

**TEACHER'S GUIDE and
STUDENT ACTIVITIES to ACCOMPANY**

***Shark Beneath
The Reef***

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***Guide and activities
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A Note To Teachers

In this extension activity you will be provided with a synopsis of each chapter in *Shark Beneath the Reef* along with suggested activities. Of course, these activities are not meant to be assigned to all students. Rather, a variety of suggestions are made so that you can pick and choose appropriate activities to meet the needs of your students and to achieve your educational goals.

Activities include the following:

Vocabulary for each chapter is introduced with a list of new words that will be encountered and suggested activities. These words are introduced in context. The sentences have been written to allow students to determine the meaning of the targeted word based upon the context of the sentence. In this way it is hoped that students will not only learn new words, but also will learn the important skill of using context to determine meaning. Word searches, games, and writing activities are presented to reinforce the vocabulary.

Literal comprehension questions that serve as pre-reading guides are included for each chapter. These questions can also be assigned as discussion questions for groups or cooperative learning partners. It is helpful to ask students to note the page number where the question is answered by the author. This helps readers learn to use the text to prove their answers (a skill that is helpful when taking standardized tests and a study skill that can be applied in subject area classes). The exercise gives you a quick check as to students' understanding of the book without having to read written answers to literal type questions. Your valuable time can be spent helping students refine critical reading and writing skills.

After each chapter is read, there are critical reading questions, writing ideas, and activities for students to complete. These may be done by individuals, partners, or groups of students. Any number of these thinking and writing questions/activities may be assigned or chosen by the students depending upon your classroom situation, the level of the students, and goals to be achieved. Suggested activities include understanding character traits, developing cause and effect relationships, understanding author's purpose, relating situations to students' life experiences, and map reading skills.

Spelling skills are developed by using Word Study activities. A list of words is harvested from each chapter that relates to a specific goal in the Syllables and Affixes Stage as described in *Words Their Way*, Bear, Invernizzi, Templeton, and Johnston. The lists follow the sequence described in the book. Spelling sorts are suggested and game ideas are provided.

Chapter Synopses

Chapter 1 Synopsis - "A Round Black Eye"

We are introduced to Tomás Torres, a fourteen year old boy who lives with his mother, grandparents, uncle, aunt, and orphaned relative, Maria, in Loreto, a fishing village on the peninsula of Baja in Mexico. Tomás' father was killed when shark fishing. In the opening chapter we learn that Tomás is a daydreamer, often imagining struggles between good and evil. which will become an important theme in the book. We learn that Tomás is facing an important decision. He is nearing the end of his mandated school career and must decide whether to continue with his schooling and become a marine biologist or enter the family shark fishing business.

As the book opens, Tomás imagines himself killing a whale shark that he believes tore one of the family's fishing nets. Tomás pictures himself carrying the huge whale shark through the streets of Loreto. He believes that the townspeople will be impressed with his triumph over what he believes to be evil, the whale shark.

The author, Jean Craighead George, includes information about ocean ecosystems throughout the novel. In this chapter, facts about the whale shark are woven into the story line. We also learn about the culture of the people as the Spanish and Indian heritage of the Mexican people is discussed and explored through history and legend.

The *oficiales*, government officials, are discussed by Tomás, Miguel, and Ramon. The author leads us to conclude that the people of the village do not respect the *oficiales* but are somewhat fearful of their power. On the day the book opens, the people hear that the *oficiales* will make an appearance. Rather than encounter them, Grandfather grudgingly gives Tomás permission to climb the nearby

volcano. As the chapter closes, Tomás looks forward to finding the Spanish ship which people say is atop the volcano. In fact, Tomás believes he can see the billowing sails of this legendary ship when he looks at the mountain.

Chapter 2 Synopsis - "A Black Cross In The Sky"

As the chapter opens, Tomás is explaining to his uncle that the coloring of the pelicans is an indicator of breeding stage. He also has a conversation with his grandfather about the lack of fish catch that has been made lately. We learn that there are Japanese fishing boats off the coast. The *oficiales* allow these foreign factory boats to fish off the coast because they pay money for the privilege. The ocean food chain and its effect on the local economy are discussed by Tomás, Ramon, and Miguel.

As his grandfather and uncle leave to fish, Tomás worries about the family's finances and again imagines a struggle between good and evil. He puts these thoughts aside as he prepares to climb the volcano and find the Spanish galleon that local legend says is resting at its top. As Tomás climbs the mountain, he muses about the geologic history, wildlife, and vegetation of the Baja Mountain range. The heat is intense and the going rough, but Tomás is determined to succeed as he believes the ship of gold is the answer to his family's economic problems.

When Tomás reaches the crater and peers in, he is sorely disappointed to find no trace of a ship. He digs around, hoping to find this legendary galleon, but finally must give up. As he does, a lone frigatebird flies above and appears to be the black cross mentioned in the chapter's title. Tomás believes this to be an omen of

"dark things to come."

Chapter 3 Synopsis - "The Reef Sends A Warning"

When Tomás reaches the bottom of the volcano, he decides not to tell his Uncle Miguel that the ship is merely a legend. He sits at the edge of the reef, watching and thinking about the magnificent sea life around him. Tomás picks up a heavy rock and dives into this beautiful world. The author gives accurate and picturesque descriptions of the living reef. As Tomás explores, he believes he sees a whale shark, although he cannot see the distinctive head shape and markings in the dark cavern. Despite this, and the fact that the smaller fish have all disappeared which we learn is an indicator that a killer shark is nearby, Tomás refuses to heed the warning signals that this may not be a whale shark.

Just then he hears the Evinrude motor signaling that his grandfather and uncle are returning. They have caught a baby hammerhead shark which pleases them as it will bring extra pesos for Christmas. The author gives the reader much information about the appearance and habits of various sharks through the thoughts and conversation of the three men. Miguel and Tomás are surprised when Ramon says that he does not want to fish tomorrow. He believes the fishing is bad and their time is better spent preparing for the Christmas celebration. Tomás imagines the three of them carrying the huge whale shark into the plaza. He hopes that his grandfather's discouragement will disappear when he learns this huge catch is nearby. As the chapter closes, Tomás wonders if the whale shark is nonexistent like the galleon or the *oficiales* who didn't arrive that day.

Chapter 4 Synopsis - "Griselda"

It is the next afternoon and the threesome are heading from the island fishing base

back to Loreto. As he gazes into the Shallows, Tomás thinks about the habits of sharks and again dreams of catching the huge whale shark. He sees a beautiful ray of sunlight reflected in the windows of the mission bell tower and believes this good omen cancels the black cross he saw earlier. The trio passes the sportfishing boats owned by Victorio, and Tomás thinks about his niece, Griselda. She is from Mexico City and is quite homesick for the busy life she left behind. Tomás remembers the way he tried to cheer her with his stories of the Spanish galleon and whale shark.

Finally the boat, the *ponga*, reaches shore. They ask Zoro, "the fox," to help them pull the *ponga* above the high tide mark. He obliges and asks the three if they had encountered the *oficiales*. Again we have the impression that these government officials are feared yet command no respect. Tomás enters his village and sees the many preparations for the two week Christmas celebration. He hears a firecracker and knows immediately that his friend José has set it off. José's dream is to make beautiful fireworks.

Tomás is met by five year old Maria as he enters his grandfather's casa. The women have been busy with the Christmas preparations, and Maria is anxious to share these with Tomás. As the family gathers, the world of the *oficiales*, poor fish supply, and wholesalers who don't pay enough for shark fins seems far away. Tomás goes to bed but rather than sleep, he reads a book about sharks that his teacher had lent him.

Chapter 5 Synopsis - "Ships and Sharks and Factory Boats"

This is a chapter of contrasts. Tomás awakens to his alarm clock - a crowing rooster. We follow him as he goes about his morning routine preparing to go to the island to spear fish. He learns his uncle has already left with the boat and his grandfather's aching legs had kept him awake last night. This bothers Tomás as he does not like to think about sickness.

As Tomás crosses the village to find a ride to the island, he detours long enough to cut himself a five foot length of palo blanco tree for a fishing spear. He pauses to look in the window of Stereolandia, a store that he believes is representative of the United States. But Tomás realizes the items in this store are unobtainable and the place next door with the clay floors and clothes hanging from poles and lines is more to his liking. They seem to represent the two neighboring countries of Mexico and the United States - so close yet so different.

Tomás continues on his quest to find a way to the island. He whittles his spear and waits near the fishing camp of Victorio which caters to foreign sportfishermen. Tomás hopes to see a familiar guide and ask for a ride to the island. He does not see anyone he knows, but as he is leaving, Tomás is startled to realize that his friend Griselda has been pushing the boats from shore. He is afraid she would be embarrassed knowing he saw her doing man's work, but Griselda spots Tomás and calls to him. He is surprised with the comfort she feels. He recognizes that Griselda's family is wealthy and powerful. The surroundings of the fishing camp are another contrast to the Mexico that Tomás knows. Griselda tells Tomás that her uncle has been working with Mexican government officials to get the Japanese fishing boats moved from the Sea of Cortez. Tomás is surprised to hear that this is the news the *oficiales* will bring to Loreto. As he prepares to leave, Griselda asks

him about his schooling decision. She encourages him to go to school as this is his only way out of the "pit" as she describes Loreto. This, again, is a contrast to Tomás's feelings toward his hometown.

Chapter 6 Synopsis - "The Whizbang Flare"

Tomás excitedly runs home to share the good news with his family about the departure of the Japanese fishing boats with his family. He finds his grandfather, feeling better, watering the banana tree. Ramon's reaction is one of great relief, and this feeling is echoed by the rest of the family. Wanting to share the good news, the group heads to the beach where they discover others have heard the joyous announcement. The explosion of firecrackers, set off by Tomás's friend, José, seems to confirm the government's new policy. José tells Tomás that in honor of the occasion, he will set off a whizbang, a large firecracker he made with the help of his uncle who works in a fireworks factory on the mainland. This is José's dream - to make truly spectacular fireworks.

The two friends return to José's house to look at the materials that are stored in a private area they have built. Tomás warns José to be careful as this is dangerous work. José agrees as he knows the power of the gunpowder. During this conversation, we also learn that José's family are fishermen, too. They use gill nets, a practice frowned upon by the Torreses, to catch fine eating fish.

The boys return to the beach, where this is a celebration atmosphere. The people feel that better economic times will return now that the Japanese will not be in the area. As night falls, José sets off his whizbang. This is greeted with astonishment by the crowd. A group of boys lifts José to their shoulders and carries him through

the cheering crowd. Tomás feels good that his friend's dream is alive, and he thinks about the day he, too, will be paraded through the village with his big shark.

Chapter 7 Synopsis - "Under the Overhang"

On the morning after the big feast celebrating the departure of the factory boats, Tomás decides that the day has come to go after the whale shark. As he prepares to leave, he looks at his mother and thinks about the kind of woman she is. He reflects on how hard she constantly works. These thoughts lead him to question the politics and government of Mexico. The struggle between good and evil seem reflected in Tomás's thoughts as he equates the government with Tezcatlipocas, and the families and Lady of Guadalupe with modern Quetzalcoatl. In fact he thinks of his father and realizes that he sometimes mixes him up with Quetzalcoatl.

Tomás's thoughts return to the present, and he sees that his grandfather is ready to leave. As the three walk, Tomás thinks about José's victory with the whizbang of the previous night. He thinks that José's father is right, and José should continue with his schooling so that he can learn more about pyrotechnics. This leads him to ponder the decision that he must soon make.

As they approach the beach, Tomás sees José's uncle, Diaz. This man, who used to be a black coral diver, is Tomás's living hero. Uncle Diaz has marvelous stories to tell about his days in the undersea world before the harvesting of black coral was banned. He can no longer hold a job and now spends most of his time drinking tequila. Tomás decides to ask him if he can borrow his diving mask to use on his quest for the whale shark. Uncle Diaz gets up to get it, but we realize he now lives in his own world and Tomás must continue on without the mask.

After Ramon and Miguel leave, Tomás finishes his chores and then begins his underwater hunt for the whale shark. He sees many beautiful sights and enjoys watching the world beneath the sea that teems with varied and colorful sights. Finally Tomás sees a grouper that he would like to kill to bring back to his mother as it is her favorite fish. He struggles with the grouper and almost runs out of air before it finally dies. Just as Tomás prepares to leave, he spots the shark. But Tomás only gets a dim look and does not see the characteristics that would warn him that this is not a docile whale shark.

Chapter 8 Synopsis - "A Warning From a Fish and a Bird"

Tomás continues his personal fishing expedition in this chapter. He wants to catch a spiny lobster as this is his grandmother's favorite food. He muses about the ocean food chain and when he finds a dead grebe that had obviously been attacked by a shark, he realizes that big sharks could be returning to the Shallows. The reader learns about the operation of a shark's jaw through Tomás's thought process. The young man also rethinks his plan to spear the shark, and realizes after the battle with the grouper that he would need to snag it with a large shark hook and pull him in. As Tomás reflects on the habits of the vultures who quickly arrive for the carcass of the grebe, he spots a strange boat heading for the island. He fears it is the *oficiales* and sits in the shadows so as not to be seen.

The white boat leaves and Tomás returns to his tasks. But soon Zoro and his son, Jesús arrive in their fishing boat. They ask Tomás if he has seen the *oficiales*. He tells them that he believes the white boat went north. Zoro seems pleased with this information and tells Tomás that they are checking gill nets. The importance of the ocean food chain is again apparent as the fine nets used by Zoro kill all the fish,

even those that are too small. When Tomás looks at Zoro's son, Jesús, who left school to become a fisherman, he is reminded of the decision he is facing regarding his future. This brings him to the thought that he should begin his fishing career immediately with the shark.

Tomás fashions a hook and line and stands at the end of the reef. From this vantage point he can see the fin of the shark but its head is under the overhang. Tomás observes that the shark has a wound and rejoices as this means that the shark is weak and will be easier to take. As the chapter closes, Tomás has hooked the shark. It tries to swim forward, and the battle begins.

Chapter 9 Synopsis - "*Oficiales*"

Tomás holds on to the line as the great shark swims forward. After an hour, he feels the fish stop fighting. Then the shark gives a final tug, and Tomás's dream swims off. Had Tomás looked back at the sea, he would have seen the fins of a hammerhead rather than a whale shark. Tomás does manage to spear a red snapper but when he goes to add it to the rope that holds the grouper, he discovers this fish is gone! He wonders about the monster that could have done this, but, again, misses the clues that would have warned him of a hammerhead shark.

Ramon and Miguel return from fishing with a disappointing catch. After eating, the three relax for the evening by discussing the *oficiales*. Ramon observes that the *oficiales* ought to check not just the nets, but the shrimp boats as well. Miguel responds that the wealthier shrimp industry has money to bribe the government so they will be left alone.

In the morning, Tomás helps Ramon repair the torn net and feels grown up because he is able to be a partner with his grandfather and uncle in the business. After the net is set, Tomás reflects on the beauty and spiritual dimension of a fisherman's life.

