This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.
The Savvy Reader—Questioning

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# The Savvy Reader—Questioning Level 6

## Student Edition

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<td>Questioning: A Winning Strategy!</td>
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<td>Alaska: The Last Frontier</td>
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# The Explorer’s Treasure: Sir Robert’s Treasure

## Day 1

<table>
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<th>Team Talk</th>
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<tr>
<td>1. What do the Explorers decide to do for their Readers Club presentation?</td>
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<tr>
<td>2. Jackson tells Rachel that he asks questions whenever he reads. Why does he ask questions when he reads?</td>
</tr>
<tr>
<td>3. Jackson tells Rachel about simple-to-answer and harder-to-answer questions. What makes a question simple to answer? (Write-On)</td>
</tr>
<tr>
<td>4. Why does Jackson say that Rachel’s question “What is an orphan?” is hard to answer?</td>
</tr>
<tr>
<td>5. Jackson gives Rachel some words that questions often begin with. How many of these question words can you think of?</td>
</tr>
</tbody>
</table>

## Jackson’s Challenge

Dear Students,

I wrote a description of Sir Robert Tremaine’s estate, but it needs editing. All the sentences end with periods, but I know I asked some questions. Can you help?

- Take turns reading the sentences with your partners.
- Tell your partner whether the sentence he or she read is a question or not.
- If it is a question, ask your partner to write the sentence in his or her journal and add a question mark.

Best wishes,

Jackson

Sir Robert Tremaine’s estate covers 200 acres of the Kingdom of Garren. The Blue River runs through the estate, providing water for Sir Robert’s sheep and horses. How many buildings are on the estate? There are four buildings on the estate: the manor house where Sir Robert and his family live; two cottages, one for the shepherd who tends Sir Robert’s sheep, and one for the farmer who grows fruit and vegetables; and the stables, where I live. The estate also has a beautiful garden filled with roses and flowering trees.

Besides the estate, are there other interesting places to visit in Garren. Indeed there are: There is the castle, where the king of Garren and his family live, and there is a village with houses, shops, and a church. What do you think makes Sir Robert’s estate such a nice place to live.
DAY 2

1. When Eli says he isn't good at asking questions, where does Kate suggest that he look for help? I'll bet it's where you'd look if you were stuck for a question.

2. Why do you think it's a good idea to use different question words?

3. Did the Explorers use a question word that you didn't use? What was it? Did you use a question word that the Explorers didn't use? What was it?

4. Rachel asks Carlos a question about the meaning of the word *quiver*. Is that a simple question to answer or hard question to answer? Do you think it is a good question to ask? Why? (Write-On)

5. When Eli asks Kate a question she can answer with *yes* or *no*, Jenny suggests that Eli ask it another way. Do you remember why Jenny says it's better not to ask a yes-or-no question?

---

Jackson’s Challenge

Dear Students,

I’ve learned that if you ask different kinds of questions, you’ll learn more about the story.

- Read the following paragraph about Charlotte Tremaine silently.
- With your partners, see how many different questions you can ask. Use as many question words as you can.
- Then compare questions with your teammates to see who used the most question words.

Good luck!

Jackson

Charlotte Tremaine is the youngest daughter of Sir Robert and Lady Mary Tremaine. She has two sisters named Ann and Catherine and two brothers named James and Edward. Charlotte was born on the Tremaine estate in Garren. She is a pretty girl, tall, with long, blonde hair. But don’t let her good looks fool you! Charlotte is smart and strong-willed. She likes to have her way! Along with her brothers and sisters, Charlotte studies at home with a teacher. She’s read a great many books. For fun, Charlotte likes to ride her horse, and climb trees so she can look over the castle wall and see what the king’s children are doing. Charlotte is very curious.
DAY 3

Team Talk

1. Do you find that you and your partner use the same question words a lot? If so, how could you use different question words?

2. During their team discussion, Rachel asked, “How does Deadly Ivy kill its victims?” Eli answered, “It looks like ordinary ivy, so it fools people. But if someone touches Deadly Ivy, it wraps around the victim so tightly that it squeezes the victim to death.” Do you think that was a good answer? Why or why not? (Write-On)

3. What information could you add to the following answer to make it correct and complete? If you need to, look at page 11 of the story.

Q: When they come to the edge of a clearing in the forest, what do Charlotte and Jackson see?
A: They see three people.

Jackson’s Challenge

Dear Students,

As you know, I’m the stableboy on Sir Robert’s estate. I’ve written a story about one of the horses.
• Read the story silently.
• Discuss the answers to the questions with your partners, and then write your answers in your journal.
• Compare answers with your teammates to see if your answers are correct and complete.

Best wishes,
Jackson

Among the horses on the Tremaine estate was a mare named Skittish. None of the Tremaine children like to ride Skittish, because they thought she was too slow. Skittish was also timid and easily frightened. She was especially afraid of loud noises, perhaps because she was born during a raging thunderstorm. You could always tell when Skittish was frightened, because she would pin her ears back on her head and hold her tail low between her legs.

One fine spring day, Skittish was wandering along through the pasture when the sky clouded over and the wind began to blow. Suddenly, there was a flash of lightning and a loud clap of thunder. Skittish reared up and raced full speed for the safety of the herd, as all horses do when they’re afraid. “Well,” I thought, “if the Tremaine children want a fast horse to ride, they need only mount Skittish during a storm!”

1. Why didn’t the Tremaine children like to ride Skittish?

2. What especially frightened Skittish? Why?

3. How could you tell when Skittish was frightened?
1. What does Jackson call easy-to-answer questions? Why?
2. What does Jackson say is the reason harder-to-answer questions are called Think questions?
3. Is the following question about page 12 of the story a Right There or Think question? Why do you think that? (Write-On)
   Q: Why is Sir Robert in the Doomed Forest?
4. How can the Questioning Strategy Card help you ask Think questions?
5. Is it better to ask Think or Right There questions? Why do you think that?

Jackson’s Challenge

Dear Students,
I thought you might be curious about the Doomed Forest, so I wrote about the first time I entered that dark wood.

With your partners:
• Take turns reading the sentences in the following paragraph.
• Decide if each question is a Think or a Right There question.
• Discuss your answers to the questions.

You may find that your strategy card will help you.

Best wishes,
Jackson
Jackson’s Challenge continued

One day one of Sir Robert’s sheep wandered off into the Doomed Forest, which lies just to the east of the Tremaine estate in the kingdom of Garren. The shepherd was too frightened to go into the forest, so I strapped on my sword and went off to rescue the poor animal. It was a sunny day, but the forest is so thick with trees that it seemed as black as night. While deciding where to begin my search, I heard a sheep bleating in the distance and moved quietly in the direction of the sound. As I walked, a snake slithered and hissed its way across my path, and a giant vulture cried overhead. “What an awful place this is,” I thought. Reaching a spot where the trees thinned, letting in some light, I saw the sheep tangled in a bush. “Silly animal,” I said, “I’ll cut you loose, and we can both get out of here.” Just then I heard a loud snort and saw something move out from the shadows. It was a wild brown boar, a dangerous animal with a huge body and long, sharp tusks. The boar’s eyes were fixed on the sheep. I drew my sword and jumped in front of the sheep. Suddenly, the boar charged. Holding the blade flat and pointed at the boar, I braced myself for the attack. Then something amazing happened: a beam of sunlight came through the trees and struck my sword! Blinded by the light, the boar stopped in its tracks, turned, and ran away! As I cut the sheep free, I said, “I think we’ve both had enough adventure for one day. Let’s go home.” I can’t be sure, but I think the sheep nodded.

1. Where is the Doomed Forest?
2. Why didn’t the shepherd go into the forest to look for the lost sheep?
3. How would you describe the Doomed Forest?
4. What saved Jackson and the sheep from the wild brown boar?

