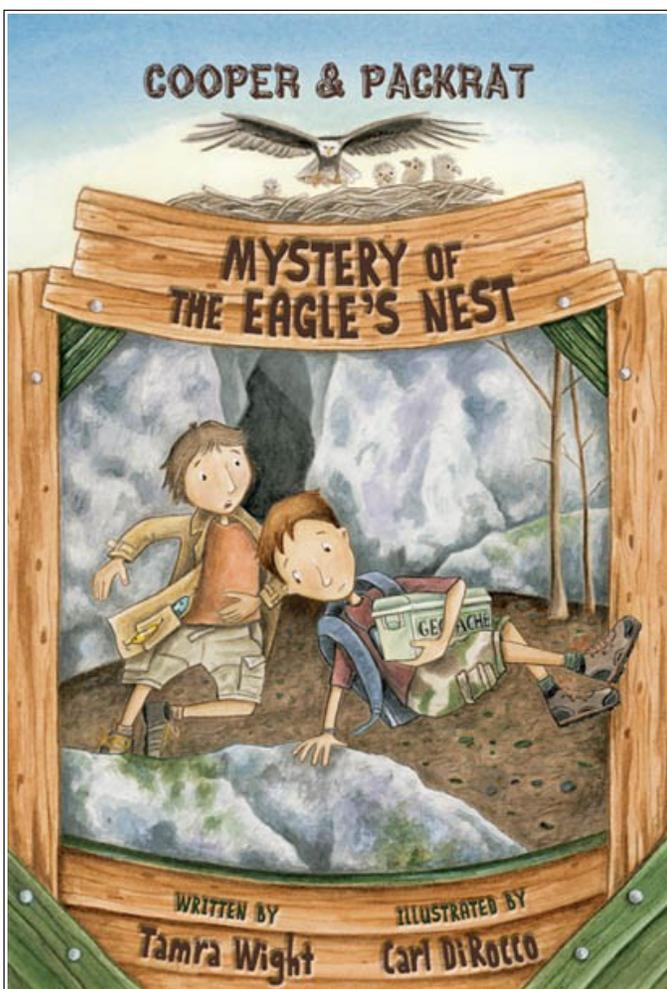




A TEACHING GUIDE for COOPER AND PACKRAT: MYSTERY OF THE EAGLES NEST



A JUNIOR LIBRARY GUILD SELECTION

Trouble has returned to Wilder Family Campground.

When Cooper and Packrat find their geocache box full of illegal eagle parts, their lazy summer is over. Someone wants those valuable parts back. And if they can't get the parts back, they'll settle for holding one of the rare Pine Lake eaglets hostage instead.

Cooper, Packrat and Roy must elude two goons, tolerate an annoying teenager, keep tabs on a shady new camper, and stake out the eagle's nest—all without getting grounded. Tamra Wight has written an exciting follow-up to *Mystery on Pine Lake*, a tale ripe with adventure and natural history, but above all, one of compassion and friendship.

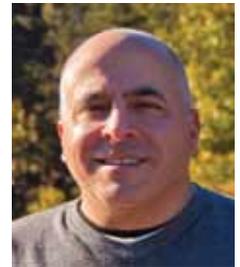
ABOUT THE AUTHOR



TAMRA WIGHT spent 27 years running Poland Spring Campground in Poland, Maine with her husband and two children. Every summer at the campground, she met interesting families and had grand adventures which inspired the Cooper and Packrat series. She also works as a teaching assistant at Whittier Middle School. When Tamra isn't writing, she's nature watching, hiking, geo-caching, kayaking, power-walking or reading. She also loves to take wildlife photos, many of which you'll see on her [website and blog](#), at www.tamrawight.com. She now lives in Turner, Maine.

ABOUT THE ILLUSTRATOR

CARL DIROCCO is a graduate of the New England School of Art & Design, and has illustrated *Dear Big, Mean Ugly Monster* (a Minnesota Humanities Book Award Finalist) and *Our Principal Promised to Kiss a Pig* (a Children's Choice Selection). Carl lives in Reading, Massachusetts, and loves to camp with his wife and three sons. You can read more about Carl on his website, www.carldirocco.com



ABOUT OUR TEACHING CONSULTANT and GUIDE CREATOR



SHANNON SHANNING – Is Maine's 2013 Teacher of the Year. She's also the first special education teacher to be awarded this honor in her state. She has developed an Integrated Learning Program in her classroom which gives students the opportunity to make connections within their community. To learn more about Shannon, see her biography on the [Maine Department of Education website](#),

PRAISE FOR *MYSTERY OF THE EAGLE'S NEST*

“The well-plotted story with spot-on kid dialogue will have readers alternately laughing and puzzling out the mystery . . . This mystery soars while the feathers and fun fly.”

~ *Kirkus Reviews*

“An adventurous story with fascinating eagle facts. This book is perfect for young readers who love adventure, mystery, and nature. I already look forward to the next installment. I hope there's a next book!” ~ *DEBtastic Reads blog*

“The story, enhanced by the illustrations of Carl DiRocco, causes a bit of a dilemma. On the one hand, readers won't want to set the book down. On the other hand, the story will have them itching to get outdoors to paddle across a lake or go wildlife watching.”

~ *Bangor Daily News*

FORMAT OF THE GUIDE

This curriculum guide was tested and shared with students in our co-taught classroom. Like many educators, the staff at our school has done a significant amount of work around transitions. We recognize that during the beginning and ending of class, we lost up to 5 minutes per instructional block, per day. Although this may seem small in the grand scheme of things, collectively these minutes add up to losing a considerable amount of instruction during the course of a trimester or school year.

Sit and Begin

In order to maximize student engagement and time on task during instructional blocks, our school adopted a universal “*sit and begin*” procedure. Although some teachers may call it something different (commonly referred to in our school as “*do now*” activities), these academic tasks are posted at the beginning of an instructional block. These brief activities either review concepts from the previous lesson or preview what will happen in the upcoming lesson.

Exit Slips

Exit slips are a way to wrap up a lesson. These activities completed during the last few minutes of an instructional block can be used as a formative assessment, student reflection, or as a way to preview what will be taught in the next lesson. Again, this strategy is used to maximize student engagement during an entire instructional block.

“The Hook”

This refers to a probing question, quote, or prompt that requires student to think about a topic or theme related to what they are reading and write and/or respond. This is intended to grab the attention of your students and increase overall engagement.

Other Components

All teachers structure lessons differently. The intent of this curriculum guide is to give teachers the creative freedom to “pick and choose” various strategies or instructional activities so that they can create their own lesson plans that meet the needs of the students that they are working with. Under each chapter heading, teachers can find both the “sit and begin” and “exit slip” activities as well as vocabulary words (which can be used in word wall activities or centers) and discussion questions. In addition to this I have created some project-based learning activities that can be integrated across content areas. Working in a special education classroom, I have found that students are most engaged when working on these types of projects!