Soon after Zoro and his son arrive to tell the Torreses that the *oficiales* are in the vicinity, the government boat pulls up on the island. The two stern government representatives tell Ramon and Miguel that they are there for the government's tourism business. They explain that Loreto is being developed as a tourist center, and the family can only fish from the island if they pay rent. They are also told to stop filleting fish in the cove as the smell would offend tourists. They tell the Torreses that Victorio and others want to stop all commercial fishing in the area as they want more fish to be available for the wealthy sportfishermen who make up their business. The *oficiales* tell Ramon he can come to the office after Christmas to pay his rent. After the men leave, the Torreses stand on the beach feeling the fear in the air. It is not possible for them to pay rent. Tomás searches for a solution, but his grandfather hugs him and tells him to go to high school.

Chapter 10 Synopsis - "The Return of Quetzalcoatl and Tezcatlipoca"

When the Torreses arrive home, Tomás spots Uncle Diaz who now stands steadily. He obviously hasn't been drinking. He hands his diving mask to Tomás and tells him that he will dive with him and help him kill the whale shark. Both Tomás and Uncle Diaz have beautiful visions of this adventure which they plan for Christmas Day. This will solve the problem of the rent money for the island. José greets Tomás and tells him that he has made a Roman candle and will set it off

that evening after the pageant.

Full of plans, Tomás returns to his family to find that the American tradition of giving gifts has been adopted by his family. There are three gifts: one for Maria and two for Tomás. While this pleases Tomás, he feels a greater pleasure in the knowledge that he will soon give a gift to his family - the whale shark which will preserve their way of life.

Tomás dresses in his best and sets off to the plaza with José. Tomás notices for the first time that the actors who made him feel such fear in the past, are, in fact, ordinary people from the town. Griselda and her aunt arrive and talk with Tomás. Barbara tells Tomás that her husband, Victorio, would like Ramon to work for him as a sportfishing guide. Tomás immediately dismisses this notion as he is proud of his family's commitment to fishing for food rather than sport.

The pageant begins and Tomás is fascinated with the battle that ensues between good and evil. Characters are tempted by the devil, but the Quetzalcoatl figure guides them to make the correct decisions.

After the pageant Tomás talks with his teacher, Juan Fuertes, who had played the part of the hermit tempted by two devils. He asks Tomás if he has made his decision about school. Tomás replies that he must help his family. Juan Fuertes reminds Tomás of the famous scientists whose work had excited Tomás. He tells him that Mexico needs talented young people like Tomás to study the land and waters so they can be preserved. He tells Tomás that they will talk after the holidays.

As this conversation is ending, a huge explosion lights up the square. It is José's Roman candle. The crowd cheers and José is carried through the plaza by the

soccer team. Tomás notes to his teacher that the play is right and good does win over evil. He promises Juan Fuertes that he will talk with him after he gets the whale shark for his grandfather.

Chapter 11 Synopsis - "Three Gifts"

Tomás wanders through the celebrating crowd thinking about the symbolism he has just witnessed in the pageant. He tells himself that good will prevail but then quickly wonders which one is good. This is a question that Tomás will struggle with again in the future. He soon finds José who is elated with his success. Victorio joins the duo and asks José to work for him making fireworks for the tourists. He encourages José to take his offer as he can start to work immediately and won't have to struggle to find the money to pay for chemicals. Turning to Tomás, José asks for his advice. Tomás replies that it is dangerous work and that he may not learn how to make the elaborate fireworks if he doesn't learn from his uncle.

José is enjoying the attention his success has brought him and Tomás wanders off, with the ringing of his teacher's voice in his ears. He hopes that tomorrow's dive with Uncle Diaz will provide him with some answers.

The next morning the Torres family awakens to enjoy the Christmas celebration together. After Maria opens the beautiful doll that is her present, Tomás opens his first package. In it he finds a tackle box. His mother had given this remnant of his father's life to him. Tomás believes that this signals his mother's wish that he follow in his father's footsteps and become a fisherman. The other package is from his grandfather. It contains a new pair of pants for school. Ramon's wish for his grandson is also apparent.

After the family enjoys Christmas dinner together, Tomás manages to get away for his planned adventure with Uncle Diaz. He wants so much to present the whale shark to his grandfather. When Tomás arrives at the appointed spot, Uncle Diaz is nowhere to be seen. He waits and watches, and finally comes to the realization that Uncle Diaz is not coming. He checks with José and learns that his uncle went to town. José has been working on his fireworks but does not have the necessary materials. Tomás reminds him of Victorio's offer, but José shrugs it off and notes that he probably didn't mean it. Tomás, thinking of his planned adventure with Uncle Diaz, agrees saying, "People are funny that way."

Chapter 12 Synopsis - "Have You Come For Me?"

The day after Christmas, Ramon, Miguel, and Tomás walk to the government offices. As Tomás waits in the square for his grandfather and uncle, he looks at the bust of Benito Juarez, a president of Mexico in the mid 1800's, and thinks of all that this man did for the poor of his country. Miguel comes out to tell Tomás that the line for the permits is long and sends him home to cheer the women.

The family knows the situation is grim and this is apparent when Francisca tells her son that she may go to work. This upsets Tomás as he feels this is not something his own mother should have to do.

Tomás decides the time has come to go after the whale shark. As he walks down the road, he meets Ramon and Miguel who tell him the outrageous price of the island rent. Tomás is hurt when he hears that the *oficiales* feel their fishing camp is trashy. The men tell Tomás to go to the island to get the shark fins so they can sell them and pay the first month's rent. This is just what Tomás wants to hear, and he rushes off to the *ponga*.

José catches up with his friend and tells him of his plans to go to the mainland to work with his uncle. He asks Tomás if he has made up his mind about his own future. Tomás tells him that Miguel and his mother want him to become a fisherman but Ramon's wish is for him to continue with his schooling. José advises Tomás to continue with school as he is very smart. Tomás does not answer his friend. They talk about Uncle Diaz, who was found in front of a divers ' shop, drunk.

Tomás finally reaches his destination and is surprised when he jumps overboard with the mask. It is as if a whole new world has opened up. Under the water, Tomás can see details and get perspective he never had before. He observes the nuances of sea life that he had only read and heard about in school.

Suddenly a shadow appears. It is the shark. Tomás realizes with horror that it is the dangerous hammerhead! He panics when the shark hits him and then thinks of his father. His thoughts race as he calls out to his dead father. He wonders aloud if this shark has been sent by his father so that they can be together. Then, in fear, he questions why he was spared by the shark and not his father. The shark returns to the boat with his jaws open. Tomás cries for help as the chapter ends.

Chapter 13 Synopsis - "Of Sharks and Men"

As Tomás starts the outboard motor, he finally realizes that the birds have been telling him all along that this is a killer hammerhead shark. He realizes that since he wanted to see a whale shark, this is what he saw. Tomás realizes he must become more practical and not see things only as he wishes to see them. He tries

to assess the best way to get his prize and finally decides on the small fine net that he is sure he can handle by himself. He prepares the chum despite his throbbing thigh. In fact, Tomás seems rather pleased with this bruise the hammerhead left on him. He sets the net and uses Uncle Diaz's mask to give him a clear view of the shark's location. The struggle between good and evil seems to play itself out before Tomás's eyes.

To Tomás's chagrin, Zoro and Jesús appear. He tries to hide what he is doing, but Zoro sees the signs and realizes that Tomás is after a big shark. The conflict between good and evil becomes more real as Zoro argues with Tomás over rights to the prize shark. Zoro insists that he will shoot it, and Tomás struggles for a way to assure that good will be on his side. He promises that if Zoro is sent away and he catches the shark, that he will become a fisherman. The wind symbolizes the difficulty of assessing good from evil as one minute the wind seems to be helpful to Tomás and the next moment it appears to work against him. Tomás struggles with Zoro and his son. But Zoro shoots and it appears he will claim the prize shark. Just as it seems that all is lost, Miguel arrives on the scene. He points out the fact that the shark is caught in the Torres ' net. Zoro's resolve disappears and the two depart, leaving Tomás and his uncle to land the shark. Now the wind works with them and they are able to secure the shark, although Tomás points out that the approaching storm means they must stay on the island. Miguel agrees but not because of the storm. He tells Tomás that it will take a long time to butcher the prize. Tomás is suddenly faced with the reality of a fisherman's life. He will not experience the glory of carrying the monster into the plaza, but rather the hard work of preparing the shark for market. Tomás gazes at the powerful mouth of the hammerhead and thinks of his father. As he does this, the jaws open wide. Miguel scolds him and tells him that perhaps he had better go to school.

Chapter 14 Synopsis - "Pebbles"

Miguel and Tomás must work into the night to save the shark from the storm. Their work finally done, the two warm themselves in the *palapa* and marvel at the way their friend, the thatch palm, not only keeps them dry, but also serves as the foundation of many daily necessities.

In the morning, Miguel tells Tomás that Ramon has decided not to pay the rent. Not only are his legs a problem and the fish disappearing, but he views the rent as bribery. Miguel tells Tomás that he must go to school so that he can use his knowledge to help the local fishermen. Tomás does not want to let go of the only life his family has ever known, and he begs Miguel to become fishing partners with him. Miguel tells him that this is not possible because he took a job with Victorio as a guide. Again Miguel encourages Tomás to go to high school for the good of all the local people. Tomás tells Miguel about the bargain he made to become a fisherman if he could catch the shark. Tomás tells him that he will become a fisherman by himself. As Tomás and Miguel butcher the shark, they talk about the nonexistent ship atop the volcano. Miguel had climbed the volcano when he was fourteen and knew it was not there. They agree, however, that it was a beautiful ship and that they would not want to have missed the dream of it. As the two work, Tomás marvels at the structure of the shark. He hopes that one day his son will go to school and find out how these mysterious creatures came to be.

The next day, they pack all of their belongings for they must not be on the island any longer. As Miguel takes Tomás to see the sea lions, Tomás hopes that he will not be sorry with his bargain and the resulting decision. The animals come into view and, again, Tomás has questions about their habits and habitat.

A young sea lion plays with Miguel and Tomás. Miguel has named the youngster Pebbles. Not only does she entertain them by catching a ball on her nose, but she twirls and spins in a kind of water dance. Miguel tells Tomás that he met this sea lion about a week ago. He asks Tomás if he should bring tourists here to see Pebbles ' show. Tomás responds sharply, knowing that she would disappear, too, if her way of life is disturbed. Tomás thinks about the beauty of Pebbles and realizes that she is not a dream. Pebbles is real.

Chapter 15 Synopsis - "The Teacher"

Tomás and Miguel walk home with the remnants of their fishing lives. Sadness seems to prevail until Tomás shares the news of the big shark with his family. He realizes that this is what is important -family love and not the glory of cheering crowds. The family encourages Tomás to end his fishing career with this success and go to school, but Tomás changes the subject.

The next morning Tomás walks with Miguel to Victorio's hacienda. Tomás realizes that it will be difficult for Miguel to work for someone. He waits outside until he sees Griselda and asks her if she can help get him a job with her uncle. She is irritated with Tomás as she had hoped he would go to school.

Tomás realizes that he must go to see Juan Fuertes and tell him of his decision. Señor Fuertes points out that the most a teacher can do is lead someone to think for themselves. He asks Tomás to recount the story of the shark. In telling his story, Señor helps Tomás to think about the fact that the wind was both hurtful and helpful that day. One can look at the wind's role in various ways just as Tomás could look at the volcano, pageant players, and Uncle Diaz in more than one way. Tomás finally realizes that a fisherman is like this, too. One could think of a fisherman as someone who studies the sea and helps preserve it. He watches Señor Fuertes write "Tomás Torres" on the high school application.

Vocabulary Words

Vocabulary - Chapter 1

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **gargantuan** - The whale seemed to be of **gargantuan** size compared to the goldfish.
2. **vanquish** - The cyanide will completely **vanquish** the fish population that lives in the near-by waters.
3. **quest** - It was Maggie's **quest** to stop the senseless killing of the living reef.
4. **cavernous** - Maggie saw the **cavernous** mouth of the whale shark as it opened its huge jaws to swallow up the many fish that were its dinner.
5. **perilous** - Dude thought that it might be too **perilous** to swim close to the killer shark.
6. **strenuous** - It was **strenuous** work for the men aboard the fishing vessel to pull the heavy fish nets aboard the boat.
7. **billowed** - Maggie watched the beautiful sail of the sailboat as it **billowed** out into the wind.
8. **floundered** - As the wind became stronger, the tiny boat **floundered** in the

waves.

9. **abundant** - "There are so many shells on the beach that there seems to be an **abundant** supply," noted Barbara.

10. **emphatically** - "I firmly believe that we must protect the beautiful and fragile coral reefs," said Maggie **emphatically**.

Use the crossword template to make up your own crossword puzzle. Write the words in the squares first. Then go back and make up clues for each word going across and up and down. Use what you learned from the contextual clues to help you. You may look the words up in a dictionary if you need help. Trade papers with a friend and try to solve each other's crossword puzzles.

Vocabulary - Chapter 2

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **despaired** - Maggie **despaired** when she learned that cyanide was too often used in the ocean to kill fish.
2. **jutted** - The edge of the rock **jutted** out into the ocean and this allowed Dude to climb back onto dry land.
3. **triumphed** - Tomás wanted to believe that good **triumphed** over evil.
4. **galleon** - Maggie listened to the people talk about the Spanish ship that had sunk near the coast. They even sold postcards of this Spanish **galleon** that rests on the ocean floor.
5. **torrential** - Dude had to shake himself several times when he came into the hut after running out in the **torrential** rain.
6. **panoramic** - Maggie's uncle took some gorgeous pictures of the **panoramic** views he could see from his airplane.
7. **massive** - Dude quickly swam away when he saw the **massive** form of a whale shark swimming towards him.

8. **sparsely** - Maggie looked at the **sparsely** populated beach and wondered where everyone had gone.

9. **vulnerable** - The tiny angelfish seemed delicate and **vulnerable** as the cyanide was dumped into its home waters.

10. **solitary** - There was only a **solitary** diver on the reef when Maggie and Dude arrived to explore.

Write a sentence using as many of the vocabulary words as you can. Make sure that your sentence still makes sense. Trade with a friend and see if you can understand each other's sentence!

Vocabulary - Chapter 3

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **disillusioned** - Maggie was **disillusioned** and saddened to think that there were people in the world who did not respect the reef.
2. **ambled** - Maggie's uncle **ambled** out to the plane slowly eating an apple and thinking about the marvelous sights he had seen.
3. **scurried** - Dude turned his head and watched as the little crabs **scurried** over the sand.
4. **duration** - Uncle told Maggie to keep her seatbelt fastened for the **duration** of the trip.
5. **plunged** - Dude watched as his precious bone **plunged** into the ocean and sank out of sight.
6. **contemplated** - When Maggie found the cyanide container she **contemplated** what her next step should be.
7. **loomed** - A dark shadow **loomed** over the ocean floor when a huge fishing vessel passed overhead.

8. **clambering** - Maggie struggled to hold onto her camera as she was **clambering** up the side of the boat.

9. **voracious** - Maggie and Dude watched as the whale shark seemed to eat a thousand fish. "He certainly does have a **voracious** appetite," laughed Maggie.

10. **formidable** - Dude looked at the **formidable** steel door separating him from his food and thought he would never eat again!

