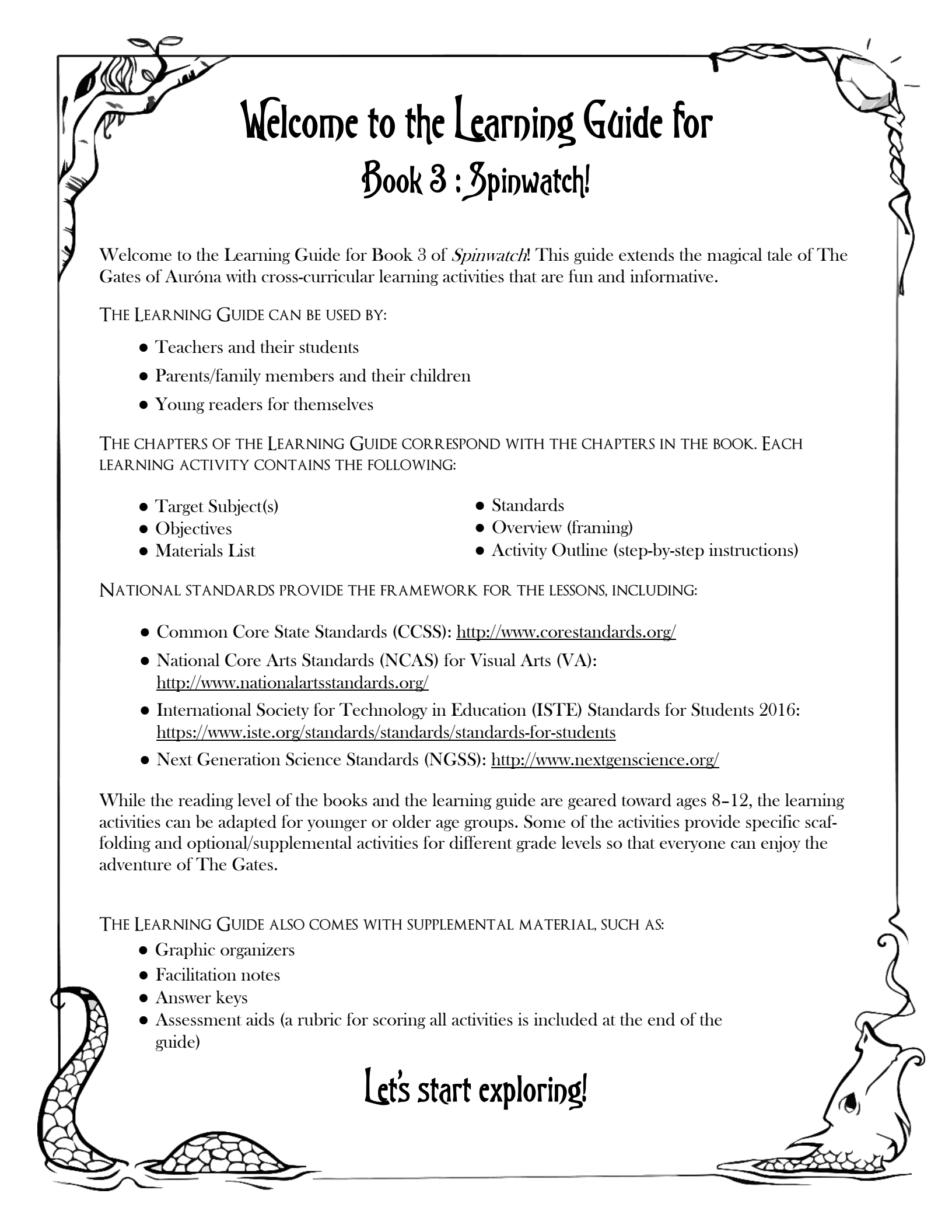


The Gates of AURONA



EXTENDED LEARNING GUIDE:
SPINWATCH



Welcome to the Learning Guide for Book 3 : *Spinwatch!*

Welcome to the Learning Guide for Book 3 of *Spinwatch!* This guide extends the magical tale of The Gates of Auróna with cross-curricular learning activities that are fun and informative.

THE LEARNING GUIDE CAN BE USED BY:

- Teachers and their students
- Parents/family members and their children
- Young readers for themselves

THE CHAPTERS OF THE LEARNING GUIDE CORRESPOND WITH THE CHAPTERS IN THE BOOK. EACH LEARNING ACTIVITY CONTAINS THE FOLLOWING:

- Target Subject(s)
- Objectives
- Materials List
- Standards
- Overview (framing)
- Activity Outline (step-by-step instructions)

NATIONAL STANDARDS PROVIDE THE FRAMEWORK FOR THE LESSONS, INCLUDING:

- Common Core State Standards (CCSS): <http://www.corestandards.org/>
- National Core Arts Standards (NCAS) for Visual Arts (VA): <http://www.nationalartsstandards.org/>
- International Society for Technology in Education (ISTE) Standards for Students 2016: <https://www.iste.org/standards/standards/standards-for-students>
- Next Generation Science Standards (NGSS): <http://www.nextgenscience.org/>

While the reading level of the books and the learning guide are geared toward ages 8–12, the learning activities can be adapted for younger or older age groups. Some of the activities provide specific scaffolding and optional/supplemental activities for different grade levels so that everyone can enjoy the adventure of The Gates.

THE LEARNING GUIDE ALSO COMES WITH SUPPLEMENTAL MATERIAL, SUCH AS:

- Graphic organizers
- Facilitation notes
- Answer keys
- Assessment aids (a rubric for scoring all activities is included at the end of the guide)

Let's start exploring!



