

THUNDER CAVE

Novel by Roland Smith

*Language Arts Unit
by Julie Sprague
Shepherd, Michigan
Fall, 1999*

Dear Colleague,

Fall, 1999

I met Roland Smith quite by chance at the Michigan Reading Association Conference. I presented on Saturday and had planned to return home that evening, but a snowstorm kept me in Grand Rapids, Michigan. Early Sunday morning I dressed and hurried to my first session. It was full! I checked across the hallway and the room was almost empty, but the speaker was showing slides of wolves. I am a huge animal lover, so I sat down and listened. Within the next few hours I bought all of Roland's books; and, within the next few weeks, I read them all and became a huge fan.

I brought the novels to school and tried *Thunder Cave* with my seventh grade class. They enjoyed the book so much the students began to strongly encourage me to bring Mr. Smith to our school. Last March, he came to Shepherd, Michigan, and mesmerized the entire school. He was not only knowledgeable and interesting, but he was gracious to a group of 11-15 year olds. This unit is a result of that day.

The unit combines all the areas of Language Arts--literature, reading, writing, speaking, listening, and viewing--as well as technology. The unit is carefully directed, as the instructor reads the majority of the text and the class actively listens, analyzes the text, and explores Jake's life. There are individual activities as well as student assignments that can be carried out in small groups or with a partner.

I included a research element in the unit because I found that my students wanted to know more about many things that were a part of *Thunder Cave's* storyline. The students benefited from this research and enjoyed sharing their particular topics with the class. They completed four drafts before a final copy was completed, and I never heard one moment of complaint from any of my 26 seventh graders, truly.

Included is a student packet, instructor notes, and an appendix that has everything you will need to explore and share *Thunder Cave* with your students. Activities are applicable and enjoyable for fifth through eighth grade students. The unit can take from three to six weeks, depending on how long your class periods are, how much homework you require, and how many activities you decide to complete. Whatever you do with the activities, it is critical that you are the primary reader of the novel. Please, don't assign pages or chapters for students to read alone. Experience this novel together! I'll close by saying that if you get a chance to invite an author to your school, you will never do better than Roland Smith. Give him a call or e-mail him with your request.

Working with you,
Julie Sprague

Please e-mail me with any suggestions/concerns. jsprague@cmich.ehhs.cmich.edu

A Letter from the Author

Dear Students,

When I was five years old my parents gave me an old manual typewriter that weighed more than I did! It was my favorite possession. I spent hours in my room clacking away on that old typewriter. I didn't know how to spell and barely knew how to read, but I loved the sound and the look of the letters on the crisp white paper. It was then that I started dreaming about becoming a writer.

Wanting to write led me to working with animals. I was going to Portland State University majoring in English. One day I was looking at the job placement board hoping to find part-time work, I saw a temporary job opening at the children's zoo in town. I got the job. Soon after I started at the zoo, two agoutis escaped from their cage and disappeared into the park surrounding the zoo. (Agoutis are very large rodents from South America). My boss told me to go catch them. I didn't know at the time but she was playing a joke on me. Everyone thought the agoutis would never be seen again, but I managed to catch them and bring them back to the Zoo. My boss was shocked!

About a week after the Agouti caper, I was walking through the Zoo with the Zoo Foreman. We came around a corner just as someone accidentally let a Myna bird out of a cage. Without thinking, I jumped up and caught it with my bare hands and put it back in the cage. Catching these animals was pure luck, but the Zoo Foreman was so impressed he offered me a full-time Animal Keeper position in the zoo. I accepted thinking that I'd work there for a year or two and perhaps my experiences would make good material for a book. Little did I know that I would be working with exotic animals for over twenty years and that the work would take me all over the world. I continued to practice my writing while I worked in the zoo, but it was hard because my animal work took a lot of time. Eventually, I managed to get a few books published so I could leave the zoo to fulfill my childhood dream of becoming a writer.

Things haven't changed much since I was 5 years old. I still spend several hours a day in my room clacking away on a keyboard. I still love the sound and the look of letters on the crisp white paper. The difference is that now the letters turn into words that eventually turn into stories.