Draw a sketch of an ocean scene. You may want to draw a beach, coral reef, or a solitary island. Label your scene using as many vocabulary words as you can. For example: Maggie is standing thinking and looking at several crabs moving in the sand. Your caption could read - **Maggie contemplates the scurrying crabs.** Remember you can change the form of the base word by changing endings!

Vocabulary - Chapter 4

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **anchovies** - There appeared to be a silver streak in the water as the small **anchovies** swam by.
1. **bombarded** - The small children **bombarded** each other with handfuls of sand as they played on the beach.
2. **omen** - Maggie saw the brilliant sunset and felt it was an **omen** that tomorrow would be a lovely day.
3. **hospitable** - The local people were quite **hospitable** and asked Maggie and Dude to join them for their annual feast.
4. **beckoned** - Maggie **beckoned** with her hand for Dude to come.
5. **spacious** - When Maggie walked into the lab she saw a few testing stations and a large aquarium at the far end of the huge room. "There is quite a lot of room in your lab. It is **spacious**," she observed to the marine biologist.
6. **restraint** - Dude showed a lot of **restraint** when he just sat quietly and watched the cat walk in front of him.

7. **forbearance** - Despite the fact that Maggie wanted the harbor police to investigate immediately, she showed a lot of **forbearance** by waiting until they felt the time was right.

8. **reminiscent** - The beautiful paintings in the foyer of the museum were **reminiscent** of a time when the coral reefs were not in danger.

9. **sluggish** - As the cyanide took effect, the shark become **sluggish** and then hardly moved at all.

Write a paragraph about any animal that uses three of the vocabulary words for Chapter 4.

Vocabulary - Chapter 5

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **mosaic** - Maggie's uncle watched as the workers laid the tiny colored stones on the floor to form a beautiful **mosaic**.
2. **retorted** - The fisherman **retorted** in a loud voice, "I will not stop dumping cyanide," when he was ordered to do so by the harbor patrol.
3. **infirmary** - The little boy who had broken his leg, lay in bed in the **infirmary** waiting for it to heal enough to use crutches.
4. **edible** - Dude began to drool when he smelled that lunch bag and discovered something **edible** was in it.
5. **reverently** - Maggie watched as the townspeople folded their hands and **reverently** walked into the church.
6. **whittled** - The woodcarver took out his knife and **whittled** a carving of a parrotfish for Maggie.
7. **luxurious** - The boat with the fancy furniture, carpeting, and well-equipped eating area appeared **luxurious** next to the tiny fishing boat.

Make up a word search using these words and any others from previous chapters. Give clues as to the word's meaning rather than merely telling what word to look for. Trade with a friend to do the word searches!

Vocabulary - Chapter 6

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **vaulted** - As Matthew ran to catch the boat, he **vaulted** over five old tires that were in his way.
2. **incredulously** - John couldn't believe his ears when he heard about the cyanide poisoning of fish. He looked **incredulously** at the scientist as she explained it.
3. **combustible** - The wood that was soaked in oil was in danger of catching on fire so the beach patrol put up a sign that said "Keep Out - **Combustible!**"
4. **strutted** - Maggie laughed as the rooster **strutted** up and down the barnyard. It was as if he knew he were being watched.
5. **lunged** - As the homerun baseball flew into the stands, the crowd **lunged** forward to catch it.
6. **din** - The songs of the band could hardly be heard above the **din** of the crowd that had gathered in the street.
7. **cascade** - When Maggie visited Africa, she was impressed by the **cascade** of water as it fell over the rocks at the lovely waterfall.

8. **spectacle** - It was such a funny **spectacle** to see the animals dressed in costumes and being paraded down the street by their owners.

Many of the words from this chapter can be illustrated in simple cartoons. Draw cartoons to show at least three of these words. Display your favorite cartoon and see if others can guess the word it illustrates.

Vocabulary - Chapter 7

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **merge** - "Meet me at the point where the two rivers **merge** into one," called Maggie's uncle to the scientist.
2. **romped** - Dude and the dogs on the island **romped** together in the morning sunshine before flopping, exhausted, under the tree to sleep.
3. **honing** - The fisherman was **honing** his knife against the piece of stone in preparation for cleaning the fish.
4. **wafted** - The smell of the popcorn **wafted** into the classroom and all the students begged the teacher to get the newly popped treat for them, too.
5. **pondered** - After Maggie found the cyanide, she sat on the beach and carefully **pondered** what her next move would be.
6. **exquisite** - The lacy and delicate coral was so **exquisite** that Maggie snapped several pictures of it to show to her uncle.
7. **luster** - "I love the way that the rocks take on such a **luster** when you put them in the water. They truly shine and you can see the colors so clearly," noted Maggie.

1. **choreography** - It was as if the tiny fish had watched dancers and were imitating the **choreography** of the ballet as they delicately moved about the reef.

8. **alighting** - The tourists laughed when the sea gulls were **alighting** on the deck of the sight-seeing boat and stealing the snacks dropped by the children.

9. **sculling** - Maggie picked up the oars from the bottom of the small boat and began **sculling** to the island.

Use as many of these words and words from previous lists to construct a crossword puzzle for a classmate. Be sure to give great clues!

Vocabulary - Chapter 8

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **peered** - The hungry child **peered** into the dark room hoping to see the chocolate chip cookies he loved to eat.
2. **delicacies** - My mother likes the **delicacies** of lobster and caviar. I just like plain old fishsticks!
3. **ingenious** - "It was quite **ingenious** of José to build that whizbang. I was impressed," commented the boy from the soccer team.
4. **occupants** - Maggie knocked on the door of the beach house hoping to find the **occupants** home. When no one answered she wondered if anyone lived there at all.
5. **thrashed** - The huge fish **thrashed** around in the bottom of the boat after the fisherman pulled it from the sea. "Wow, this one really wants to go back in the water," he noted.
6. **crevice** - "It's gone," screamed the mountain climber as the camera fell down into a deep **crevice**.
7. **elusive** - "The question of why people would want to harm these beautiful reefs

is still **elusive** to me," remarked Maggie to her uncle.

8. **accelerated** - The fishing boat captain **accelerated** the motor of the boat in an attempt to outrun the *oficiales*.

9. **docile** - "I really like those **docile** whale sharks," said Greg to Maggie. "You know, I am afraid of the dangerous great white and hammerhead sharks."

10. **taut** - "Please hold the string **taut** at the finish line so we can easily see who breaks it first," advised the race official.

Sketch a picture of a scene. Show as many words as you can in your sketch and label the pictures. For example: "This is a boy **peering** into a **crevice**."

Vocabulary - Chapter 9

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **aerated** - The repairman said we need to add more air to the machine to make it work correctly, so he **aerated** it for us.
2. **devoid** - After the cyanide was sprayed on the reef, it quickly became **devoid** of life.
3. **stealthily** - Maggie did not want to be seen by the people on the large commercial fishing boat so she moved **stealthily** along the deck.
4. **queried** - Maggie wanted to know more about diving in the area so she **queried** the local people for information.
5. **agility** - The gold medal skater was graceful and moved with great **agility** on the ice.
6. **cordially** - Because he is always polite, Maggie's uncle answered the mean questions of the airport official **cordially**.
7. **regally** - People say that Melissa reminds them of royalty because she always stands **regally**.

8. **condescending** - The students didn't like it when the teacher seemed not to respect their opinions and spoke to them in a **condescending** voice.

Make up three characters and write a one or two sentence description of each. Use at least one vocabulary word for each character.

Vocabulary - Chapter 10

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **ebbing** - Because the tide was **ebbing**, the children were able to find many shells on the beach that had recently been deposited there.
2. **lingered** - Maggie loved the beautiful display showing the history of the people so she **lingered** there much longer than she should have and was late to meet her uncle.
3. **stride** - The three year old child tried to match the **stride** of the older boys, but he just couldn't walk that fast.
4. **dismantled** - Jill looked at the **dismantled** washing machine and wondered if Tim would ever fit all the parts back together again.
5. **jostling** - The mother held tightly to her little girl's hand and moved her through the **jostling** crowd that had gathered to meet Santa Claus.
6. **musings** - After viewing the play, Tomás spent a few moments **musings** over the meaning of the struggle between good and evil.
7. **pivoted** - When he heard his name called from the opposite direction, José **pivoted** to see who wanted him.

8. **succumbed** - My two year old sister refused to take a nap, but after an hour battle, she finally **succumbed** and hugged her teddy bear as she slept.
9. **prevailed** - A.G. wanted a new puppy but his parents said no. After two weeks of begging he finally **prevailed**, and his dad brought home a cute yellow lab.
10. **laden** - Because I was so hungry, I felt great relief when I saw a food cart **laden** with all kinds of goodies.

Write 3 sentences. Try to use two of the vocabulary words in each sentence.

Vocabulary - Chapter 11

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **jubilant** - When the soccer team won the state championship, the players were **jubilant** all during the bus ride home.
2. **charred** - The beachcombers came upon the **charred** remains of the bonfire that had taken place the night before on the beach.
3. **crooned** - The audience laughed as the out of tune singer **crooned** a love song to his dog.
4. **caressing** - The old woman sat in the rocking chair and was lovingly **caressing** the picture of her new granddaughter.
5. **pungent** - The children ran from the house when their mother began cooking the cabbage because they couldn't stand the **pungent** odor.
6. **infectious** - "I like the scene in *Mary Poppins* when Uncle Albert begins laughing. It is so **infectious** that soon everyone is giggling with him," laughed Jennifer.
7. **meridian** - The mother wanted to get her children into the shade before the sun reached the **meridian** at noon.

8. **conquistador** - We were studying the Spaniards who conquered Mexico, and I had to do a report on the **conquistador**, Cortes.

9. **quell** - It was difficult for Maggie to **quell** her horror when she found the container of cyanide.

Make up a word search with these words and others from previous chapters. Do not give the words but rather give definitions as clues!

Vocabulary - Chapter 12

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **elite** - Because the school was only for the **elite**, the children of the poor were not permitted to attend.
2. **askew** - The children laughed when Dude jumped on the ice cream vendor and knocked his hat **askew**. The vendor did not stop to straighten it, but instead bent down and gave Dude an ice cream cone!
3. **flourish** - In the play the young man was to bow before the princess with a **flourish**, but the actor fell on his face instead!
4. **anguish** - "I 'm hurt! I 'm hurt!" screamed the boy in **anguish** when he fell from his skateboard while attempting an ollie.
5. **evade** - Because the crook did not want to tell the truth, he tried coughing so as to **evade** the lawyer's question.
6. **audible** - "I think it is amazing," noted Maggie, "that dogs can hear sounds we humans can't. Dude can hear a tiny noise that isn't even **audible** to me."
7. **writhing** - "Look! Those two students ran into each other as they were racing to be on time. They are **writhing** in pain on the floor. We must call the school

nurse!" shouted the hall monitor.

8. **serenely** - All seemed peaceful in the mid-afternoon sun. Even the dogs sat **serenely** under the tree taking their naps.

Draw a picture for as many of these words as possible. See if a friend can look at your sketches and guess the word you were drawing!

Vocabulary - Chapter 13

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **refuse** - The custodian took the **refuse** from yesterday's school lunch to the trash can.
2. **odoriferous** - The perfume counter is always an **odoriferous** spot in any department store.
3. **diabolical** - The actor who played the bank robber always had a **diabolical** look on his face.
4. **stance** - The golfer took great care to get his **stance** just right as he prepared to make the important putt.
5. **parched** - Because he had nothing to drink during the day he spent on the ocean, Dude's mouth was **parched** when they arrived back at shore.
6. **precedence** - "It is more important for you to get a ticket for the movie so I think you should take **precedence** over me in the line," said the teacher to her student.
7. **bravado** - The bully seemed to lose his **bravado** when the school principal, Mr. Hart, appeared on the playground.

8. **deceitful** - It was **deceitful** of the girl to copy from her friend's test paper and then lie to the teacher about it.

9. **ally** – The United States wanted to help France during World War II. The U.S. was the **ally** of the French people.

10. **mesmerized** - The class was so impressed by the great painting that they stood **mesmerized** in front of it for ten minutes during the field trip to the art museum.

Write a commercial for a product that you make up. Try to use as many vocabulary words in your ad as you can!

Vocabulary - Chapter 14

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **deluged** - After the heavy thunderstorm **deluged** the town, the children enjoyed playing in the big puddles that were left behind.
2. **tumultuous** - There was a **tumultuous** roar from the people when José's fantastic Roman candle was lit.
3. **abate** - Maggie walked out on the balcony when the storm began to **abate** and saw a beautiful rainbow!
4. **yearned** - The young orphan **yearned** for a kind family to adopt him and a dog to play with him.
5. **emitted** - The secret radio **emitted** a low buzzing sound and the spies were discovered by the enemy.
6. **plaintive** - It was midnight at the campground, and Ann tossed in her sleeping bag when she heard the **plaintive** howl of coyotes in the distance.
7. **rookery**- It was Emma's job to care for the **rookery** of penguins at the aquarium. She especially enjoyed watching the babies waddle next to their mothers.

Write down these vocabulary words and words from other chapters on small pieces of paper. Tape each word to a person's back. Make sure they don't see what the word is. Each person must ask others yes or no questions to find out what word is taped to their back. See who guesses quickly. What kinds of questions did they ask? Is it important to find out what part of speech you are?

Vocabulary - Chapter 15

Read the sentences and see if you can use the context to decide what the word means. Circle each word that you believe you know.

1. **burden** - The donkey carried a heavy **burden** of two knapsacks up the steep hill.
2. **contempt** - "I can't believe that you wouldn't help your little brother," said Kevin with **contempt** in his voice.
3. **abruptly** - The well trained dog **abruptly** turned around and ran to his master when he heard his name called.
4. **routed** - The defeated army was **routed** off of their own land by the invading country.
5. **gala** - Claudia bought seven new dresses for the many **gala** events she planned to attend that spring.

Make up a multiple choice quiz to give to a friend using as many of the vocabulary words from this book as you can. Good Luck!

Pre-Reading and Discussion Questions

Chapter 1 - "A Round, Black Eye"

In the opening chapter you will meet Tomás Torres, a fourteen year old boy, who lives in Loreto, Mexico with his mother, grandparents, uncle, aunt, and an orphaned relative, Maria. Tomás loves the beauty and peace of his life on the Sea of Cortez, but soon must make some important decisions. As you read, keep in mind that Tomás is a boy who likes to daydream.

A. Before you begin reading the first chapter, look at these questions. They will help you to better understand Tomás and his surroundings.

1. What does Tomás's family do for a living? _____
2. What does Tomás believe tore Grandfather's net? _____
3. What does Tomás imagine himself doing when he kills the whale shark?

4. Who is Quetzalcoatl? _____
5. What legend does Tomás remember about Quetzalcoatl? _____
6. Who is the Lady of Guadalupe? _____
7. Why do tourists come to Loreto? _____

8. How do Tomás and his family view the sportfisherman? _____
9. What does Tomás ask Grandfather if he can climb? _____
10. What two loves does Tomás have? _____
11. What had happened to Tomás's father? _____
12. What does Tomás's Uncle Miguel tell him about the top of the volcano?