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Chapter One

RETURN OF THE FATHER

ACTIVITY 1—4 REAL CHARACTERS

OBJECTIVE: Describe the main characters of the Troyer family. Explain the development of 1 character from Chapter One of Book 1 to Chapter One of Book 3.

MATERIALS:

- *Book 1: Into the Hare Wood*
- *Book 2: The Anguána's Tale*
- *Book 3: Spinwatch*
- Writing materials
- *4 Real Characters Graphic Organizer*
- *Character Development Graphic Organizer*

OVERVIEW: Exposition is a literary device that provides background information about characters, settings, and events. Characters become further developed as a series progresses. New characters can also be introduced, adding to the richness of the world or setting in which the story takes place.

Let's take a look at what we know about the Troyer family in Chapter One of *Spinwatch* and compare the characters as we met them in the first book and grew to know them more in the second book.

ACTIVITY OUTLINE:

1. Read Chapter One of Book 3: *Spinwatch*, "Return of the Father."
2. Review *Book 1: Into the Hare Wood*.
3. Review *Book 2: The Anguána's Tale*.
4. Complete the *4 Real Characters Graphic Organizer*.
5. Discuss the answers to the prompts.
6. Write 1 paragraph summarizing each character of the Troyer family.



7. Choose 1 character and complete the *Character Development Graphic Organizer*.
8. Write 1 paragraph describing how your chosen character has developed or changed from Chapter One of Book 1 to Chapter One of Book 3.

FACILITATION NOTES—COLLABORATION:

- Pairing or small group work would work well for the character development portion of this activity. Students can work collectively to research character development.
- Students can be grouped by ability levels, interests, learning styles, or social dynamics. Group students in a way that makes the most sense to meet the objectives.
- Pairs and triads are good options; quads and larger groups may need more hands-on facilitation and time.

SUBJECT: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.RL.4.1**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

- **CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

- **CCSS.ELA-LITERACY.RL.5.3**

Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

- **CCSS.ELA-LITERACY.W.4.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

4 Real Characters Graphic Organizer

Outline the expository information about the members of the Troyer family.

	DESCRIBE CHARACTER'S PHYSICAL APPEARANCE	DESCRIBE CHARACTER'S PERSONALITY	DESCRIBE CHARACTER'S ROLE OR PURPOSE IN STORY
CAMERON			
HANNAH			
BRIDGET			
ANTONIO			

Character Development Graphic Organizer

Choose 1 member of the Troyer family and outline the development of the character.

WHAT IS THIS CHARACTER LIKE IN BOOK 1?

- Personality?
- Beliefs?
- Relationships with other characters?

WHAT IS THIS CHARACTER LIKE IN BOOK 2?

- Personality?
- Beliefs?
- Relationships with other characters?

WHAT IS THIS CHARACTER LIKE IN BOOK 3?

- Personality?
- Beliefs?
- Relationships with other characters?

ACTIVITY 2—LET’S LEARN LADIN!

OBJECTIVES: Decipher the meanings of the Ladin words and phrases used in the story. Create original sentences that properly use the Ladin words and phrases.

MATERIALS:

- Book 3: Spinwatch
- Writing materials

OVERVIEW: Hannah’s father, Antonio, uses words and phrases from his native language, Ladin—Fassan Ladin to be precise. If you already speak Ladin, this activity will be easy for you. If you don’t, then you soon will! Let’s examine the Ladin words and phrases in the book and learn to say and use them.



ACTIVITY OUTLINE:

1. Read Chapter One of Book 3: Spinwatch, “Return of the Father.”
2. Use the “Ladin Pronunciations” page in the front of the book to:
 - o Define each Ladin word and phrase.
 - o Practice pronouncing each Ladin word and phrase.
3. Create original sentences that properly use each Ladin word and phrase.
4. Present your original sentences to the class.

SUBJECTS: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.SL.5.1.A**

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

- **CCSS.ELA-LITERACY.SL.5.6**

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

- **CCSS.ELA-LITERACY.L.6.4.A**

Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

Chapter Two

Stranger in the Village

ACTIVITY 1—5 UNREAL HAPPENINGS

Objectives: Describe the exposition (who, what, where, when, and why) of specific events in the series.

Materials:

- *Book 1: Into the Hare Wood*
- *Book 2: The Anguána's Tale*
- *Book 3: Spinwatch*
- Writing materials
- *The Five Ws Graphic Organizer*

Overview: In a series, so many events take place in the story and the exposition of specific ones that happened in previous books may be hard to remember. (Recall that exposition is a literary device that provides background information about characters, settings, and events.)

In Chapter One of *Book 3: Spinwatch*, “Return of the Father,” 5 events that could be considered “unreal” or magical are mentioned: Blue Bathrobe Man, royal squirrels, kidnapping vultures, a magic bow and arrow, and an armor of white fur. These events took place in *Books 1 and 2*. Let’s jog our memories and revisit those happenings.

Activity Outline:

1. Review Chapter One of *Book 3: Spinwatch*, “Return of the Father.”
2. Read Chapter Two of *Book 3: Spinwatch*, “Stranger in the Village.”
3. Review *Book 1: Into the Hare Wood*.
4. Review *Book 2: The Anguána's Tale*.
5. Complete *The Five Ws Graphic Organizer* for each event.
6. Discuss the answers to the prompts.
7. Write 1 paragraph summarizing each of the 5 events.



Facilitation Notes:

- This activity is great for small-group work. Each group of students can focus on 1 event, or groups can describe all events and compare their summaries.