If I'm not writing, I'm traveling -- doing research and taking photos for upcoming books. Or, I'm out visiting schools -- something I love to do! My writing led me to animals and my work with animals led me back to writing. It's funny how things work out. I spent over twenty years working with animals. Now I'm going to spend the next twenty years writing about animals...as well as a few other things. But I am proof that no one should ever give up their dreams!

I hope you enjoy reading *Thunder Cave*. I'm sure you will learn many interesting things as you complete this unit. Don't forget to contact me with your ideas and questions when the unit is finished.

Roland Smith

Vocabulary and Pronunciation

There are many wonderful new words and phrases in *Thunder Cave*. As the book is being read, write down any words or phrases you hear that sound new or interesting to you. Leave space after each so you can write the definition and mark the pronunciation. Try to listen for at least 16 words.

Themes of *Thunder Cave*

What do you believe the theme or themes of *Thunder Cave* to be poaching? trust? survival? something else? Why did Roland Smith write this book? Work with a partner to develop a list of at least ten themes represented in *Thunder Cave*. You and your partner should use ink pens of different colors as you write down your ideas so I will know which ideas come from each of you. Please sign your names at the bottom of the page.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Name _____ Name _____

Life Lessons

Thunder Cave is full of life lessons: lessons the reader can learn that will help him/her in the real world. As the novel is being read, record any life lessons you encounter. After you have recorded ten or more life lessons, rate the importance of each, according to the scale below. Then write a summary paragraph on the back, explaining why you rated the lessons as you did. Be ready to share with the class.

Rating Scale

1- unimportant 2- moderately important 3- important 4- very important

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

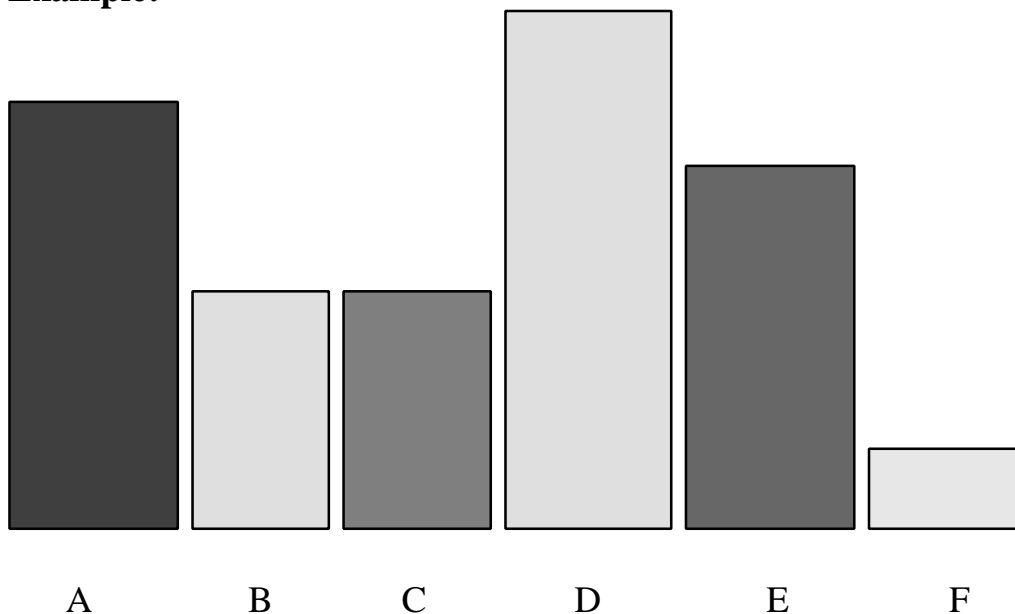
10. _____

Mood Bar Graph

Thunder Cave is a novel which evokes a lot of emotions. Which parts made you sad, happy, frightened, worried, frustrated, etc.? Were there any times in the novel you just wanted to scream, or cry, or laugh out loud, or just say WOW?

Create a graph using six moods. List six emotions you had as you listened to this story. Think of a color that you might associate with each emotion, and create a color-coded bar graph, on a sheet of 11x17 paper to represent the “size” of each emotion (how intensely you felt the emotion). Then write a sentence naming each feeling and identifying the place in the book where you felt it. Also, all graphs have to be neat. Remember this is what YOU were feeling as the book was being read, NOT what the characters were feeling.