13. What important decision is Tomás facing? _____
14. Who are the *oficiales*? _____
15. What does Grandfather tell Tomás that makes him feel grown up? _____

B. Now read chapter 1. As you read, try to answer the questions to yourself. Write down the page number where each question is answered in the text.

Chapter 2 - "A Black Cross in the Sky"

Tomás climbs the volcano looking for a legendary ship in Chapter 2. Be sure to notice the discussion about the Japanese fishing boats. Pay attention to Tomás's dreams. Think about your own daydreams.

A. Before you begin reading the chapter, look at these questions. They will help you to better understand Tomás's climb up the volcano and his family's worries.

1. What interesting information does Tomás know about pelicans? _____
2. Why are Ramon and Miguel going to fish at the deep basin off Carmen Island rather than in the Shallows? _____
3. What seems to upset the food chain in the fishing grounds? _____
4. Why are the Japanese permitted to fish off the coast? _____
5. What shortcomings does Tomás see in the new Constitution of Mexico? _____
6. Why do the Torreses need to bring their own water to the island? _____
7. How does Tomás feel about the Baja California Mountains? _____
8. How does the land on Coronados Island compare with the underwater world around the island? _____

9. Describe the climb up the volcano. _____
10. What thought keeps Tomás climbing the volcano? _____
11. What does Tomás see when he looks into the crater? _____
12. How does Tomás feel when he sees the frigatebird? _____

B. Now read Chapter 2. As you read, try to answer the questions to yourself. Write down the page number where each question is answered in the text.

Chapter 3 - "The Reef Sends Warning"

A. Before you begin reading the chapter, look at these questions. This chapter helps us to imagine the beautiful underwater world where Tomás does his diving.

1. 1.What decision does Tomás make about the ship? _____
2. What is different about the tides along the Sea of Cortez compared to the tides along U.S. coasts? _____
3. What does Tomás wonder about the white coral sand? _____
4. What funny encounter does Tomás have with a four-inch damsel fish? _____
5. Why does Tomás dive with rocks? _____
6. 6.What does Tomás see in the darkness of the cavern? _____
7. 7.What happens to sharks when they get caught in nets? _____
8. What warning does Tomás miss? _____
9. What do Miguel and Ramon catch? _____
10. What interesting fact about rows of shark teeth did Tomás think about when he looked into the baby hammerhead's mouth ? _____

11. What part of the shark does Tomás want? _____

12. What does Grandfather say that surprises Tomás and Miguel? _____

B. Now read Chapter 3. As you read, try to answer the questions to yourself. Write down the page number where each question is answered in the text.

Chapter 4 - "Griselda"

A. Before you begin reading this chapter, read these questions. Chapter 4 finds the trio of fishermen, Tomás, Ramon, and Miguel returning to the village of Loreto for the Christmas celebration.

1. What often comes to the Shallows and why? _____
2. Despite the fact that there was no Spanish galleon, Tomás still believes that what awaits him? _____
3. What does Tomás know about the mission bell tower? _____
4. What good omen does Tomás see that he believes cancels the bad omen of the black cross? _____
5. Who is Victorio? _____
6. Who is Griselda? _____
7. How does Griselda feel about life in Loreto? _____
8. What dreams did Tomás share with Griselda? _____
9. What does the author say is a national pastime in Mexico? _____

10. Who is Zoro? _____
11. What does Zoro think of the *oficiales*? _____
12. Why is Maria so excited? _____
13. Why isn't there any electricity in the Torres's *casa*? _____
14. What had the wholesaler seen aboard the Japanese factory boat? _____
15. What does Tomás read when he gets into his bed? _____

B. Now read Chapter 4. As you read, try to answer the questions to yourself. Write down the page number where each question is answered in the text.

Chapter 5 - "Ships and Sharks and Factory Boats"

A. Before you begin reading this chapter, read these questions. We see many contrasts in Chapter 5. As you read, think about how Tomás's world is different from your own.

1. What is Tomás's alarm clock? _____
2. Why does Grandmother tell Tomás he can not take the *ponga* that morning?

3. What upsets Tomás about Grandfather? _____
4. Why is Tomás looking for a straight tree? _____
5. How does Tomás know where to look for a straight tree? _____
6. What is the national emblem of Mexico? _____
7. What do you learn about the store hours in Loreto? _____
8. What is *Stereolandia*? _____
9. How is *Stereolandia* different from the *palapa* next door? _____
10. What does Victorio's fishing camp look like? _____

11. Why is Tomás surprised to see Griselda? _____
12. What surprising news does Griselda give Tomás about the *oficiales*? _____
13. What amazes Tomás about Griselda's family? _____
14. What advice does Griselda give to Tomás? _____
15. What does Griselda say about Loreto? _____

B. Now read Chapter 5. As you read, try to answer the questions to yourself. Write down the page number where each question is answered in the text.

Chapter 6 - "The Whizbang Flare"

A. Before you begin reading this chapter, read these questions. Keep in mind that this chapter shows you the joy the people of Loreto feel when they hear about the departure of the Japanese fishing boats.

1. What bothers Tomás about Griselda's remark concerning Loreto? _____
2. How does Tomás know that his grandfather must be feeling better? _____
3. How does Grandfather react when he hears the news about the Japanese fishing boats? _____
4. What sound does Tomás hear that tells him that others must know about the fishing boats? _____
5. What is a whizbang? _____
6. How do you know that Tomás and José respect the materials from which fireworks are made? _____
7. What are gill nets? _____
8. Why does Ramon disapprove of gill nets? _____
9. Who is Jesús? _____

10. How is the scene at the beach different today than from most days? _____
11. How do the boys know that darkness is a few minutes away? _____
12. How does the crowd react to the whizbang? _____
13. What does Tomás think about when the other boys lift José to their shoulders? _____

B. Now read Chapter 6. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Chapter 7 - "Under the Overhang"

A. Before you begin reading this chapter, read these questions. You will read incredible descriptions of the undersea world and its life in this chapter. Be alert for the many species of fish you will encounter and notice the verbs the author uses to describe their movements. Remember to watch for the way Tomás thinks about good and evil!

1. Why do you think Tomás thinks that this day will be important? _____
2. Why does Tomás think his mother is "a mestizo woman through and through?" _____
3. What do you learn about the government of Mexico? _____
4. What does Tomás realize he will have to do on the day he carries the shark through the plaza? _____
5. Why do you think Tomás mixes up his father and Quetzalcoatl? _____
6. What does Tomás learn about inflation? _____
7. Why does José's father want him to go to high school? _____
8. Who is Uncle Diaz? _____

9. Why do you think Uncle Diaz is Tomás's living hero? _____
10. What do you learn about the harvesting of black coral? _____
11. Why is Uncle Diaz now nearly deaf? _____
12. Why doesn't Uncle Diaz give Tomás his diving mask? _____
13. What do you think is the most incredible sight that Tomás sees during his dive? _____
14. What does Tomás realize about giant mantas? _____
15. What cooperative relationship does Tomás observe? _____
16. Why does Tomás want to kill the grouper? _____
17. What does Tomás fail to see when he finally glimpses the shark? _____

Chapter 8 - "A Warning From A Fish and A Bird"

A. Before you begin reading this chapter, read these questions. This chapter gives us information about sharks and the ocean food chain. Be aware of the differences in Tomás's and Zoro's feelings about the *oficiales*.

1. Why does Tomás want to catch a spiny lobster? _____
2. What is fascinating about the sea worm that Tomás sees? _____
3. What do you think happened to the grouper? _____
4. Why does Tomás change his plans about how to kill the whale shark? _____
5. What did Tomás learn about the jaws of a shark? _____
6. What fascinates Tomás about vultures? _____
7. What does Tomás see that makes him nervous? _____
8. Why do you think Zoro and Jesús come to the island? _____
9. What is the difference between the nets the Torreses use and those of Zoro and his son? _____
10. What decision had Jesús made about his future? _____

11. Why couldn't Tomás see all of the shark? _____
12. What conclusion does Tomás draw about the shark? _____
13. How do you think Tomás feels at the end of this chapter? _____

B. Now read Chapter 8. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Chapter 9 - "Oficiales"

A. Before you begin reading this chapter, read these questions. In this chapter, Tomás, his grandfather, and uncle are confronted by the *oficiales*. As you read decide if you think the *oficiales* are concerned about overfishing. Ask yourself if this is the true reason they made the Japanese fishing boats leave the area.

1. What happens to Tomás's shark? _____
2. What does Tomás fail to see as the shark swims? _____
3. Why do you think Tomás fails to see this? _____
4. What vision does Tomás have after spearing the red snapper? _____
5. What clue should Tomás have gotten from the disappearance of the grouper?

6. Why does Tomás ask Tezcatlipoca if he is out there? _____
7. What important point does Miguel make about the shrimp industry? _____
8. Why is Tomás somewhat disappointed when Ramon asks him to help repair the net? _____

9. Describe the attitude of Zoro and Jesús toward the *oficiales*. _____
10. Why do the *oficiales* come to the island? _____
11. What do they tell Ramon he will have to do? _____
12. What do Victorio and the other sportfishermen want? _____
13. Why do you think that Ramon doesn't help the *oficiales* push off their boat?

14. Describe how the three men feel when the *oficiales* finally leave the island.

B. Now read Chapter 9. As you read, try to answer the questions to yourself. Write down the page number where each question is answered in the text.

Chapter 10 - "The Return of Quetzalcoatl and Tezcatlipoca"

A. Before you begin reading this chapter, read these questions. The struggle that Tomás is experiencing about his decision is apparent in this chapter. He watches the Christmas pageant and concludes that good does win over evil.

1. What does Uncle Diaz give Tomás? _____
2. What do the two plan to do together? _____
3. What likenesses can you see between Tomás and Uncle Diaz? _____
4. Why is José waiting for Tomás to come home? _____
5. How do the women in the Torres family react to the news of the *oficiales*?

6. What American custom is the Torres family observing for the first time? _____
7. What special power does Tomás feel? _____
8. Describe the scene in the plaza. _____
9. What realization does Tomás make for the first time about the pageant? _____

10. Why is Tomás offended by the offer of Victorio's family? _____
11. Tell how the play showed the battle between good and evil. _____
12. Why does Juan Fuertes want Tomás to go to school? _____
13. How does the crowd react to the Roman candle? _____
14. What do you think is Tomás's goal as the chapter ends? _____

B. Now read Chapter 10. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Chapter 11 - "Three Gifts"

A. Before you begin reading this chapter, read these questions. Christmas traditions are described and Tomás learns a lesson about people.

1. What version of the Christmas pageant does Tomás dream about? _____
2. What important question does Tomás ask himself about good? _____
3. What does Victorio offer José? _____
4. What advice does Tomás give José about Victorio's offer? _____
5. Do you see a connection between this advice and the decision that Tomás is facing? Explain. _____
6. Why do you think that Tomás believes his decision will be easier to make tomorrow? _____
7. How does Maria feel about her present? How do you know? _____
8. What is important about the present that Tomás's mother gives to him? _____
9. What is important about the present that Tomás's grandfather gives to him?

10. What great disappointment does Tomás experience when he gets to the beach? _____

11. Who do you think Tomás is talking about when the chapter closes?

B. Now read Chapter 11. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Chapter 12 - "Have You Come For Me?"

A. Before you begin reading this chapter, read these questions. Jean Craighead George describes the new world that has opened up to Tomás with beautiful descriptions and accurate information about the reef dwellers. Try to imagine her word pictures in your mind.

1. Who is Benito Juarez? _____
2. Why do you think Tomás thinks about Benito Juarez as Ramon and Miguel are in the government offices? _____
3. How does Tomás show you that he is sensitive to the feelings of others?

4. What does Francisca tell her son that upsets him? _____
5. How does the author let you know that Ramon and Miguel have bad news before they even speak? _____
6. Why does Tomás feel hurt when he hears what the *oficiales* said? _____
7. Why is Tomás happy with the task that Ramon gives him? _____
8. What exciting news does José share with Tomás? _____

9. What fascinating things does Tomás see in the underwater world? Why does this world take on a new perspective? _____

10. What fish do you wish you could see? Why? _____

11. What does Tomás realize about his shark? _____

12. What questions does Tomás call out? Why do you think he asks these things? _____

13. How do **you** feel at the end of this chapter?

B. Now read Chapter 12. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Chapter 13 - "Of Sharks and Men"

A. Before you begin reading this chapter, read these questions. The struggle between good and evil comes to life in this chapter as Tomás confronts the wind, the shark, and the reality of a fisherman's life. Many of these questions do not have a line for page numbers. You are to use what you read in the book to form your own conclusions.

1. What does Tomás finally realize the birds have been trying to tell him? _____
2. What does Tomás realize about his dreams? _____
3. Why do you think Tomás seems proud of the wound from the shark?
4. What descriptive words does the author use to convey Tomás's feelings about the shark? _____
5. Why do you think the author compares the eyes of Jesús to a vulture's eyes?
6. Whom do you think is right in the fight over the shark? Why?
7. How is the wind both evil and good? _____
8. What deal does Tomás make with the forces of good? _____
9. Does Zoro show much concern for Tomás's life? Explain. _____

10. What important fact does Tomás realize about the shark? _____
11. Why is Miguel's arrival "like a miracle?"
1. 12. What reality about the future of the shark is Tomás faced with? _____
2. 13. Why does Miguel react in the way he does at the end of the chapter?

B. Now read Chapter 13. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Chapter 14 - "Pebbles"

A. Before you begin reading this chapter, read these questions. Life, as Tomás knows it, seems to be disappearing in this chapter. Pay careful attention to the role you think Pebbles plays.

1. How do the plants show they are adapted to life in the desert? _____
2. Why does Ramon call the thatch palm "the greatest gift God ever gave to the fishermen?" _____
3. What did Ramon and Miguel decide to do about the rent money? _____
4. What decision does Tomás tell Miguel he has made about his future? _____
5. Why does Miguel tell Tomás to go to school? _____
6. How does Tomás react to the news of Miguel's plans? _____
7. What does Tomás tell Miguel about the bargain he made? _____
8. What wish does Tomás make for his future son as he looks at the shark? What does this tell you about Tomás? _____
9. Why does Miguel give the shark jaws to Tomás? _____

10. Why does Miguel pack up everything on the island? _____
11. How do the sea lions react to the arrival of Tomás and Miguel? _____
12. What is special about Pebbles? _____
13. What important question does Miguel ask Tomás at the end of this chapter?
Do you agree with Tomás's answer? _____

B. Now read Chapter 14. As you read, try to answer the questions to yourself.
Write down each page number where the question is answered in the text.

Chapter 15 - "The Teacher"

A. Before you begin reading this chapter, read these questions. Tomás realizes that there are different ways to look at the same thing, and he tells Juan Fuertes his final decision.