Pre-Reading

Strategies to be used before reading Cooper and Packrat in order to activate prior knowledge and allow students to make connections with what they are about to read. Students who feel connected to what they are reading are more engaged and motivated to learn.

Essential Question/s of the Unit

Is there a cost for protecting something sacred?

What makes a good friend?

Is it possible to protect something without harming anything else?

“The Hook”

Have you ever had a special place that only you, your friends, or family knew about? Describe this place. Now, imagine someone you didn't know found out about this place and threatened to destroy it. What would you do to protect it?

Discussion Question

Geocaching is like 21st century treasure hunting. How do you think people find these “treasures” or caches and what devices might they use to find them?

Activities

Geocaching Presentation – Develop a presentation about geocaching and create a geocaching course within your school or campus using a mobile device. For more pictures and suggestions see Tamra Wight's website!

QR Code Scavenger Hunt – Using a free QR code generator (www.qrstuff.com) develop questions, clues, or facts about the Cooper and Packrat series or author. Have students use a mobile device to scan the codes and work together to solve this interactive scavenger hunt! To see this in action check out Tamra Wight's website! Sample Below.

Campground Scavenger Hunt – Students work together in pairs in order to solve the clues. Each pair is given a clipboard with a list of “campground” items to find. Pictures of the items are hidden around the classroom with clues or information about the book, author, or series behind each picture. Students record the information that they find on a corresponding sheet. Variations include an “activating prior knowledge” hunt in which facts about eagles, campgrounds, geocaching, and wilderness themes found in the series are placed behind each picture. This is particularly helpful for struggling readers, ELL students, or those who have limited background knowledge about the themes presented in the book.

Prime the Pump - A great engagement tool! Use [Tamra's Video Clip](#) where she talks about the inspiration behind the series, or an eagle cam video, an audio recording of eagle calls or photographs of eagles, and ask students to write or respond to a statement or prompt.

ABC Graphic Organizer - Prior to having your students talk about a topic, it's important to activate their background knowledge about it. One way to do this is the ABC Organizer. Using a graphic organizer, students try to think of a word or phrase associated with the topic, matched to each letter of the alphabet. Sample Below

During Reading

Strategies to use while reading so students can comprehend and process what they are reading.

- Create an Interactive Word Wall using the vocabulary words listed in each chapter below and other words you may find the students interested in.
- Thinking Notes Chart: Where students log a character trait, a new-to-them vocabulary word, a discussion point and a lingering question. Sample Below
- Making Connections: Text to Self, Text to Text, Text to World – This strategy allows readers to make connections to text so they can better understand what they're reading. It's important to model this strategy with students, ensuring they understand a difference between a coincidence and connection. A good connection enhances comprehension. There are numerous resources, guides, and templates for teachers to use that can easily be implemented across content areas.

Begin with “The Hook”

Ask students: Have you ever had a special place that only you, your friends, or family knew about? Describe this place. Now, imagine someone you didn't know found out about this place and threatened to destroy it. What would you do to protect it?

Chapter 1

Sit and Begin

Have you ever found something that didn't belong to you and what did you do with it?

Vocabulary

narrow, gorge, humongous, line of sight, geocache, box foothold, crouch, coordinate, latitude, longitude

Discussion Questions

- ✓ What does it mean on page 1 when Cooper describes the goons as, “arms waving so fast I thought they'd take off like a duck who'd been surprised by a guy in a camouflage suit”.
- ✓ How does Cooper use the secret entrance to his advantage?
- ✓ What call does Cooper give Packrat to get his attention?
- ✓ Based on Cooper's description, what do people need to locate a geocache box?
- ✓ How did the goons use the geocache boxes?

Exit Slip

Why do you think that the goons were happy to find the pen? What do you predict that they will do next?

Chapter 2

Sit and Begin

Teacher reads the chapter heading and asks students to respond to the following: Why do you think people are so interested in eagles?

Vocabulary

utility clip, shimmied, fierce, “trophy fish”, nuisance

Discussion Questions

- ✓ Why does Packrat try to stop Cooper from opening the box?
- ✓ Why is Cooper so upset about what he finds in the box?
- ✓ What do the boys decide to do with the geocache box?

Exit Slip

Do you think hiding the parts in the cave is a good idea? Why or Why not? Explain what you might have done.

Chapter 3

Sit and Begin

Hand out a vocabulary card containing a different vocabulary word from one of the first three chapters. Have each student fill out the Frayer Model vocabulary sheet (define the word, use it in a sentence, draw a picture or use a graphic to illustrate the word – Sample below

Vocabulary

aeries, embankment, skittered, “worry wart”

Discussion Questions:

- ✓ What can you infer about Roy's character based on page 13 when Cooper indicates that Roy will be mad that he missed the events that happened with the goons?
- ✓ Why did Cooper get nervous about reaching into the tree stump?
- ✓ Why did the boys need to get back to the campground?
- ✓ Why did Molly “sigh loudly” when Cooper promised to ride bikes with her?
- ✓ What is the worry associated with having new neighbors at the Wentworth's?

Exit Slip

Describe what the eagles added to their nest and why. What other birds have nests and how does this compare to the eagle's nest.

Chapter 4

Sit and Begin

In the last chapter it was referenced that at six weeks old eaglets are already bigger than a raven. Using a Venn Diagram and time to research each type of bird, compare and contrast eagles and ravens (*Sample Below*)

Vocabulary

panicked, grimaced, contraption, exaggerated, cringed, pounce, exasperation, claustrophobic, mascot, double cross

Discussion Questions:

- ✓ What was Cooper's dad doing to “entertain” the children while they waited for Maxwell Moose?
- ✓ While Cooper was dressed up as Maxwell he noticed two men wearing something that was different than what a typical camper would wear. What were they wearing and who did he infer that these people were?
- ✓ What precautions does Cooper have to take being Maxwell Moose and why is this necessary?
- ✓ Why is Moose so panicked at the end of the phone call?

Exit Slip

Do you think that Cooper and Packrat could be in trouble for even having knowledge of these eagle parts and not telling the authorities? Explain why or why not.

Chapter 5

Sit and Begin

In the last chapter Cooper noted that the Goons had their own kind of “customer service”. Compare and contrast Wilder Family Campground's idea of customer service to that of the goons (you may choose to use a Venn Diagram).

Vocabulary

hunkering, camouflaging, impressive

Discussion Questions:

- ✓ Why is the boss mad at the goons?
- ✓ What does Gavin keep doing that creeps out Cooper?
- ✓ What are the fines related to having stolen eagle parts and who tells Cooper about this?
- ✓ What does Cooper's mother unintentionally do, that could lead the goons right to Cooper and Packrat?

Exit Slip

Gavin is described as having eyes like an eagle, clear and serious. Choose one of the characters presented so far in this story and compare them to an animal.

Chapter 6

Sit and Begin

At the end of chapter 3, Packrat wonders why anyone would harm eagles and then sell the parts, like the Goons in the story. This just doesn't happen to eagles, but other animals as well. What are some animals that are hunted illegally for their parts? Why do you think people do this?

