



About the Book

Text Type: Fiction/Folktales Page Count: 24 Word Count: 2,989

Book Summary

Maggie and her best friend, Caroline, have been picked to join the team that will represent their school at the annual Kid Quiz Bowl. As they research the topic of oceans, Tad, the school know-it-all, acts as though he doesn't even need to study. But when the pressure is on at the quiz bowl, Tad sings a very different tune.

About the Lesson

Targeted Reading Strategy

- Make, revise, and confirm predictions

Objectives

- Use the reading strategy of making, revising, and confirming predictions before and during reading
- Analyze characters
- Understand quotation marks and punctuation in interrupted dialogue
- Understand and use strong action verbs

Materials

Green text indicates resources available on the website

- Book—*Ocean Quiz* (copy for each student)
- Chalkboard or dry erase board
- Character analysis, dialogue, action verbs worksheets
- Discussion cards



Indicates an opportunity for students to mark in the book. (All activities may be demonstrated by projecting the book on interactive whiteboard or completed with paper and pencil if books are reused.)

Vocabulary

*Bold vocabulary words also appear in a pre-made lesson for this title on VocabularyA-Z.com.

- Content words:

Story critical: *abyssal* (adj.), *ironic* (adj.), *sediment* (n.), *submerges* (v.), *theoretically* (adv.), *trenches* (n.)

Enrichment: *bathyscaphe* (n.), *cakewalk* (n.), *intimidating* (v.), *plumes* (n.), *podium* (n.), *seamounts* (n.), *sloughed* (v.), *sullenly* (adv.), *transparent* (adj.)

Before Reading

Build Background

- Ask students if they have ever been part of a team or group project. Ask if they felt the other members of the team contributed equally. Have students tell how the team members' performances on the project or task affected the outcome.
- Ask students if they have ever been in a competitive event. Talk about how they prepared for the event. Discuss the feelings they had leading up to and during the event. Talk about whether they won or lost and how they felt when the event was over.

Preview the Book

Introduce the Book

- Give students a copy of the book and have them preview the front and back covers and read the title. Have students discuss what they see on the covers. Ask what kind of book this is and what it might be about.
- Show students the title page. Talk about the information on the page (title of book, authors' names, illustrator's name).
- Point out the table of contents on page 3. Tell students that this is a chapter book in which the chapters are not titled. Explain that authors often divide books into sections, or chapters, to keep important information together and to make books easier to read.

Introduce the Reading Strategy: **Make, revise, and confirm predictions**

- Review or explain that one way to remember and understand information in text is to make predictions about what might happen in the book. Remind students that they may need to revise, or change, their predictions as they learn more about the characters and story.
- Show students the rest of the book, including the illustrations. Use the illustrations to model making predictions.
Think-aloud: On the front cover, I see some boys and girls thinking about sea life. Since the title is Ocean Quiz and the kids are thinking about the ocean, I predict that they will take a test about the ocean. Maybe they are going to visit an aquarium first and that's why they all look so happy. I'll have to read the story to find out.
- Encourage students to make predictions. Ask what they think will happen to the children in the book. Tell them to pay close attention to what the boys and girls say and do, as their words and actions give hints about what will happen next in the story.
- As students read, encourage them to use other reading strategies in addition to the targeted strategy presented in this section.

Introduce the Vocabulary

- Remind students of the strategies they can use to work out words they don't know. For example, they can use what they know about letter and sound correspondence to figure out the word. They can look for base words within words, prefixes, and suffixes. They can use the context to work out meanings of unfamiliar words.
- Model how to apply word-attack strategies. Tell students to turn to page 8. Have them find the bold word *abyssal* in the fourth paragraph. Model how students can use what they know about parts of speech, together with context clues, to figure out the meaning of the unfamiliar word. Tell students that *abyssal* is an adjective that describes the noun *plain*. Tell them that sometimes a context clue will be in the same sentence, but at other times they need to continue reading to make sense of an unfamiliar word. Have students read the last sentence in the paragraph. Ask them what they learn about the *abyssal* plain that gives them a hint about the meaning of the word. Explain that the sentence tells that Tad is going to be covering the entire ocean floor. From these words, you can guess that the *abyssal* plain is some type of land formation on the bottom of the ocean. Have students confirm the meaning of the word by looking in the glossary on page 24.
- Have students remain on page 24. Ask them to read the glossary words and their definitions aloud. Next, have students turn to the pages indicated and read each glossary word in the sentence in which it appears. Use context clues in the surrounding sentences to work out unfamiliar vocabulary words, as necessary.

Set the Purpose

- As students read, have them make predictions about what will happen next in the story. Remind them to revise or confirm their predictions as they learn more about the characters' actions.

During Reading

Student Reading

- **Guide the reading:** Have students read pages 4 through 12. Tell them to underline the words or phrases in the book that give clues about the characters. If they finish before everyone else, they can go back and reread.
- When they have finished reading, give students the [character analysis worksheet](#) and explain the instructions.
- Model making, revising, and confirming predictions.
Think-aloud: My prediction wasn't exactly correct, but that's okay. I made a prediction and then read to see if I was correct. I need to change, or revise, my prediction, which helps keep me interested in what I'm reading. I was only right that the story has something to do with a test about the ocean. Now that I know what's happening, I predict that Maggie will do well in the Kid Quiz Bowl because she really wants to win. I predict Tad will do very well because he already has a lot of knowledge about the ocean. I'll have to keep reading to find out if the team wins.
- Ask students what they think might happen next. Remind them as they read to pause and think about a prediction they've made. When it is confirmed by something they read in the story, they can make more predictions. Tell them to revise their predictions if they learn new information that causes them to think differently.



Have students make a small question mark in their book beside any word they do not understand or cannot pronounce. These can be addressed in the discussion that follows.

