

Chapter 6

Journey to the Peak

Common Core Standards

- 3.1.4.4 and 4.1.4.4, and 5.1.4.4 I can determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language
- 4.1.3.3 I can describe in depth a character, setting, or event in a story, or drama, drawing on specific details in the text.
- 3.3.1.3 and 4.3.1.3 and 5.3.1.3 I can apply grade-level phonics and word analysis skills in decoding words, reading grade appropriate irregularly spelled words, including high frequency words and common prefixes and suffixes.

Prereading

Irregularly Spelled Words

“soft g” words: garbage barge generously

“soft c” words: celebrations performances unconvincing

Sometimes an “i” in an open syllable says the “long e” instead of the “long i” sound.

brilliant

genius

minions

Some words have silent letters

foreign

disguise

Prefixes and Suffixes

The prefixes “un” and “im” mean “not”

“ti” and “ci” often are pronounced as /sh/ in suffixes

-ly often tells how or when something happened

Think-Pair-Share

Talk about a time when you had to wait impatiently for something. Talk about a time when you were unconvinced. Have you ever been suspicious of something? Have you ever given generously? Watch for these words in this chapter.

Acronyms

- S.O.S means “**S**ave **O**ur **S**hip
- V.I.P means “**V**ery **I**mportant **P**erson

Look for an “acronym” in this chapter.

Think-Pair-Share:

Make up an “acronym” for one of your names.

Postreading

This author likes to “play with words,” another idiom.

- Why did the author name the acrobats Stan Ding, Wob Ling, and Jum Ping?
- On New Years in the United States, there is a famous song that has the words “Auld Lang Synne.” Bruce thought the words were “Old Lamb Sign.” This is called a malapropism. What is the malapropism in the following sentence: “The wind shield temperature was 60 below zero.”

Put these three major scenes from the chapter in sequential order. (Could make cardstock versions for students to manipulate.) Then, close your eyes and **visualize** these scenes. Think/Pair/Share Describe your what you visualized using **specific details from the text and** at least **four** of our **twelve visualization words**: where, what, when, background, color, movement, number, size, shape, perspective, mood, sound

- 1 The meerkats watched the acrobats talk to the Ringmaster.
- 2. The meerkats waited in line at the tram terminal.
- 3. The meerkats got into a poodle costume, wandered around The Peak, and watched the acrobats perform.

The sequential
order of the events
on the previous
page was:

2, 3, 1