For Example:



A- I was so **sad** when his mom died.

B- Sam made me **mad** when he said he was just going to send Jake away. C- I was a little **frustrated** waiting for Jake to leave for Africa.

D- I was so **surprised** that Sam came back early and that Jake got mugged in Nairobi.

E- I was **frightened** for Jake when I found out who Donovan really was.

F- I was sort of **happy** when Supeet went blind because Jake was able to repay Supeet for saving his life.

Mood Music

If Thunder Cave was made into a movie, what type of music would it have in Part Three? Choose a short section, a few pages or so, in Part Three and determine what type of music would play in the background. It can be music with or without words.

Determine at what point in the chapter the music would start and where it would get louder, softer, faster, slower, etc. Try out your choice by playing the music and reading the section aloud. If it works, tape your masterpiece. If not, choose a new song to create the effect you want. Be prepared to share your tape with one other person or a small group of people.

Use the space below to write a down a couple of sections from Part Three that you may want to use. Also record the title of song(s) or a sound effect that might fit with the section.

Analysis Using Three Types of Questions

A. Label each question below according to type.

I - Intersentence; T - Text; BT - Beyond Text

B. On a separate sheet of paper, answer each question in a complete sentence and a complete thought.

VERY IMPORTANT - Answer the Intersentence questions first, Text questions next, and the Beyond Text questions last.

PART ONE

1. Where is Jake's home?
2. What are three problems Kenya is having that Jake's dad writes about? Describe each, using details.
3. How do Sam and Jake get along? Jake and his father? Explain.
4. What happens to Jake's bike after grandfather's nap?
5. How does Taw know that Jake is coming to visit him?
6. Do you think people can truly have premonitions?
7. Why does the lasagna cause Jake to cry?
8. What happens to Jake's mother?
9. Where does Jake get the money for the plane ticket?
10. If you were Jake, at the end of Part One what would you do?

PART TWO

1. How does Jake's bike get stolen?
2. Has anyone ever taken something from you? Explain how you felt?
3. What is a shuka?
4. Have you ever had to survive outdoors? by yourself? Explain. If not, what do you think it would be like?
5. Why is water so important to Jake? Explain.
6. In what city does Jake get mugged?
7. Compare the climate of New York with the climate of Kenya.
8. Do you think a trip through Africa would be fun? Explain.
9. How does Jake know that the thieves have his bike and not one like it? Explain.
10. Name and describe the Masai warrior who saves Jake.

NOW try to write nine questions of your own: **three** of each type for either Part One or Part Two. Exchange them with a classmate and answer. Check your classmate's answers to your questions.

Jake's Grief

Write a friendly letter to Jake. Using what you have learned about grief, help him deal with the loss of his mother. Use correct format, and explain why your suggestions will help him.

Dear Jake,

Sincerely,

Elements of Literature Essays

Complete the following essay questions with detail and thought.

A. Describe in detail the protagonist and the antagonist of the story.

B. Explain the **major** conflict of the story and how it was resolved.

C. Determine the point of view in which the book was written. use an excerpt from the novel to prove your point.

D. Describe the style of Roland Smith's *Thunder Cave*.

E-mail Evaluation or Letter

Roland Smith respects the opinions of his readers. He enjoys talking to them and having them share their views about his novels. Take a few minutes to write a short letter or send a short e-mail to Roland Smith regarding *Thunder Cave*. Decide which parts of the book you most enjoyed, or which parts confused you, or which parts you would change. Don't forget to tell him why. Also, decide what you think of his writing in general, and share those thoughts, as well. He really does want to know.

Start by introducing yourself. Then, share the specific parts of the book on which you want to comment, and then share your general impression of the book with Mr. Smith. When you close, don't forget to give your e-mail or home address so he can answer your message. It's okay to send a few questions. However, if you send too many questions, it will take up his writing time, and we don't want to do that. Write your first draft below, then e-mail it or copy it into proper letter format for mailing.

Roland Smith,

Related Research

Using the requirements listed below, complete research on one of these topics related to *Thunder Cave*.