1. What does Tomás realize about his dream of carrying the shark through the plaza? _____
2. How do the Torreses react to the news of Tomás's decision? _____
3. How does Miguel feel as he walks to Victorio's? _____
4. How does Griselda react to Tomás's request? _____
5. What does Juan Fuertes say about being a teacher? _____
6. What does Tomás finally tell Juan Fuertes about the two faces of the wind? _____
7. What does thinking about the real people in the pageant, the absence of the galleon on the volcano, and the life of Uncle Diaz help Tomás to realize? _____
8. Then, what does Tomás realize about the face of a fisherman? _____

B. Now read Chapter 15. As you read, try to answer the questions to yourself. Write down each page number where the question is answered in the text.

Critical Reading and Writing Activities

Critical Reading and Writing Activities

Teachers - Following are several ideas of activities designed to improve critical reading skills and writing skills. Many of these activities serve to give a better understanding of the ecological, social, and political dilemmas presented in *Maggie's Earth Adventures* and *Shark Beneath the Reef*. Choose activities that support your goals and will enhance the curriculum in your classroom. Many of these questions could also serve as discussion questions for the class or small groups. Before reading, have students begin the KWL chart, "About Sharks."

Chapter 1 Ideas

1. Write a paragraph explaining why you think the chapter is titled, "A Round Black Eye." Be sure to tell what you think the eye is.
2. Find where you think Loreto is located on a map or globe based on the description in the book. Sketch your own map of the region. The author talks about the Sea of Cortes. Find out where this is located.
3. Why does Tomás believe the shark is a whale shark? Draw a picture for a zoology book and write a descriptive caption of a whale shark.
4. How do Tomás's Mexican heritage and Spanish heritage come together to form his personality and influence his thoughts? Prepare a chart to show the differences and likenesses between the two cultures.
5. Count the number of times in the first chapter that Tomás thinks about the conflict between good and evil. Write down three examples of his thoughts on

this conflict.

6. Pretend you are a shark fisherman. Write a letter to your friend telling why it is dangerous work.
7. Find three examples from this chapter to support the conclusion that Tomás is a daydreamer.
8. Start to make a pack of "trading cards" depicting various animals described in the book. Draw a picture of the animal and write a short factual paragraph. You may want to look up more information to include on your cards in a reference book such as typical adult size and common habitat. Begin by making trading cards for the following animals: quetzal bird, sanderling, hammerhead shark, whale shark, and grebe.

Chapter 2 Ideas

1. Write a letter to an official in the Mexican government explaining why the Japanese fishing boats should not be allowed off the coast of Loreto.
2. Draw a picture of Tomás's climb up the volcano. Use the descriptions of the plant life that Jean Craighead George gives in the chapter to help you imagine what you should draw.
3. Add the following to your trading card pack: pelican, verdin, osprey, and turkey vulture.

4. Tomás thinks that "underwater the rocks of Coronados are an Eden." Write a paragraph explaining what you think this means.
5. Pretend you are Tomás and write a diary entry telling how you felt when you looked into the empty crater.

Chapter 3 Ideas

1. Add these animals to your trading card pack: hermit crab, damselfish, parrot fish, and jewfish.
2. Make a shadow box of the world that Tomás sees when he is diving. Choose two or three fish to highlight and describe them in a "guidebook to the reef."
3. Tell a short story about being caught in a net from the point of view of a shark.

Chapter 4 Ideas

1. Pretend you are showing tourists around the village of Loreto. Write a speech to give them when you take them to see the mission bell tower.
2. Do you think that Tomás likes Griselda? Write a paragraph supporting your conclusion.
3. Use the description of Loreto given in Chapter 4 and with a group of friends, make a mural showing what the village of Loreto looked like.

4. Pretend you are Tomás's mother, Francisca. Write a diary entry telling how you feel about your son.
5. Make a menu showing the food that Tomás's family serves for dinner in Chapter 4. Explain each dish with a sentence or two.
6. Do you think Tomás will decide to become a fisherman or continue with his schooling? Make a prediction and support it using the information you have read.

Chapter 5 Ideas

1. Add the caracara to your trading card pack.
2. Make a chart showing the differences between your morning routine and that of Tomás. Then use the chart to write a comparative paragraph.
3. Do you have a dog? If so, make a chart to compare the life of your dog to the life of the dogs of Loreto. Write a paragraph that illustrates the likenesses and differences. Be sure to write a good topic sentence and clincher sentence!
4. On a large piece of paper, draw a "bird's eye" view of Victorio's fishing camp.
5. Write a paragraph supporting this statement: *Stereolandia* and the *palapa* are symbols for the United States and Mexico.

6. Pretend you are Griselda. Write a letter to a friend in Mexico City telling her about your life in Loreto. You may want to mention Tomás!

Chapter 6 Ideas

1. Write a speech for Ramon to give to the crowd at the beach explaining why it was so important for the Japanese fishing boats to leave the local waters. Remember to draw upon Ramon's past experiences.
2. Write a conversation between José's father, Emiliano Morellos and Tomás's uncle Miguel about the different types of nets the two families use. This may turn into an argument!
3. In this chapter there is a huge celebration. This was not planned but just happened because the people were relieved and happy. Have you ever been to a celebration like that? Write a paragraph telling about it.

Chapter 7 Ideas

1. Write an editorial for a Mexican newspaper expressing your views on the government based on its description in this chapter. Use some reference materials to determine if this is an accurate portrayal of today's Mexico.
2. Explain why you think Tomás compared the government to Tezcatlipocas and the Mexican families and Lady of Guadalupe to Quetzalcoatl.

3. Pretend you are Uncle Diaz and tell a fantastic story about one of your diving experiences.
4. Paint a picture of the undersea world that Tomás sees.
5. Look again at the verbs that Jean Craighead George uses to describe the movement of the fish Tomás observes on the reef. Think of as many descriptive verbs as you can and write sentences about animals or people you know using these verbs.
6. Add the following to your collection of trading cards: snowy egret, angelfish, yellow jack, oyster, sun star, needlefish, sea urchin, asteroid, giant manta, and grouper.

Chapter 8 Ideas

1. Pretend you are a news announcer and tape a news clip about the warnings from the fish and the bird that Tomás misses in his haste to catch the whale shark and achieve glory.
2. What conversation might have gone on between Zoro and Jesús as they left the island? What do you suppose they said about the *oficiales*? What do you think they said about Tomás? Write a script that contains this discussion.
3. Make a sketch or draw a mural with a friend to represent the ocean food chain. Be sure to read carefully to find out about the enemy of large creatures such as sharks and whales.

4. Add these animals to your trading card pack: spiny lobster, annelid, two-spotted octopus, and sanderling.

Chapter 9 Ideas

1. Pretend you are Tomás and write a journal entry telling how you felt when the shark broke free.
2. This chapter deals with disappointment. Have you ever felt great disappointment? Write a paragraph describing this time and tell how you felt.
3. Write a paragraph describing all the things that seemed to be working against the Torreses. Talk about rich versus poor in your paragraph.
4. Tomás felt the life of a fisherman had a spiritual dimension to it. Can you understand this feeling? If so, write a paragraph explaining it.
5. If you worked for the tourism bureau what kind of a brochure would you make to advertise Loreto? See if you can make one.
6. Write a conversation that might have taken place between Ramon and Miguel after Tomás falls asleep. Remember Ramon's words to Tomás at the close of this chapter. Also keep in mind that Miguel had advised Tomás to become a fisherman.
7. Add the plover and red snapper to your trading card pack.

Chapter 10 Ideas

1. Tomás feels great pleasure in the gift he plans to give his grandfather - the whale shark. He feels this will preserve their way of life. Have you ever felt great excitement about a gift you planned to give? Write a paragraph telling about that gift and time.
2. Tomás felt the pageant showed the battle between good and evil. Have you ever seen something that reminded you of this kind of battle? Write a paragraph telling about it.
3. Juan Fuertes reminds Tomás of three great scientists he had enjoyed studying: Charles Darwin, Louis Pasteur, and Madame Curie. Find out more about one of these scientists and write a paragraph about why they are important.

Chapter 11 Ideas

1. Pretend you are Tomás and make a list of the reasons you should become a fisherman and the reasons you should go to high school.
2. Have you ever had to make a difficult decision? Write a letter to Tomás telling him about your choices and what you did.
3. Make a chart comparing the way the Torres family celebrates Christmas and the way your family celebrates a major holiday.

4. Add the sea hare, Sierra mackerel, porcupine fish, oriole, and sand dollar to your trading card deck.

Chapter 12 Ideas

1. Use some reference books to find out more about Benito Juarez. Choose one of the following activities:
 - a) Write a speech that he might have given.
 - b) Tell a story about him visiting Loreto today. How would he react? What would he do?
 - c) Make your own statue of him using clay. Write an inscription for the base of this statue.
 - d) Make a chart comparing him to a leader of today.
2. With a friend, pretend you are Tomás's mother at a job interview. What would an interviewer ask Francisca? Tape this interview and show it to the class.
3. Make a shadow box of the scene that Tomás sees when he is wearing the diving mask.
4. Have you ever been snorkeling or scuba diving? If so, write a paragraph telling about your adventures.
5. Add the following to your trading card deck: anemones, leather bass, barberfish, smoothtail manta rays, puffer, benthic fish, Moorish idol, zebra moray eel, flag cabrilla, and spotted sand bass.

Chapter 13 Ideas

1. Count the times the struggle between good and evil is mentioned in this chapter. Write a few sentences telling what you think this means.
2. Find the two times the vultures are mentioned in this chapter. Discuss with a friend how the author's talking about the vultures made you feel.
3. Imagine a conversation between Zoro and Jesús as they motored off. Write a script for a little play of this scene. Act out this scene for your class.
4. Pretend you are Miguel and write a diary entry telling about this day.
5. Write a paragraph about how Tomás's dream about the life of a fisherman is different from the real life of a fisherman.

Chapter 14 Ideas

1. Tell a story about the storm from the point of view of an ocotillo.
2. Make a postcard of the thatch palm. Write a few sentences about why this is important to the local people.
3. Do you agree with Ramon's decision about paying the rent to the *oficiales*? Tell why or why not.

4. Find out more about sea lions. Make a statue of a sea lion and write a story telling what your sea lion can do. Give it a name and personality!
5. Why do you think Ramon did not come to help Miguel pack up the family's belongings from the island? If you were Ramon at home what would you be thinking and doing? Write a narrative about it. You can do this from the perspective of Ramon, Francisca, or Dolores.
6. If you were Miguel would you have charged tourists to see Pebbles at play? Write a few sentences explaining your decision.
7. Add the sea lion to your trading card pack.

Chapter 15 Ideas

1. Tomás and Miguel had to carry the gear from the island past the people of Loreto. Have you ever had to do something you didn't want to do? Write a narrative telling about this time and how you felt.
2. Reread Juan Fuertes definition of a teacher. Has anyone ever led you to think about something? Tell about that time.
3. Have you ever realized that you must look at something differently? Write about how you viewed the situation in the past and how you look at the situation now.

Culminating Activities

1. Many things changed for Tomás during this book. In fact, the name of the Sea of Cortes has even changed! Write about why you think so many things changed. Be sure to think about the influence the Japanese fishing industry and tourism had.
2. Write an editorial for a newspaper describing the importance of the ocean food chain and what you think people should do about it.
3. Imagine that it is twenty five years from when this book is set. Tomás and José meet and tell each other about their present lives. Keep in mind that our past influences us in the future. Write a script for Tomás and José as they talk about the time in their lives when they each made important decisions and how the events in the book influenced their lives. Imagine what each boy has accomplished! With other students, video tape this conversation and show it to the class.

***Word Sort Lists
and Activities***

Word Sorts To Accompany *Shark Beneath the Reef*

It is assumed that students who are reading *Shark Beneath the Reef* are working in the "Syllables and Affixes" stage of Word Study as described in *Words Their Way*, Bear, Invernizzi, Templeton, and Johnston. The sequence of word study suggested here is based upon objectives in Table 8-3, Sequence Of Word: Syllables and Affixes in *Words Their Way*, page 226. The lessons start at the beginning of this stage.

A list of words for sorting is included for each chapter. The teacher may write these words, along with any others that fit the pattern on the reproducible form that is included. There are games and activities suggested for many sorts that may be adapted for use with a variety of sorting lists.

Chapter 1

Students need to understand when to add -s and when -es is the necessary plural ending. Many of the following words have been harvested from the first chapter in *Shark Beneath the Reef*. Write the words on the reproducible form included in this packet and include any other words that are meaningful in your classroom situation.

pelicans	fusses
stars	rushes
birds	lashes
pools	splashes
sharks	touches
bells	ashes

feathers

heroes

fingers

beaches

flowers

dashes

picnics

foxes

shores

dresses

eagles

catches

Lead the children to the understanding that when a word ends in double s, sh, ch, x, and often o, you must add es to make the word plural.

Word Catch

2 Players

Materials: Write the singular form of each of the words on separate cards. Make another deck of cards with s and es written on a like number of cards. Perhaps you will want to include a few extra cards in this deck. Each player has a piece of paper cut to resemble a net.

Procedure: One student has the deck of singular words and the other student is given the s or es ending cards. Each student puts down a card and the players take turns saying if they can "catch the word" in their Correct Net. If a singular card and ending go together to form a correct plural, the student takes the cards and puts them in his/her net. If the cards do not form a correct plural, they are put on the bottom of each player's deck. Continue until all correct matches have been made. Then each player **writes** the plural words s/he has formed in the net. The player with the most correct plural words is the winner.

Chapter 2

The second objective in the Syllables and Affixes Stage of Word Study deals with compound words. It is important for students to look at compound words carefully before they begin the process of examining multi-syllabic words. Looking at compound words helps students see how syllables come together to form longer words. Following is a list of compound words contained in chapter 2 of *Shark Beneath the Reef*. The separate words of each compound word should be copied onto word cards. Students should work with partners to put them together. It is helpful to give partners a list of questions to think about similar to the one below to help direct their thinking. Students may also enjoy coming up with silly pairs.

1. How is the meaning of the compound word related to the smaller words it contains?
2. What happens to word patterns such as vCe, vv, blends, and digraphs when the words come together? (It is important to discuss this as it will form a basis for syllable understanding later on.)
3. How many different compound words can you make from the smaller words?

Compound Words From Chapter 2

headfirst	driftwood	cutouts
outboard	songbird	homelands
fisherman	birthday	mainland
sportfishing	leftover	underwater
shellfish	streambed	dragonfly
sunshine	backward	overhead

cartwheel	cardboard	needlefish
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Students should go on a word hunt and find as many compound words as possible. Make a long list of these and stretch it out in the hall. Measure your list and let Maggie and Dude know how long it is. Take a digital picture and send it to us.

Chapter 3

Looking at what happens to a word when an inflectional ending is added is another beginning objective in this stage of Word Study. Following is a list of words found in the third chapter and related topic words that have endings added to them. The words should be written on word sort forms and students sort the words to discover the rule about when to double the ending. I like to explain that in a one syllable word that ends in a single consonant you usually have to double the final consonant to "protect" the rest of the word from the ending. Have students note that there are usually two consonants before the -ed or -ing.

grabbing	walked	Oddball Word -
propped	kicked	fixing
dropping	jumping	
swimming	rocked	
ripping	touched	
tipping	landed	
snapped	called	
running	asked	
grinned	wanted	
planned	turning	
flipped	pushed	
bobbing	standing	
dripped		
scanned		

Spinning and Turning!