Sample Worksheet Below

Vocabulary

“held our ground”, distract, decoy, dramatic, clever, traitor, hesitated, fond, harassing, fidget, bobbleheads

Discussion Questions:

- ✓ At the beginning of the chapter, Cooper, Packrat, and Roy are left on the porch alone with the goons. People might refer to this as a “tense” situation. What does that mean and how does situation demonstrate this.
- ✓ Packrat starts going through his trench coat when the goons claim that he has something of theirs. What is Packrat trying to do in that moment and what does it tell you about his character?
- ✓ Cooper refers to Molly as “Molly the traitor” when she is talking to the goons on page 36. What does this mean?
- ✓ How did Lucy come to their rescue?

Exit Slip

On page 36, the goons mention to Cooper that he must have to watch Molly “real close in a big place like this”. Cooper notes that the message was received. What does this mean and what are the goons hinting at? Sample Worksheet Below

Chapter 7

Sit and Begin

The chapter heading notes that female eagles do most of the egg sitting, however the male will take turns so that the female can “stretch, fly, and feed”. Using the various websites, compare and contrast eagles to loons.

Vocabulary

technically, skimmer, tinted, ceremonies

Discussion Questions:

- ✓ How did Roy get the “cooler” job of splitting wood on the log splitter as opposed to having to clean the pool?
- ✓ Why does Cooper move the frogs to the pond in his mom's garden?
- ✓ What does Gavin tell Cooper that surprises him?

Exit Slip

On page 41, Packrat's mother is described as pulling a “we-have-company-so-be-nice” card, when she makes him go to the mall. What does this mean and when in your own life has this happened to you?

Chapter 8

Sit and Begin

Cooper has a lot of different jobs at the campground. What are some jobs or chores that you have at your house. List them in order from most favorite to least favorite and explain why.

Vocabulary

hollow, aloft, slathering, coil, scan, paranoid, lame, drawled, triumphant, lug

Discussion Questions:

- ✓ Why is cleaning the sites one of Cooper's favorite jobs?
- ✓ Why was Cooper more paranoid on this site cleaning day as opposed to a normal site cleaning day?
- ✓ How did Cooper know it was Molly on his back and not someone trying to harm him?
- ✓ Cooper is freaked out by Molly's news, but even more freaked out about something else, what is it?
- ✓ Cooper came up with a plan to stall the goons, but Hawke ruined it. What was the plan and what did Hawke do?

Exit Slip

Make a prediction: Do you think that Hawke is trying to help the Goons? Explain why you think so.

Chapter 9

Sit and Begin

Cooper's mother is described in the book as having many different "looks" for example: "will-you-let-me-handle-this" look. Think of someone you know and use a word or phrase similar to the ones in the book to describe one of their famous "looks" (Implementation note: we took pictures of staff members and asked students to describe their "look".)

Vocabulary

expectantly, stash, cloak-and-dagger, "eagle repository", intently,

Discussion Questions:

- ✓ On page 52, Cooper wonders why the tent "didn't lift off the ground from all of the hot air", after they heard the footsteps. What does this phrase mean, and how does it describe what the boys might be feeling?
- ✓ According to Packrat's research, who are the only people that can have eagle parts if granted a permit?
- ✓ What do the boys speculate about the goons boss?
- ✓ What are some of the fines associated with having eagle parts?
- ✓ The boys learned some ways that eagle parts are used, what are they?
- ✓

Exit Slip

The boys learn why the goons won't back off. Why are they so motivated and what do you think that they will do to get the parts back?

Chapter 10

Sit and Begin

So far Lucy has happened to be at the right place, at the right time. Do you think that she knows something? Explain why or why not.

Vocabulary

muffled, hornpout, intersection, “girl speak”

Discussion Questions:

- ✓ The boys are really close, was this always this case? Explain.
- ✓ Who's Oscar and how does Cooper use him?
- ✓ What surprise does Cooper find in the bathroom?

Exit Slip

Choose a character (Roy, Packrat, or Cooper) and complete a character profile, (graphic organizer) about this character.

Chapter 11

Sit and Begin

Read the quote about eagles at the beginning of the chapter, what do you think that this means and how does it connect to Cooper and Packrat's current situation?

Vocabulary

“knees knocking”, trigger, snicker, glare, cringe, pocketed, funnel

Discussion Questions:

- ✓ When Moose finds Cooper in the bathroom, Cooper swears that they could hear his “knees knocking”, what can you infer about how Cooper is feeling based on this description?
- ✓ On pages 63 and 64, we see a different side of Moose. Despite being a “bad guy”, the situation in the bathroom sheds some light on his character. Based on these descriptions of the situation, what do we learn about Moose?
- ✓ What did they find on the bathroom floor in the one of the stalls, and why is this important?
- ✓ Why should Cooper be nervous about this discovery?
- ✓ What does Moose do to Oscar and what is he hoping to accomplish?

Exit Slip

How did Gavin “save the day” and what do you predict would have happened if he hadn't walked into the bathroom at that specific time?

Chapter 12

Sit and Begin

Every character has flaws, what do you think some of Cooper's flaws might be?

Vocabulary

Manhunt, peepers, territory, hedges,

Discussion Questions:

- ✓ Why might other kids not want Cooper, Packrat, and Roy on the same team for Manhunt?
- ✓ What did Cooper do the last time that he was on a team separate from Packrat and Roy?
- ✓ Who did Cooper find hiding along the building and what was this person doing there?
- ✓ What did Cooper do in anticipation of playing manhunt later in the evening?

Exit Slip

At the end of the chapter, Cooper refers to the other team like “coyotes hunting it's prey” at night. What does this metaphor mean and how do you think this relates to the fact about eagles at the beginning of the chapter?

Chapter 13

Sit and Begin

What do you predict are some effective strategies for playing the game “Manhunt” as described in the last chapter?

Vocabulary

harass, remarkable, osprey, clever, reluctantly, hatchlings offense, surroundings

Discussion Questions:

- ✓ On page 74, Cooper notes that he can hear the loons on the lake calling back and forth. How is their behavior similar to how the teams talk to each other playing “Manhunt”?
- ✓ What did the wildlife biologist find in the eagle's nest and what does that tell you about their species?
- ✓ Who was Cooper surprised to see show up at the campfire and do you think he has a reason to be suspicious? Explain why you think so.
- ✓ What surprising discovery did Hawke find related to the eagle's nest and why did Cooper find this interesting?

Exit Slip

For eagles particularly, having more than an average amount of offspring or “hatchlings” can present some challenges. What are some challenges that they might face?

Chapter 14

Sit and Begin

At the beginning of the chapter, there is a fact about an eagle's life span in the wild, compared to captivity. Why do you think eagles might live longer in the wild?

Vocabulary

grazing, saplings, technique, amateur, crouch, crackle, scoffed, quadruplets

Discussion Questions:

- ✓ What does Cooper mean when he says, “standing out like brown rabbits in the white snow”?
- ✓ Are the two boys that Packrat selected to guard “home base” skilled at this job? What from the text supports your answer?
- ✓ What strategies did Gavin use that helped Cooper to win the game? Share specific examples from the chapter.
- ✓ Why does Cooper decide not to tell the boys about what he learned by the campfire?