Poaching

Endangered Species

Caves

African Elephants

Field Biology as a Career

Kenya

Drought

Dehydration

Masai People

Laws Regarding Ivory

Hopi Indians

Reincarnation

Anything else connected to the novel?

Requirements:

1. Complete the KWL sheet
2. Formulate and record questions about what you want to know using the three types of questions: intersentence, text, and beyond text questions.
3. Share your questions with a peer. Combine your questions with those of your peer.
4. Select ten vocabulary words that will help you in your search for information.
5. Record the types of materials that might help you and collect information.
6. Scan section headings, pictures, marginal captions, tables and charts.
7. Eliminate any materials that do not directly answer your questions.
8. Include any graphics that help to illustrate a main idea or section.
9. Summarize any information which answers your questions.
10. Choose a way to share information.

Notes

Use this page for any notes you may want to take as the novel is read.

Unit Appendix

Instructor Notes

Anticipatory Set - Before Chapter 1

The author of *Thunder Cave*, Roland Smith is a noted field biologist. Read about his life to the students using the letter he wrote. Students can then go to his web site and check out the latest information about Roland. The website and e-mail addresses are included. While on the web students can investigate Kenya's geography. Using www.askjeeves.com or another search engine, have them locate the Nguruman Escarpment, below the Rift Valley. Copy a map of Kenya so the class may follow as you read and trace Jake's trail from Nairobi to the possible cave site.

Vocabulary and Pronunciation - Throughout Novel

Thunder Cave is packed full of exciting new places, peoples and especially words. Most of the new or difficult words are clearly explained. Contextual clues can help with many of the remaining words and phrases. A few students should keep a dictionary ready or a pronunciation guide handy when difficult or new words come up in the novel. Instruct them to find each word in the dictionary and look for the pronunciation guide and definition, or students can use the rules of pronunciation to better understand how the word is spoken (most dictionaries have a pronunciation guide in the introduction section). All students should keep their own lists of words. A list of vocabulary words and phrases is included but you will need to look up pronunciations on your own.

Italicized Reading - Throughout Novel

The italicized sections of the book allow readers to experience to things. The feelings Jake has throughout the story and the life lessons he remembers from his father, mother, and grandfather. I like to assign students parts according to the italicized sections, such as his father's voice on page 3 and his mother's voice on page 19. Students can play Sam, the rotten stepfather or be the voice of Jake as he reflects. A list of some of the italicized parts and who speaks them are included. Page numbers are accurate for both hard and soft covers of *Thunder Cave* as they are numbered exactly the same. Also included are the letters Jake and his dad write and the sections of the novel that are written as a script

Life Lessons - Throughout Novel

There are many different themes in this novel including survival, Kenya, the Masai tribe, poaching, African elephants, death, friendship, family, trust, perseverance, coming of age. Choose a few to key into as you read the novel with the student. Students should keep a running list of life lessons that are found throughout the novel. A brief list is included.

Author's Craft - Throughout Novel

It's important that students recognize great writing so they can have a model for their own writing. Roland Smith's extensive research and experience is evident in the rich details and vivid descriptions of the characters, settings, and events throughout *Thunder Cave*. Jake's reflections are so beautifully crafted that the first person point of view is cathartic. Students feel as if they are Jake throughout his entire adventure. Students need to be shown not told how to create great writing. Take time out as you read to discuss the superb details, descriptions, and reflections found in *Thunder Cave*. A few examples are included.

Mood Bar Graph - Throughout Novel

Students create a mood graph, charting their feelings about the novel. Ask them to represent the various moods of each part using one graph. An example of this is included in the student section. Give students time to work on this after each part has been read.

Mood Music - Part Three

Students will work individually or in pairs to create background music for one of the chapters in Part Three. Allow each group of students to choose its own chapter. Students can present their tapes to each other in pairs or individually. You may need to talk about appropriateness of music. Also it would be helpful if you show a small portion of an adventure movie and discuss with the students the dynamics of the music.

