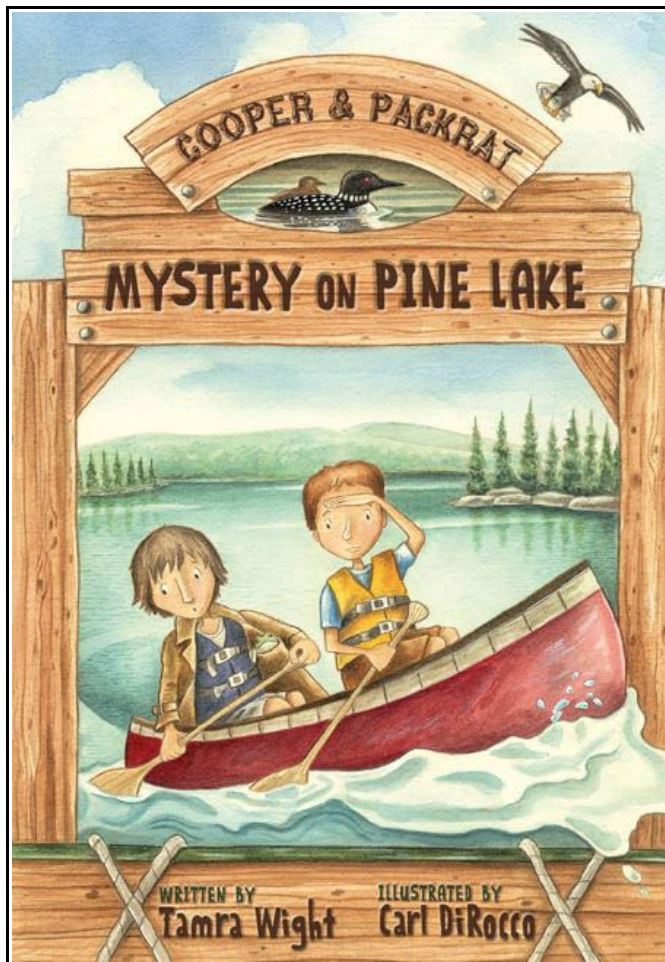




A TEACHING GUIDE

for

COOPER AND PACKRAT: MYSTERY ON PINE LAKE



Cooper thought living in a campground would be cool. But ever since his parents bought a campground, he's had way more chores and way less time to explore. And as if babysitting his little sister and cleaning bathrooms weren't bad enough, his ex-friend Roy has chosen him as this summer's bullying target. Cooper's only bright spot is his new friend Packrat, a guy who carries the world in his coat pockets and leaves his troubles behind.

But trouble has come to the Wilder Family Campground and Pine Lake, where a family of loons is building a nest. First, someone dams up the lake and floods the nest. Then, when Cooper and Packrat build a raft where loons can make a new nest, it gets destroyed-by someone with big footprints. Someone is out to harm the loons. Is it the bully with a chip on his shoulder? The irritable camper with the shady past? Or the publicity seeking community reporter? It's up to the boys to figure out who, why and how to stop the culprit –
before it's too late!

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](http://www.tamrawight.com), 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](http://www.maine.gov/education),

PRAISE FOR MYSTERY ON PINE LAKE

“I closed this book longing to hear the beautiful sound only a loon can make.”
~ *Jo Knowles – Author of See You At Harry's*

“Wight has penned a winning cast of characters, dialogue that sparkles and a plot that flies. DiRocco's detailed and humorous black and white illustrations elevate the book's charm even higher.” ~ *Kirkus Reviews*

“ . . . Wight has young readers tasting the oozing s'mores, smelling the stench of maggot-ridden trash and feeling the squishy mud between their toes . . .”
~ *ForeWord Reviews*

FORMAT OF THE GUIDE

We set up this curriculum guide in a way that mirrors how lessons are structured in the classrooms we co-teach. 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 a class, we were losing 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.

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.