Exit Slip

What are “other” uses for eagle parts?

Chapter 15

Sit and Begin

Cooper is wary of Gavin. Do you think he has a reason to be cautious of him or do you think that he is jealous. Explain your reasoning.

Vocabulary

squatted, “Phillips-head screw driver”, clamp, valuable, fibbed, sake, tomahawk, antique

Discussion Questions:

- ✓ What does Cooper mean by “half asking”?
- ✓ When Cooper is talking to his father, they both have a different understanding of the conversation. What does Cooper's dad think that they are talking about compared to what Cooper really means?
- ✓ What does Cooper risk if he tells his father the truth?
- ✓ What do you think the goons wanted with Hawke? Explain your reasoning.
- ✓ What does Cooper find in the camper and what could this mean?

Exit Slip

While in the camper, Cooper sees something that he is not supposed to. If you were Cooper would you have snooped in the camper? Do you think that it is appropriate to break the rules or the law even if it is to protect someone or something? Explain your thinking.

Chapter 16

Sit and Begin

Many people view integrity as a core value, do you think that Cooper consistently acts with integrity? Use examples from the text to support your answer.

Vocabulary

suspect, reservations, bobber, cast, clamoring, staking,

Discussion Questions:

- ✓ Cooper thinks that in addition to Hawke, that Gavin is a suspect. On page 91, he lists specific pieces of evidence to support this theory, what evidence does he have?
- ✓ Why does Cooper not decide to tell Roy about the tomahawk? Do you think that he is correct in his beliefs?
- ✓ What is the “undercover thing” that Cooper and Packrat are doing on the lake?
- ✓ What distinguishes the mother eagle from the babies?
- ✓ When Cooper and Packrat meet up with Roy and Gavin they have a “complicate” moment while fishing. Why is everything so tense between them?
- ✓ Who do the boys see on the lake and what are they doing?
- ✓

Exit Slip

How do you think that the eagle got caught in the trap and what do you predict will happen next?

Chapter 17

Sit and Begin

Eagles have sharp talons that can cut through bone. Given what you have learned about eagles so far, why might this feature be necessary?

Vocabulary

coasted, crouch, hesitated, motioned, resisted, urge, thrashed, release

Discussion Questions:

- ✓ Why does Cooper decide to go in first, rather than let Gavin do it who is more experienced? What do you think that Cooper is trying to prove?
- ✓ Which eagle is trapped and why might this be a problem?
- ✓ How large is the eagle?
- ✓ How do they free the eagle?

Exit Slip

Do you think that Cooper's feelings about Gavin could become a problem? Explain your reasoning.

Chapter 18

Sit and Begin

In the last chapter there was a beaver that was found in the trap. What animals are commonly trapped in Maine and why is this the preferred method?

Vocabulary

solemnly, charged, scooched

Discussion Questions:

- ✓ Why does Cooper think that he has found the boss?
- ✓ What does Hawke say to Cooper that “freaks him out”? What does Cooper think that this means?

Exit Slip

Draw or explain what you think “magical” eyes means.

Chapter 19

Sit and Begin

Do you think that Cooper should be afraid of the goons? Explain why you think so.

Vocabulary

muffled, draped, reluctantly, stakeout, ginormous, restock, “second guessing”

Discussion Questions:

- ✓ What is the rule of two or three, that Cooper mentions at the beginning of the chapter?
- ✓ Who's Oscar and how does Cooper use him?
- ✓ What surprise does Cooper find in the bathroom?

Exit Slip

Choose a character (Roy, Packrat, or Cooper) and complete a “character profile” or graphic organizer about this character.

Chapter 20

Sit and Begin

The fact about eagles describes some of the human threats (illegal hunting, habitat loss, and electrocution from power lines and wind turbines) that eagles face. What do you think is their greatest threat? Explain why you think so.

Vocabulary

fib, perched, decoy, earnest, intruder, regal, retreat, daggers, clenched, pleaded,

Discussion Questions:

- ✓ What does Packrat set up so that the boys can sneak out?
- ✓ Packrat describes himself as a “night owl”, what do you think that this means?
- ✓ The boys spot a raccoon, what is it trying to do, and what makes him finally stop?
- ✓ Cooper gets an uneasy feeling while playing the game Sorry with the other boys. What does he see that confirms this belief?

Exit Slip

The chapter ends with a “cliffhanger”! How do you think Gavin got to the boys, why do you think he is there, and do you think he is responsible for the missing eaglet?

Chapter 21

Sit and Begin

In the previous chapter there was an interaction between the eagles and the raccoon. Which animals do you think the raccoon is a natural predator to?

Vocabulary

fossils, ancient, narrowed, investigation, clumsy, stormed, indignation, harrumph,

Discussion Questions:

- ✓ Gavin found a “special kind of rope” by the nest. Based on the description of the rope, what might you infer that this was used for?
- ✓ Gavin warns Cooper to stop getting mixed up in these situations, noting that he could “get into trouble or worse”. What do you think that he means by “worse”?
- ✓ Cooper finds footprints on the ground a “little bigger” than his, who do you think these belong to and how might that help make a case for Cooper against Gavin?
- ✓ Is Cooper more mad at Gavin or himself? What from the book supports your thinking?
- ✓ What made the boys finally decide to call Aunt Lucy?

Exit Slip

At the end of the chapter when Aunt Lucy talks to Molly to divert her away from what was happening with the boys, Cooper notes that “hope rose in me like an eagle soaring on a windy day”. What does this metaphor mean? Why is this a good way to describe how Cooper is feeling? Create your own metaphor to describe this same emotion.

Chapter 22

Sit and Begin

Make a prediction: why do you think that Aunt Lucy is so willing to help the boys? The boys will benefit from her support, however how will she benefit from helping them? Do you think that this is a good idea for her to help them?

Vocabulary

chatter, insist, crop, whirling, “ground-ation”, curious, crouched, suspicious, foolproof, lookouts, surrender, motion, interpreter, cockpit, littered,

Discussion Questions:

- ✓ Cooper is worried about the eaglets starving, why isn't Gavin worried?
- ✓ Why do you think Cooper is so angry with Gavin? Does he really not like him or is he jealous? Use evidence from the text to support your thinking.
- ✓ Cooper notes that if adults saw a bunch of kids walking around the campground that early in the morning, that they may think the “worst of us”. What does this mean and what might the adults think?
- ✓ How do the boys justify Cooper sneaking into the camper? Use evidence from the text to support your answer.
- ✓ Roy sends the message to Cooper to “abort mission”. What does this mean and why would Roy communicate this to Cooper?

Exit Slip

Cooper has made several mistakes that might get them into trouble with the goons, including leaving his sneakers behind in the camper? Pretend that you are Cooper and were granted a “do-over”. Pick one of these situations and share what you might do instead.