Jake's Grief - Following Chapters 1-3

While *Thunder Cave* only has a small section about Jake's mother's death, the trouble Jake experiences throughout the rest of the story, are a direct result of this event. Readers should take time to reflect on and discuss Jake's grief with a specialist. Studies show that it can take children and teens from three to ten years to truly deal with a death in their family. Bring in your

school counselor to describe the steps of grief that teens go through, or perhaps a grief specialist that may be in your area. These paraprofessionals will be able to share invaluable information with your class. After the speaker has shared some information on grief, try to get those students who have gone through death in their families to share some of their thoughts. What did they think? feel? do? How are they now? What has changed? How do other people in their family react? This sharing should be on a volunteer basis only. When you feel that they have a foundational understanding, discuss Jake's situation with them. Ask your students to write a friendly letter to Jake, helping him understand his grief.

Three Type Questions and Novel Analysis - Parts One and Two

Students will use the three types of questions, intersentence, text and beyond text, to analyze the novel. Take a day to practice the three type questions with your students using a fairy tale such as *Goldilocks and the Three Bears*. Further practice can be done with text book questions. An overview of the three types of questions and examples are included. Students can identify the questions in a whole group setting if this strategy is new to them. The questions themselves should be completed individually. If students know what type of question they are being asked, they will be able to answer the question more effectively. I do not include a key for this as it is important for you to experience this assignment yourself.

“Elements of Literature” Essays - End of Novel

Students complete essays regarding the elements of literature which have not yet been featured in the unit. Students will probably need to be reminded what protagonist and antagonist means and what are the features of style. There is no key or answers for these, as there are many correct answers.

E-mail Evaluation or Letter - End of Novel

Students can write or e-mail a short message to Roland Smith regarding their enjoyment of the novel. They should discuss specific sections they enjoyed or even those that were confusing. They should also remark about author craft and share their thoughts on how he wrote the novel. Mr. Smith's address and e-mail are included.

Research Enrichment - After Parts One & Two or at End of Novel

Students use a simple research method to research a topic that coincides with themes from *Thunder Cave*. Information can be presented to class if time permits or displays can be made to place around the room.

Assessment - Throughout Novel

I never use a final test or assessment piece. All the above assignments are used to create a total evaluation, see rubric included. Students are given this rubric in their packet at the beginning of the unit and asked to keep a record of their scores. This allows the student to know what's expected and how at any given time they are doing in my class. I also make a copy of the rubric of each of my students and this becomes my grade book. A student's grade is figured with points earned over points possible.

Vocabulary and Pronunciation

Characters

Lansa

Tawupu

Supeet

Sitonick

Moja

Gilisho

Hopi

Geographic Locations

Nairobi

Nguruman Escarpment

Rift Valley

Honduras

Easo Ngiro

Lebetro Hills

Suswa

Narok

Barbitabu

Marijo

Seyabei

Poughkeepsie

Lake Natron

Swahili Words

mazuri

asante

habori

shuka

Masai

moran

kopje

laibon

jambo

General Terms

visa

panniers

kraal

petroglyph

Shared Reading Sections

Below is a list of the italicized sections, letters, and scripts.

Part One

Jake Lansa - pages 7,8,9,27,28,45,60

Jake's Dad, Robert Lansa - pages 1,3,18,21,22,23,24,25,29,36,37,45,49-51,54,56

Jake's Mom, Beth Lansa - pages 19,24,33,36,47

Jake's Stepfather, Sam - pages 10,18,20,32,45

Jake's Grandfather, Taw - page 47

Jake's Uncle - page 16

Jake's Survival Class Instructor - page 42

Taw's Doctor - page 47

Part Two

Jake Lansa - pages 72,75,77,78,103

Jake's Dad, Robert Lansa - pages 65,73,77,78,87,90,96,98,122,136,137

Jake's Mom, Beth Lansa - page 77

Jake's Grandfather, Taw - pages 61,119,134

Jake's Survival Class Instructor - pages 73,87,100,103

Supeet - page 142

Thieves - page 72

Zoo keeper - page 92

Part Three

Jake Lansa - pages 151,162,178

Jake's Dad, Robert Lansa - pages 174

Jake's Mom, Beth Lansa - pages 162,199,201

Supeet - pages 193,196,227

Donovan - page 193

Life Lessons

Part One

Page 24, paragraph 1 - "Look at the white space...

"Listen carefully to the words people are saying,..."

Page 25, last paragraph - "It's the things we can't see and won't hear that..."