2-4 Players

Materials: Make a game board (or have students do this) that looks like a coral reef. Construct 20 or so spaces along the way. Write the target **base words** on word cards. Make a spinner in the shape of a starfish. Each arm of the starfish says either "Double" or "Not." Provide a paper for a Word Board. This may be handed in when the game has been completed. Each student chooses a marker.

Procedures: The first player draws a card and spins the starfish. If the card and starfish would go together to form a correct word (run, the spinner points to double) then the player writes the word on the word board and moves her/his marker ahead by one. If it does not form a correct word (kick, double) then the player does not move or write and must wait for his/her next turn. The first player to completely "explore" the coral reef is the winner!

Chapter 4

Students should next be taught when a final e is dropped before adding the ending of a word. Following is a list of words from the first four chapters that will allow students to discover the e drop rule. Write the words on the template, distribute them to students, have them cut apart, sort, and then articulate the rule.

wipe	wiped
line	lined
adore	adoring
share	sharing
squeeze	squeezed
make	making
idle	idling
live	living
dare	dared
smile	smiled
move	moving
wave	waving
use	used
remove	removing
shape	shaped
notice	noticed

Wanting, Sharing, and Using (Like Go Fish!)

3-5 Players

Materials: Write base words that illustrate the doubling, e drop, and "just add the ending" on cards.

Procedure: Place all the cards in the middle of the group. Each player draws seven cards and looks to see if s/he has any pairs (doubling, e drop, and "just add the ending"). If so, the pairs can be placed in front of the player. The first player asks any other player if s/he has an example of a needed card. (Wanting) If the player has one s/he must give it to the asking player (Sharing). The asking player puts the newly formed pair down in front of her/him (Using). If the player does not have the desired card, the asking player draws one from the "ocean" of cards. The first player to use all his/her cards as pairs is the winner.

Chapter 5

The final inflectional ending objective in this stage of Word Study involves changing y to i before adding the ending. Following is a list of words from the first five chapters and related words to help students discover this spelling rule.

bury	buried
cry	cried
dry	dried
hurry	hurried
guppy	guppies
carry	carried
scurry	scurried
country	countries
supply	supplies
city	cities

Crazy Eights With Four Rules

2-4 Players

Materials: Use the cards from "Wanting, Sharing, and Using" and add base word cards from this list. Include sixteen wild cards, marked with different ending rules.

Procedures: Deal seven cards to each player. Place the rest of the cards in the middle of the table. Turn one card over to start the discard pile. Each player discards a card (if they have one) that matches the card

that is face up in the discard pile. For example if hurry is face up, a player can only discard a card that also has another base word where the y changes to i before adding the ending. A player may play a wild card at any time. The first player to get rid of all their cards is the winner.

Chapter 6

It is time now for students to explore cases where the final y does not change to i before an ending. The following word list leads students to conclude that a y is not changed if the word will result in a double i (e.g. fly - flying) or if a vowel comes before the final y (play, playing).

turkey	turkeys	try	trying
donkey	donkeys	copy	copying
play	playing	carry	carrying
day	days	identify	identifying
		spy	spying
		worry	worrying

It may be helpful, depending upon the level of your students' understanding to include words from the previous chapter where y is changed to i. The students' level will be the best determiner of how to present this concept.

Concentration

(An ending review game for 2-4 players)

Materials: A deck of cards (start with 12 and increase) with the base word cards written on each card. Make a like number of "rule" cards. Write on the cards the various rules such as "Add es to make it plural" or "Don't change the y to i before adding ing."

Procedure: Lay out the base word cards and rule cards in rows. Players take turns turning over two cards to see if they have a match. The player with the

most pairs is the winner.

Chapter 7

Students should now look in greater depth at the question of why consonants are doubled before an inflectional ending and what happens in a word of more than one syllable. Below are two word sorts that lead students to the conclusion that a short sound in a consonant must be "closed" with a consonant, much like the beginning CVC patterns they learned in first grade. This word list is designed to show likenesses between what the student already knows (double the consonant if the vowel is short before adding an ending) and the new concept of what must happen in the spelling of a word if a syllable contains a short vowel (it must end in a consonant, thus resulting in a double consonant in many cases). We begin by looking at words with like double consonants.

hummed	flutter
dimmed	lesson
jutted	mammal
flatten	sudden
sipped	better
grinning	common
bobbing	bottom
stepping	ripple
sluggish	splatter
gotten	rudder
popped	butter
	gallon
	glitter
	success
	soccer

offer

After students have examined these words and concluded that to have a short vowel a syllable must follow the same early CVC pattern they learned in the primary grades, have students make up sentences to teach to younger students. Plan to have your students clap the syllables with younger children. For example: It is bet-ter to grin than to cry. Have your students look at familiar patterns of one syllable words in these sentences and compare these patterns to the multi-syllabic patterns to see that the concept is similar.

Chapter 8

Students next should explore the important concept of open versus closed syllables. The first word sort, done with words from the book, will lead students to the conclusion that closed syllables have a short vowel sound that is "enclosed" by consonants. Open syllables end with a vowel and have a long vowel sound. This is a prerequisite to many of the spelling understandings in this stage.

Closed - VC/CV

wonder

bottom

window

infant

center

forgot

target

mistake

matter

until

better

slender

supper

Open - V/CV

behind

return

request

famous

demand

decide

human

super

began

local

beside

future

silence

relax

Word Tic-Tac-Toe

2 Players

Materials: Write the words on game cards. Laminate a large tic-tac-toe board. This way students can use "overhead" markers and wipe off a game to continue playing.

Procedure: One player is the "Open Syllable" player and the other is the "Closed Syllable" player. Decide which player draws a card first. If the card drawn has an open syllable and the player who draws it is the "Open Syllable" player s/he may write the word anywhere on the game board. If it is not an open syllable word, the word goes back into the pack. Play continues until one player has tic-tac-toe with the correct pattern of words.

Chapter 9

Because the understanding of open and closed syllables is so crucial to this stage of Word Study, it is helpful to review this concept again so that students feel comfortable with open and closed syllables. Following is a list of words from this chapter to review this essential idea.

V/CV (Open)

return

over

motor

later

relief

locate

repair

remain

before

pirate

humor

betray

odor

belong

VC/CV (Closed)

under

fifty

enter

complain

tension

comment

mangrove

expert

mention

gesture

carcass

picnic

custom

The tic-tac-toe game may be repeated for these words and the following game can be applied to either list:

Who Wants To Be A Word Millionaire?

3-8 Players

Materials: Sheets with two columns marked V/CV and VC/CV.

Procedure: One student is "Regis." The other students are the contestants.

"Regis" calls out various words that the contestants must place in the proper column and spell correctly. Students may drop out at any time. They have only one lifeline – an opportunity to ask someone else for help with an answer. Play for increasing points. The contestant with the most points is the winner. Be sure everyone has given their final answers!

Chapter 10

Comparing open and closed syllables with the VCV pattern is a next step in Word Study. Students should note that the syllable division determines the vowel sound and thus the spelling. Short vowels are found in closed syllable words (ending in a consonant) and long vowel sounds are found in open syllables (ending in a vowel).

VC/V (Closed)

rapid

punish

shiver

habit

pivot

manage

money

any

clever

limit

V/CV (Open)

human

secret

lazy

even

laden (From Chapter 10 vocabulary list)

shaven

propel

sober

diver

silent

After students have discovered this rule, participated in timed sorts, and copied the words into their word study books, have them play the following game:

Word Call

2 Players

Materials: Two decks of cards with the above words written on each deck.

Procedure: Players take turns putting down one card from their decks (They must not look at their decks, but instead hold their cards face down in their hands). The first player to correctly call out "open" or "closed" to identify the word pattern gets to add the card to their deck. The player with the most cards when a preset time limit has been reached, is the winner.

Chapter 11

Since the VC/V and V/CV can be difficult concepts for students, another word sort is presented with this chapter to help cement the concept. Play Word Call as described above and add these words.

VC/V (Closed)

river

modern

vanish

cover

finish

promise

never

visit

oven

lemon

profit

V/CV (Open)

music

broken

evil

climax

Roman

odor

motor

silent

student

finance

Chapter 12

Students should review the word patterns of the previous lessons. Elicit from them the varied patterns and their importance for spelling. Then have students make a chart of the word patterns and go on a word hunt. Students may work together in groups and see which group finds the most words. Put the lists together and e-mail Maggie and Dude your list. We 'd like to see what you come up with and we could share lists among schools. Remember that one good place to look is the poetry site on Maggie's Earth Adventures!

Chapter 13

In the vocabulary for this chapter, the noun refuse is presented. Students may initially read this word as the verb refuse. This is a good opportunity to introduce students to the role accent plays in our language through the study of homographs. Write the following words on the word sort template. It is helpful to write them twice as they may encourage your students to look at the words in more than one way. Lead them to the conclusion that the verbs are accented on the second syllable while the nouns have a first syllable accent.

Nouns

refuse

subject

contract

combat

conduct

permit

refund

present

insert

object

project

Verbs

refuse

subject

contract

combat

conduct

permit

refund

present

insert

object

project

Give students a folded piece of paper and have them illustrate the two meanings of one of the homographs. See if your students can add to this list. Display the illustrations on a bulletin board.

Chapter 14

Students have been exposed to homophones in the primary grades and are probably already familiar with to, too, and two, etc. The vocabulary list from this chapter contains a two syllable homophone (plaintive - plaintiff). Since this is a concept that students in this stage of Word Study need to grasp, a list of homophones and ideas for activities are presented here.

plaintive - plaintiff

muscle - mussel

higher - hire

weather - whether

alter - altar

symbol - cymbal

capitol - capital

chilly - chili

patience - patients

bury - berry

pedal - peddle

allowed - aloud

assent - ascent

hanger - hangar

manor - manner

bizarre - bazaar

carol - carrel

carat - carrot

forth - fourth

bolder - boulder

coral - choral

sealing - ceiling

flower - flour

boarder - border

seller - cellar

bridal - bridle

Homophone Concentration

2-4 players per group

Materials: In an effort to reduce the teacher's preparation time and to give students valuable writing experience using homophones, have your students write sentences leaving a blank for one of the homophone pairs. Each sentence should be written on a card such as an index card. Depending upon the number of students you have working on this, you may want to assign each student from 2 to 6 sentences to write. Collect the sentences and check them the day before the game is to be played. Divide cards so that there are homophone pairs in each group of cards.

Procedure: Put students into groups to play "homophone Concentration." Students are to turn over sentences, read them, and decide which word goes in the blank. The student should turn over another card to see if the homophone match is the missing word on that card. If it is, the student must correctly spell each homophone to take the pair. If a dispute arises as to the spelling, the group should consult the dictionary. The player with the most pairs is the winner.

Chapter 15

Write the following le or el words on the reproducible word sort form. Many of these words are found throughout *Shark Beneath the Reef*. Lead students to the understanding that the / ɛ l/ sound can be spelled el or le. These endings do not follow a particular rule, but must be memorized. However, usually if c precedes the ending, the ending is spelled le.

-le

uncle

paddle

tingle

humble

miracle

bundle

circle

settle

muscle

tackle

tentacle

ripple

pebble

handle

shuttle

trickle

dangle

-el

travel

angel

model

gravel

motel

bushel

level

hotel

camel

label

After the students have written their words in their Word Study notebooks, have them play the following game.

Uncle Travels

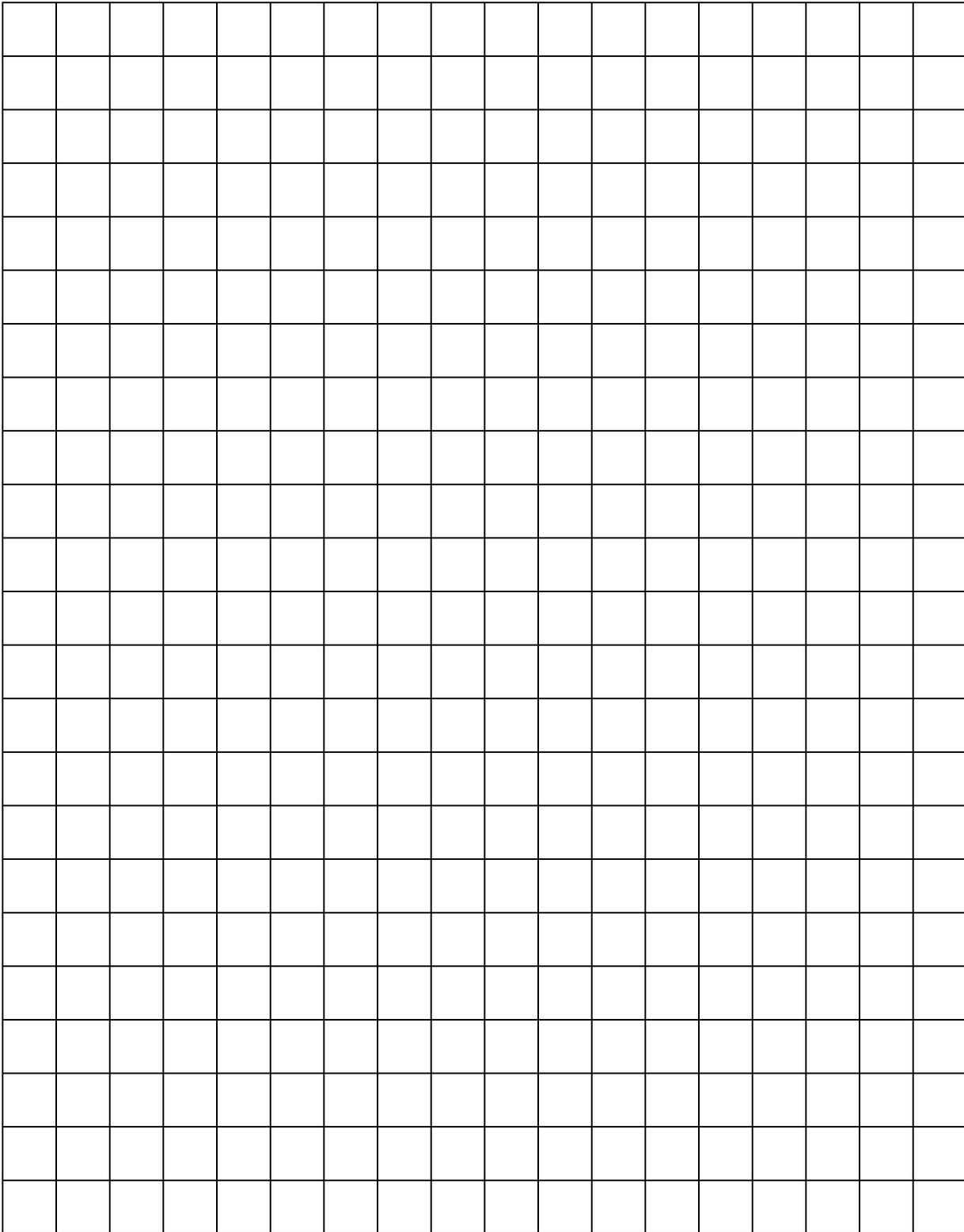
2-4 Players

Materials: Make fish with the words written on them without the e or le ending. It is helpful to use a laminated file folder as the game board so that you can wipe away words students have learned and add new words. Use a picture of Maggie's Uncle at the beginning of the game and a suitcase for travel at the end as exemplars.