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**DAY 5**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
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<tbody>
<tr>
<td>1. Sir Robert tells Charlotte that she can’t go with him to the thieves’ camp. Do you think Sir Robert is right to say she can’t go? Why or why not?</td>
</tr>
<tr>
<td>2. Rachel asked Kate, “Do you think Jackson is a good fighter? Why or why not?” How would you answer this question? Here’s a hint: think about the way Kate answered that question. (Write-On)</td>
</tr>
<tr>
<td>3. Kate asked Eli if he thought Charlotte had found Sir Robert’s treasure. Eli thought she had found the treasure. What evidence can you give to back up Eli’s answer?</td>
</tr>
</tbody>
</table>
Jackson’s Challenge

Dear Students,

Asking questions when you read is one half of a great reading strategy. What is the other half? Giving good answers to the questions! You knew that, didn’t you? Here’s a chance for you to give good answers to challenging Think questions.

• Read about panthers silently, discuss the answers to Think questions with your partners, and then write the answers in your journals.
• Share your answers with your teammates to see if the answers are correct and complete.

Good luck!

Jackson

There are panthers and then there are giant panthers. Panthers range in length from 3 ½ to 6 feet. Giant panthers, however, can be 10 to 12 feet long. Both panthers and giant panthers have black fur. They both live mainly in forested areas. Panthers live in several parts of the world; giant panthers can be found only in the Doomed Forest. All panthers are meat eaters. They kill their prey by stalking and pouncing on it, or by hiding in trees and jumping on it. They often eat their kill in a tree to keep it away from other animals. Panthers have excellent night vision and hunt mostly at night. Giant panthers hunt day and night.

1. How are panthers and giant panthers alike, and how are they different?

2. Why do you think panthers mainly live in forested areas?

Day 6

Team Talk

1. Kate asked Eli, “Why do Fearsome Joe and the thieves stay in the forest?” Is that a Right There or Think question? How would you answer the question?

2. Did you and your partner ask a question that the Explorers didn’t think to ask? What was it? Was it a Right There or Think question? (Write-On)

3. The Explorers had good partner and team discussions. What did you see and hear them doing during their discussions to help every team member learn more?

4. What’s one thing your team could do from now on to have better discussions and help one another learn more?
Dear Students,

Charlotte and I didn’t like each other very much when we started on our journey to find Sir Robert. But we became partners and friends along the way.

- Read about that part of our adventure silently.
- With your partners, see how many different kinds of questions you can ask about it. Work together on a list of questions. Your strategy card may help you.

Best wishes,

Jackson

It’s no wonder that Charlotte and I didn’t like one another at first. After all, it seemed we had nothing in common. I was a poor orphan forced to look out for myself. Charlotte had a wealthy family to take care of her. I lived in a simple stable. Charlotte lived in a big house. Charlotte had a teacher and was well educated. All I knew, I read in books, or learned from experience. So when we set off for the Doomed Forest to look for Sir Robert, naturally, we argued a lot—about which route to take, and how to find Sir Robert when we got there. It was the attack of the giant panther that changed things between Charlotte and me. When I fought the panther to save Charlotte, she learned that I was brave. When she shot the panther with her bow and arrow, I learned that she kept her wits about her in a dangerous situation. After that, Charlotte and I began to respect and like one another. That’s why I convinced Sir Robert to allow her to come to the thieves’ camp with us. I learned a lesson in my travels with Charlotte that I shall remember always.

DAY 7

Team Talk

1. What do Carlos and Kate say is the reason the Explorers earned the reward?
2. What is the special reward?
3. How do you think questioning will help the Explorers get more out of every book they read from now on? (Write-On)
Jackson’s Challenge

Dear Students,

As you know, reading can take you on some amazing adventures. Asking and answering questions will help you learn more about every story. Everyone has their favorite part of the story. Eli’s favorite part of Sir Robert’s Treasure was the attack of the giant panther. Rachel liked the happy ending. I wonder which part of the story you liked best.

• Pick your favorite part of Sir Robert’s Treasure, and write two challenging Think questions about it. Once again, your strategy card may help you.
• Write your questions and answers in your journals. Make sure your answers include correct, complete information and explanations.
• Ask and answer questions with your partners. Pick one of each partner’s questions to ask your team.

Remember, from now on, to learn more as you read, ask questions!

Farewell for now,
Jackson

DAY 8

1. What information would make the answer to this question more complete?
   Q: How does Fiona practice to become a knight?
   A: Fiona practices by herself in secret to become a knight.

2. Turn the following statement into two questions: Fiona needs help to become a knight.

3. Think of a question to ask about Lady Fiona, the Knight. What is it? Is your question a Right There or Think question? Tell why. (Write-On)
### The Legend of Penelope Spencer: The Voyage of the Antelope

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>presence</td>
<td>chunk</td>
<td>state of being somewhere</td>
<td>When Mr. Johnson saw me in class, he marked my presence on the sheet.</td>
</tr>
<tr>
<td>circumstances</td>
<td>chunk</td>
<td>events, happenings</td>
<td>You can read about the circumstances surrounding the train accident in tomorrow’s newspaper.</td>
</tr>
<tr>
<td>gilded</td>
<td>base word + ending</td>
<td>covered in gold</td>
<td>The gilded cage shone in the daylight.</td>
</tr>
<tr>
<td>protruding</td>
<td>base word + ending</td>
<td>sticking out</td>
<td>A small knob was protruding from the front of the television, and Vickie turned it.</td>
</tr>
<tr>
<td>enroll</td>
<td>chunk</td>
<td>join</td>
<td>After high school, some students enroll in colleges or universities.</td>
</tr>
<tr>
<td>categorically</td>
<td>chunk</td>
<td>entirely</td>
<td>The tornado wrecked the town so categorically that not a single building remained standing.</td>
</tr>
<tr>
<td>expectant</td>
<td>chunk</td>
<td>hopeful</td>
<td>Julie stared at the lovely, wrapped gift with expectant eyes, eager to see what was inside.</td>
</tr>
<tr>
<td>adjourn</td>
<td>chunk</td>
<td>go into, take a break</td>
<td>After dinner, Julie’s father likes to adjourn to the den and read the evening paper.</td>
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### Fluency in Five

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<td>Page 35, 39, or 43</td>
</tr>
</tbody>
</table>
DAY 1

1. On page 31, the author refers to Penelope as the “potter’s daughter.” What is a potter, and how did you figure that out?

2. Why does Penelope think the town meetings are unfair?

3. At the end of chapter 1, Penelope is—
   a. confused.
   b. nervous.
   c. excited.
   d. annoyed.
   How can you tell?

4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

DAY 2

1. Which of the following is a conclusion you can draw from Penelope’s father’s statement about the minister’s feather?
   a. Scholars prefer blue feathers over other colors.
   b. The king’s ministers all shop at the same stores for their clothes.
   c. Blue feathers are the most popular to wear.
   d. The king’s ministers wear uniforms to show what job they have.

2. In just two or three sentences, summarize the purpose of the Minister of Education’s visit.

3. What do you think will happen next in the story? Give evidence from the story to support your prediction.

4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

Write a synonym for each of the following words.

1. squirt
2. fumble
3. brim
4. sofa

Building Meaning

<table>
<thead>
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<th>gilded</th>
<th>protruding</th>
</tr>
</thead>
<tbody>
<tr>
<td>enroll</td>
<td>categorically</td>
<td>expectant</td>
<td>adjourn</td>
</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

6. Choose the word that best fits in the blank.
   I really wanted to learn to paint, so my mom took me to the school to ___________ in a class.
DAY 3

1. Why does Penelope’s father want her to think about both the pros and cons of competing for the academy?

2. Which of the following best describes how Penelope feels while her father is taking his walk?
   a. nervous and impatient
   b. angry
   c. confident and excited
   d. calm

3. Do you think Penelope’s father is going to let her compete for the academy? Support your answer.

4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

Write a synonym for each of the following words.
1. fuel
2. entertain
3. pouch
4. branch

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</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

6. “What are the circumstances that led to you being late for school today?” Principal Jones asked. Circumstances means—
   a. events.
   b. excuses.
   c. barriers.
   d. delays.
DAY 4

1. What does Penelope have to do to win the competition?
2. What can you tell about the riddle?
   a. It’s well known because everyone knows the answer right away.
   b. It’s a new riddle they just created.
   c. It’s hard because Oedipus was the first person to answer it.
   d. It’s unfair because there is no answer.
3. How does Penelope feel when she hears the riddle? How can you tell?
4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

Write a synonym for each of the following words.