Chapter 23

Sit and Begin

Prediction: Do you think that the goons will find the sneakers and if so what might they do next?

Vocabulary

exact, heap, signaled, rappel

Discussion Questions:

- ✓ Cooper says that his friends look at him in a “if you go, we all go” kind of way. What does this mean, and why would his friends do this?
- ✓ What do the goons show Cooper that has his heart racing?

Exit Slip

Cooper makes a deal with the goons, what do you think he really has planned?

Chapter 24

Sit and Begin

The Goons are working for a boss. Complete the “Who's the Prime Suspect” chart citing evidence from the book to support your claims and then circle the person (Lucy, Gavin, or Hawke) who you think is the prime suspect.

Vocabulary

babbling, coincidence, intently, superior, burlap, biologist, protested, shimmied

Discussion Questions:

- ✓ Who does Cooper question Gavin about texting his father?
- ✓ How does Cooper use the mother eagle to scare Moose and find the eaglet?
- ✓ What does Mikey reveal about Gavin that disappoints the boys and causes them to think that he is working with the goons?
- ✓ Cooper is forced to show the goons the “secret hiding” space? Why does he do this?

Exit Slip

If you were Cooper what would you do next?

Chapter 25

Sit and Begin

The fact about eagles describes their ability to see a lot despite their tiny eyes. Why might the author have used this fact for this chapter provided that the mother eagle is closely watching the goons?

Vocabulary

slanted, stashed, hauled, shielded, muttered, unclasp, stooped, gaze, feverishly, merchandise

Discussion Questions:

- ✓ Why does Cooper decide to hand over the eagle parts?
- ✓ Who is Cooper surprised to see standing on the cliff?
- ✓

Exit Slip

The chapter ends with a “cliffhanger”...literally! We finally learned some information that leads us to believe that Lucy is the “Boss”. Were you surprised? Did this support your initial thoughts? What do you think she has to gain by this and were there signs in other areas of the text that hinted at this revelation?

Chapter 26

Sit and Begin

In the last chapter Cooper says “I looked daggers at him” to express that he is mad. Draw this scene and be sure to show what you think Cooper's facial expression would look like as he sees Hawk's shoes!

Vocabulary

fragile, extinct, antique, decoy, components, compromises, vouch, bidder, double-cross, taunted, hasty,

Discussion Questions:

- ✓ The author notes that Gavin “stared at the pieces as if he had found the nest of an extinct bird”. What can you infer from this? Do you think Gavin is still a suspect? Explain your thinking.
- ✓ Who is the “boss” and who is the “buyer”?
- ✓ Why do the boys start inching closer to the eaglet?
- ✓ What does the author mean when she says that Lucy was “totally focused on the customer-service thing with Hawke”?
- ✓ Who took the eaglet and what was his/her motive?
- ✓ Why does Lucy reassure Hawke that his identity will never be revealed? How does he respond?
- ✓ What does Lucy mean when she says that she'll go “underground”?
- ✓ How do the boys use what their “Manhunt” strategy to trick the goons and Lucy?

Exit Slip

Prediction: What do you think the mother eagle will do to Lucy? Have you ever heard stories of mother animals protecting their young?

Chapter 27

Sit and Begin

Cooper and the boys are now in a life or death situation. Do you think that this could have been prevented? Explain how and why.

Vocabulary

rearing, nicked, nothingness, repositioned, anchor, rustle, distress, gorge,

Discussion Questions:

- ✓ What does Lucy do to divert the mother eagle away from her?
- ✓ What does Cooper tell Lucy to do when the eagle starts to move towards her? Why do you think that he told her to do this?
- ✓ How does Hawke help to save Cooper?

Exit Slip

Prediction: What do you think Gavin is trying to tell the boys about Hawke?

Chapter 28

Sit and Begin

Based on the laws associated with protecting bald eagles, what charges do you think Lucy, Hawke, and the goons will face? Do you think that they boys could have some consequences for not notifying the authorities about what they knew? Explain your reasoning.

Vocabulary

undercover, black market, posed, banded, downy, heirlooms, harness

Discussion Questions:

- ✓ Who is Hawke?
- ✓ Why do they use different colored bands?
- ✓ Who was Gavin working for and why didn't he tell the boys?
- ✓ Gavin was incredibly nice to Cooper despite Cooper's initial beliefs about him. Do you think that Cooper feels guilty about this?
- ✓ How does Cooper get to the eagle's nest and why is this type of equipment used?

Exit Slip

It is revealed that Lucy and the goons did not set the beaver trap and that it meant there were poachers in the area. What is poaching and why might this be a problem?

Chapter 29

Sit and Begin

Cooper has the opportunity to experience going up to the eagle's nest. This is special to him because he loves the eagles. What is one of your favorite animals? How might you feel if you had the opportunity to interact with this animal as Cooper is with the eagles.

Vocabulary

gadgets, shimmied, welling, coaxed

Discussion Questions:

- ✓ Why is Cooper suddenly nervous when Hawke says he is going to give him the eaglet to place back in the nest?
- ✓ Who shows up in the water watching Cooper put the eaglet back? Do you think he'll get into trouble?
- ✓ What does Cooper see in the nest and what does this tell you about the eagle's diet?
- ✓ What do they see at the Wentworth's place?

Exit Slip

A new neighbor is moving in, do you think that this girl will have a role in future adventure? So far Cooper and Packrat have helped saved loons and eagles, what do you think the boys will encounter next?

Post Reading Strategies

Post-Reading strategies are used after reading so students can process and synthesize what they have read.

K-W-L Chart (*can be used also prior to and after reading*) **Sample below.**

GIST Summary

Students learn how to use “who, what, where, when, why, and how” questions to identify the main events or idea in a given chapter or passage. Using a graphic organizer and/or their notes, they narrow or refine their thoughts so that they are able to write a 20 -word summary called a GIST.

Graphic Organizers (summarizing)

There are numerous (free) graphic organizers available on-line to assist with summarizing which is a difficult strategy for many students. Summarizing not only aids in comprehension, but can be used as an effective writing strategy as it encourages students to use precise language.