“Prime the Pump”

A great engagement tool! Depending on the topic, teachers can show a quick video clip, audio recording, photographs or 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.**

Prior Knowledge Inventory

This activity allows students to really think about what they know about a given topic prior to learning more about it. It encourages students to explore what connections they may have as well as begin to identify things that they would like to learn based on this a specific topic. **Sample below.**

Think-Pair-Share

This strategy allows students the structure and opportunity to think on a given topic, formulate their ideas, and share them with a peer/s. This type of activity can increase a student's involvement in their classroom community and allow teachers insight on how their students are connecting to a given topic. **Sample below.**

Interactive Word Wall *(can be used also during and after reading)*

Teachers use word walls in a variety of ways depending on grade-level, purpose, and student ability/interest. In some cases word walls are built over time and change throughout the year, or are short-term based on a unit of study. There are a number of interactive activities that teachers can implement that improve vocabulary and reading skills as well as increase a student's ability to connect to the text.

“The Hook”

This refers to a probing question, quote, or prompt that requires student to think about at 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.

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

As many teachers know, the letters KWL are an acronym for what students, already know, want to know, and ultimately learn about a given topic or unit of study. **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.
- Character Trait/Attribute Charts
- 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. **SAMPLE CHART BELOW**

Begin with “The Hook”

Ask students: Have you ever had something you loved, get destroyed? How did you feel? What was your reaction?

Chapter 1

Sit and Begin

Write the chapter heading on the board: “Loons have been known to battle to the death to protect their territory, but the argument usually ends with the loser giving up and flying away”. Based on this heading, what predictions can students make about this chapter? Have them record or share out their responses.

Vocabulary

shuddered, patrolling, mayflies, grumbled, wobbled

Discussion Questions

- ✓ What does Cooper's dad mean when he says “customer service”? (page 7)
- ✓ What do you think a typical day is like for Cooper?
- ✓ In New England, people often use the word “wicked” to add emphasis to something, similar to the words “so”, “really”, and “very”. On page 3, Cooper attempts to give Roy a “wicked sarcastic apology” before he is interrupted. What do you think Cooper might have said?

Exit Slip

Have students respond to the following: What type of jobs do you think people have at a campground?

Chapter 2

Sit and Begin

Have you ever made a bet? Describe your experience.

Vocabulary

nerve, automatically, cormorants, squared, sneered, murmuring

Discussion Questions

- ✓ Why do you think Mr. Beakman is so mad?
- ✓ What does “stone still” mean on page 11
- ✓ Loons have been known to eat up to two pounds of food each day; including fish, frogs and crayfish. What other fresh water animals have a similar diet?

Exit Slip

Why do you think Roy has a “must bully” list?

Chapter 3

Sit and Begin

Students are given a sheet of paper with the heading from Chapter 3: “Maine loons usually lay their eggs from mid-May to mid-June” and the following instructions: *Once a loon has laid their egg, they sit on them for approximately 28-30 days. Loons are known to sit on their eggs the entire time. Please list three reasons why you think loons do not leave their eggs.* After students have finished listing their reasons, discuss their responses including possible predators of the loon.

Vocabulary

menace, gasped, gadgets

Discussion Questions:

- ✓ What kinds of things does Packrat keep in his coat and why?
- ✓ Cooper is impressed that Packrat knows the difference between a raven and a crow (i.e.: size). What are some differences that you can think of?
- ✓ Do you think Cooper should be “paid by the hour”? Explain why you think so.

Exit Slip

What do you predict Mr. Beakman is going to “take care of”?

Chapter 4

Sit and Begin

Write the following chapter heading on the board: “Loons call out with a soft hoot to find and check in with their family members”. Have students listen to a series of loon calls and share what they think the calls mean. <http://www.loon.org/voice-loon.php>

Vocabulary

ignore, pest, grumbler, bashing, boundaries, barked, stammered

Discussion Questions:

- ✓ Cooper refers to his sister as “shrimp”. Why do you think he calls her this?
- ✓ Even though Cooper's mother was supposed to be watching Molly, do you think it's fair that Cooper had to stop what he was doing to help his mother?
- ✓ What do you think a “narrow-eyed watching you” look means?

Exit Slip

In this chapter Cooper mentions that Molly had never gone outside of the “boundaries” that their mother had set for her. Think about “boundaries” that you had when you were little compared to now. Create a Venn Diagram comparing and contrasting these differences.