After Reading

- Ask students what words, if any, they marked in their book. Use this opportunity to model how they can read these words using decoding strategies and context clues.

Reflect on the Reading Strategy

- Discuss how making predictions about what might happen next keeps students actively involved in the reading process and helps them remember what they've read.
- **Think-aloud:** *I made the prediction that Maggie would do well in the Kid Quiz Bowl. I believe she did. I also had predicted that Tad would do well. I had to revise that prediction. I was able to revise and confirm my predictions as I kept reading.*

Teach the Comprehension Skill: **Analyze characters**

- **Discussion:** Have students tell the main events in the plot. Ask if they expected the story to end as it did. Have them explain their initial predictions about the outcome of the quiz bowl. Discuss how the characters' personalities played a role in the story ending.
- **Introduce and model:** Review or explain that many authors want their readers to know the characters through the characters' words, thoughts, and actions. Explain that the characters' personalities often determine the events in a story.
- Have students reread pages 4 and 5 aloud.
Think-aloud: When I read these pages, I knew that Maggie was very happy and excited to be chosen as a team member. I could tell that Maggie really wanted to win, but it also said she was excited to get out of class an hour a day to study oceans.
- **Check for understanding:** Have students tell where each team member was the first time they were in the library. Ask where the characters were standing or sitting and what this told about them.
- Ask what Bert's tardiness told about him.
- Have students tell how each team member researched his or her topic. Ask what each person's study habits showed about him or her.
- Have students review Tad's dialogue on page 8. Ask what his words, and how he said them, told about him.

- Ask students to tell how Bert's and Tad's personalities affected the outcome of the quiz bowl.
- **Independent practice:** Have students complete the character analysis worksheet. Discuss their responses.

Build Skills

Grammar and Mechanics: Quotation marks

- Write the following sentences on the board: *"No trades," Maggie insisted. "We don't have time."* Explain that this is an example of a speaker's words that have been broken up by a dialogue tag, or the words that tell who is speaking and how. Dialogue is one of the most important tools an author has to describe a character and create a plot. Using dialogue well means tagging it well.
- Review dialogue punctuation with students. Circle the comma and explain that a comma is placed between the spoken sentence and the dialogue tag. Tell students that the comma is always placed inside the quotation marks.
- Circle the period after *insisted*. Tell students that even in interrupted dialogue, a period is placed at the end of the sentence. Explain that the next sentence begins with a capital letter, ends with a period, and is enclosed in quotation marks.
- Write the following sentence on the board: *"Did we make it?" she gasped. "You're kidding!"* Point out that the question mark and the exclamation mark are placed inside the quotation marks because the first sentence is a question and the second is an exclamation.
- Have students find the last paragraph on page 7. Point out that in this dialogue, the dialogue tag is followed by a comma and quotation marks because the speaker, Maggie, has not completed her sentence. Have students find the quotation marks at the end of the paragraph. Explain that these are placed at the end of Maggie's words instead of at the end of every sentence.
- **Check for understanding:** Have students turn to page 8. Ask them to find the first sentence with interrupted dialogue and have a student read it aloud (the first sentence). Ask another student to find the next interrupted dialogue on page 8 and to read it aloud (fourth paragraph).
- Have students complete the [dialogue worksheet](#).

Word Work: Verbs

- Have students turn to page 4 and identify all of the verbs. Tell them to be sure to include verbs ending in *-ing*. Write students' responses on the board (*sat, rang, sprang, answer, dashing, leaving, clattering, shouted, heard, did make, gasped, saying, are kidding, are, will see, hopped, were smiling, made, are going, win*).
- Explain that writers use strong action verbs to help readers form mental pictures from the words on the pages. Tell students that specific and unusual verbs, such as *sprang*, make the writing more interesting than saying *she got up quickly*.
- **Check for understanding:** Tell students to choose the strong action verbs from the verb list on the board. Ask students to say the words in sentences.
- For additional practice, have students complete the [action verbs worksheet](#).

Build Fluency

Independent Reading

- Allow students to read their book independently. Additionally, allow partners to take turns reading parts of the book to each other.

Home Connection

- Give students their book to take home to read with parents, caregivers, siblings, or friends.

Extend the Reading

Writing Connection

Reread the last two paragraphs in the book aloud. Have students work with a partner to write the ending to next year's Kid Quiz Bowl. Have students use dialogue in their writing. Before each group reads their new ending, students can predict whether Deerfield will win.

Visit [Writing A-Z](#) for a lesson and leveled materials on narrative writing.

Science Connection

Organize a quiz bowl on a science topic. Divide students into teams. Allow them time to research the topic in the library and/or on the Internet, and discuss what they learned. Teams can submit questions they would like to have asked during the quiz bowl. Prizes for the winning team might include "free" homework passes, certificates, or the opportunity to compete with another class or group. Consolation prizes for the losing team members might include extra time in the library or runner-up certificates. Using a buzzer system adds authenticity to the competition.

Skill Review

[Discussion cards](#) covering comprehension skills and strategies not explicitly taught with the book are provided as an extension activity. The following is a list of some ways these cards can be used with students:

- Use as discussion starters for literature circles.
- Have students choose one or more cards and write a response, either as an essay or as a journal entry.
- Distribute before reading the book and have students use one of the questions as a purpose for reading.
- Cut apart and use the cards as game cards with a board game.
- Conduct a class discussion as a review before the book quiz.

Assessment

Monitor students to determine if they can:

- make, revise, and confirm predictions about events while reading text
- identify clues and analyze characters in the text
- correctly punctuate interrupted dialogue; apply skill in a worksheet
- understand and use strong action verbs; use knowledge to complete a worksheet

Comprehension Checks

- [Book Quiz](#)
- [Retelling Rubric](#)