Procedure: Place the fish face down and have students choose fish. They are to move the marker to the next space with the correct word ending on it. Students move around the board until the suitcase is reached. If a student disagrees with another's choice of ending, the word should be looked up in the dictionary.

Appendix

Crossword Template



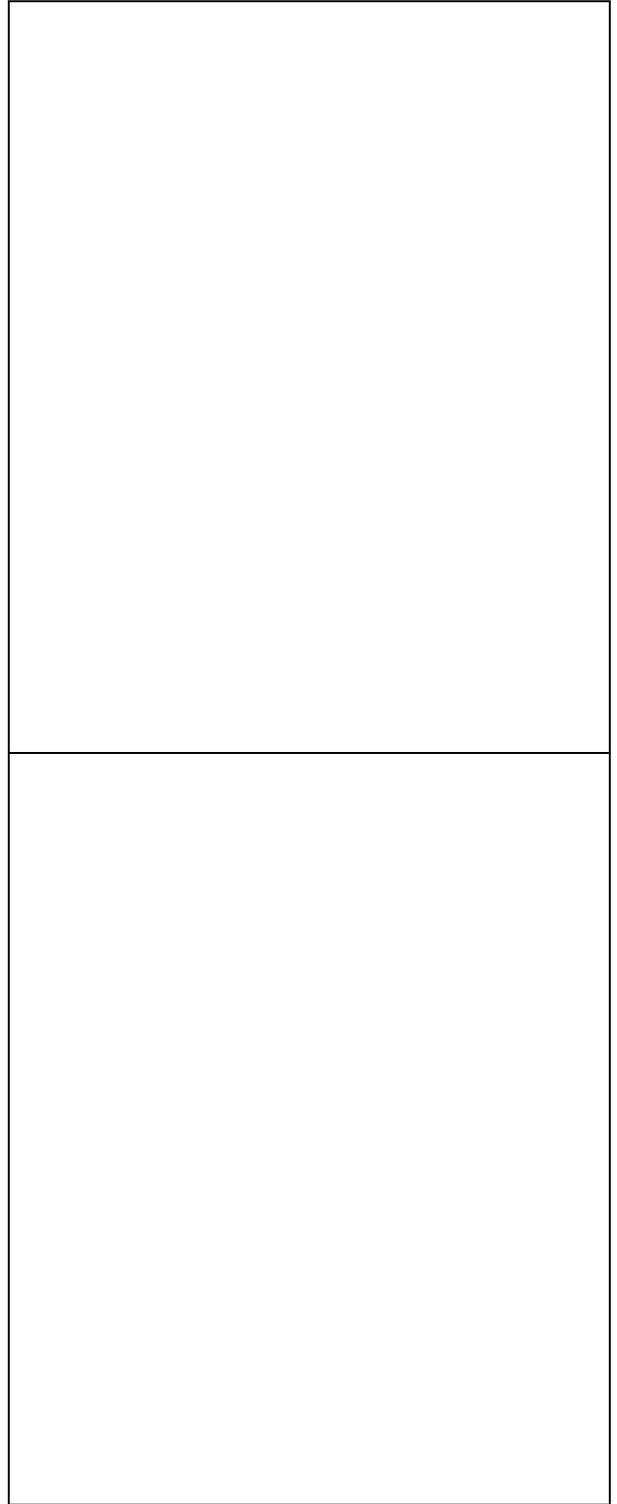
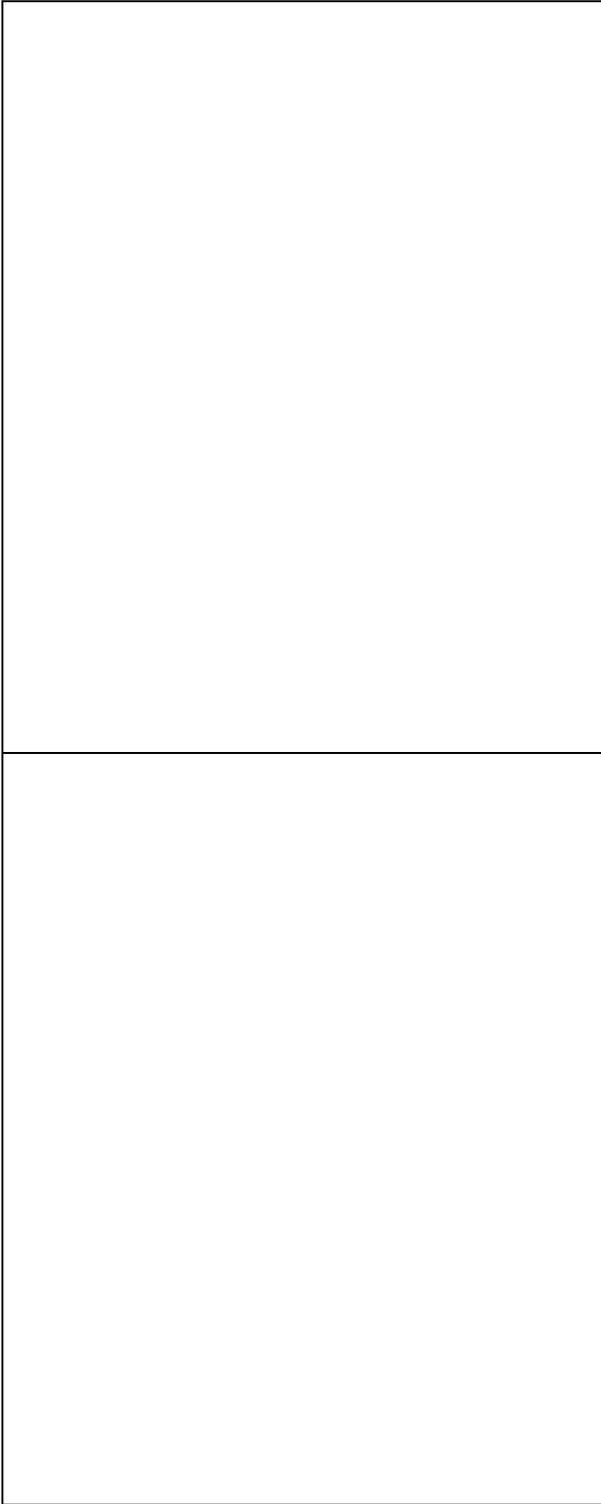
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Trading Card Animals

anemone	Pelican
angelfish	plover
annelid	porcupine fish
asteroid	puffer
barberfish	quetzal bird
benthic Fish	red snapper
caracara	sand dollar
damsel fish	sanderling
fl;ag cabrilla	sea lion
giant manta	sea urchin
grebe	sea hare
grouper	Sierra mackerel
hammerhead shark	smoothtail manta ray
hermit crab	snowy egret
jewfish	spiny lobster
leather bass	spotted sand bass
Moorish idol	sun star turkey vulture
Needlefish	two-spotted octopus
oriole	verdin
osprey	whale shark
oyster	yellow jack
parrot fish	zebra moray eel

Trading Card Patterns

[Duplicate on heavy stock card]



Vocabulary Words from *Shark Beneath the Reef*

abate	disillusioned	musing	strutted
abruptly	dismantled	occupants	succumbed
abundant	docile	odiferous	taut
accelerated	duration	omen	thrashed
aerated	ebbing	panoramic	torrential
agility	edible	parched	triumphed
alighting	elite	peered	tumultuous
ally	elusive	perilous	vanquish
ambled	emitted	pivoted	vaulted
anchovies	emphatically	plaintive	voracious
anguish	evade	plunged	vulnerable
askew	exquisite	pondered	wafted
audible	floundered	precedence	whittled
beckoned	flourish	prevailed	writhing
billowed	forbearance	pungent	yearned
bombarded	formidable	quell	
bravado	gala	queried	
burden	galleon	quest	
caressing	gargantuan	refuse	
cascade	honing	regally	
cavernous	hospitable	reminiscent	
charred	incredulously	restraint	
choreography	infectious	retorted	
clambering	infirmary	reverently	
combustible	ingenious	romped	
condescending	jostling	rookery	

SHARKS

s Earth ,

you know a lot about them, but in the course of their
work? What do you want to know? After you have finished

200

What do you want to know? After you have finished

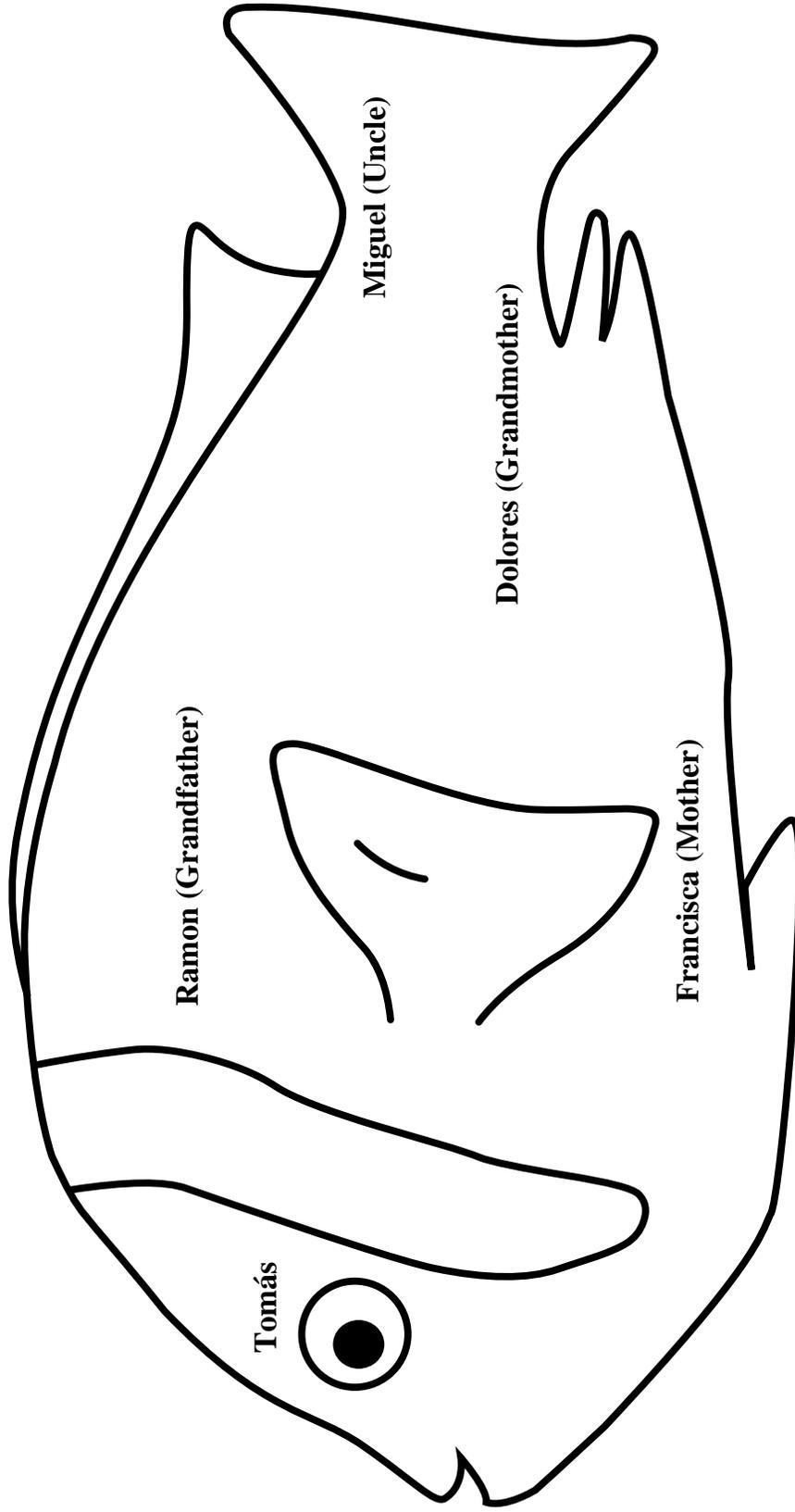
135

conquistador
contemplated
contempt
cordially
crevice
crooned
deceitful
delicacies
deluged
devoid
diabolical
din

jubilant
juttet
laden
lingered
loomed
lunged
luster
luxurious
massive
merge
meridian
mesmerized
mosaic

routed
sculling
scurried
serenely
sluggish
solitary
spacious
sparsely
spectacle
stance
stealthily
strenuous
stride

Make yourself a bookmark to use when reading *Shark Beneath the Reef*.
Cut this out and jot down a few words about each character to help you keep them in mind



Reproduce this bookmark and the back of it (on the next page) on heavy paper for students to cut, colour and use for notation

José (Friend of Tomás)

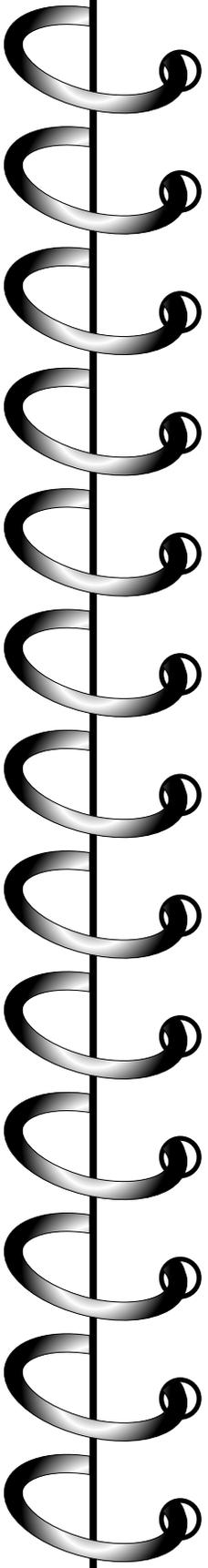
Juan Fuertes (Teacher)

Uncle Diaz (Old diver)

Zoro (The Fox)

Griselda (Friend of Tomás)