Chapter 5

Sit and Begin

Ask the students to read the chapter heading: "Some scientists believe loons have been on Earth for twenty million years." Have them list 3 reasons they think scientists believe this.

Vocabulary

gloat, hustled, profits

Discussion Questions:

- ✓ Why is Cooper's mother so concerned about Cooper being out in a thunderstorm?
- ✓ What does Cooper's father mean when he says, "instead of eating all of the profits" (page 25)?

Exit Slip

If you had a coat like Packrat, what essentials would you have in it? List at least 5 things that you would have in your coat.

Chapter 6

Sit and Begin

List some responsibilities that a Maine Game Warden might have.

Vocabulary

hauling, patrol, injured, muffled, crouched, staked

Discussion Questions:

- ✓ What did Cooper do so that none of the kids at the campground want to kayak or canoe with him?
- ✓ In this chapter we learn that Packrat is scared of bats, would you rather have a lot of bats or a lot of mosquitoes? Explain why.

Exit Slip

Each chapter has a heading. After reading this chapter, why do you think that this heading was chosen? Explain your answer.

Chapter 7

Sit and Begin

Before reading, look at the picture on page 35. Make a prediction about what is happening.

Vocabulary

sharply, security, blurted, lecture

Discussion Questions

- ✓ Based on his behavior in the past, why do you think Mr. Beakman covered for the kids this time?
- ✓ What does the word "slick" mean in the sentence, "That was pretty slick, the way you told the truth, but kind of lied too."?
- ✓ Why do you think that the loons were making the tremolo call?

Exit Slip

In this chapter Cooper shares why he told on Roy. Do you think there is a difference between tattling and telling on some one? If so what are the differences?

Chapter 8

Sit and Begin

Cooper describes an event as “worth getting up for”. What do *you* think is “worth getting up for”?

Vocabulary

spewing, embers, loomed, reluctantly, lunging

Discussion Questions

- ✓ What is “guilt cereal”?
- ✓ What does the phrase, “hard won” trophy mean?

Exit Slip

Cooper shared that his parents don't have time for him anymore. Do you think that Cooper is doing the same thing that his parents are doing to him, to Molly?

Chapter 9

Sit and Begin

Read the heading for Chapter 9. If you could choose an adaptation that would make you really good at one thing, what would you choose and why?

Vocabulary

unprotected, clumsy, outlet, plunged, mournful, downer

Discussion Questions

- ✓ What does “goosebumps on my goosebumps” mean?
- ✓ Why do you think Packrat said, “saddest thing you've ever seen” when talking about what happened?

Exit Slip

Who do you think put the log on the dam?

Chapter 10

Sit and Begin

Read the chapter heading. People, like loons, are social creatures. When groups of loons get together to “hang out” it is called “rafting”. If you had to choose one word to describe what happens when you and your friends “hang out”, which word would you choose and why?

Vocabulary

clearing, nudging, reusable, telescoping, nuisance, wailing, drooped, harrumphed

Discussion Questions

- ✓ Cooper describes the campers at the campground as “weekenders, weeklies, or seasonals”. What do you think that each of these words mean?
- ✓ What does the joke, “I swear I am growing moss between my toes”, mean?
- ✓ When sitting around the campfire, Cooper's mother says that they have, “such a sad call”. Do you think that animals express emotions like humans do?

Exit Slip

If you could make create the perfect s'more recipe what would it be? Be sure to give your recipe a title, list the ingredients, and step-by-step instructions on how to make it. I'd love to hear your recipe ideas!

Chapter 11

Sit and Begin

At the end of the last chapter, Cooper makes a prediction about who put the log on the dam. Who do you predict did this, and why?

Vocabulary

draped, babbled, glaring, disruptive, glided, resurface, reared, wake, anchored

Discussion Questions

- ✓ What are some risks that the loons will face if they re-nest?
- ✓ What strategy did Cooper use to get his mother to let him go swimming?
- ✓ What does it mean when Cooper says, "if he had been in the water, I wouldn't have been surprised if it had boiled around him"? (page 67)
- ✓ Do you think Cooper and Packrat's plan will work? Explain why you think so.

