

## Lesson 5 (Chapters 9-11, Pages 75-100)

| List 1   | List 2   | List 3  | Vocabulary Expressions                                   |
|--|--|---|--|
| curious<br>suspensions<br>concluded<br>anxiously<br>intimidating<br>expel<br>pod<br>cacophony<br>collision<br>extinguished | underwater<br>sandbox<br>overlay<br>busywork<br>offshore<br>bottlenose | resentfully<br>playfulness<br>breathlessly<br>carefully<br>accidentally | fishing bum<br><br>piece of ribbing<br><br>buddy breathe |

### Word Lists

#### Decoding Word Lists

#### Exercise 1: Initial Decoding

Follow the instructions for Exercises 1–3 and the correction procedure from the previous lessons to present the word lists. You should firm each list read to mastery.

List 1: vocabulary words

List 2: compound words

List 3: words with two suffixes

List 4: vocabulary expressions

**Let's talk about what these words mean. The first word is *curious*.**

**Curious means to be interested in finding out about something.**

**What does curious mean?** (Signal.)

*To be interested in finding out about something. Sometimes people ask*

**too many questions and we tell them they are too...**(Signal.)

*Curious.*

**Word 2 is *suspensions*. Suspensions are doubts. What are suspicions?** (Signal.) *Doubts. What is another way to say doubts?* (Signal.) *Suspensions.*

**What's another way of saying: The detective had doubts about the suspect?** (Signal.) *The detective had suspicions about the suspect.*

**Word 3 is *concluded*. Concluded means finished. What does concluded mean?** (Signal.) *Finished. If the speaker finished his speech he...*(Signal.) *Concluded it.*

**Word 4 is *anxiously*. Anxiously means nervously. What does anxiously mean?** (Signal.) *Nervously.*

**Tell me about a time you waited anxiously.** Ideas: *Waiting to see the doctor or the dentist; right before playing a game; taking a test.*

**Word 5 is *intimidating*. To be intimidating is to be threatening. What does intimidating mean?** (Signal.) *Threatening. A dog growling at you can be...*(Signal.) *Intimidating.*

**Word 6 is *expel*. Expel means push out. What does expel mean?** (Signal.) *Push out. What word means push out?* (Signal.) *Expel.*

**The divers have to expel gases from their blood system or they can become very ill.**

**Word 7 is *pod*. A pod is a small group. What is a pod?** (Signal.) *A small group. The divers encounter a small group of dolphins. What did they encounter?* (Signal.) *A pod of dolphins.*

**Word 8 is *cacophony*. A cacophony is a loud, unpleasant mixture of sounds. What is a cacophony?** (Signal.) *A loud, unpleasant mixture of sounds. What word means a loud, unpleasant mixture of sounds?* (Signal.) *Cacophony.*

**If everyone in this room started talking really loudly all at the same time about different things, there would be a cacophony of voices.**

**Word 9 is *collision*. A collision is an accident where two objects crash into each other. What is a collision?** (Signal.) *An accident where two objects crash into each other.*

**When two cars run into each other, they have a ...** (Signal.) *Collision.*

**Word 10 is *extinguished*. Extinguished means put out. What does extinguished mean?** (Signal.) *Put out. If you extinguished a fire what did you do?* (Signal.) *Put it out.*

**Touch list 2. These words have something in common. What do these words have in common?** Ideas: *They are compound words. They are long words that are made up of two small words. Yes, they are all compound words that will be in our story today.*

**What two words make up the compound word underwater?** (Signal.) *Under and water.* (Repeat this procedure for each word in the list.)

**Touch list 3. Look at the words in the list. What do these words have in common?** Ideas: *They all have suffixes. They have more than one suffix at the end. Yes, they all have two suffixes added at the end of the word.*

**Touch the first word. The base word is resent. The suffix “ful” was added and then the suffix “ly” was added to make the word resentfully. What is the base word?** (Signal.) *Resent. What is the first suffix added?* (Signal.) *“Ful.” What is the second suffix added?* (Signal.) *“Ly.” Read the word again.* (Signal.) *Resentfully.*

**Touch the next word. The base word is play. The suffix “ful” was added and then the suffix “ness” was added to make the word playfulness. What is the base word?** (Signal.) *Play.* **What is the first suffix added?** (Signal.) *“Ful.”* **What is the second suffix added?** (Signal.) *“Ness.”* **Read the word again.** (Signal.) *Playfulness.*

**Touch the next word. The base word is breath. The suffix “less” was added and then the suffix “ly” to make the word breathlessly. What is the base word?** (Signal.) *Breath.* **What is the first suffix added?** (Signal.) *“Less.”* **What is the second suffix added?** (Signal.) *“Ly.”* **Read the word again.** (Signal.) *Breathlessly.*