SUBJECTS: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.RL.2.1**

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

- **CCSS.ELA-LITERACY.RL.4.3**

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

The Five W's Graphic Organizer

Describe the exposition.

WHO?

- Who are the characters?

WHAT?

- What happened?

WHERE?

- Where does the event take place?

WHEN?

- When does the event take place—book and chapter, timeline of the story?

WHY?

- Why is the event important to the story?

ACTIVITY 2—COMICS ARE BOOKS, TOO

Objectives: Explain how comic books are, or are not, a form of literature. Create a comic book chapter.

Materials:

- *Book 3: Spinwatch*
- Internet
- *Comics Are Books, Too, Graphic Organizer*
- Writing materials
- Drawing/art supplies

Overview: In Chapter Two, Hannah and Clark look at one of Ravi’s latest pieces of comic book art. Clark tells Hannah that she’ll be like Stan Lee. Hannah is struck by the thought of being “Stan Lee-good.”



As the editor-in-chief, executive vice president, and later publisher of Marvel Comics, Stan Lee has made great contributions to the world of comic books. He also co-created Spider-Man, the Hulk, Doctor Strange, the Fantastic Four, Iron Man, Daredevil, Thor, the X-Men, and many more. He is one of the many creative minds who have elevated comic books to the status of art and literature. Let’s explore the concept of comic books as literature and create your own comic book chapter.

Activity Outline:

1. Read Chapter Two of *Book 3: Spinwatch*, “Stranger in the Village.”
2. Research comic books as literature on the internet.
3. Complete the *Comics Are Books, Too, Graphic Organizer*.
4. Discuss the answers to the prompts.
5. Write 1 paragraph explaining how comic books are, or are not, a form of literature.
6. Write 1 paragraph describing the resources you used and why they are reliable and trustworthy.
7. Create and illustrate your own comic book based on Chapter Two.
8. Present your comic book chapter to the class.

Facilitation Notes:

- The comic book creation activity can be adapted for small-group work. Each group of students can focus on 1 event within the chapter. The groups can then sequentially present the events and compare their artistic and literary creations.

SUBJECTS: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.RL.2.7**

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

- **CCSS.ELA-LITERACY.RL.5.7**

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

- **CCSS.ELA-LITERACY.RL.6.9**

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **ISTE 3b**

Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- **NCAS Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

- **NCAS Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

- **VA:Cr1.1.3a**

Elaborate on an imaginative idea.

- **VA:Cr3.1.2a**

Discuss and reflect with peers about choices made in creating artwork.

Comics Are Books, Too, Graphic Organizer

Explain how comic books are, or are not, a form of literature.

WHAT ARE THE
CHARACTERISTICS
OF LITERATURE?

WHAT ARE THE
CHARACTERISTICS
OF COMIC BOOKS?

HOW ARE THE
CHARACTERISTICS
SIMILAR?

HOW ARE THE
CHARACTERISTICS
DIFFERENT?

WHAT IS YOUR
VERDICT—ARE
COMIC BOOKS
LITERATURE?

Chapter Three



CINDER IN THE SKY

ACTIVITY—THE DRAGON AND THE RAYÉTA STONE

OBJECTIVES: Compare and contrast what the characters witness in the sky with the story of the dragon and the Rayéta Stone.

MATERIALS:

- *Book 3: Spinwatch*
- Writing materials
- *The Dragon and the Rayéta Stone Graphic Organizer*

OVERVIEW: In Chapter Three, something strange and fantastical is seen in the night sky. One explanation for what the characters see could be the story of the dragon and the Rayéta Stone that Antonio tells. Do you believe the story? Let's compare the event in the chapter to the story that is told and find out whether it could be fact or fiction.

ACTIVITY OUTLINE:

1. Read Chapter Three, "Cinder in the Sky."
2. Use The Dragon and the Rayéta Stone Graphic Organizer to organize your thoughts.
3. Write 2 paragraphs comparing and contrasting the "Cinder in the Sky" event and the story of the dragon and the Rayéta Stone.
 - o Compare—How are they similar?
 - o Contrast—How are they different?
4. Write 2 paragraphs identifying the factual and fictional elements within the "Cinder in the Sky" event and the story of the dragon and the Rayéta Stone.
 - o Facts—What are the factual elements of each?
 - o Fiction—What are the fictional elements of each?



SUBJECTS: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

- **NGSS 1-LS3-1**

Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

The Dragon and the Rayéta Stone Graphic Organizer

Describe the exposition for the event and the story.

THE "CINDER IN THE SKY" EVENT

THE DRAGON AND THE RAYÉTA STONE

WHO?

WHAT?

WHERE?

WHEN?

WHY?

Chapter Four



MIRROR LAKE

ACTIVITY 1—RHODOCHROSITE IS REAL

OBJECTIVES: Research rhodochrosite. Make and present a rhodochrosite display.

MATERIALS:

- Book 3: Spinwatch
- Internet
- Rhodochrosite Is Real Presentation Graphic Organizer
- Drawing/art supplies
- Presentation materials

OVERVIEW: The Alma Rose rhodochrosite was stolen from the Rice Rock & Mineral Museum. By all accounts, this is a very special rock. Remember that rocks are made from different types of minerals. Minerals are formed by natural, geological processes. They are usually solid and have a crystal structure. Let's explore the world of rhodochrosite and choose your own special rhodochrosite.