1. mighty  
2. drowsy  
3. academy  
4. delay

<table>
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<td>expectant</td>
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</tr>
</tbody>
</table>

5. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.
6. Choose the word that best fits in the blank.
   The judge had to __________ the trial for the day because the defendant became sick.

DAY 6

Writing Prompt
You will begin writing your own legend about an extraordinary character or event. You will tell the story of how that character or event became a legend. Your legend will begin with an introduction to the character or event that describes why the event is legendary. The middle of your story will tell about at least four events that happen to the character or that lead up to the legendary event. Your story’s conclusion will describe the climax and show how the character or event became legendary. Remember to consider the characteristics of a legend and the story elements as you write your legend. Remember to give your legend a title.

Scoring Guide

You wrote a legend about an extraordinary character or event.  
15 points

Your legend begins with an introduction to the character or event that describes why the character or event is legendary.  
20 points

The middle of your legend tells about at least four events that happened to the character or that led up to the legendary event.  
10 points each  (40 points maximum)

Your legend’s conclusion describes the climax and shows how the character or event became legendary.  
20 points

Your legend has a title.  
5 points
The Legend of Penelope Spencer: The Voyage of the *Antelope*

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<th>Word</th>
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<tbody>
<tr>
<td>qualms</td>
<td>base word + ending</td>
<td>doubts, uncertainties</td>
<td>Jim’s parents had qualms about leaving Jim alone for the night, and they were unsure he would be okay.</td>
</tr>
<tr>
<td>fallible</td>
<td>chunk</td>
<td>not perfect, prone to making mistakes</td>
<td>Everyone is fallible, so we shouldn’t blame people for making a few mistakes.</td>
</tr>
<tr>
<td>prepping</td>
<td>base word + ending</td>
<td>preparing, making ready</td>
<td>The cook was busy cleaning her knives, washing the counter, and prepping to make dinner.</td>
</tr>
<tr>
<td>securing</td>
<td>base word + ending</td>
<td>making tight or safe</td>
<td>Putting a lock on the closet is one way of securing it.</td>
</tr>
<tr>
<td>vertical</td>
<td>chunk</td>
<td>completely upright, not at all sloped</td>
<td>Two mountain climbers looked up at the vertical rock face and knew it would be a difficult climb.</td>
</tr>
<tr>
<td>embrace</td>
<td>chunk</td>
<td>hug</td>
<td>The baby panda felt safe in his mother’s embrace.</td>
</tr>
<tr>
<td>majestic</td>
<td>chunk</td>
<td>grand, vast, very large</td>
<td>The majestic mountain stood high above the smaller hills.</td>
</tr>
<tr>
<td>broadest</td>
<td>base word + ending</td>
<td>widest</td>
<td>At it broadest point, the lake is nearly a mile across.</td>
</tr>
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</table>

**Fluency in Five**

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</tr>
</tbody>
</table>
DAY 1

1. How does Penelope feel at the beginning of the journey? How do you know?
2. Why doesn’t Penelope’s father want to think too far ahead about Ithaca?
   a. He does not want to think about Penelope leaving him.
   b. He knows there are many dangers waiting for them at sea.
   c. He is not looking forward to having to sail to the city.
   d. He wants to enjoy their cruise and have fun on the boat.
3. What do you think it means that the song Father sings is both “haunting and beautiful”?
4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

DAY 2

1. Is the crew prepared for the squall? How can you tell?
2. What is the mood of the story during the storm?
   a. calm and relaxed
   b. joyous and happy
   c. exciting and adventurous
   d. tense and frightening
3. How well does the Antelope weather the storm? Use details from the text to support your answer.
4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

Skill Practice

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. pansies  2. throbbing

Building Meaning

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<td>vertical</td>
<td>embrace</td>
<td>majestic</td>
<td>broadest</td>
</tr>
</tbody>
</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.
4. Izzy and Jamal wanted their play to appeal to the broadest audience possible, so they wrote a romantic comedy with action scenes in it. Broadest means—
   a. skinniest.
   b. smallest.
   c. widest.
   d. quietest.
**DAY 3**

**Team Talk**

1. How well does Luis handle being thrown overboard? How can you tell? What does this say about him?
2. How does the mood on the *Antelope* change after they rescue Luis? How can you tell?
3. What is Captain Spencer referring to when he says “Nature’s swimming pool”?
   - a. the ship’s bathtub
   - b. the ocean or sea
   - c. the public pool
   - d. the nearby river
4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)

**Skill Practice**

Write each word in your journal. Then write the base word and ending. Write a definition for each word.

1. metallic
2. vainest

**Building Meaning**

<table>
<thead>
<tr>
<th>qualms</th>
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<tbody>
<tr>
<td>vertical</td>
<td>embrace</td>
<td>majestic</td>
<td>broadest</td>
</tr>
</tbody>
</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. Choose the word that best fits in the blank.
   If you spend a little time ___________ your ingredients, it won’t take you as long to put together a meal.

**DAY 4**

**Team Talk**

1. What will happen if Penelope doesn’t answer the riddle correctly?
   - a. They will have to turn around.
   - b. Penelope will be banished from the kingdom.
   - c. The *Antelope* will meet certain doom.
   - d. The crew will have to attack the Oracle.
2. Why does Penelope wish she was back in Spyridonia?
3. How does Penelope arrive at the answer to the riddle?
4. Write three questions about today’s reading. Then answer your questions, and tell whether they are Right There or Think questions and why. (Write-On)
Write each word in your journal. Then write the base word and ending. Write a definition for the word.

1. achieves  
2. purest

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3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. “Everyone is fallible and can’t do everything right all the time,” Diego’s mother said to comfort him. Fallible means—
   a. not clumsy.
   b. not graceful.
   c. not likable.
   d. not perfect.
Questioning: A Winning Strategy!

DAY 1

Team Talk

1. Tory, Adam, Amy, and Daniel have a chance to work at the zoo as junior zoo guides. What do they have to do to get that chance?
2. Why do you think it would be important for zoo guides to know a lot about animals?
3. How does the Animal Questions quiz show work? What do the players have to do? (Write-On)
4. What was Sarah's idea about how the team can get ready for the show?

Dr. Nick’s Challenge

Dear Students,
Help! I wrote a paragraph about one of Kenya's wild animals, but it needs editing. All the sentences end with periods, but I know I asked some questions. Can you help me?
• Take turns reading the sentences with your partners.
• Tell your partners whether the sentence he or she read is a question.
• If it is a question, ask your partner to write the question and fix it with a question mark.
Thanks for your help.
Your friend,
Dr. Nick

Did you know that the cheetah is one of the world's fastest animals. It is a sleek animal with long legs and a flexible spine. It can twist and turn quickly, which helps it catch other animals. Can you guess what its favorite prey is. It is the gazelle. Cheetahs make amazing, low purring sounds, but their claws do not retract, like those of other cats. Do you think you would like to have a cheetah as a pet kitty. I'm not sure I would.

DAY 2

Team Talk

1. The Samburu Leopards asked Sarah questions about animals. Where did they look to find questions to ask?
2. What did Sarah say makes one question harder than another?
3. What were some of the question words that the Samburu Leopards used? Did they use question words that we could add to our list? Do you know any question words they did not use? (Write-On)
Dr. Nick’s Challenge

Dear Students,
Here’s a challenge to help you learn more about questioning and more about lions!
• Read the paragraph about lions below.
• With your partners, ask and answer questions. See how many different question words you can use. Use your question-word list for ideas!

Your friend,
Dr. Nick

The Swahili name for lion is Simba. Although most other cats like to live alone, lions are social, which means they like to live with other lions. Usually one to three males will live with a number of females. A group of lions like this is called a pride. Lions even have social behaviors. For example, they have special ways of greeting one another. They probably don’t say hi and shake hands though.

DAY 3

Team Talk

1. At one point in the DVD, Amy paused to think of a question. What did she look at and think about as she considered what question to ask? Here’s a hint: Adam later told Tory to look at this when she was stuck.

2. Daniel and Amy thought about questions that zoo visitors might ask. Why would they try to think of these questions? (Write-On)

3. Adam told Tory that he had figured out a way to think of questions. What was it?

Dr. Nick’s Challenge

Dear Students,
Shall we try Adam’s trick of turning statements into questions as we learn about hippos?
• Take turns reading the following sentences about hippos with your partners.
• After your partner reads a sentence, turn it into a question.
• Write down the question words in your journal as you use them to see which kinds of words you and your partner use!