Common Core Standards

By implementing the some of the above mentioned reading strategies in conjunction with the vocabulary and discussion questions, the following Core Standards are addressed:

Grade 4:

English Language Arts Standards, Reading-Literature:

Key Idea and Details:

- [CCSS.ELA-LITERACY.RL.4.1](#)
- [CCSS.ELA-LITERACY.RL.4.2](#)
- [CCSS.ELA-LITERACY.RL.4.3](#)

Craft and Structure:

- [CCSS.ELA-LITERACY.RL.4.4](#)
- [CCSS.ELA -LITERACY.RL.4.5](#)

Integration of Knowledge and Ideas:

- [CCSS.ELA -LITERACY.RL.4.9](#)

Grade 5:

English Language Arts Standards, Reading-Literature:

Key Idea and Details:

- [CCSS.ELA -LITERACY.RL.5.1](#)
- [CCSS.ELA -LITERACY.RL.5.2](#)
- [CCSS.ELA -LITERACY.RL.5.3](#)

Craft and Structure:

- [CCSS.ELA -LITERACY.RL.5.4](#)
- [CCSS.ELA -LITERACY.RL.5.5](#)

Integration of Knowledge and Ideas:

- [CCSS.ELA -LITERACY.RL.5.9](#)

Grade 6:

English Language Arts Standards, Reading-Literature:

Key Idea and Details:

- [CCSS.ELA -LITERACY.RL.6.1](#)
- [CCSS.ELA -LITERACY.RL.6.2](#)
- [CCSS.ELA -LITERACY.RL.6.3](#)

Craft and Structure:

- [CCSS.ELA -LITERACY.RL.6.4](#)
- [CCSS.ELA -LITERACY.RL.6.5](#)

Integration of Knowledge and Ideas:

- [CCSS.ELA -LITERACY.RL.6.9](#)

Grade 7:

English Language Arts Standards, Reading-Literature:

Key Idea and Details:

- [CCSS.ELA -LITERACY.RL.7.1](#)
- [CCSS.ELA -LITERACY.RL.7.2](#)
- [CCSS.ELA -LITERACY.RL.7.3](#)

Craft and Structure:

- [CCSS.ELA -LITERACY.RL.7.4](#)
- [CCSS.ELA -LITERACY.RL.7.5](#)

ADDITIONAL PROJECTS

Writing:

- **Keep track of the items in Packrat's coat:** Create an interactive bulletin board in which students keep track of the items in Packrat's coat as they are revealed in the book. Students can write descriptions of each item on the back of the card, and note how it was used to help solve a mystery. Cards are then placed in the coat on the board.
- **RAFT Writing Activity** Create a RAFT writing assignment in which the teacher determines the Role, Audience, Format, and Task. This could range from writing a letter to Warden Kate, Creating testimony for legislators to implement more severe penalties for poaching or any other applicable format. A sample is provided below:

R- Cooper or Packrat (Role)

A- The Goons (Audience)

F- letter (Format)

T- persuade or convince the Goons to give up the illegal eagle parts (Task)

Students would have to write a letter convincing the "goons" in the story to give up the illegal eagle parts. Using their knowledge from the text about these characters and the consequences associated with possessing illegal eagle parts, students would have to persuade the "goons" to return the parts to Warden Kate. This activity would allow students to really get to know the characters better, by putting themselves in a specific role. In order to modify this for students, a sample letter can be created so that the format would be less daunting. This approach requires students to think about the characters and is easier to comprehend than a traditional essay format.

- **Once endangered**, these amazing birds are making a comeback. Make a list of all the dangers to eagles. Make another list of the ways humans are helping them. Compare and contrast your lists. For example, wind turbines can be a potential hazard, even though the turbines help the environment. Humans help eagles by banding them, and monitoring them, to gain information to better understand their migration at the end of the summer.
- **Watch nesting eagles live** on an eagle cam! [Minnesota Bound: Live Eagle Cam](#) is one I frequently used in my research. The eggs are typically laid in late February. And if it isn't that time of year, no worries! They have videos of past nesting and eaglets on their site. Watch an eagle cam real time with your students over several days. Or choose a specific snippet of time from a past loon cam airing, such as the loons building their nest, the chicks being born or the pair defending their territory. Ask the students to write a narrative piece based on the material they've watched.

Science

- **Geocache:** (Math/Science/Social Studies): Teach a mini-unit on geocaching. As a culminating activity create your own geocache with a trackable and as a class track where the geocache ends up. Students can use a map to track where it goes within their state, region, or country. Geocaching.com has instructional videos, as well as videos on puzzle caches.
- **Eagle Camera:** (Science): Watch eagles in on a live eagle cam. Keep an eagle journal and record observations. Minnesota Bound: Live Eagle Cam is one I frequently used in my research.
- **Create** an informational brochure about eagles.
- **Create** a PSA announcement about eagles and preserving laws to protect them.
- **Research eagles** and create a poster detailing their habitat, food, and life cycle.

Math

- Create a scale model eagle's nest using exact measurements from your research.

More Curriculum Resources

- Greek Central School District: <http://www.greece.k12.ny.us/academics.cfm?subpage=478>
- *Florida Center for Reading Research:* <http://www.fcrr.org/>

ABOUT THE RESOURCES

In creating this curriculum guide, Shannon and I relied heavily on resources she's found to be successful as an educator in both special education and mainstream classrooms. She's seen first hand how literacy strategies can be successfully integrated not only across content areas but within classrooms of ranging abilities. Shannon and I are fortunate enough to work in a district in which our administration encourages and facilitates book groups/discussions regarding best practices in education. The following resources are just some of the ones that have either been implemented within our school or district, or are things we found instrumental within the classrooms we teach.

Harvey & Goudvais. *Strategies That Work*: Stenhouse Publishers, 2007

Gallagher. *Write Like This*: Stenhouse Publishers, 2011

Mazano. *The Art and Science of Teaching*: 2007

Lemov. *Teach Like a Champion*: Jossey-Bass, 2010

"Florida Center for Reading Research." *Florida Center for Reading Research*. N.p., n.d. Web. 06 Aug. 2013.

SAMPLE WORKSHEETS

Mystery of the Eagle's Nest was taught over several weeks in Shannon's 7th and 8th grade classroom. Below are many of the worksheets tested by the students, and given a “thumbs up”. They are meant to be examples and can be “tweaked” to meet your needs in multiple chapters.

Pre-Reading Worksheets

Name _____

Date _____

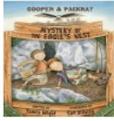
ABC Brainstorming Strategy



GEOCACHE

A	B	C	D
E	F	G	H
I	J	K	L
M	N	O	P
Q	R	S	T
U	V	W	XYZ

QR Code Scavenger Hunt



Topic: Campgrounds

Some words I know that are related to the topic:

1.

2.

3.

4.

5.

Three facts I already know about this topic:

1.

2.

3.

Two experiences that I have had related to this topic are:

1.

2.

Given this topic, I would like to know more about:

1.

2.