ACTIVITY OUTLINE:

1. Read Chapter Four, "Mirror Lake."
2. Use the Rhodochrosite Is Real Presentation Graphic Organizer to:
 - o Describe the Alma Rose rhodochrosite.
 - o Describe other examples of rhodochrosite.
 - o Research rhodochrosite to select your own special rhodochrosite.
3. Create a display of your rhodochrosite:
 - o Draw and illustrate your rhodochrosite. (Images can also be used.)
 - o Describe your rhodochrosite in text on the display.
 - o Present your rhodochrosite display to the class.



FACILITATION NOTES:

- Choose parts of the activity or do the entire activity.
- For grades 6–8 and higher, you can choose other types minerals and have students compare and contrast them.

SUBJECTS: Geology, Technology Literacy, Visual Arts, Language Arts—Speaking & Listening

STANDARDS:

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **NCAS Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

- **NCAS Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

- **VA:Cr1.1.3a**

Elaborate on an imaginative idea.

- **VA:Cr3.1.2a**

Discuss and reflect with peers about choices made in creating artwork.

- **CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

Rhodochrosite Is Real Graphic Organizer

Explore the world of rhodochrosite to discover and choose your own.

DESCRIBE THE
ALMA ROSE
RHODOCHROSITE

- What type of rock is it?
- What is it made of?
- Where would this rock be found?
- What would this rock be used for?

DESCRIBE OTHER
EXAMPLES OF
RHODOCHROSITE

- What do these rocks look like?
- Where would these rocks be found?
- What would these rocks be used for?

RESEARCH
RHODOCHROSITE
TO SELECT YOUR
OWN SPECIAL
RHODOCHROSITE

- What type of rhodochrosite would you want?
- What does it look like?
- Where can it be found?
- Does it have any “special powers”? What can it do?
- What are some fun facts about your rhodochrosite?

ACTIVITY 2—SAME PLACE, DIFFERENT NAME

OBJECTIVES: Use reliable, fact-based research sources to identify facts about a place.

MATERIALS:

- *Book 3: Spinwatch*
- Writing materials
- Internet

OVERVIEW: Over time, places can change names many times. In Chapter Four, we discover the story of how Jackson Bottom became known as Mirror Lake. Let's do some research about how a landmark or a location came to be called by different names.

ACTIVITY OUTLINE:

1. Review Chapter Four, "Mirror Lake."
2. Describe how the same lake came to be called by different names.
3. Use the internet and reliable, fact-based research sources to research a landmark or place that has been called by different names. You can focus your research in the area where you live or in a location in which you are interested.
4. Write 2 paragraphs comparing and contrasting the names used to describe the landmark or place and the reasons for the different names.
 - o Compare—How are the names and the reasons for those names similar?
 - o Contrast—How are the names and the reasons for those names different?
5. Write 1 paragraph describing the resources you used and why they are reliable and trustworthy.



YOUNGSTERS SWIMMING IN OLD MIRROR LAKE.

SUBJECTS: Social Studies, Technology Literacy, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.RL.2.9**

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- **NGSS 3-LS4-2**

Use evidence (e.g., observations, patterns) to construct an explanation.

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **ISTE 3b**

Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- **CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

Chapter Five

SILLY OLD FAIRY TALE

ACTIVITY—SPINNING A SPINWATCH

OBJECTIVES: Research cultural legends. Create and illustrate a legend of your own.

MATERIALS:

- *Book 3: Spinwatch*
- Internet
- *Legends Graphic Organizer*
- *Spinning a Spinwatch Graphic Organizer*
- Writing materials
- Drawing/art materials

OVERVIEW: Learning about legends from the past (real or imagined) can be exciting. In Chapter Five of *Spinwatch*, Antonio describes the time of *filó*, or spinwatch. Storytellers would spin stories to the men and women of the Dolomite villages.

The Gates of Auróna series can be considered a time of *filó*, or spinwatch—especially if you are reading the books out loud to a group. Let’s explore some cultural legends like those in the book and create one of your own.

ACTIVITY OUTLINE:

1. Read Chapter Five, “Silly Old Fairy Tale”
2. Use the internet and reliable, fact-based research sources to research 3 cultural legends. You can choose 1 culture (perhaps your own or one about which you are curious) or you can choose multiple cultures.
3. Use the Legends Graphic Organizer to plan your legend summaries.
4. Write 3 paragraphs summarizing each legend you researched—1 paragraph for each legend.



5. Create your own legend. Use the Spinning a Spinwatch Graphic Organizer to plan the exposition.
6. Write your own legend in about 500 words.
7. Illustrate your legend.
8. Present your legend to the class and explain the inspiration for your legend.

FACILITATION NOTES

- This activity is great for small-group work. Have students collaborate to research legends, write and illustrate their own legend, and present their work.
- Encourage students to draw freely and “make mistakes.” No one is expected to become a professional illustrator during the course of this activity.
- For grades 7 or higher: You can focus on pencil drawing techniques and shading.

SUBJECT: Social Studies, Technology Literacy, Visual Arts, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **ISTE 3b**

Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- **CCSS.ELA-LITERACY.RL.2.9**

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

- **CCSS.ELA-LITERACY.W.4.1.B**

Provide reasons that are supported by facts and details.

- **CCSS.ELA-LITERACY.W.4.7**

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

- **CCSS.ELA-LITERACY.SL.3.4**

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

- **NCAS Anchor Standard 1**

Generate and conceptualize artistic ideas and work.

- **NCAS Anchor Standard 5**

Develop and refine artistic techniques and work for presentation.

- **VA:Cr1.1.3a**

Elaborate on an imaginative idea.



Legends Graphic Organizer

Research 3 cultural legends. You can choose 1 culture (perhaps your own or one about which you are curious) or you can choose multiple cultures.