Your friend,
Dr. Nick
Dr. Nick’s Challenge, continued

1. Hippos, or hippopotamuses, spend most of the day in the water.
2. Hippos have big, curved teeth in their upper and lower jaws for attacking other animals and for protecting themselves.
3. Hippos like to eat soft grass and fruit that has fallen to the ground.
4. Hippos can run faster than most men.
5. Hippos like to graze in the evenings and in the night.

DAY 4

Team Talk

1. Daniel asked Amy how giraffes can find the best leaves to eat. Was Amy’s answer correct? Was it complete? Explain your thinking.
2. Amy asked this question: “What happens to the babies when their mothers go off for food and water?” Was Daniel’s answer correct and complete? Explain your thoughts. (Write-On)
3. Amy thinks that questioning is making her pay more attention when she reads, so she remembers more. If that’s true, how could questioning help you with your school work? Give at least one example.

Sarah’s Directions

• Take turns reading and asking questions about giraffes with your partner.
• Choose a question to write in your journal.

Dr. Nick’s Challenge

Dear Students,
Can you answer questions as well as the Samburu Leopards team?
• Read about Cape buffaloes silently.
• Discuss the answers to the questions with your partners, and then write your answers in your journal.
• Compare your answers with your teammates’ answers to see if they are complete and correct.

Your friend,
Dr. Nick
### Dr. Nick’s Challenge, continued

Cape buffaloes are vegetarians. That means that they do not eat meat. Cape buffaloes eat grass and parts of small plants, such as buds and leaves. Cape buffaloes are dangerous animals though. They will kill people and even attack them without much reason. They are especially dangerous if people or other animals come between them and their young. They have been known to attack and kill strong animals such as lions.

Questions:
1. Why don’t Cape buffaloes eat meat?
2. What do Cape buffaloes eat?
3. What makes Cape buffaloes dangerous animals?
4. Are Cape buffaloes dangerous only to people? Explain your thoughts.

### DAY 5

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amy got a hard question from Adam when the Samburu Leopards practiced for the quiz show. Why was the question about herbivores so hard? Here’s a hint: Sarah explained the reason.</td>
</tr>
<tr>
<td>2. The Warthogs had their own strategies for learning about the zoo animals. What were their strategies? Why do you think questioning might be a better strategy for remembering what you learn?</td>
</tr>
<tr>
<td>3. Those Warthogs were good! Mike gave the correct answer about whether zebras are sociable. He also gave evidence. What was the evidence in his answer?</td>
</tr>
<tr>
<td>4. The Samburu Leopards were asked a very hard question by the Warthogs: How are zebras and horses alike, and how are they different? Why was that such a hard question? (Write-On)</td>
</tr>
</tbody>
</table>

### Dr. Nick’s Challenge

Dear Students,

Some questions are harder than others. See if you can tell the difference.

- Read about elephants below, and answer the questions with your partners. Which question is harder to answer? Do you know why?

Your friend,
Dr. Nick
Everyone knows that elephants are huge animals. Did you also know that they are vegetarians and eat only grass, shoots, leaves, and other plant life? They especially like to eat fruit, which is one of the reasons they may cross paths with people. One of the best places to see elephants in Africa is Amboseli National Park.

Questions:
1. Where can you often see elephants in Africa?
2. How could elephants cause problems for African farmers who grow bananas?

### DAY 6

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Where can you find answers to Right There questions?</td>
</tr>
<tr>
<td>2. Why is a Think question more difficult to answer than a Right There question? (Write-On)</td>
</tr>
<tr>
<td>3. Ask a Think question about “Warthogs.” Ask a Right There question about this article.</td>
</tr>
<tr>
<td>4. Dr. Nick reminds the Samburu Leopards that the best thing about asking one another questions was not beating the Warthogs and winning the quiz show. What was the best thing about asking questions about the animal articles?</td>
</tr>
</tbody>
</table>

**Dr. Nick’s Challenge**

Dear Students,

Let’s practice telling the difference between Right There (R) and Think (T) questions by reading some information about baboons, which are very common animals in Kenya.

- Read the paragraph below, and answer the questions with your partners.
- Decide whether each is an R question or a T question.

Your friend,
Dr. Nick

There are two kinds of baboons living in Kenya: the yellow baboon and the olive baboon. The yellow baboon lives only in the eastern part of the country, and the olive baboon lives in all other parts of the country. The yellow baboon is thinner than the olive baboon and does not have a mane, like the olive baboon does. All baboons live in groups and eat meat and plants. They can be dangerous and even attack people if disturbed.

1. How many kinds of baboons live in Kenya?
2. Where does the yellow baboon live?
3. Compare and contrast the yellow baboon and the olive baboon.
4. What do baboons eat?
DAY 7

Team Talk

1. Daniel asked Amy how chimps are like humans. Her answer was very complete! How many examples did she know?
2. Amy also gave a good answer to the question “What is the greatest danger to chimps in the wild?” She had good reasons for her answer. What were they? (Write-On)
3. Amy had an idea about how kids could help to protect chimps. Can you think of other ways kids could help?

Dr. Nick’s Challenge

Dear Students,

The Samburu Leopards need to give good answers to Think questions if they want to win Animal Questions. Can you do that?

• Read about crocodiles, discuss the answer to the Think question with your partners, and then write the answer in your journal.
• Share your answers with your teammates to see if the answers are correct and complete!

Your friend,
Dr. Nick

Crocodiles live in the lakes and rivers of Kenya. When there is little rainfall, and these lakes and rivers begin to dry up, the crocodiles bury themselves in the mud to stay moist. Sometimes you can see them lying in the sun during the day with their mouths open. The water in their mouths evaporates, and that helps them stay cool. It is like sweating.

How do crocodiles survive in the hot, dry areas of Africa?

DAY 8

Team Talk

1. Tory asked Adam a question that can be answered with yes or no: “In the wild, would you find polar bears living in California?” How did Tory make this a better Think question? (Write-On)
2. Daniel asked Amy a question about the main idea of the section called “A Polar Bear’s Day.” Is this a Right There or Think question? Why do you think so?
3. Do you think a question about the main idea is hard to answer? Why or why not?
Dr. Nick’s Challenge

Dear Students,

The Samburu Leopards are learning to ask questions about the important ideas as they read about animals. Now that’s smart! Can you do that too?

- Read the information about lizards below, and identify the important ideas with your partners.
- How many questions can you think of to ask about these ideas? Make a list with your partners.
- Compare your answers with those of your teammates to see if you identified the same ideas and how many different kinds of questions you asked.

Your friend,
Dr. Nick

Monitor lizards help the fishermen in Africa. These lizards live near rivers and other waters. Sometimes you can see them lying on rocks, keeping warm in the sun. Monitor lizards like to eat birds, eggs, and other small animals. They have to be careful, though, because sometimes a large bird, like a kingfisher, will chase a lizard. Since they like eggs, monitor lizards hunt and eat the crocodile eggs that are near the water. The fishermen like this because the crocodiles eat the fish that they hope to catch.

**DAY 9**

<table>
<thead>
<tr>
<th>Team Talk</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Amy asked Adam which of the three animals they read about is the least endangered and why. Is this a Right There or Think question? Explain your answer.</td>
</tr>
<tr>
<td>2. Amy had a good answer to Adam’s question, “How do polar bears survive in the Arctic winter when it’s really cold?” What made her answer good? (Write-On)</td>
</tr>
<tr>
<td>3. Dr. Nick sent the Samburu Leopards a gift with a note that reminds the team that winning is not the most important thing. What is most important in Dr. Nick’s opinion?</td>
</tr>
<tr>
<td>4. Who were the winners in the game? Do you think that the ending is fair? Why or why not?</td>
</tr>
</tbody>
</table>
Dr. Nick’s Challenge

Dear Students,

The Samburu Leopards know so much about the animals after all the reading and questioning that they did. They are more than ready to be junior zoo guides. So are you! Let’s prove it!

• On your own, write two challenging questions about the animals we’ve read about. Pretend that you’re a visitor to the zoo, and you want to see how much the guides know! You may look back at the articles and my challenges for ideas.

