Unit 1, Week 1

Title: Earthquake Terror

Suggested Time: 4 Days (60 minutes per day)

Common Core ELA Standards: RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.7; RF.5.3, RF.5.4; W.5.2, W.5.4, W.5.9; SL.5.1, SL.5.2; L.5.1, L.5.2, L.5.4, L.5.5

Teacher Instructions

**Before Teaching**

1. Read the Big Ideas and Key Understandings and Synopsis. Please do **not** read this to the students. This is a description for teachers, about the big ideas and key understanding that students should take away **after** completing this task.

Big Ideas and Key Understandings

In dangerous situations, thinking about what you know can help you.

Synopsis

“Earthquake Terror” is the story of how 12-year-old Jonathan protects his younger sister, Abby, during an earthquake. Jonathan, Abby, and their dog, Moose, are left on a deserted island while their father takes their mother to the hospital. In seeking protection for himself and Abby, Jonathan recalls what he learned from annual earthquake drills at school.

1. Read entire main selection text.
2. Re-read the main selection text while noting the stopping points for the Text Dependent Questions and teaching Vocabulary.

**During Teaching**

1. Students read the entire main selection text independently.
2. Teacher reads the main selection text aloud with students following along.

(Depending on how complex the text is and the amount of support needed by students, the teacher may choose to reverse the order of steps 1 and 2.)

1. Students and teacher re-read the text while stopping to respond to and discuss the questions and returning to the text. A variety of methods can be used to structure the reading and discussion (i.e.: whole class discussion, think-pair-share, independent written response, group work, etc.)

Text-Dependent Questions

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| --- | --- |
| Text-Dependent Question | Answer |
| **How does Jonathan know that Moose senses something is wrong? What explains Moose’s behavior?** | * Ran around the trail, sniffing the ground; barks; pacing; tail up
* Jonathan knows that Moose thinks something is wrong—but thinks it’s because his parents are gone
 |
| **“Here he was isolated.” Why did the author use isolated instead of alone or by himself? What further evidence reflects Jonathan's mood?** | * Isolated implies it would be very difficult to make contact with others. In the previous paragraph he says, “He didn’t like being totally out of communication…” There is more evidence in the same paragraph when Jonathan considers the life of a forest ranger.
* Jonathan is jumpy; he’s out of communication; is trying to relax; he’s worried about his mother
 |
| **“Time had a way of evaporating instantly…” What does this mean? How does it compare with how Jonathan is feeling in the story?** | * Time would pass quickly when he was doing something interesting or that he enjoyed doing, such as reading a good book or cataloging baseball cards.
* Jonathan thinks time is dragging because he is worried about his mother, he was feeling isolated, and he was concerned about his sister.
 |
| **Which sentences describe the silence being shattered? What was Jonathan’s reaction?**  | * Moose barked. Jonathan jumped; Moose’s eyes looked frantic, and he was shaking; Jonathan tried to pat/comfort him
* Jonathan heard deep rumbling; listened very hard to figure it out
 |
| **What did Jonathan initially attribute to the sound of deep rumbling? What evidence in the text supported each hypothesis? How did he decide each was incorrect?**  | * Thunder? Too sharp—sounded like several rifles bring fired at the same time
* Hunters? Asked them not to shoot; but felt jolt that caused him to lurch
* Bomb? Realized no one would bomb deserted campground
* Earthquake — “He felt as if he were on a surfboard, catching a giant wave… except he was standing on dry land.”
 |
| **“As he yelled, Jonathan felt a jolt.” What clues help you understand what jolt means?** | * Stumbled forward
* As shown in the illustration and the text, Jonathan thrusts an arm out to brace himself against a tree.
 |
| **What flashback does Jonathan have? Was the preparation he had, as described in the flashback, beneficial or not?**  | * First grade when they practiced earthquake drills, he knew what to do—he was to crawl under a desk or table to avoid injury. On Magpie Island, he remembered these drills and sought a place to protect Abby and himself.
* Answers may vary, but yes, it was beneficial, since he found an angle under a felled tree for the two of them to hide
 |
| **Choose one of the similes and explain what it means.**  | * Surfboard simile – to show movement of land
* Rollercoaster – to show movement of land
 |
| **What noises are heard during the earthquake? What was Jonathan’s reaction during the chaos?** | * Rumbling of earth; Abby screaming; Moose barking
* Jonathan keeps thinking about the flashback—remembering what he was taught during earthquake drills
 |
| **"The silence seemed both comforting and ominous." What does this mean? What do you think ominous means? What does Moose do?**  | * The silence has almost come full circle
* Comforting because the earthquake was over, yet ominous because he couldn’t hear the magpies cawing or squirrels complaining; had they died? This led him to wonder if his parents had felt the quake.
* Moose comforted Jonathan by licking his hand, when he finally emerged
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Vocabulary