**Touch the next word. What is the base word?** (Signal.) *Care.* **The base word is care. What is the first suffix?** (Signal.) *“Ful.”* **Yes, the first suffix is “ful”. What is the next suffix?** (Signal.) *“Ly.”* **Yes, the next suffix is “ly”. What is the whole word?** (Signal.) *Carefully.* **Yes, carefully is the whole word.**

**Touch the next word. What is the base word?** (Signal.) *Accident.* **The base word is accident. What is the first suffix?** (Signal.) *“Al.”* **Yes, the first suffix is “al”. What is the next suffix?** (Signal.) *“Ly.”* **Yes, the next suffix is “ly”. What is the whole word?** (Signal.) *Accidentally.* **Yes, accidentally is the whole word.**

## Vocabulary Expressions

**Touch List 4. The first expression is *fishing bum*.**

**This expression refers to someone that spends all of their time fishing for enjoyment. They don’t make any money at it, and they don’t have any other job.**

**Fishing bum is an example of a colloquialism. An expression that is colloquial is an expression that is informal language that is used mostly in conversation.**

**Is a colloquialism formal or informal language?** (Signal.) *Informal.* **When are colloquialisms usually used?** (Signal.) *In conversations.*

**Expression 2 is *piece of ribbing*. A ribbing is a joke or a teasing. What is a ribbing?** (Signal.) *A joke or a teasing.*

**If you give someone a piece of ribbing it means that you are joking around with that person or teasing them.**

**Is a piece of ribbing formal or informal language?** (Signal.) *Informal language.*

**Is a piece of ribbing a colloquialism? Why or why not?**  
Idea: *Yes. You would usually use this expression in conversation.*

**Expression 3 is *buddy breathe*.**  
**This expression is a diving expression. Divers have to buddy breathe if something happens with one of the diver's air tanks or air hoses. To buddy breathe, one diver takes a breath out of the air hose and then the other diver takes a breath out of the air hose.**

### What's Happened So Far

**Let's summarize the main events that happened in chapters 7 and 8.** Ideas: *The teens marked caves for Cutter's team. Dante found a German warplane. Kaz rescued Star. The teens showed Cutter the artifact but he told them it was from a previous film that was shot. The teens are beginning to think marking the caves was busy work.*

**Let's continue reading.**

### Historical Entry

(Ask the following questions and fill out the Griffin story chart)

**What is the date for this part of the story?** *July 3, 1665*

**We know that this entry was made after Samuel went on board the Griffin, but before the Griffin sank.**

### Story Reading

#### Page 75

**The Griffin had a terrible smell. What were some of the things**

**that caused it?** Ideas: *Bilge water, cooking fires, rotting food, livestock, dirty water, unwashed men.*

**How many men were aboard the Griffin?** *82*

**Why didn't Captain Blade want anyone to know he had been seasick?** Idea: *His men might think he was a weak leader.*

#### Pages 76-78

(Read to the end of the sentence "I'll die under James Blade's lash.")

**Floggings are beatings with a whip. What does the fact that the captain enjoyed giving floggings tell us about his character?** Idea: *He was a cruel, hateful man.*

**Why did Samuel help Evans?** Idea: *He felt a bond with him and felt sorry for him because both were non-sailors forced by poverty to live on the Griffin.*

**When Evans describes his idea of revenge against the captain, Samuel said, "That's mutiny! It's a hanging offense." What does he mean?** Idea: *The captain is the most important person on the ship and to go against him and try to hurt him is mutiny. People were punished for mutiny by hanging.*

#### Page 78

**After one of the ships in their fleet sank, The Griffin had to take on more men. How did this cause conditions on the Griffin to worsen?** Ideas: *More men crowded*

*the ship which made the conditions unsafe, fever spread, people were dying, and more men meant less food for everyone.*

### **Page 79-81**

(Read to the end of the first paragraph on page 81.)

**Retell the event that occurs between the captain and Evans that leads to the death of Evans.**

*Ideas: Evans spotted a ship. The captain wanted to know what kind. Evans could not see well enough to tell him. The captain climbed the sail to see and was going to flog Evans for not being able to tell him the ship. When he tried to hit Evans, Evans grabbed the whip and tried to wrap it around the captain's neck. The captain hit Evans over the head and Evans lost his grip and fell onto the deck.*

### **Page 81**

**Samuel was horrified to see his only friend fall to his death. As the captain was falling, Samuel had a decision to make. What was it?** *Whether or not to save the captain.*

**Why do you think he decided to save him? Justify your answer.**

(Allow several students an opportunity to share their answers. Answers will vary.)

**We will now fill out the information for the Griffin Story Chart.**

(Display the transparency of the Griffin Story Chart and ask students

to locate the one found in their Student Booklet. Students should complete the chart in their books as you model the procedure on the transparency **or** you may wish to discuss the various elements, and then ask the students to record the information in the appropriate places on their story chart.)