• Write down your questions and answers. Your answers should be correct and complete.

• Share your questions with your partners. Pick one question from each partnership and share them with your team. Select two questions from your team to ask the class.

• Have one more challenging round in your class. Remember, though, you’ve all learned so much. You are all winners!

Your friend,
Dr. Nick

Day 10

Team Talk

1. What information would make the answer to this question more complete?
   Q: Where do hyenas live?
   A: Hyenas live in Africa.

2. Turn the following statement into two questions: Hyenas live in clans.

3. Think of a question to ask about “Hyenas.” What is it? Is your question a Right There or Think question? Tell why. (Write-On)
# Alaska: The Last Frontier

<table>
<thead>
<tr>
<th>Word</th>
<th>Identification Strategy</th>
<th>Definition</th>
<th>Sentence</th>
</tr>
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<tbody>
<tr>
<td>wasteland</td>
<td>compound word</td>
<td>land that is empty or undeveloped</td>
<td>The area hit hardest by the hurricane looked like a <em>wasteland</em> now that all the trees and homes were gone.</td>
</tr>
<tr>
<td>impractical</td>
<td>prefix + base word</td>
<td>not useful</td>
<td>The safety scissors were <em>impractical</em> for cutting the thick cardboard for a science project.</td>
</tr>
<tr>
<td>chow</td>
<td>blend</td>
<td>eat, usually with the word <em>down</em></td>
<td>“I hope you are all hungry and ready to <em>chow</em> down on my newest creation!” Will’s mom exclaimed.</td>
</tr>
<tr>
<td>daunting</td>
<td>base word + ending</td>
<td>frightening</td>
<td>Many kids find the first day of school to be <em>daunting</em>, but others are ready to see their friends and get to work.</td>
</tr>
<tr>
<td>hinder</td>
<td>chunk</td>
<td>stop, delay</td>
<td>Randi was looking forward to the field trip so much he did not allow his stubbed toe to <em>hinder</em> him from having a good time.</td>
</tr>
<tr>
<td>prime</td>
<td>blend</td>
<td>best</td>
<td>Vince was excited because he won tickets for <em>prime</em> seats to see his favorite band perform.</td>
</tr>
<tr>
<td>energized</td>
<td>chunk</td>
<td>activated, excited</td>
<td>Selina felt <em>energized</em> by the short nap she took in the afternoon.</td>
</tr>
<tr>
<td>reintroduce</td>
<td>prefix + base word</td>
<td>make known again</td>
<td>It had been so long since I played basketball that I had to take some practice shots to <em>reintroduce</em> myself to the game.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency in Five</th>
<th>DAY 2</th>
<th>DAY 3</th>
<th>DAY 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 94</td>
<td></td>
<td>Page 94 or 92 (paragraphs 1 and 2)</td>
<td>Page 94, 92 (paragraphs 1 and 2), or 95</td>
</tr>
</tbody>
</table>
DAY 1

1. What changed people’s opinions about the value of Alaska?
   a. the size of the territory
   b. the discovery of gold
   c. the location of the territory
   d. the Aleutian Islands

2. Describe Alaska’s size.

3. How do families in Alaska overcome the problem of snow keeping children from walking or driving to school?

4. Write a question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

DAY 2

1. What is page 94 mainly about?
   a. how icicles form
   b. the temperature of Alaskan waters
   c. walking on snow-covered beaches
   d. surfing in Alaska

2. Can anyone take a whitewater rafting trip in Alaska? How can you tell?

3. Why do you think dogsleds were popular forms of transportation in Alaska in the early 1900s?

4. Write a question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Skill Practice

Use the dictionary entry to answer the following question.

**em-ploy**

_v. 1 to hire or use the services of a person or people. 2 to keep busy._

_3 to make use of an instrument or object. 4 to occupy or devote time to something._

_—n. 5 service._ *(He is in my employ.)*

Which dictionary entry gives the best definition for *employ* as it is used in the following sentences?

1. I will **employ** this ladder to reach the roof so I can repair it.

2. “My elderly neighbor is going to **employ** me to walk her dog every day after school,” Carlos explained.
DAY 3

1. Alaska has long hours of night in winter and daylight in summer because of—
   a. the tilt of Earth's axis.
   b. harsh blizzard-like conditions.
   c. Daylight Savings Time.
   d. its location far in the south.

2. Compare and contrast Anchorage and Barrow using the text box on page 91.

3. Why do you think long hours of darkness often affect people's moods? Explain your reasoning.

4. Write a new question about today's reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

Use the dictionary entry to answer the following question.

**ral-ly**

v. 1 to bring into order again. 2 to call people together for a common action or effort. 3 to revive one's spirits or strength. 4 to recover from an illness. —n. 5 a gathering of people for a common purpose, often spontaneous. 6 a long distance automobile race.

Which dictionary entry gives the best definition for *rally* as it is used in the following sentences?

1. Bobby's life seemed to be in danger, but he rallied back and was taken off life support.

2. “Rally the troops so we can attack again!” the general cried.

Team Talk

1. Alaska has long hours of night in winter and daylight in summer because of—
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Building Meaning

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<td>energized</td>
<td>reintroduce</td>
</tr>
</tbody>
</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. List two examples of something that might hinder you from getting to school on time.
1. How does the checklist on page 94 support the main idea of surfing in Alaska?

2. Why are huskies an ideal dog for mushing?

3. Write a new question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

4. Use your idea tree to summarize information from *Alaska: The Last Frontier*.

Use the dictionary entry to answer the following question.

**mold**

_n._ 1 a hollow form that molten material, such as metal or plastic, is poured into to give it shape. 2 a frame on which something is formed or made. 3 a shape or form. 4 a prototype. 5 a growth of fungi growing on vegetable or animal matter, usually appearing fuzzy. —_v._ 6 to shape or form something. 7 to age and become covered in fungi.

Which dictionary entry gives the best definition for *mold* as it is used in the following sentences?

1. The leftovers sat in the fridge too long and developed mold on them.

2. Ophelia molded the clay into the shape of a galloping horse for her diorama.

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<td>hinder</td>
<td>prime</td>
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<td>reintroduce</td>
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</table>

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. List two examples of something that would not hinder you from getting to school on time.
DAY 6

Imagine that you own a company that gives tours of Alaska. Create an advertisement for your company and trips. First give your company a catchy name. What do you want people to think when they hear the name of your company—excitement, adventure, or fun? Next create a slogan, or statement, that will get people interested in an Alaskan tour. Finally, in your advertisement, provide at least four details about the sights people will see on an Alaskan tour with your company. Use descriptive language that appeals to the senses to make your tour more attractive to potential travelers. Remember that your company is competing with other tour companies, so you need to be persuasive when advertising your tours.

Scoring Guide

| Your advertisement is about an Alaskan tour with your company. | 10 points |
| Your advertisement has a slogan or statement to grab people’s interest in an Alaskan tour. | 15 points |
| Your advertisement provides at least four details about the sights people will see on the tour. | 15 points each (60 points maximum) |
| You use descriptive language that appeals to the senses. | 5 points |
## Alaska: The Last Frontier

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<tr>
<td>prohibiting</td>
<td>base word + ending</td>
<td>forbidding, not allowing</td>
<td>The school has a rule <em>prohibiting</em> food and drinks in the gym because they want to keep the floor clean.</td>
</tr>
<tr>
<td>colliding</td>
<td>base word + ending</td>
<td>crashing</td>
<td>My brother kept <em>colliding</em> with me on the bumper cars instead of hitting other riders.</td>
</tr>
<tr>
<td>monitor</td>
<td>chunk</td>
<td>watch, pay attention to</td>
<td>“I was told to <em>monitor</em> the classroom until your teacher comes back from the front office,” Mr. Jesky explained.</td>
</tr>
<tr>
<td>caravans</td>
<td>base word + ending</td>
<td>travels, especially in a large group</td>
<td>Our family <em>caravans</em> through the museum, each holding onto one another’s hands so no one gets left behind.</td>
</tr>
<tr>
<td>interior</td>
<td>chunk</td>
<td>inside</td>
<td>If there is a tornado warning, you should go to an <em>interior</em> room of the house that has no windows.</td>
</tr>
<tr>
<td>seclusion</td>
<td>base word + ending</td>
<td>state of being separated, alone</td>
<td>In the past, a child who behaved badly in class was often put in <em>seclusion</em> until the teacher allowed him or her back into the classroom.</td>
</tr>
<tr>
<td>insulates</td>
<td>base word + ending</td>
<td>protects</td>
<td>The rubber coating on electrical cords <em>insulates</em> the wires inside and keeps you from getting shocked.</td>
</tr>
<tr>
<td>bristly</td>
<td>base word + ending</td>
<td>resembling short, rough hairs</td>
<td>A cat’s tongue looks smooth, but when one licks you, it feels rough and <em>bristly</em>.</td>
</tr>
</tbody>
</table>