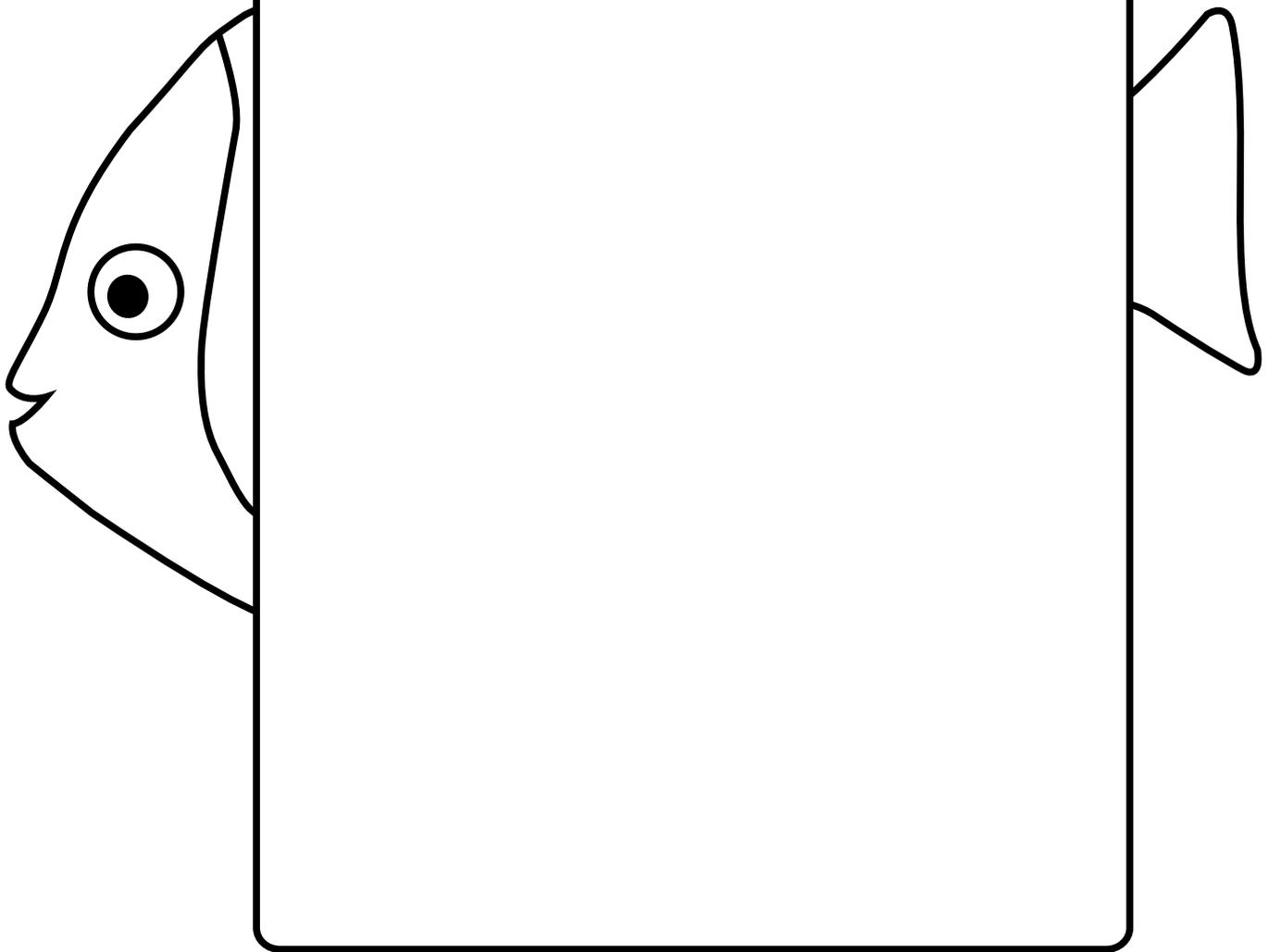
Bookmark Back - Copy 'back-to-back' with the bookmark front on heavy paper.

A black spiral binding is located on the left side of the page, consisting of a series of loops that spiral downwards.

JOURNAL ENTRY DATE

There are many suggestions for journal entries.
Reproduce this page for students to compose their writing
You may want to put them together in a class book for all to read.

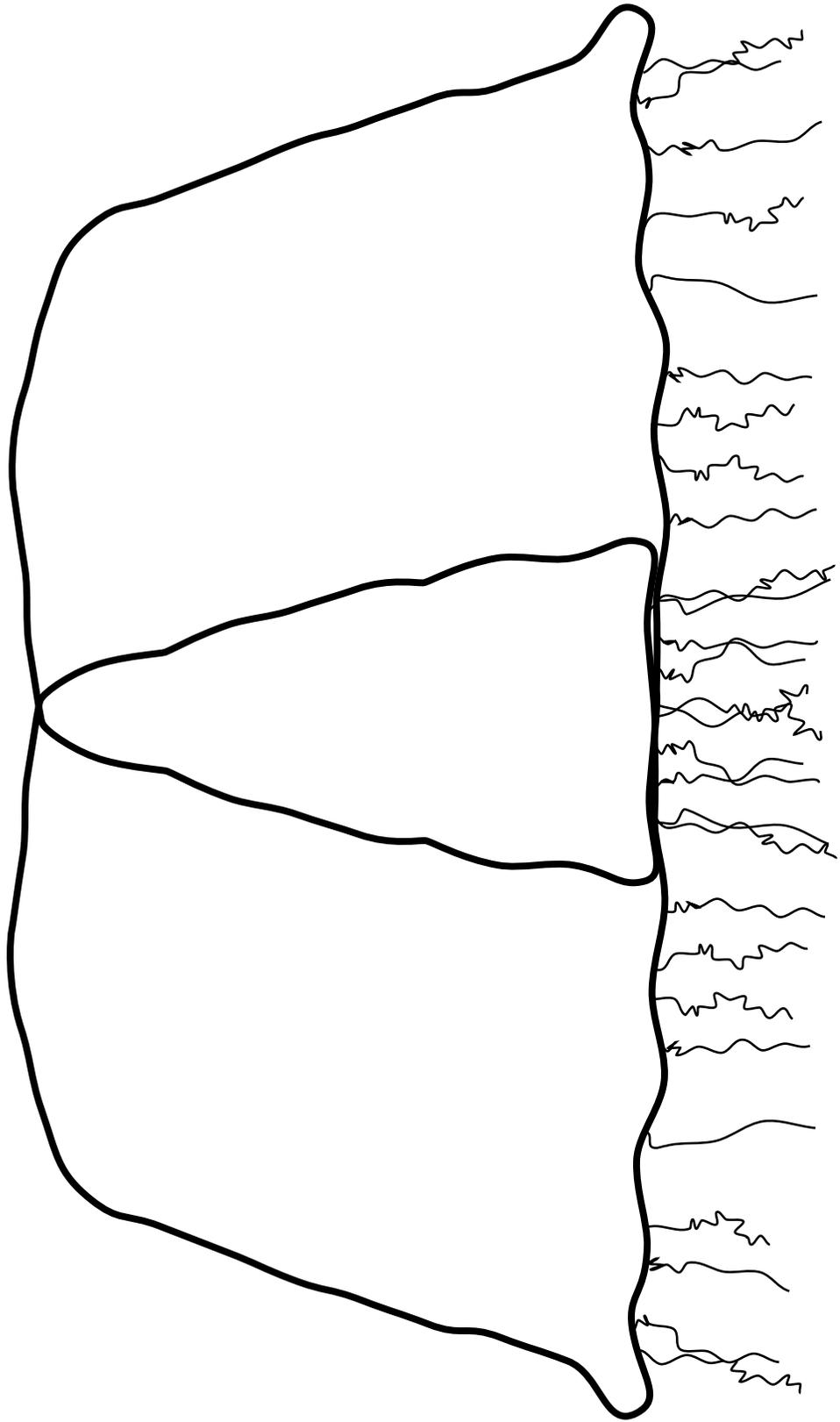
LIST IT !



NAME _____

Reproduce and use this page when students are asked to make one list.

COMPARE & CONTRAST



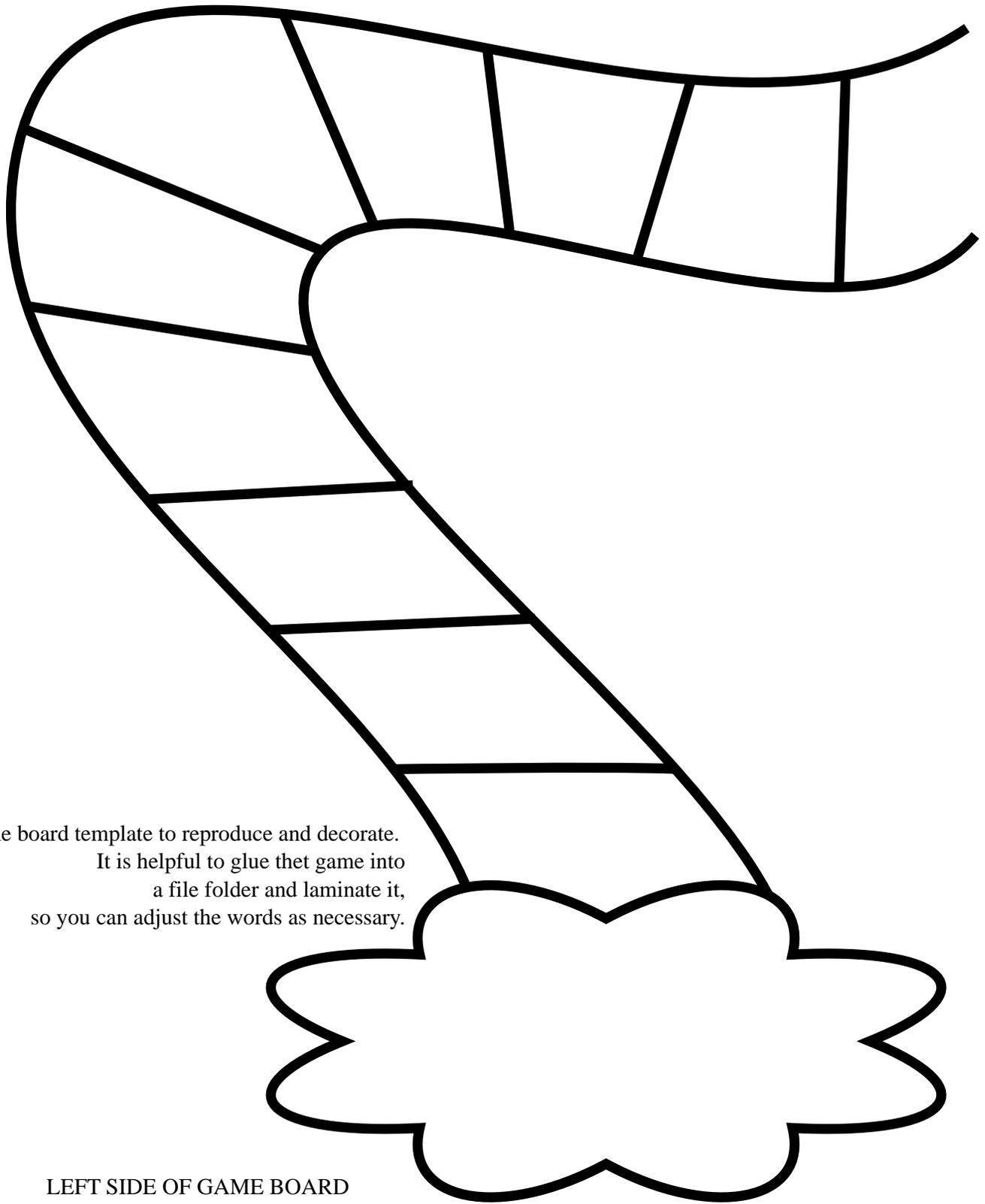
NAME _____

LIST & COMPARE

The image contains two large, empty speech bubble outlines. Each bubble has a rectangular tail pointing to the left. The top bubble is positioned above the bottom bubble, and they are separated by a vertical line. The bubbles are designed for students to write their lists and comparisons.

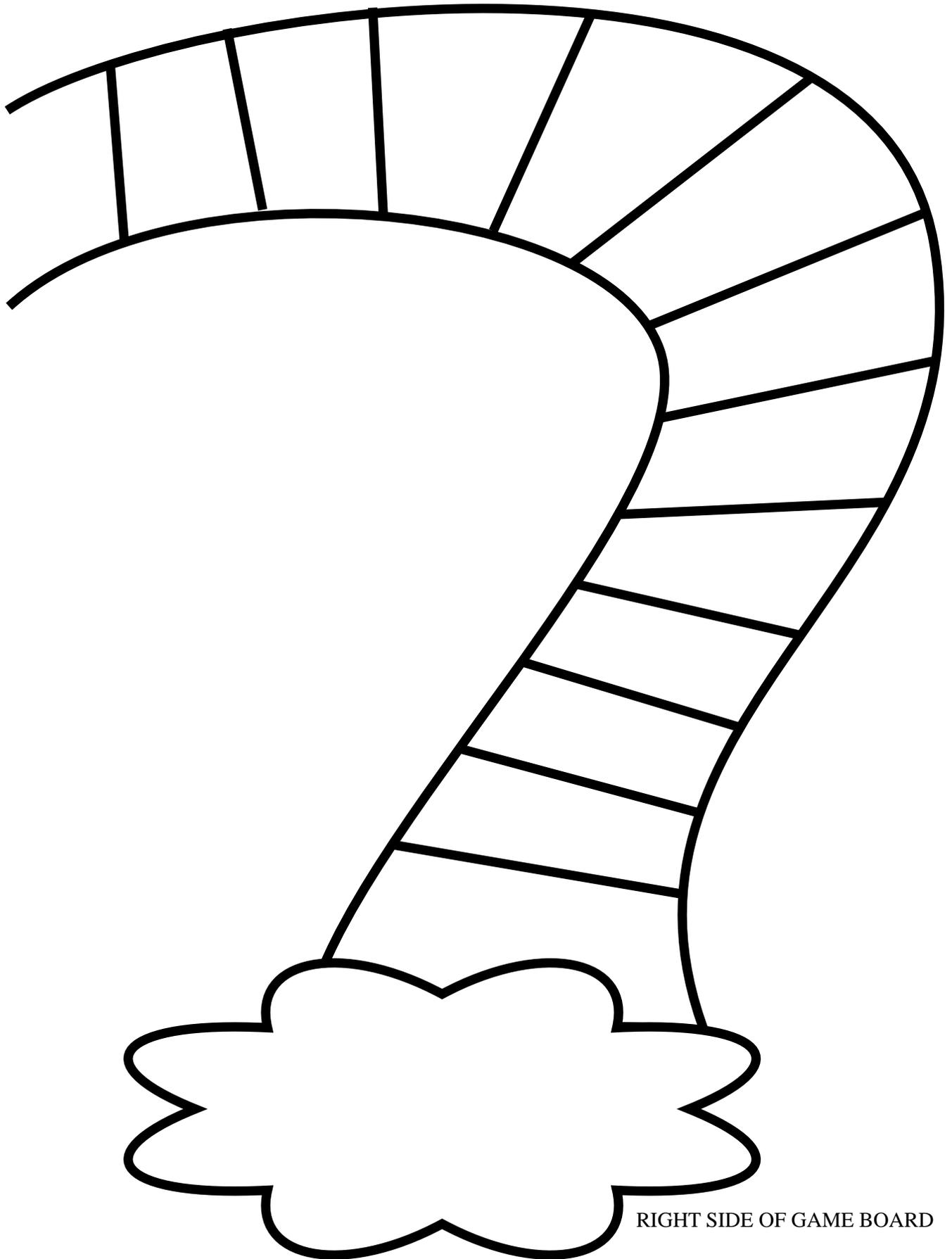
NAME _____

Reproduce and use this page for students to make lists that compare. Write the list topic in the dialogue bubble.



Game board template to reproduce and decorate.
It is helpful to glue that game into
a file folder and laminate it,
so you can adjust the words as necessary.

LEFT SIDE OF GAME BOARD



RIGHT SIDE OF GAME BOARD