LEGEND 1

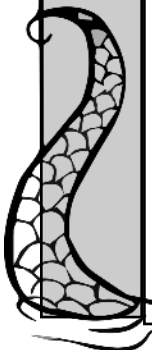
- Who is it about?
- What happened?
- Where did it take place?
- When did it take place?
- Why was it told or written down?
- How did you come to choose this legend?

LEGEND 2

- Who is it about?
- What happened?
- Where did it take place?
- When did it take place?
- Why was it told or written down?
- How did you come to choose this legend?

LEGEND 3

- Who is it about?
- What happened?
- Where did it take place?
- When did it take place?
- Why was it told or written down?
- How did you come to choose this legend?



Spinning a Spinwatch Graphic Organizer

Describe the exposition of your legend.

WHO?

- Who are the characters?

WHAT?

- What happened?

WHERE?

- Where does the legend take place?

WHEN?

- When does the legend take place?

HOW? WHY?

- Why is the legend interesting or important?

- How were you inspired to create this legend?

Chapter Six

A LITTLE LARGER THAN A COUGAR

ACTIVITY 1—WETLAND SAFARI

OBJECTIVES: Use reliable, fact-based research sources to identify animals that live in wetland areas.

MATERIALS:

- *Book 3: Spinwatch*
- Internet
- Writing materials
- *Wetland Animals Graphic Organizer*
- *Human Impact on Wetlands Graphic Organizer*
- Art/drawing/sculpting materials

OVERVIEW: In Chapter Six, the Troyer family braves the Jackson Bottom Wetlands at night. Although Hannah and Cam are looking for a dragon, dragons aren't usually the first animals we think of that live in wetland areas. The sighting of possible "cougar tracks" makes more sense. Wetland inhabitants can include plants, insects, fish, birds, reptiles, and mammals.

Humans have encroached on the natural habitats of many species of animals. Your research on the wetland inhabitants that are impacted by humans will help identify what we as humans can do to preserve both land and animals.

ACTIVITY OUTLINE:

1. Read Chapter Six, "A Little Larger Than a Cougar."
2. Use the internet to conduct research about wetland animals.
3. Use the *Wetland Animals Graphic Organizer* to plan your summary paragraph.
4. Write 1 paragraph summarizing the types of animals that live in wetlands. Be sure to present a variety of species.



5. Use the *Human Impact on Wetlands Graphic Organizer* to plan your descriptive paragraphs.
6. Write 1 paragraph describing the results of human actions on the wetlands.
7. Write 1 paragraph explaining how humans can make positive changes to save the wetlands and its inhabitants.
8. Create a “Portrait of a Wetland.” This can be a drawing, collage, painting, or sculpture.
9. Share your work with a partner or the class.

FACILITATION NOTES

- The “Portrait of a Wetland” step is great for small-group work. Have students collaborate to create their own vision of a wetland and present their work.
- Consider using a variety of art materials:
 - o Pencil
 - o Collage supplies (paper, tile, etc.)
 - o Watercolors
 - o Oil paints
 - o Modeling clay
- Encourage students to create freely and “make mistakes.” No one is expected to become a professional illustrator, sculptor, or modeler during the course of this activity.
- For grades 7 or higher: Have students create a wetland diorama.

SUBJECT: Biology, Technology Literacy, Visual Arts, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- NGSS 1-LS3-1

Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

- NGSS 3-LS4-2

Use evidence (e.g., observations, patterns) to construct an explanation.

- ISTE 3a

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- ISTE 3b

Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- CCSS.ELA-LITERACY.W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- CCSS.ELA-LITERACY.RH.6-8.2

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- CCSS.ELA-LITERACY.RH.6-8.8

Distinguish among fact, opinion, and reasoned judgment in a text.

- VA:Cr1.2.1a

Use observation and investigation in preparation for making a work of art.

- VA:Cr2.3.4a

Document, describe, and represent regional constructed environments.

Wetlands Animals Graphic Organizer

Describe what lives in a wetland environment.

PLANTS

INSECTS

FISH

BIRDS

REPTILES

MAMMALS



Human Impact on Wetland Graphic Organizer

Describe the results of human actions on the wetlands and what positive changes can be made.

HOW HAVE HUMANS
AFFECTED THE WETLANDS?

WHAT CHANGES CAN
HUMANS MAKE TO
POSITIVELY IMPACT THE
WETLANDS AND ITS
INHABITANTS?

WHAT CAN
YOU DO TO
POSITIVELY IMPACT THE
WETLANDS AND ITS
INHABITANTS?

ACTIVITY 2—ARCHERY ACUMEN

OBJECTIVES: Use reliable, fact-based research sources to explain how to shoot a bow and arrow. Demonstrate proper and safe usage of a bow and arrow.