Exit Slip

The chapter heading says that male loons are 20 percent larger than female loons. This is true for most animal species. Why do you think males are bigger than females?

Chapter 12

Sit and Begin

Read the chapter heading. What do you think it means when a loon's bill is facing downward?

Vocabulary

raid, gloom, maintenance, swished, clenched,

Discussion Questions

- ✓ Why does Cooper's father think that the loons will not use the loon raft?
- ✓ What does Roy mean when he says to Cooper, "You'll make a girl a nice wife someday"?
- ✓ What did Packrat do to keep the situation in the bathroom with Roy and Cooper from getting worse?

Exit Slip

If you were Cooper and needed the girls to leave the bathroom so that you could clean it, what prank would you use to get them out and why do you think that this would work?

Chapter 13

Sit and Begin

After reading the sit and begin, list other animals that you know like the loon that find ways to protect their eggs or young, and share what you know about how they do this.

Vocabulary

coils, flinched, regardless, stock, clasped, hesitated, towing

Discussion Questions

- ✓ What does it mean when Cooper says, "His mess is my treasure chest"?
- ✓ What does Cooper do to show that he cares for Molly and in a way feels bad for her?

Exit Slip

At the end of the chapter Cooper and Packrat hide the loon raft in the bushes so that no one will bother it. Do you think that this is a good idea, explain why you think so.

Chapter 14

Sit and Begin

After reading the chapter heading, why do you think that loons need to dive so deep chasing their prey?

Vocabulary

prey, humongous, decayed, gazed, footage, narrowed,

Discussion Questions

- ✓ Why were the boys so interested in the footprint?
- ✓ Do you think that the boys loon raft will work? Explain why you think so.

Exit Slip

Cooper had told Molly that she could help him put the plants on the raft, but did it anyway. Have you ever promised someone something and forgot? What was it and what was the person's reaction?

Chapter 15

Sit and Begin

Read the chapter header, what other man-made dangers do you think that loons and other animals native to this habitat face?

Vocabulary

talons, blurring, twinkle

Discussion Questions

- ✓ Why do you think that Mr. Wentworth's eyes had lost their "twinkle"?
- ✓ Do you think it was a good idea to ask the neighbors on the other side of the lake to watch the loon raft? Explain why you think so.

Exit Slip

Have you ever tried to save a wild animal or know of someone that did? What happened to the animal and what was done to save them?

Chapter 16

Sit and Begin

If you had to design a loon raft, what materials would you use and how would you build it?

Vocabulary

helmsman, gaze

Discussion Questions

- ✓ What do you think Mr. Beakman handed Roy?

Exit Slip

After talking to Mr. Beakman and Roy, why does Packrat say, "as clear as the mud we caked on the loon raft"?

Chapter 17

Sit and Begin

After reading the chapter heading, what do you predict will happen in this chapter?

Vocabulary

beggar, dotting, ruffle, shallow, impress

Discussion Questions

- ✓ Why do you think Cooper's father gives him a, “don't- feel-bad-if-the-loons-don't-use-it-speech”?
- ✓ What did Molly say to convince Cooper that he had been the real “brat”?
- ✓ Why did the loons yodel at the eagle?

Exit Slip

Why do you think Cooper is so frustrated at his father for not taking Molly out to see the loon's nest?

Chapter 18

Sit and Begin

Read the chapter heading. List some reasons that a male loon might yodel?

Vocabulary

aired, bribe, backfiring, mumbling, snarled, sloshed

Discussion Questions

- ✓ Why do you think the TV show helped bring in more business at the Campground?
- ✓ What did the male loon do to scare off the raven?

Exit Slip

Cooper's plan to spend more time with his dad backfires. Have you ever had a plan that “backfired”? What was it and what went wrong?

Chapter 19

Sit and Begin

Why do you think that Roy is acting so weird?

Vocabulary

wailed, submerged, webbed, waggled, awkwardly, exaggerating, gritted, bailed, abandon, willed,

Discussion Questions

- ✓ While watching the loons fuss over the eggs, Cooper says, “I only wished my parents put un half the time the loons did”. Why do you think Cooper feels this way?
- ✓ Even though the loons were dive-bombing Cooper, they didn't attack him. Why do you think they didn't harm him?

