mood.

Notice how I think about how I am feeling as I read the story, and how I use that feeling to make a prediction.

For this part of the lesson we will be using this stem for turn and talk:
When the book said _____, I felt _____. This helps me predict _____.

📖 **Begin reading chapter 1 of *Earthquake Terror,* starting on page 1.**

Model:

Stop after: "Where is everyone?" (p. 1)

In these first three sentences, I noticed words such as *deserted*, *eerie*, *ghost town*, and *quiet*.

When the book said that the deserted campground was like a ghost town, **I felt** a little fearful about what might happen next. **This helps me predict** that something bad is about to happen. Maybe the earthquake is coming.

Guided Practice:

Stop after: "Today the only sounds were the cawing of an occasional magpie and the dry leaves crackling underfoot as Jonathan and his golden retriever, Moose, walked along the trail." (p. 1)

At this point, the author wants us to hear the sounds of the magpie cawing and the dry leaves crinkling. How do these sounds make you feel?

Turn and talk using this stem:
When the book said _____, I felt _____. This helps me predict _____.

Guided Practice:

Stop after: "Still, Jonathan thought, it is weird, and he walked faster despite the heat." (p. 2)

Did you notice the author uses the word *weird* here? How does the author's use of that word make you feel?

Turn and talk using this stem:
When the book said _____, I felt _____. This helps me predict _____.

Link:

Today and every day when you read…
…I want you to think about how the author creates mood in the story and about how the mood helps you make predictions as to what might happen next.