### Fluency in Five

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<tr>
<td>Page 102 (paragraphs 1 and 2)</td>
<td>Page 102 (paragraphs 1 and 2) or 99</td>
<td>Page 102 (paragraphs 1 and 2), 99, or pages 100 (paragraph 3) and 101</td>
</tr>
</tbody>
</table>
### DAY 1

1. Why can’t ships get too close to the glaciers?

2. What happens two days **after** the sun becomes extremely active?
   - a. Earth warms up a few degrees.
   - b. A very vibrant aurora appears in the sky.
   - c. There are more wildfires in the forests.
   - d. Glaciers calve more chunks of ice.

3. Why does the author include the fact box on page 99?

4. Write a question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

### DAY 2

1. Compare the arctic fox’s winter coat with its summer coat.

2. The fact box on the bottom of page 101 explains—
   - a. the long lifespan of the bowhead whale.
   - b. why bowheads have bony crowns on their heads.
   - c. why bowheads have oddly shaped mouths.
   - d. how Eskimos use kayaks to hunt bowhead whales.

3. Why are Eskimos still allowed to hunt bowhead whales?

4. Write a question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

### Skill Practice

1. Read the following sentence.
   
   Completing a marathon is a **major** accomplishment, even if you ran slowly and took several hours.

   Which of the following sentences uses *major* the same way?
   - a. The major commanded his troops to be ready to move out at dawn.
   - b. Clarissa already knew she wanted to major in history at college.
   - c. “Learning to sing for the play is a major goal for me,” Amos said.
   - d. Getting a job coaching baseball in the major leagues is a dream for some.

2. Read the following sentence.
   
   Ricky’s **hazel** eyes were light brown with bright flecks of green in them.

   Which of the following sentences uses *hazel* the same way?
   - a. The hazel tree in the backyard always produces a lot of nuts to eat.
   - b. Evelyn painted the walls a light hazel color that warmed up the room.
   - c. The rocking chair was carved out of hazel wood by my grandfather.
   - d. “Can you get some milk at the store?” Hazel’s mom asked before she left.
Building Meaning

3. Choose a word from the vocabulary list, and write a meaningful sentence for that word.

4. Which of the following is something you would describe as **bristly**?
   a. a porcupine
   b. marble rock
   c. baby’s skin
   d. a bowl

**DAY 3**

1. The word *calving* is also used to describe a cow giving birth to a calf. How do you think this is related to icebergs and glaciers?

2. Which of the following statements is an example of figurative language?
   a. “The aurora is caused by solar particles colliding with gases in the Earth’s atmosphere.”
   b. “Alaska is one of the best places in the world to view the aurora.”
   c. “When the winds come, they create a natural spectacle that bewilders and amazes those lucky enough to view it.”
   d. “Dazzling bands and curtains of color twist and dance through the sky.”

3. Why do only half the climbers make it to the top of Mount McKinley?

4. Write a new question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

**Skill Practice**

1. Read the following sentence.
   The teacher had to **stoop** over the student’s desk so she could see what he was asking about.

   Which of the following sentences uses *stoop* the same way?
   a. The grandfather stooped down so his granddaughter could tell him a secret.
   b. “Don’t stoop to that team’s level by being sore losers over the game,” Coach Ray said.
   c. The hawk stooped suddenly to catch the bird it saw flying below him.
   d. It’s nice to sit on the front stoop on a warm evening and chat with friends.

2. Read the following sentence.
   “Don’t **brood** over the test all weekend; just relax until you get your score back,” Jermaine said.

   Which of the following sentences uses *brood* the same way?
   a. The woman with five children looked like a hen herding her brood around the mall.
   b. A chicken broods over her nest for about twenty-one days until her eggs hatch.
   c. The brand new brood of Chihuahuas next door yipped and barked loudly for days.
   d. “I’ve been brooding over the question all week, and I’ve finally got the answer,” Linda said.
### Building Meaning

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3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. Which of the following is something you would not describe as **bristly**?
   - a. whiskers
   - b. a hairbrush
   - c. a marble
   - d. hedgehogs

### DAY 4

#### Team Talk

1. Which of the following best describes baleen?
   - a. large molars used to grind food
   - b. bristly plates that filter food from water
   - c. sharp and can tear meat off large animals
   - d. gummy and help make food soft

2. What do you think it means to hunt whales “for profit”? How did you figure that out?

3. Write a new question about today’s reading. Then answer the question, and tell whether it is a Right There or Think question and why. (Write-On)

4. Use your idea tree to write a summary about this cycle of *Alaska: The Last Frontier*.

#### Skill Practice

1. Read the following sentence.
   
   I had to **drill** a small hole in the wall so I could run the cable through it.

   Which of the following sentences uses **drill** the same way?
   - a. “You all know the drill; run two laps and then stretch out,” Coach Dodds said.
   - b. You should be careful to keep your fingers away from drills or you could get hurt.
   - c. Syrup makers drill holes in special maple trees to collect the sap in buckets.
   - d. To keep everyone safe, the school performed two fire drills per year.

2. Read the following sentence.
   
   Moving pictures on the big screen used to **stun** audiences, who thought it was magic.

   Which of the following sentences uses **stun** the same way?
   - a. A sharp knock to the head could stun you, so you should wear a helmet.
   - b. The circus acrobats stunned the crowd with their daring aerial performance.
   - c. The police have special electric guns that stun criminals so they can’t move.
   - d. The world was stunned to hear the news that Olympic athletes were being held hostage.
Building Meaning

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3. Choose a word from the vocabulary list, and write a meaningful sentence for that word, or revise your sentence from yesterday.

4. Choose the word that best fits in the blank.
   Sometimes it’s nice to sit in ___________ so I can relax and think quietly about the events of the day.

**DAY 6**

During your reading of *Alaska: The Last Frontier*, you might have come across many terms specific to the government and information in the text. Create a glossary using important or unusual words from the text. Your glossary should have at least six words in it, with two of those words from the first cycle’s reading. Your glossary words should not be vocabulary words from either cycle. Your definitions for the words should be correct and match the meaning of the words in the text. Each entry should include a meaningful sentence. Your glossary should be in the correct format (words in alphabetical order, glossary word lowercase, etc).

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<tr>
<td>You create a glossary of at least six words from the text, with two words coming from the first cycle’s reading.</td>
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<td>Your definitions are correct and match the meaning of the words in the text.</td>
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<tr>
<td>Each entry includes a meaningful sentence.</td>
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<td>The glossary is in the correct format.</td>
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</table>
5. Write a meaningful sentence for the word **interior**.

6. The line of traders and camels ________ across the desert as it treks to the next oasis.
   - a. disappeared
   - b. waits
   - c. monitor
   - d. colliding

7. The bag of groceries kept **colliding** with my leg until there was a bruise there. **Colliding** means—
   - a. cushioning
   - b. hitting
   - c. avoiding
   - d. tapping

8. My cat's ________ whiskers tickled my ear as she settled down to sleep on my pillow.
   - a. cushioning
   - b. tapping
   - c. avoiding
   - d. hiding

9. Next year the school will be **prohibiting** anyone from playing a sport if they don't get permission from a
   - a. allowing
   - b. promoting
   - c. comparing
   - d. stopping

10. The sea otter's thick fur ________ him and keeps him comfortable, even in the coldest waters.
    - a. confusing
    - b. promoting
    - c. stopping
    - d. allowing

11. "I am going to monitor all of you to see how quickly you learn this game," the researcher said.
    - a. ignore
    - b. watch
    - c. hide
    - d. annoy

12. The puppy was too excited, so Minna put him in his crate to help him calm down.
    - a. annoy
    - b. hide
    - c. watch
    - d. comfort

**Building Meaning**

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Alaska: The Last Frontier / Cycle 2

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T-15
Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

1. Read the following sentence.
   Harrison needed a tack so he could hang a poster on his wall.
   Which of the following sentences uses the same word?
   a. Sailboats had to tack in a zigzag line when they traveled into the wind.
   b. Mrs. Martin decided to tack one more question to the math test for bonus points.
   c. You had better change your tack if you think begging is going to get you a phone.
   d. I used a tack to stick my advertisement to the bulletin board at school.