**Touch the first column. What new character has been introduced?** *Evans.*

**Touch the second column. Has the setting changed?** *No.*

**Touch the third column. What new problems has Samuel encountered?** *Idea: Captain Blade was flogging his crew, especially Evans.*

**Touch the fourth column.**

What events have happened so far?  
**Ideas: Samuel and Evans become friends. The captain tries to flog Evans and he falls to his death from the sails. The captain loses his grip and begins falling but Samuel saves him.**

**We do not know how this story is going to end so we can not complete the last column.**

## **Story Reading**

### **Chapter 9**

(Call on individual students to read aloud one or two sentences following the procedure established in Lessons 1 and 2.)

### **Page 82**

**The four teens have figured out something is up. What did they agree to do for the rest of their internship?** Idea: *Tag the caves and keep a low profile while they snoop around to see what Cutter's team is up to.*

### **Page 83**

**What are the teens suspicious about?** Idea: *Cutter's team is not mapping the reefs but is looking for some kind of metal instead.*

**Captain Vanover confirms Adriana's information about the magnetometer being used for detecting metal underwater. Who does he tell them uses the device?** *Treasure hunters.*

**What assumptions do you think the teens might be making when they hear this?** Idea: *Cutter's team might be treasure hunters instead of scientists interested in the reefs.*

### **Page 85-86**

**What do the teens learn about being a treasure hunter?** Ideas: *You can look for treasures for a long time before you get lucky enough to find something. You might not ever find a treasure.*

**What interesting fact do we learn about Dante?** Idea: *His secret dream is to have lots of money so he could continue with his photography without having to worry about selling pictures or making a living.*

### **Page 87**

**We know that tethered means tied up. Adrianna got her line that tied her to the boat tangled in sea fans. What happened when she tried to cut her tether line?** *She cut her air hose.*

**What happened next? Kaz came and helped her. What did Kaz do?** Idea: *He swam over and they had to buddy breathe to the surface.*

**That's the second time Kaz helped one of the teens while they were diving. Recall the other time.** Idea: *Kaz helped Star untangle her diving hose when she was trapped in the plane.*

### **Page 88**

**Find the sentence that tells what the teens had to do every fourth day.** (Call on a student to read the sentence.) *The teen divers took off every fourth day to out-gas—to let their systems expel residual nitrogen.*

**What does it mean for the body to expel the gases? Push it out. That's right; a little nitrogen collected in their bodies from each dive, so every fourth day they didn't dive to give their bodies a chance to expel the nitrogen that had built up.**

## Chapter 10

### Page 90

**Marina wanted the other teens to keep an eye out for Star because confidence can sometimes work against you. What did she mean by that?** Ideas: *Sometimes when people are overly confident they are not as careful as they should be. Someone who is confident will sometimes take more risks.*

### Page 91

**What did Dante and Adrianna find unusual about the reef when they arrived?** *There weren't any fish.*

**What creatures did they see swimming in a pod?** *Dolphins.*

**What is a pod?** *A small group.*

### Pages 92-94

**How many dolphins were in the pod?** *Twenty to thirty.*

**What words would you use to characterize or describe the way the dolphins looked and acted?** Ideas: *Fun, playful, friendly.*

**Dante doesn't see the coral head. What do you think is going to happen?** Idea: *He is going to crash into it.*

## Chapter 11

### Pages 95-96

**What does Dante see?** *An anchor.*

**Why can he see it and the others can't?** Idea: *He doesn't see colors. Because of this, he can see reflections and various shades of black and white better than other people.*

### Pages 97-98

**Cutter's team exchange meaningful looks when the teens tell about the anchor. What do you think this means--meaningful looks?** Idea: *The teens might have found the treasure they are really looking for.*

### Page 99

**Maria "extinguished" Reardon's gasp with a look. What does extinguished mean?** *Put out.*

**Why would she want to him to be quiet?** Idea: *They don't want the teens to know that they have found something important.*

### Page 100

**What did Cutter and Marina lead the teens to believe about their find?** Idea: *It was worthless.*

**Why do you think Reardon snatched the piece of metal out of Dante's hand before he could throw it back into the water?**

Idea: *Because he thinks it is part of the treasure they are looking for and he wants to be able to examine it to make sure.*

(Display the Poseidon Story Chart. Have students locate their Poseidon Story Chart. Follow the same procedure previously outlined.)

**We will now fill out the story information for the story that is happening in the present.**

**Touch the first column. Have we encountered any new characters?**  
*No.*

**Touch the second column. Has the setting changed?** *No.*

**Touch the third column. Have the teens encountered any new problems?** *No. That's, right, they're still having trouble getting along and they're still not doing much diving.*

**Touch the fourth column. What events have happened so far?** *The teens play with the dolphins. Dante finds an anchor. Cutter and Marina say the anchor is just a film prop.*

**We do not know how this story is going to end so we can not complete the last column.**

## Student Booklet, Lesson 5

(These activities may be completed as a guided or independent activity depending on the skill level of your students. If the activities are to be completed as a guided activity, pause after each section to allow the students sufficient time to complete the tasks. If the activities are to be completed as an independent activity, have the students read all the instructions, and then allow sufficient time for the students to complete the tasks on pages 13 and 14.