Page 33-36 - Sometimes you have to give up a lot to get what you want.

Page 43, paragraph 1 - "Survival is more important than getting there."

Pages 54,55 - We are honest with the people we trust and care about.

Part Two

Page 67 - Just when you think you have it bad, someone has it worse.

Pages 70-75 - Even a lie told for a good reason can bring trouble.

Page 90, paragraph 4 - "I learned to listen on that trip and not ..."

Page 92, paragraph 1 - "The only thing you can do if you are face-to-face..."

Page 114, paragraph 7 - "Community is as important as food, shelter, ..."
paragraph 10 - "Community is not just people..."

Page 115, paragraph 4 - "A goal makes one strong."

Page 121-125 - "To see we must look a second time, then we will truly see."

Page 121, paragraph 5 - "Nothing stays the same, it may look the same..."

Page 150, paragraph 8 - "The journeys of all young men are difficult."

Part Three

Page 169 - Friendship is tested through trials.

Page 193 - paragraph 1 - "Evil is smart - never forget this."

Page 244 - The good guys always win.

Page 247 - Once you meet your goal, you must move forward to a new one.

Author's Craft

Part One

Page 5 - Show, not tell, about characters and setting. Clear descriptions.

Page 6 - Conflict and tone are set quickly in story.

Page 7 - Excellent reflection sharing mood of character

Page 14 - Foreshadowing

Page 18 - Foreshadowing need for survival

Page 19 - Use of an object, lasagna, to set tone/mood

Page 27 - Important details

Page 41 - Details for realism

Page 49 - Letters make important details more interesting

Page 50 - Beautiful reflection

Page 51 - Description of the setting

Part Two

Page 64 - Story layers by adding a new conflict

Page 72 - Use of humor for comic relief

Page 77,78 - Sarcasm

Page 85 - Setting descriptions paint a picture

Page 92 - Vivid vocabulary

Page 94 - Important reflection

Page 95 - Figurative language

Page 106 - Crisis produces a new character

Page 109 - Blending two belief systems in harmony

Page 128 - Blending research facts with character traits

Part Three

Page 154 - Self-assessment reflection

Page 155 - Important use of dialogue

Page 157 - Description is vital to solving problems

Page 167 - Just when one crisis is solved, another pops up

Page 167 - Vivid details and descriptions

Page 193 - Reflection

Page 203 - Details reestablish character relationship between father and son

Page 214 - A quiet moment in the climax sets tone/mood

Page 232 - Humor provides comic relief

Page 250 - End is established, but room is left for another story

Three Types of Questions

Intersentence Questions - In the Sentence Questions

- use context to define a term
- look for literal meaning
- determine irrelevant material
- answer is easy to find because it is right there

Ex: Which porridge did Goldilocks think was just right? How many bears were there?

Text Questions - Think About and Dig Deeper Questions

- make inferences
- sequence
- find a main idea or theme
- eliminate improbable responses
- apply information
- locate several areas for the answer in the text
- define terms
- use context clues

Ex: How many chairs did Goldilocks try before she found the “just right” chair? How many crimes did Goldilocks commit? Was Goldilocks afraid of the bears?

Beyond Text Questions - Author and You Decide or Your Own Opinion Independent of the Text

- access prior knowledge
- draw conclusions
- connect new information to known information
- summarize
- rank ideas in importance
- apply vocabulary knowledge

Ex: How would you feel if Goldilocks came into your home like she did the three bears? Do you think Goldilocks should pay for her crimes? Do you think parents should be held responsible for crimes their children commit?

Elements of Literature

Characterization - the special way of explaining the people in the story. Descriptions of the inside personality traits are given and what the person looks like on the outside. Major characters go through some kind of change in the story. Pivotal characters make the story possible and believable. Minor characters help describe who the major character(s) is/are. The **protagonist** is the hero of the story while the **antagonist** is the person or thing fighting against the hero of a story; a villain or “negative force”.

Setting - The time and place of a story. What it looks, smells, feels like and what you might hear if you were at this place and time. Not what happens there. Some stories have many settings while some have only a few.

Plot - The action of the story. This action is usually made up of a series of events called the **storyline** which shows the action or events in a story.