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| --- | --- | --- |
|  | **KEY WORDS ESSENTIAL TO UNDERSTANDING**Words addressed with a question or task | **WORDS WORTH KNOWING** General teaching suggestions are provided in the Introduction |
| **TEACHER PROVIDES DEFINITION** not enough contextual clues provided in the text |  | FaultHeavedDebrisUndulating |
| **STUDENTS FIGURE OUT THE MEANING**sufficient context clues are provided in the text | IsolatedJoltOminous |  |

Possible Culminating Tasks

* Re-read, Think, Discuss, Write

*Looking at the illustrations throughout the text, explain how each one shows what is happening in the text at that point in the story.*

* Jonathan and Abby are left isolated, on a deserted island.
* Moose, acting strangely, led the way as Jonathan helped his younger sister (who had partially paralyzed legs) back to the campground.
* Jonathan realized it was an earthquake.
* With the ground rolling, Jonathan tried to catch Abby as she screamed and fell.
* Trees crashing and debris flying, Jonathan tries to get to Abby.
* Jonathan finds a space for them to hide under the trunks of two fallen redwoods.
* They call to Moose who, trembling with fear, joins them in their shelter.
* With the earthquake over, Jonathan helps Abby from under the tree.
* With Moose at his side, Jonathan looks at Abby’s knee, thankful that the scratch was their only injury.

*Using evidence from throughout the text, describe the relationship of Moose and Jonathan.*

* Jonathan had gotten Moose from an animal shelter nearly six years ago. The two of them took long walks, played games, and swam together.
* When Abby had her accident and her parents focused their attention on her, Jonathan and Moose became even closer.
* Before the earthquake, Moose sensed danger and tried to alert Jonathan and Abby by barking, running towards the trail, and acting strangely. Jonathan “looked around in all directions… listened hard, wondering if Moose had heard something that Jonathan couldn’t hear”. Moose stuck with Abby and Jonathan through the earthquake: “Moose stood beside her, his head low”. Moose came to their shelter when Jonathan called: He “huddled beside Jonathan, pawing at Jonathan’s shoulder”. As the earthquake ended, “Moose, still trembling, licked his hand”.

*Find the times in the story that Jonathan reacts to danger or uncertainty by thinking about what he knows. Describe each situation and explain how it helps or does not help.*

* He is uncertain about why Moose is acting strange. He thinks it has to do with Moose sensing his worry about his mother. In this case, it is not helpful because Moose was likely sensing the earthquake. It did not, however, do any harm.
* He felt jumpy in the woods and thought moving to the camper would “calm” him.
* He “…heard a deep rumbling sound…” and thought about what it could be and evaluated his thoughts as he went along: thunder (skies clear), hunters (cried “don’t shoot), a bomb (who would bomb a deserted campground)
* He thought about earthquake drills in school and how they might help him to prepare for earthquakes in a different setting or place.
* Abby screamed, and he comforted her by telling her it “was only an earthquake.” He knew it was dangerous, but he didn’t want her to worry.
* He told Abby, “…we could have been killed” and realized this would make her nervous, so he quickly said, “but we weren’t.”

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**“Earthquake Terror”**

1. How does Jonathan know that Moose senses something is wrong? What explains Moose’s behavior?
2. “Here he was isolated.” Why did the author use isolated instead of alone or by himself? What further evidence reflects Jonathan's mood?
3. “Time had a way of evaporating instantly…” What does this mean? How does it compare with how Jonathan is feeling in the story?
4. Which sentences describe the silence being shattered? What was Jonathan’s reaction?
5. What did Jonathan initially attribute to the sound of deep rumbling? What evidence in the text supported each hypothesis? How did he decide each was incorrect?
6. “As he yelled, Jonathan felt a jolt.” What clues help you understand what jolt means?
7. What flashback does Jonathan have? Was the preparation he had, as described in the flashback, beneficial or not?
8. Choose one of the similes and explain what it means.
9. What noises are heard during the earthquake? What was Jonathan’s reaction during the chaos?
10. "The silence seemed both comforting and ominous." What does this mean? What do you think ominous means? What does Moose do?