DURING READING WORKSHEETS

 <p>Questions This part or word is confusing and I may need help.</p>	 <p>Discussion Point This raises some questions or perhaps is a great discussion for our class!</p>	 <p>Vocabulary Words I think that this word is important to my understanding of the text or topic.</p>	 <p>Character Traits This part really showed me something about a particular character.</p>	<p>Chapter or Page Number</p>



Thinking Notes



Chapter 3
Sit And Begin
Frayer Model Vocab Sheet

Vocabulary Word:

Definition in your own words:

Graphic or picture

Sentence using this word:

Chapter 4
Sit And Begin
Raven And Eagle Comparison



Eagles and Ravens



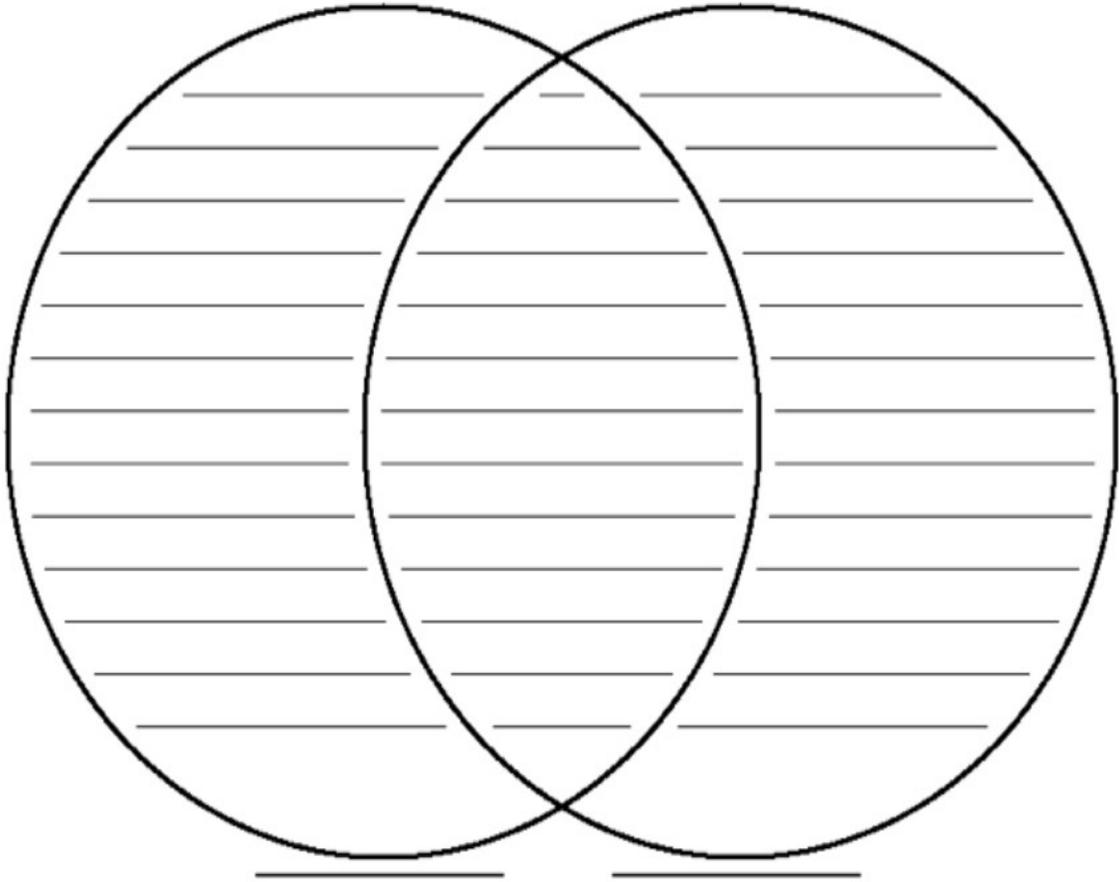
In Chapter 3, it is noted that by six weeks old an eaglet is already bigger than a raven! Using the QR codes below, fill in the Venn Diagram, comparing eagles and ravens. Please list three things that they have in common as well as three differences for each.



Eagles



Ravens



Name : _____

Lesson 10

Chapter 6
Sit and Begin



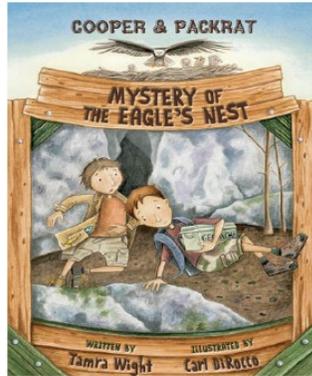
At the end of chapter 3, Packrat wonders why anyone would harm eagles and then sell the parts like the goons in the story. In reality this just doesn't happen to eagle, but to other animals as well.

What other animals are hunted illegally for their parts?

Why do you think that people do this?

CHAPTER 6

Exit Slip



On page 36, the goons mention to Cooper that he must have to watch Molly "real close in a big place like this". Cooper notes that the message was received. What does this mean and what are the goons hinting at?

What does this mean?

Why would the goons send this message?

CHAPTER 8

Sit and Begin



Cooper has a lot of different jobs at the campground. What are some jobs or chores that you have at your house. List them in order from most favorite to least favorite and explain why.

CHAPTER 16

Sit and Begin

Integrity

At Whittier, we demonstrate integrity by living each day with purpose and making choices that show others that we have the courage to do what is right.

Integrity is one of our core values at Whittier Middle School. Thinking of Cooper in this story and everything that has happened so far.

Do you think that Cooper demonstrates integrity?

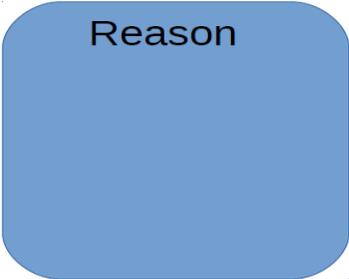
Please explain why or why not (*what does he do in the story to show this or not show this...*).