Exit Slip

Cooper risked getting grounded in order to save the loons. Have you ever risked something in order to help something or someone else?

Chapter 20

Sit and Begin

When Cooper helped the loons, they did not make a sound. Why do you think they were so quiet?

Vocabulary

urge, rumped

Discussion Questions

- ✓ Do you think Cooper's assumptions about Roy and Mr. Beakman are correct? Explain why you think so.

Exit Slip

What do you think happened to Molly?

Chapter 21

Sit and Begin

Do you think that Cooper is too responsible or not responsible enough? Explain why you think so.

Vocabulary

pleaded, pout, frazzled, murky, wobbly

Discussion Questions

- ✓ This was the first time that Packrat has taken off his coat. What do you think this says about his feelings for Molly?
- ✓ Cooper's parents bought the campground so that the family could spend time together. Is this a plan that "backfired". Explain why you think so.

Exit Slip

Do you think Roy and Cooper's relationship will change? Explain why you think so.

Chapter 22

Sit and Begin

Why do you think that loons are using the tremolo call?

Vocabulary

grumble, bearing, charge, revved, protesting

Discussion Questions

- ✓ What do you think Mr. Beakman was doing?

Exit Slip

Although loons don't talk like humans. Complete a Venn Diagram comparing and contrasting how a loon's behavior is similar to and different than that of humans.

Chapter 23

Sit and Begin

Do you think things will change for the Wilder family? If so how?

Vocabulary

ache, gaze, sag, hunched, shuddered

Discussion Questions

- ✓ Why was Mr. Beakman going after the loons?
- ✓ Even though they understood Mr. Beakman's reasons for going after the loons, they asked him to leave the campground. Do you think that this was the right thing to do? Explain why you think so?

Exit Slip

Do you think that the loons are still in danger?

Chapter 24

Sit and Begin

Think of a time in your own life when you or a sibling were hurt. How did your parents react?

Vocabulary

concussion, scuffed, squirmed

Discussion Questions

- ✓ Why do you think Cooper's mother and all of the other mothers at the campground were fussing over him?
- ✓ Do you think that Cooper misjudged Roy?

Exit Slip

Have you ever had a situation like Cooper in Roy in which you were friends with someone, had a falling out and then became friends again? Do you think that it is possible for people to be friends again?

Chapter 25

Sit and Begin

Read the chapter heading. How old were you when your parents let you go places (to a friend's house, down the street) on your own? What types of things were you allowed to do?

Vocabulary

fantastic, meteor, boomed, arranged, scolded, recuperate

Discussion Questions

- ✓ What did Cooper's parents do that surprised him?

Exit Slip

Do you think that Cooper has done enough to ensure that the loons are safe? Explain why you think so.

Chapter 26

Sit and Begin

Read the chapter heading. What might be factors that could diminish a loon's life expectancy?

Vocabulary

muddle, sharply, squared, lame, detoured

Discussion Questions

- ✓ Why did Cooper not want to cry in front of Tom and his dad?
- ✓ Why do you think that it took Tom so long to confess?

Exit Slip

Do you think that it is harder for an adult to admit when they have made a mistake? Explain your reasoning?

Chapter 27

Sit and Begin

Do you think that Tom is a “good” guy who made a mistake, or a “bad” guy? Explain your reasoning using evidence from the text.

Vocabulary

trolling, fiddled

Discussion Questions

- ✓ Do you think that the loons were showing the boys the babies?
- ✓ Do you think that the loons were communicating with Cooper?

Exit Slip

Earlier in the book you were asked to predict who put the log on the dam. Were your predictions correct?