2. Read the following sentence.
   Marlena was afraid her play would be a total flop, but the audience loved it and gave it a standing ovation.
   Which of the following sentences uses the same word?
   a. The puppy’s long ears flopped all over the place as he ran.
   b. In Hollywood, a movie is a flop if more money is spent making it than it brings in at the box office.
   c. There was a loud smack as Jayden did a belly flop into the pool.
   d. Cristobal was afraid his play would be a total flop, but the audience loved it and gave it a standing ovation.

3. Read the following sentence.
   I accidentally cooked the beans too long, and they turned into a soft mush.
   Which of the following sentences uses the same word?
   a. My mom only ever wants to watch mushy movies with a lot of kissing.
   b. Nicolette mushed all the clay together until she had a large ball.
   c. The heavy rains turned the ground to mush, so our soccer game wasmuddy.
   d. The miner mushed across the snow and ice with his team of dogs.

4. Read the following sentence.
   We watched the kindergartners troop out to the playground during their break.
   Which of the following sentences uses the same word?
   a. The newly promoted captain was proud to be given command of some troops.
   b. Still playing anyway, the boys trooped upstairs to plan their next mission.
   c. Still playing anyway, the boys trooped upstairs to plan their next mission.
   d. The newly promoted captain was proud to be given command of some troops.
The Aleutian Islands are an island chain that stretches across the northern Pacific Ocean. Volcanic activity formed the islands, which are part of the Pacific Ring of Fire. Some of the volcanoes are still active. The ocean influences weather on the islands. Temperatures are moderate, and they receive heavy rainfall and thick fog all year.

The Aleutian Islands may have been part of a land bridge that humans used to travel from Asia to North America. Eskimos settled on several of the islands and became known as Aleuts. They hunted seal and sea otters for fur. They also fished, carved ivory, and wove grass baskets.

Russians explored Alaska and claimed the land including the islands during the 1800s. They began hunting and trading fur. The Aleutian Islands were the site of a battle during World War II. Japan captured several of the islands. They wanted to distract the U.S. Navy from battles further south in the Pacific. Many Aleuts were taken to Japan as prisoners of war. A year later, U.S. forces took back the islands. Tourists can visit a memorial for the battles.

Comprehension Questions

1. What is the topic of this text? How do you know?

2. What is the intent of the author?
   a. to inform the reader about an island chain that is part of Alaska
   b. to explain to the reader how volcanic activity formed the islands
   c. to entertain the reader with stories about the battles during World War II
   d. to persuade the reader to visit the Aleutian Islands and the war memorial

3. Write a question about the passage. Then answer the question, and tell whether this is a Right There question or a Think question and why.

4. Summarize the text using information from your graphic organizer.
10. Gordon felt like he had to ___________ himself to his classmates after missing so much school.

11. “Now is the prime time to ask my parents for a dog since they have seen how cute the neighbor’s puppy is,” Peter explained. Prime means—

a. worst.
b. best.
c. late.
d. untimely.

12. The hero knew he would find no food or water in the sweltering ___________ he needed to cross.
Word Power

Skill Questions

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

1. I knew it was time to get a new light bulb because the light kept wavering and making it difficult to read. Which dictionary entry gives the best definition for **wavering** as it is used in the following sentences?

2. Gloria wavered on her decision to buy the blue dress after she thought about the red one a little more. Which dictionary entry gives the best definition for **wavering** as it is used in the following sentences?

3. “I couldn’t hear my voice wavering as I sang, but it became stronger as I felt more comfortable in front of the crowd.” Elisa said. Which dictionary entry gives the best definition for **wavering** as it is used in the following sentences?

4. The price of some foods, such as seafood, wavers on a day-to-day basis depending on how much

5. High-heeled shoes might look great, but they are ___________ if you have to walk long distances.

6. Write a meaningful sentence for the word **energized**.

7. Which dictionary entry gives the best definition for **wasteland**

8. “Are you boys ready to ___________ down on my homemade chili and cornbread?” Tex’ dad asked.

9. “I don’t want my broken leg to hinder anyone at the amusement park, so maybe I should stay home.” Xander said. Which dictionary entry gives the best definition for **hinder**

10. Nuncio thought the obstacle course looked daunting, but prepared himself to beat it anyway. Which dictionary entry gives the best definition for **daunting**

11. Write a meaningful sentence for the word **daunting**

12. Nuncio thought the obstacle course looked daunting, but prepared himself to beat it anyway. Which dictionary entry gives the best definition for **daunting**

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**Building Meaning**

4. The price of some foods, such as seafood, **wavers** on a day-to-day basis depending on how much

5. “I couldn’t hear my voice wavering as I sang, but it became stronger as I felt more comfortable in front of the crowd.” Elisa said. Which dictionary entry gives the best definition for **wavering**

6. High-heeled shoes might look great, but they are ___________ if you have to walk long distances.

7. Write a meaningful sentence for the word **energized**.

8. “Are you boys ready to ___________ down on my homemade chili and cornbread?” Tex’ dad asked.

9. “I don’t want my broken leg to hinder anyone at the amusement park, so maybe I should stay home.” Xander said. Which dictionary entry gives the best definition for **hinder**

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**Skill Questions**
The 1925 Serum Run

Nome, Alaska, is remote even in modern times, but in the first half of the twentieth century, it was very difficult to travel there. When children started coming down with diphtheria in the winter of 1925, the city was in trouble. The disease can spread quickly, and Nome's doctor didn't have enough medicine. Nome is remote, so it was difficult to send in more medicine. Nome's doctor asked the government for help.

The government sent medicine to the closest train station, Nenana. From there, teams of mushers and sled dogs carried and handed off the medicine until it reached Nome. The teams faced freezing temperatures, ice, and snow. The race took five and a half days and saved the lives of hundreds of people.

One of the most famous stories from the race is that of Balto. He was the lead dog on the team that reached Nome with the medicine. This was the first time Balto led a team. He kept the team on a safe trail through the dark and a blizzard. His musher, Gunnar Kaasen, praised Balto for keeping him and the other dogs alive on the trail.

Sources: www.baltostruestory.com
www.gi.alaska.edu/ScienceForum/ASF15/1531.html

Comprehension Questions

1. What is the topic of this text? How do you know?
2. What is the intent of the author?
3. Write a question about the passage. Then answer the question, and tell whether this is a Right There question or a Think question.
4. Summarize the text using information from your graphic organizer.
1. Where do leopards live? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Leopards can easily hunt prey.

3. Why do you think it helps you to ask questions while you are reading?

4. Using the information in "Leopards," write a Think question.

5. Which of the following is the best answer to the question: What do leopards look like?
   a. Leopards are large cats.
   b. Leopards are large orange cats with black spots called rosettes.
   c. Leopards have special spots called rosettes.
   d. Leopards are orange and black cats.

6. Which of the following questions is a Think question?
   a. Why do you think only some species of leopards are endangered?
   b. What do leopards hunt?
   c. Where are leopards usually found?
   d. Where do leopards hunt?

2. List the information in "Leopards" with a Think question.

3. Why do you think it helps you to ask questions while you are reading?

4. Turn the following statement into two questions: Leopards can easily hunt prey.

1. Where do leopards live? Is this a Right There or Think question? Explain your answer.
Leopards

What is a leopard?
A leopard is a very large cat, similar in size to the lion and cheetah. It is considered the strongest of the big cats.