MATERIALS:

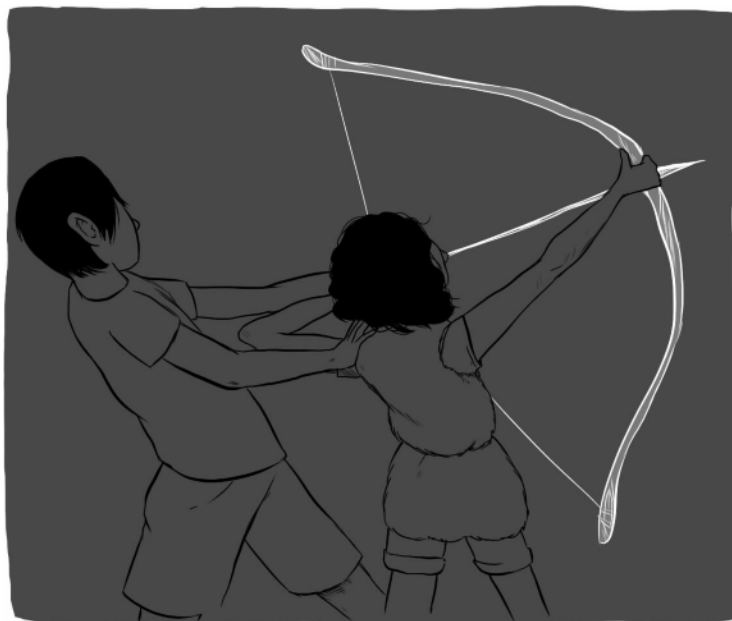
- *Book 3: Spinwatch*
- Internet
- Writing materials
- *Archery Acumen Graphic Organizer*

OVERVIEW: In *Book 2: The Anguána’s Tale*, Hannah’s bow and arrow were gifts from the dwarves to Dolasilla—and now gifts to her as a descendant of Dolasilla. In *Book 3: Spinwatch*, Hannah gets to finally use the bow and arrow.

Archery is the practice of using a bow and arrows, most often to shoot targets. Archery is considered both a sport and a skill. Let’s test your acumen (knowledge) about archery and the use of bows and arrows. Maybe you can even provide a demonstration!

ACTIVITY OUTLINE:

1. Read Chapter Six, “A Little Larger Than a Cougar.”
2. Use the internet to conduct research about archery.
3. Use the *Archery Acumen Graphic Organizer* to plan your writing.
4. Write 1 paragraph describing archery as a sport.
5. Write 1 paragraph describing archery as a skill.
6. Write 1 paragraph with step-by-step instructions on how to shoot a bow and arrows.
7. Demonstrate how to shoot a bow and arrows. You can use a real bow and arrows or an “air” bow and “air” arrows.



SUBJECT: Physical Education, Technology Literacy, & Language Arts—Writing & Speaking & Listening

STANDARDS:

- **NGSS 1-LS3-1**

Make observations (firsthand or from media) to construct an evidence-based account for natural phenomena.

- **NGSS 3-LS4-2**

Use evidence (e.g., observations, patterns) to construct an explanation.

- **ISTE 3a**

Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

- **ISTE 3b**

Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

- **CCSS.ELA-LITERACY.W.4.9**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.8**

Distinguish among fact, opinion, and reasoned judgment in a text.

Archery Acumen Graphic Organizer

Describe how to properly use a bow and arrows.

HOW WAS
ARCHERY
INVENTED? BY
WHOM? WHY?

WHAT
EQUIPMENT
IS NEEDED?

WHAT SAFETY
PRECAUTIONS
NEED TO BE
TAKEN?

WHO CAN
PARTICIPATE IN
ARCHERY?

WHAT ARE THE STEPS
OF LEARNING TO
SHOOT A BOW
AND ARROW?

Chapter Seven

SERPENT OF THE LAKE

ACTIVITY 1—WHAT HAPPENS NEXT?

OBJECTIVES: Extrapolate and outline what might happen in the second half of Chapter Seven. Write the rest of the chapter as if you were the author.

MATERIALS:

- Book 3: Spinwatch
- Writing materials
- What Happens Next? Graphic Organizer

OVERVIEW: As we come to the final chapter of Spinwatch, the action really heats up. (And because of a dragon, at that!) Read just the first 4 pages of the chapter and then ask yourself, “What will happen next?” Because that’s going to be up to you as you extrapolate, or form an opinion (make an informed decision) about something based on the facts that you currently know. Now it’s your turn to extrapolate and use your knowledge of the story and the series so far to write the rest of the chapter. Spin your spinwatch!

ACTIVITY OUTLINE:

1. Read pages 105–109 of Chapter Seven, “Serpent of the Lake.” Be careful not to read the whole chapter!
2. Review Chapters One through Six.
3. Use the What Happens Next? Chapter Graphic Organizer to extrapolate and outline what might happen in the rest of the chapter and the book.
4. Use your outline to write the rest of Chapter Seven of Spinwatch (400–700 words) as if you were the author.
 - o You are the author now. Let your imagination go wild!
 - o Include the exposition of your chapter—who, what, when, where, and why.



- o Describe any new characters, places, or actions.
 - o Explain what has been resolved and what has not.
5. Share your original chapter with a partner or the class.

FACILITATION NOTES—GROUPING:

- Pairing or small group work would work well for this activity. Students can use collective storytelling to create a jointly authored, finished chapter.
- Students can be grouped by ability levels, interests, learning styles, or social dynamics. Group students in a way that makes the most sense to meet the objectives.
- Pairs and triads are good options; quads and larger groups may need more hands-on facilitation and time.

SUBJECT: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.RL.2.3**

Describe how characters in a story respond to major events and challenges.

- **CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

- **CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Writing the Next Chapter Graphic Organizer

Extrapolate and outline what might happen in the first chapter of the next book.

WHO?

- Which characters will be included?
- Will any new characters be introduced? If so, who might they be?

WHAT?

- Based on what you know so far, what might happen next?
- What might the characters do?
- What might the characters say?
- What gets resolved?
- What doesn't get resolved?

WHERE?

- Where will the characters go?
- What locations will be used?

WHEN?

- When does the rest of the action take place—immediately after Hannah dives for the arrow, or does some time pass?

HOW? WHY?

- Why is this chapter important to the story?
- Why did you write what you did?
- How will what you write fit into the book series?