Ask the students to turn to page 13 in their student booklets, and find the heading "Developing Vocabulary." Call on a student to read the instructions.

Ask the students to find the heading "Developing Comprehension Skills." Call on a student to read the instructions.

Ask the students to find the heading "Expanding Higher Level Thinking Skills." Call on a student to read the instructions.)

## Developing Fluency and Reading Checkout

(Students should read a 100 word passage from chapter 9, beginning with the first paragraph on page 82 and reading to the end of the fifth full paragraph. You should stop timing the checkout after the hundredth word (who) in the



sentence “And who has a better right to know?” Star added.”

Assign each student a partner with approximately the same skill level in reading. Identify one student as Student A and the other student as Student B.)

**Over the next two days I’ll be listening to everyone read aloud from chapter 9 of *Dive Book One: The Discovery*.**

**Open your book to page 82. Touch the first word of the first paragraph. Listen while I read this part of the story to you.** (Read accurately and fluently, with a variety of expression, remembering to use appropriate phrasing.) **This is how it should sound when you read aloud.**

**It’s your turn. Silently read starting with the first word of the first paragraph.** (Allow sufficient time for all students to complete reading the selected passage.)

**You’ll each have a chance to read what we have practiced to your partner. First, Partner A will be the reader; Partner B will be the checker. Partner B: whenever you hear your partner make a reading error, say “Stop. That word is” and tell your partner the word.** (Allow sufficient time for Partner A to read the selected passage.

Reverse roles, with Partner B reading to Partner A.

Listen to at least half of your students read individually,

beginning with your lowest performing students.

To determine reading rate (words per minute) compute 6000 divided by time in seconds. A reading rate chart is included in Appendix A for your convenience.

To determine accuracy as a percent, compute  $(100 - \text{number of errors})$ . For example, if the student made 3 errors the reading accuracy would be  $(100 - 3) = 97\%$ .

Record reading rate and accuracy on page 20 in the Student Booklet.

Those students who don’t complete their reading checkouts today should have an opportunity to read at the end of Lesson 6.)

## Answer Key Lesson 5

### **Developing Vocabulary**

- |      |       |
|------|-------|
| 1. C | 2. J  |
| 3. D | 4. A  |
| 5. G | 6. I  |
| 7. E | 8. F  |
| 9. H | 10. B |

1. willingness
2. trustfully
3. carefulness

### **Developing Comprehension Skills**

4,2,1,3

### **Expanding Higher Level Thinking Skills**

Example: (Answers will vary.)

I think the teens are going to discover that Cutter’s team is up to no good. They are going to discover

that they are actually treasure hunters instead of scientists mapping the reefs. I hope that the teens find some proof that this is what the scientists are doing. Maybe Dante's anchor is really an artifact from a sunken ship and will be worth a lot of money. Hopefully, the teens can split the money. If that happens, Dante could have money to work on his photography and not have to worry about a job.

## Lesson 5 (Chapters 9-11, Pages 75-100)

### Vocabulary

| List 1  | List 2   | List 3  | Vocabulary Expressions                                   |
|---|--|---|--|
| curious<br>suspicions<br>concluded<br>anxiously<br>intimidating<br>expel<br>pod<br>cacophony<br>collision<br>extinguished | underwater<br>sandbox<br>overlay<br>busywork<br>offshore<br>bottlenose | resentfully<br>playfulness<br>breathlessly<br>carefully<br>accidentally | fishing bum<br><br>piece of ribbing<br><br>buddy breathe |

### Developing Vocabulary

Put the letter with the correct definition beside each word below.

- |                        |                                      |
|------------------------|--------------------------------------|
| 1. _____ extinguished  | A. doubts                            |
| 2. _____ curious       | B. threatening                       |
| 3. _____ collision     | C. put out                           |
| 4. _____ suspicions    | D. accident                          |
| 5. _____ cacophony     | E. a small group                     |
| 6. _____ concluded     | F. nervously                         |
| 7. _____ pod           | G. loud unpleasant mixture of sounds |
| 8. _____ anxiously     | H. push out                          |
| 9. _____ expel         | I. finished                          |
| 10. _____ intimidating | J. interested in something           |

Add the suffixes to the base word to create a new word.

- |                      |       |
|----------------------|-------|
| 1. will+ ing + ness  | _____ |
| 2. trust + ful + ly  | _____ |
| 3. care + ful + ness | _____ |