Chapter 24
SIT AND BEGIN

Innocent Until Proven Guilty

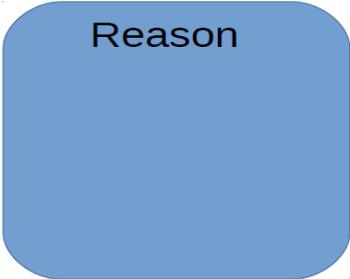
Gavin

Reason



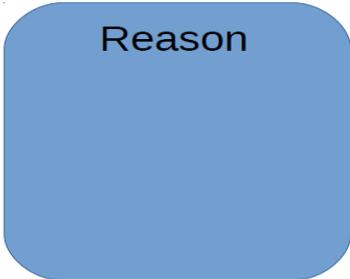
Hawke

Reason

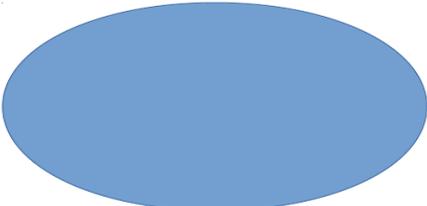


Lucy

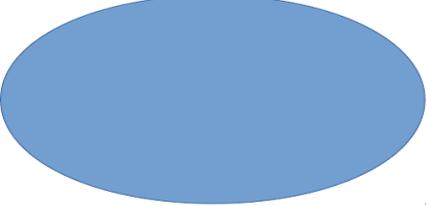
Reason



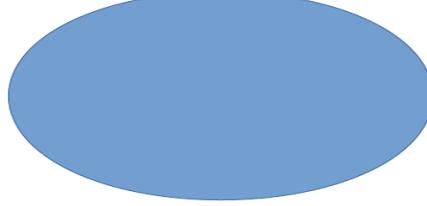
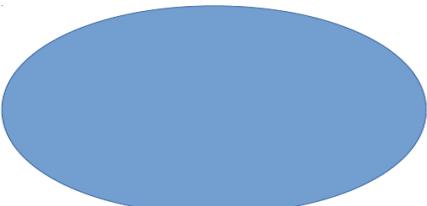
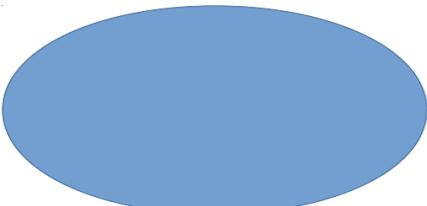
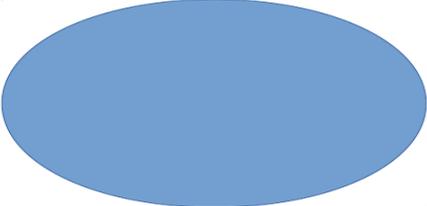
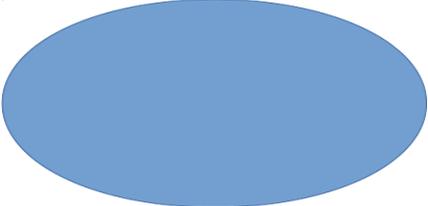
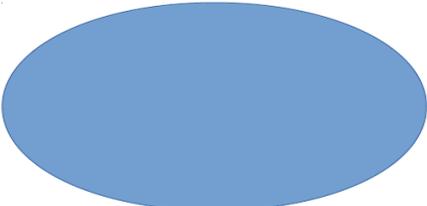
**Evidence
from the text**
List page #!



**Evidence
from the text**
List page #!

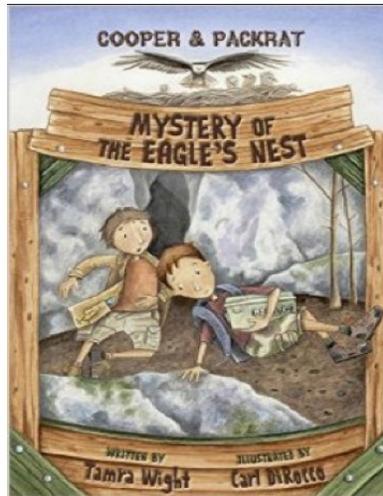


**Evidence
from the text**
List page #!



Chapter 28

Sit and Begin



Scan the QR code and then answer the question below



Do you think that Cooper and Packrat could be in trouble for even having knowledge of these eagle parts and not telling the authorities? Explain why or why not.

POST READING WORKSHEETS

KWL CHART

Topic: Eagles

What do I already know?	What do I want to know?	What have I learned

Name _____

Exit Slip

At the beginning of the class you made some predictions, look at these initial predictions, how close were your predictions to what actually happened in the book?

Today you used “Thinking Notes” to accompany the annotations that you made with the text. How did this strategy help you to understand the text?

Summarize Cooper and Packrat in One Sentence...

Somebody	Wanted	But..	So



Four Square Perspective

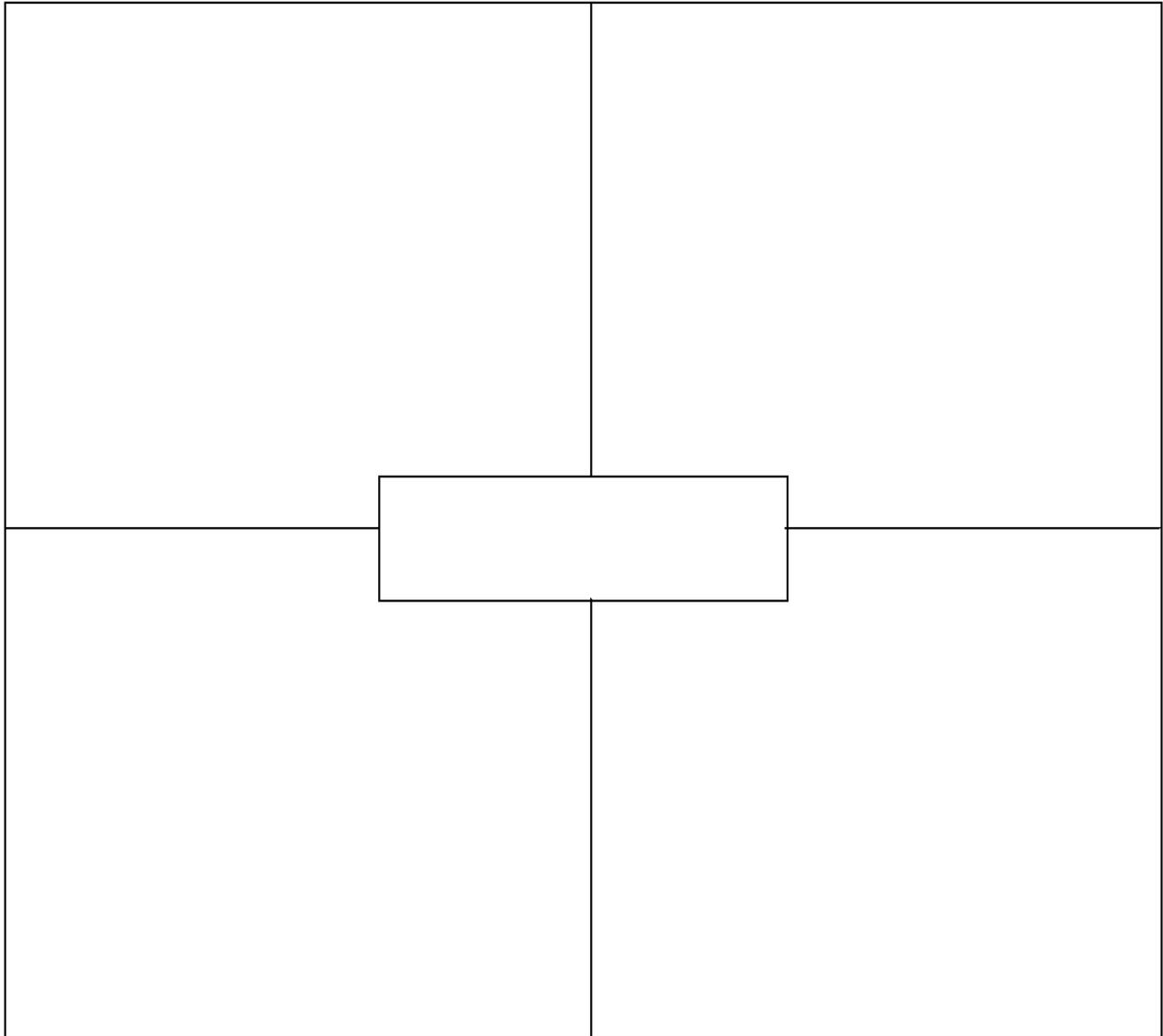
Name _____

Class _____

Date _____

Block / Period _____

Different Perspectives on:



Conclusions / Connections / Questions / Realizations . . .