

## Key Question

What defines a message?

## Vocabulary

### Academic vocabulary

- *define (v.)\*, discover (v.), examine (v.), interpret (v.), substitute (v.)*

Discuss each academic vocabulary word with students. Point to the use of each word in the book, and then use each word in a different model sentence. Have students work in groups to create posters for these words. Include on each poster: the word and its part of speech, the definition, the word in an example sentence, and a picture (if possible) illustrating the meaning of the word. Hang these posters up in the classroom for students to see and refer to as they encounter the words within other texts, lessons, and assignments.

(\*) word appears in the lesson but not the book

### Story words

- *code (n.), Code Talkers (n.), deciphered (v.), glyph (n.), interpret (v.), translate (v.)*

### Enrichment words

- *carbon dating (n.), Choctaw (n.), Mississippi (n.)*

Go to [VocabularyA-Z.com](http://VocabularyA-Z.com) for a pre-made vocabulary lesson for *Arrows*.



## Ask and answer questions

Have students turn to the table of contents. Explain that as with authors of nonfiction books, fiction authors also can organize information in a story into sections called *chapters*. Each chapter often has a title that summarizes the main events of that section of text. Have students read the headings in the table of contents. Invite students to share questions they have about the story as well as any predictions they have.

## Graphic organizer: Summarize

Review or explain to students that summarizing involves their ability to synthesize information in a book using their own words to explain what the book is about. Point out that one way to do this is by completing a 5W's graphic organizer: *Who, What, When, Where, Why*.

Have students use the lesson [graphic organizer](#) as they read. Model filling in information as necessary. After filling in each box in the graphic organizer, discuss the information as a group. Then ask students to summarize the book using the information on the graphic organizer. Invite students to share whether they were able to answer their questions generated from before reading.

## Story elements: Sequence events

Review or discuss the meaning of a sequence. Ask students to sequence the events that tell what Paloma learned about messages in this story.

## Text-dependent questions

Next to each answer, have students write the page number(s) where they found information in the text to answer the questions.

- *What does Paloma do after discovering the first arrow? (level 2)*
- *How did Papa's experience in WW II help Papa and Paloma crack the code ? (level 2)*
- *What was the purpose of the message that Paloma found? (level 2)*

## Response to reading

Have students cite specific evidence from the book to answer the key question.

Name \_\_\_\_\_

**Instructions:** As you read chapter 2 in *Arrows*, identify the important information by answering the questions in the chart. Record the information in the spaces below. Then use the information you’ve collected to write a short summary.

Who?	
What?	
When?	
Where?	
Why?	

Arrows • Level U

← Summary →

Common Core Supplement