ACTIVITY 2—REPORTING THE STORY

OBJECTIVES: Write Bridget’s news article as if you were the reporter.

MATERIALS:

- *Book 3: Spinwatch*
- Writing materials
- *Reporting the Story Graphic Organizer*

OVERVIEW: As *Book 3: Spinwatch* comes to a close, Bridget still has an article to write. At one point in the story, she questions what to write: “What am I supposed to say: UFO sighting over Hillsboro?” (page 43). Help Bridget write a news article describing the main events of the story for the people in the city of Hillsboro and beyond. Will you report what really happened, or will you give an alternate version that might be more believable? You decide whether to tell the truth or to spin a spinwatch!

ACTIVITY OUTLINE:

1. Review Chapter Seven, “Serpent of the Lake.”
2. Use the Reporting the Story Graphic Organizer to outline the news article that Bridget should write.
3. Use your outline to write the news article (300–500 words) as if you were the author.
 - o You are the writer now. Let your imagination go wild—or not! Be as truthful and factual as you want to be—or not.
 - o Describe the main events in the story.
 - o Include exposition—who, what, when, where, and why—for each event.
 - o Focus on summarizing (remember, you’re not retelling the whole story).
4. Present your original news article to a partner or the class.



SUBJECT: Language Arts—Writing & Speaking & Listening

STANDARDS:

- **CCSS.ELA-LITERACY.W.4.3**

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- **CCSS.ELA-LITERACY.W.5.1.A**

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

- **CCSS.ELA-LITERACY.W.5.1.B**

Provide logically ordered reasons that are supported by facts and details.

- **CCSS.ELA-LITERACY.L.3.6**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

- **CCSS.ELA-LITERACY.SL.4.4**

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



Reporting the Story Graphic Organizer

Outline the events of the story as if you were Bridget, the reporter, preparing to write an article.

WHO?

- Which characters will be included?

WHAT?

- What were the main events of the story?
- What did the characters do?
- What happened?

WHERE?

- Where did the events take place?

WHEN?

- When did the events take place?

HOW? WHY?

- Why did the events occur?
- Why did you write what you did?
- How persuasive is your writing? (Do you think your audience will believe you?)

ASSESSMENT RUBRIC

Assign a point value for each activity to score student work. This rubric is constructed to score all parts of the activity, including the optional portions.

ACTIVITY	0	1	2	3
CHAPTER ONE ACTIVITY 1—4 REAL CHARACTERS	Student's responses do not clearly identify the answers to each expository element.	Student's responses clearly identify some of the expository elements.	Student's summary response identifies all of the expository elements. OR Student's developmental response identifies all of the expository elements.	Student's summary and developmental responses clearly identify all of the expository elements.
CHAPTER ONE ACTIVITY 2— CHARACTER DEVELOPMENT	Student's response does not clearly describe each character.	Student's response clearly describes some elements of each character.	Student's response somewhat clearly describes all elements of each character.	Student's clearly describes all elements of each character.

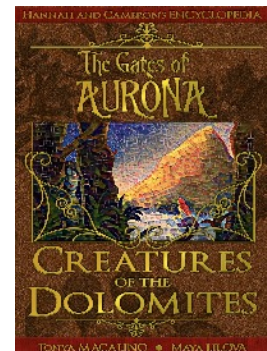
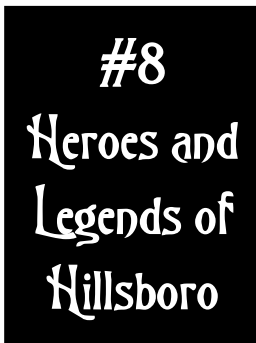
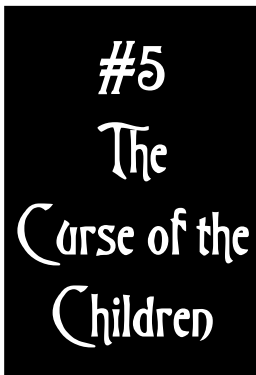
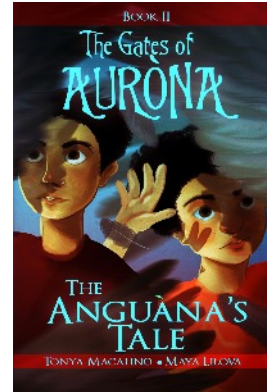
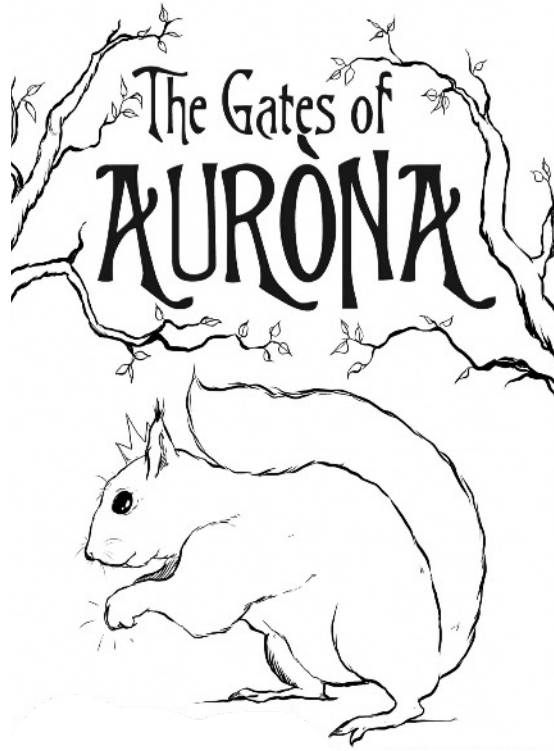
ACTIVITY	0	1	2	3
CHAPTERS TWO ACTIVITY 1—5 UNREAL HAPPENINGS	Student's response does not summarize each event.	Student's response summarizes some of the events.	Student's response somewhat clearly summarizes each of the events.	Student's response clearly summarizes each of the events.
CHAPTER TWO ACTIVITY 2—COMICS ARE BOOKS, TOO	Student's response does not clearly explain how comic books are, or are not, a form of literature; student's response does not include an original comic book chapter.	Student's response somewhat clearly explains how comic books are, or are not, a form of literature OR student's response includes a poorly written/presented original comic book chapter.	Student's response somewhat clearly explains how comic books are, or are not, a form of literature AND student's response includes a somewhat clearly written/presented original comic book chapter.	Student's response clearly explains how comic books are, or are not, a form of literature AND student's response includes a clearly written/presented original comic book chapter.
CHAPTER THREE ACTIVITY—THE DRAGON AND RAYÉTA STONE	Student's response does not clearly compare and contrast the event and the story; student's response does not clearly identify factual and fictional elements within the event and the story.	Student's response somewhat clearly compares and contrasts the event and the story OR student's response somewhat clearly identifies factual and fictional elements within the event and the story.	Student's response somewhat clearly compares and contrasts the event and the story AND student's response somewhat clearly identifies factual and fictional elements within the event and the story.	Student's response clearly compares and contrasts the event and the story; student's response clearly identifies factual and fictional elements within the event and the story.