There are five basic parts of the plot line.

1. The **exposition** is the beginning which explains the background of the story.
2. The **rising action** is the central part of a story during which various problems arise
3. The **climax** is the highest point in the action of the story. Usually the main character goes through some type of change here.
4. The **falling action** is that part of a story which follows the climax or turning point; it contains the action or dialogue necessary to lead the story to a **resolution** or ending.
5. The **resolution** is the satisfying end - that part in which the problems are solved.

Conflict - is the problem in a story which triggers the action.

There are five basic types of conflict.

1. *Man vs. Man*: One character in a story has a problem with one or more of the other characters.
2. *Man vs. Society*: A character has a conflict with society-school, law, tradition.
3. *Man vs. Himself*: A character struggles with himself and has trouble deciding what to do.
4. *Man vs. Nature*: A character has a problem with a natural happening - some element of nature.
5. *Man vs. Fate (God)*: A character has to battle what seems to be an uncontrollable problem.

Point of View - is the perception from which a story is told. Who is telling the story?

1. A **first-person** point of view means that the major character or characters are telling the story. They have first hand information because they are eyewitnesses.
2. A **third-person** point of view means that someone outside the story is telling it.
 - A. *omniscient* - which allows the narrator to relate the thoughts and feelings of all the characters; a godlike intuition.
 - B. *limited omniscient* - allows the narrator to relate the thoughts and feelings of only one character.

Tone/Mood - the author’s attitude or feeling about a piece of writing/the feelings the reader experiences during the story.

Theme - Author’s purpose—the subject or message being written about or discussed. The **moral** the author is trying to teach **AND** the **life-lesson** the reader learns from the story.

Style - the specific way the author chooses to write including, genre, format, language, vocabulary, chapter titles, prologue, epilogue, charts, maps, etc.

Sample Parent Letter

Greetings,

(Date)

For the next six weeks we will be working with the novel Thunder Cave by Roland Smith. This novel is set in Africa and has many themes for us to explore. The unit combines all the areas of Language Arts--literature, reading, writing, speaking, listening, and viewing--as well as technology. The unit is carefully directed, as I read the majority of the text and the class actively listens, analyzes the text, and explores Jake's life. There are individual activities as well as student assignments that are carried out in small groups or with a partner.

I included a research element in the unit because there are many related topics of study that are a part of *Thunder Cave's* storyline. Students will select what they want to study and then share their research in small groups in whatever way they choose.

Students have their own packet of information with everything they need to explore and share *Thunder Cave* with you. I would encourage you to check out a book from me so you can experience this novel with your student. Just promise me you won't read ahead no matter how much you're tempted.

I'll close by saying that if you have any questions, concerns or suggestions about the unit please feel free to contact me.

Working With You,

Roland Smith

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Roland Smith

P.O. Box 1611

Wilsonville, OR 97070

THUNDER CAVE RUBRIC

Name:

Hour:

UNIT ACTIVITIES AND REQUIREMENTS

POINTS/COMMENTS

READING

Three Type Questions - accurately labeled/answered
Vocabulary and Pronunciation - (16) accurate, neat

X2

LITERATURE

Class Novel: THUNDER CAVE

Life Lessons - ten correctly identified
Author's Craft - - five correctly identified
Mood Bar Graph -labeled, neat, colorful
Elements of Literature Essays - complete, accurate

WRITING

Jake's Grief - reflective, accurate, correct format
E-mail/Letter evaluation - thoughtful, reflective, neat

SPEAKING AND LISTENING

Italicized Reading - clear, feeling, flow, prepared
Active Listening - posture, eye contact, thoughtful ?'s
Mood Music - effective mood set, clearly read

X2

RESEARCH/TECHNOLOGY

Nguruman Escarpment info/Kenya map - complete
KWL, questions, vocab. - complete
Information summary and bibliography - complete
Project, paper or present. - accurate, neat, complete
Key: A -15,14; B -13,12; C - 11,10, INC.

COMMENTS

Unit Grade

Research

Topic _____

Name _____

K-W-L

WHAT DO YOU KNOW?

WHAT DO YOU WANT TO KNOW?

WHAT HAVE YOU LEARNED