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 3:

English Language Arts Standards, Reading – Literature

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.3.1](#)
- [CCSS.ELA-Literacy.RL.3.3](#)

Craft and Structure

- [CCSS.ELA-Literacy.RL.3.4](#)
- [CCSS.ELA-Literacy.RL.3.6](#)

Grade 4:

English Language Arts Standards, Reading – Literature

Key Ideas and Details

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

Craft and Structure

- [CCSS.ELA-Literacy.RL.4.4](#)

Integration of Knowledge and Ideas

- [CCSS.ELA-Literacy.RL.4.7](#)

Grade 5:

English Language Arts Standards, Reading – Literature

Key Ideas and Details

- [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](#)

Grade 6:

English Language Arts Standards, Reading – Literature

Key Ideas and Details

- [CCSS.ELA-Literacy.RL.6.3](#)

Craft and Structure

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

ADDITIONAL PROJECTS

Writing:

- Once endangered, these amazing birds are making a comeback. Make a list of all the dangers to loons. Make another list of the ways humans are helping them. Compare and contrast your lists.
- In the spring, you can watch nesting loons live on a loon cam! [Minnesota Bound: Larry's Live Loon Cam](#) is one I frequently used in my research. It isn't springtime? No worries! They have videos of past nesting loons on their site.
- Watch a loon 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

- Create an informational brochure about loons
- Create a PSA announcement about preserving a loon habitat
- Research birds native to your area and create a poster detailing their habitat, food, life cycle,

Math

Maine Audubon article and Loon Raft Plans

- Create a scale model of a loon raft
- Map out a full scale model of a loon raft on the classroom floor

Geography

- Create a tracking map (<http://www.learner.org/jnorth/tm/MapMaker.html>)

More Curriculum Resources

[Common Loons in the Classroom](#)— a fabulous curriculum resource developed by the Maine Audubon.

[Maine Loon Project](#), as does New Hampshire's [Loon Preservation Committee](#).

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.

Prior Knowledge Inventory

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.



ABC Organizer

Topic
LOONS

A _____

N _____

B _____

O _____

C _____

P _____

D _____

Q _____

E _____

R _____

F _____

S _____

G _____

T _____

H _____

U _____

I _____

V _____

J _____

W _____

K _____

X _____

L _____

Y _____

M _____

Z _____

Think-Pair-Share

Name: _____

Directions

Before we read *Cooper and Packrat: Mystery on Pine Lake*, look at it's cover. What do you know about living on or near a lake?

Think

Write three answers or ideas here

- 1.
- 2.
- 3.

Pair

Discuss your answers or ideas with a partner. Put a check mark next to any that are the same as your partner. Write down below, any ideas that your partner had, that you did not have, here.

- 1.
- 2.
- 3.

Share

Review yours, and your partners ideas. Circle the one you'd like to share with the group.

As you listen to the ideas of the whole group, write down three you liked.

- 1.
- 2.
- 3.

KWL CHART

Topic: Loons

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

How Do I Make Quality Connections?

T-S

Connections between reading material and my own experiences or life.

- What does this remind me of in my own life?
- What is this similar to in my own life?
- How is this different from my life?
- Has something like this ever happened to me?
- How does this relate to my life?
- What were my feelings when I read this and when have I experienced similar feelings before?

T-T

Connections between reading material and other things that I have read.

- What does this remind me of in another book that I have read?
- How is the text similar to other things that I have read?
- How is this different from other books that I have read?
- Have I read something like this before?

T-W

Connections between the reading material and the world around us, including movies and television.

- What does this remind me of in the real world?
- How is the text similar to things that happen in the real world?
- How is this different from things that happen in the real world?
- How did that part relate to the world around me?

T-S

Word Bank

- That made me think of a time... because...
- This reminds me of when...because...
- I can relate to ..(characters, plot, setting, theme, situation) because..
- I remember when....and it reminds me of...because..
- I felt...

T-T

Word Bank

- This reminds me of another book/article ...because..
- The text features in this book are similar to the book I read in science because...
- This (character, plot, setting, theme, plot, situation) reminds me of another book that I read because..

T-W

Word Bank

- This reminds me of what happened in... because..
- This is different than what happened in...because..
- Reading about ...relates to ...because..

REMEMBER THE DIFFERENCE BETWEEN A CONNECTION AND A COINCIDENCE-CONNECTIONS HELP YOU TO BETTER UNDERSTAND WHAT YOU ARE READING!