ACTIVITY	0	1	2	3
CHAPTER FOUR ACTIVITY 1— RHODOCHROSITE IS REAL	Student's display does not clearly depict a drawing/illustration of his/her rhodochrosite and a poorly written description; student did not present.	Student's display depicts a drawing/illustration of his/her rhodochrosite and a poorly written description; student did not present.	Student's display clearly depicts a drawing/illustration of his/her rhodochrosite and a somewhat clearly written description; student's presentation is somewhat clear and thoughtful.	Student's display clearly depicts a drawing/illustration of his/her rhodochrosite and a clearly written description; student's presentation is clear and thoughtful.
CHAPTER FOUR ACTIVITY 2—SAME PLACE, DIFFERENT NAME	Student's response does not clearly compare and contrast 2 landmarks or places; student's response does not include a description of the resources used and why they are reliable and trustworthy.	Student's response poorly or incorrectly compares and contrasts 2 landmarks or places; student's response includes a poorly or incorrect description of the resources used and why they are reliable and trustworthy.	Student's response somewhat clearly compares and contrasts 2 landmarks or places; student's response includes a somewhat clear description of the resources used and why they are reliable and trustworthy.	Student's response clearly compares and contrasts 2 landmarks or places; student's response includes a clear description of the resources used and why they are reliable and trustworthy.
CHAPTER FIVE ACTIVITY—SPINNING A SPINWATCH	Student's response does not include 3 summary paragraphs; student's response does not include a written or illustrated original legend; student does not present his/her legend.	Student's response includes 1–2 summary paragraphs; student's response includes a poorly written and illustrated original legend; student's presentation of his/her legend.	Student's response includes 3 somewhat clearly written summary paragraphs; student's response includes a somewhat clearly written and illustrated original legend; student's response includes a clear presentation of his/her legend.	Student's response includes 3 clearly written summary paragraphs; student's response includes a clearly written and illustrated original legend; student's response includes a clear presentation of his/her legend.

ACTIVITY	0	1	2	3
CHAPTER SIX ACTIVITY 1—WETLAND SAFARI	Student's response does not include 3 paragraphs; student's response does not include a "Portrait of a Wetland"; student does not present his/her work.	Student's response includes 1-2 paragraphs; student's response includes a poorly illustrated "Portrait of a Wetland"; student's response includes a poor presentation of his/her work.	Student's response includes 3 somewhat clearly written paragraphs; student's response includes a somewhat clearly illustrated "Portrait of a Wetland"; student's response includes a somewhat clear presentation of his/her work.	Student's response includes 3 clearly written paragraphs; student's response includes a clearly illustrated "Portrait of a Wetland"; student's response includes a clear presentation of his/her work.
CHAPTER SIX ACTIVITY 2—ARCHERY ACUMEN	Student's response does not include 3 paragraphs; student does not demonstrate how to shoot a bow and arrows.	Student's response includes 1-2 paragraphs; student's response includes a poor demonstration of how to shoot a bow and arrows.	Student's response includes 3 somewhat clearly written paragraphs; student's response includes a somewhat clear demonstration of how to shoot a bow and arrows.	Student's response includes 3 clearly written paragraphs; student's response includes a clear demonstration of how to shoot a bow and arrows.
CHAPTER SEVEN ACTIVITY 1—WHAT HAPPENS NEXT?	Student's response does not include an original completion of the chapter of 400-700 words.	Student's response includes an original completion of the chapter of less than 400 words.	Student's response includes a somewhat clearly written original completion of the chapter of 400-700 words.	Student's response includes a clearly written original completion of the chapter of 400-700 words.

ACTIVITY	0	1	2	3
CHAPTER SEVEN ACTIVITY 2— REPORTING THE STORY	Student's response does not include an original article of 300–500 words.	Student's response includes an original article of less than 300 words.	Student's response includes a somewhat clearly written original article of 800–1,500 words.	Student's response includes a clearly written original article of 800–1,500 words.

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