What do leopards eat?
Leopards eat big-game animals such as gazelles, deer, and wildebeests. However, unlike some other big cats, leopards are not pack animals. They prefer to live and hunt alone. Cubs stay with their mothers for a fairly short amount of time. Generally only 18–24 months. Species that are native to the United States and mountain ranges, and they are one of the only big cats that can survive even in a tropical climate. They can even live in deserts. Leopards also have almost two-thirds of their food in trees where they can return later. Leopards are almost two-thirds of their food in trees where they can return later.

Where do leopards live?
Leopards live in Africa, particularly in the eastern and southern regions. Leopards are also found in parts of Asia. Leopards can also be found in the wild in India, Nepal, and Sri Lanka. Although they are found in Africa, they are also found in Asia. Leopards can also be found in the wild in India, Nepal, and Sri Lanka. Although they are found in Africa, they are also found in Asia.
5. Write a meaningful sentence for the word *securing.*
6. I didn't like the look of the nearly ___________ drop on the roller coaster, so I sat down while my friends rode it.
7. I always feel happy and comfortable in my grandmother's embrace because she smelled of peppermint and vanilla. *Embrace means—*
   a. hug.
   b. car.
   c. chair.
   d. kitchen.
8. Parents are ___________ and sometimes make mistakes when they are trying to understand their children's problems. *Prepping means—*
   a. experimenting.
   b. cutting.
   c. applauding.
   d. preparing.
9. I spent the whole weekend ___________ for my presentation, so I think it will go well. "Shayna explained.
   "I think it will go well." Shayna explained.
10. The boys found the ___________ tree trunk they could to make a safe and stable bridge across the creek.
11. "Basketball season is long, so if you have any ___________ about whether you have time to practice and play, you should think about your schedule," Coach Ronald said. *Qualms means—*
   a. opinions.
   b. doubts.
   c. arguments.
   d. comforts.
12. The ___________ battleship dwarfed the tug boats that were hauling it to the dock for cleaning.
Comprehension Questions

Read pages 63 and 64 of The Legend of Penelope Spencer: The Voyage of the Antelope and answer the following questions.

I. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why.

II. Penelope's father doesn't want to think about Ithaca at the start of the journey because—
   a. he knows the journey could be dangerous.
   b. he doesn't want Penelope to leave.
   c. he misses Spyridonia already.
   d. he dislikes visiting Ithaca and isn't looking forward to it.

Skill Questions

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

1. Why does Penelope get to see her father once a year?
   a. She is allowed to go home to Spyridonia to visit him once a year.
   b. He brings his pottery to sell in Ithaca's market once a year.
   c. She travels to Spyridonia to give a test to the students once a year.
   d. He things a new student to learn at the academy once a year.

2. How does Penelope get to see her father once a year?
   a. She is allowed to go home to Spyridonia to visit him once a year.
   b. He brings his pottery to sell in Ithaca's market once a year.
   c. She travels to Spyridonia to give a test to the students once a year.
   d. He brings a new student to learn at the academy once a year.

Word Power

1. thawing 2. pickles 3. acidic 4. grimmest

Write each word on your paper. Then write the base word and ending. Write a definition for each word.

6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why.
1. "Due to the storm, the school will be closed until its power can be restored," the superintendent explained.

12. "Let's adjourn and go to my house to study so we can talk more and have a snack," Lydia said.

11. "Let's adjourn and go to my house to study so we can talk more and have a snack," Lydia said.

10. "Daniel Martinez, your enroll is required in the front office at this time," the school secretary announced over the loudspeaker.

9. Pedro wanted to improve his baseball skills over the summer, so he decided to enroll in a summer league.

8. The thieves wanted to steal the book with the protective cover, but they set off the security system when they tried to touch it.

7. The teacher went through the directions carefully so no student could say he or she did not understand them.

6. While a meaningful sentence for the word expectant.

5. Write a meaningful sentence for the word expectant.

The teacher went through the directions carefully so no student could say he or she did not understand them.
Comprehension Questions

Read pages 45 and 46 of The Legend of Penelope Spencer: The Voyage of the Antelope and answer the following questions.

1. Write a question about something you read earlier in the story. Then answer the question, and tell whether it is a Right There or Think question and why.

2. Penelope's father wants her to think of the pros and cons of going to the academy so—
   a. she makes the best decision.
   b. she rushes into a bad decision.
   c. she decides to stay home.
   d. she chooses to study pottery.

3. Why do you think Ms. Travers and Mayor Mgumbo choose the Oedipus riddle?

4. You can tell Thomas is disappointed because—
   a. his heart breaks.
   b. he cries loudly.
   c. he hangs his head down.
   d. he runs away.

5. How does Penelope solve the riddle?
   a. a. She decides to stay home.
   b. She wrestles into a bad decision.
   c. She makes the best decision.
   d. She chooses to study pottery.

6. Write a question about something you read today in the story. Then answer the question, and tell whether it is a Right There or Think question and why.

Word Power

Number your paper from 1 to 12. Write your answers next to the matching numbers on your paper.

Skill Questions

Write a synonym for each of the following words.

1. pal
2. haul
3. ripple
4. nimble
The battle lasted well into the night. At times, Fiona led the knights, and she fought as well as any man. Finally, exhausted and outnumbered, the knights of Sardon began to retreat. Fiona and the men cried out with excitement. The kingdom of Frankfort was safe for now.

As the men gathered back at the castle to celebrate, the king rode alongside Fiona. When the two were alone, the king softly said, "It was an honor to serve with you, Lady Fiona. You are as much of a knight as any man." Fiona struggled to take her helmet off and tried to ask the king how he knew her identity. But the king rode off toward the castle as Fiona smiled in bewilderment.

1. How does Fiona become a trainer of knights? Is this a Right There or Think question? Explain your answer.

2. Turn the following statement into two questions: Lady Fiona is respected for her talents.

3. Why do you think it helps you to ask questions while you are reading?

4. Using the information in the story, "Lady Fiona Rides Again," write a Think question.

5. Which of the following is the best answer to the question "Why does Patrick ask Fiona for help?"
   a. Patrick asks Fiona for help because he knows she trains the best knights.
   b. Patrick asks Fiona for help because he doesn't know who else to ask.
   c. Patrick asks Fiona for help because he knows she knows the best knights.
   d. Patrick asks Fiona for help because he doesn't know who else to ask.

6. Which of the following questions is a Think question?
   a. Do you think Fiona becomes a real knight?
   b. Is the king happy with Fiona?
   c. Who is Patrick?
   d. Whom does Fiona train?
Lady Fiona Rides Again

Lady Fiona of Frankfort was well accustomed to the harsh training endured by young men seeking knighthood. She had once trained in secret and disguised herself as a young man in an attempt to become a knight. Although she passed the tests, she was not dubbed a knight because her identity was revealed. However, she proved that she could stand up to the rigors of knighthood. Few people disputed this fact, but women were not allowed to be knights, so Lady Fiona settled for training young men how to become knights.

Although this was unconventional, Lady Fiona was respected for her talents. It was, in fact, considered quite an honor to be accepted into her classes. She was very strict, indeed, but she often produced the best-trained knights the kingdom had to offer. This idea was put to the test one fateful fall when the King of Frankfort’s castle was under attack.

"Lady Fiona! Lady Fiona! The king’s castle is under attack! We need every available man at once!" cried Patrick, a loyal friend and page to the king. By the time he reached Fiona, he was panting like a dog on a hot summer’s day.


"It’s just terrible, Lady Fiona! Knights from the kingdom of Sardon are attacking! The king is preparing for battle! The whole kingdom is in an uproar!" sobbed Patrick.

"Not to worry, Patrick. Report back to the king and tell him I have quite a few exceptional men that I can send. They’ll be ready to fight at once. From the sound of Fions’ signaling horn, the knights are assembling for battle. As soon as Patrick was out of sight, Fiona made an announcement.

"Knights, gather your arms! The king needs you now! You are the best-trained knights the kingdom has to offer. Your king needs you to defend his realm. You have been trained for this moment. Now show your prowess!"

As Fiona neared the castle, she lowered her helmet and fell in among the knights who had already arrived.

Read Lady Fiona Rides Again, and answer the following questions.
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This project was developed at the Success for All Foundation under the direction of Robert E. Slavin and Nancy A. Madden to utilize the power of cooperative learning, frequent assessment and feedback, and schoolwide collaboration proven in decades of research to increase student learning.