

TEACHER READING GUIDE

# Sink or Swim

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This book is  
part of **The Magic  
School Bus® Rides  
Again** series.



**Essential Question:** How can identifying the character's feelings, motivations, and responses help you explain how the character develops throughout the plot of the story?

## BOOK SNAPSHOT

Selected from the New Worlds Reading Initiative booklist

**Text Type:** Literary

**Genre:** Fantasy

**Themes/Topics:** Friendship, Collaboration, Growth

**Lexile:** 540L

## SKILLS ALIGNED WITH FLORIDA'S ELA B.E.S.T. STANDARDS

### Word Work

#### ELA.3.F.1.3 (b)

Decode words with the common derivational suffix *-ly*.

### Vocabulary

#### ELA.3.V.1.1

Use grade-level academic vocabulary. (Tier 2)

### Comprehension

#### ELA.3.R.1.1

Explain how one character develops throughout the text.

## BUILDING BACKGROUND

- Explore how the students' personal motivations affect the choices they make by playing a game of "Would You Rather ... ?"
- For example,
  - Would you rather take a trip to see snow or go to the beach?
  - Possible answer: *I would rather travel to see snow (choice) because I want to build a snowman (motivation).*
- Based on the discussion, set the purpose for reading Chapter 1.

## STUDENT LEARNING TARGETS

**Today I am:**  
identifying the character's feelings, motivation, and response to situations.

**So that I can:**  
explain how the character develops throughout the story.

## WORD WORK — COMMON DERIVATIONAL SUFFIX (-ly)

- **ELA.3.F.1.3: Use knowledge of grade-level phonics and word-analysis skills to decode words.**

b. Decode words with common derivational suffixes and describe how they turn words into different parts of speech. (e.g., *-ful*, *-less*, *-est*).

Students will identify the *-ly* **suffix** to read and understand unfamiliar words. When a **suffix** is added to a *base word*, it changes the meaning and, in this case, the part of speech as well. A *base word* is the part of a word that cannot be broken down and has its own meaning. Below is an example of how the part of speech changes when the **suffix** *-ly* is added to the end of the word.

Base Word	Base Word Part of Speech	Base Word + Suffix	New Word Part of Speech
quick	adjective	quickly	adverb

Students may benefit from a review of **adjectives** and **adverbs**.

- An **adjective** is a word that describes a noun.
  - Willy could not resist the *sweet* candy.
- An **adverb** is a word that describes verbs, adjectives, and other adverbs. (For the purposes of this lesson, the focus is on adverbs describing verbs.)
  - The wolf sneezed *loudly* and scared the pigs.

### Suffix *-ly* Lesson:

- Say, "Today, we are going to practice decoding words with the suffix *-ly*, which changes these targeted words from **adjectives** to **adverbs**."
- Display the example for students. Say, "Take a look at the word *quick*. *Quick* describes *someone or something that moves fast*. *Someone* and *something* are both nouns. Because *quick* describes nouns, *quick* is an **adjective**."
- Say, "Now let's add the **suffix** *-ly* to the word *quick* to get *quickly*. An example of it in a sentence is, 'I *quickly* ran to the store.' In that sentence, the word *quickly* describes *how* I ran."
- Ask, "What part of speech is *ran*?"
- Say, "That is correct. *Ran* is a verb. So, *quickly* describes *ran*, which makes it an **adverb**."
- Say, "As you can see, if you add the suffix *-ly* to a *base word*, it changes the *base word* from an **adjective** to an **adverb**."

Continue to practice decoding words with the **suffix** *-ly* using the following words from the book utilizing the Gradual Release of Responsibility Framework:

excitedly (p. 6, p. 20)	closely (p. 7)	seriously (p. 8)	exactly (p. 11)
playfully (p. 17)	suddenly (p. 24, 45, 54, 62)	quickly (p. 25)	friendly (p. 48)
completely (p. 49)	actually (p. 49)	directly (p. 58)	wildly (p. 69)

## TALK ABOUT NEW AND INTERESTING WORDS

Tier 2 vocabulary words, paired with student-friendly definitions, can be used for explicit vocabulary instruction. It is important to provide background information and learning opportunities to help students make connections to the words.

Examples of Tier 2 vocabulary words for this text are:



**huddled** (p. 2): When something or someone **huddles**, they hold their arms and legs close to their body. Arnold **huddles** by the door because he is cold from the snow.



**enormous** (p. 27): **Enormous** describes something or someone that is extremely big. Everyone is frightened when an **enormous**, scary, dark blob heads toward them.



**ditched** (p. 67): If you **ditch** something or someone, you leave them. The shark **ditches** Dorothy Ann to chase after Wanda.



**outsmarting** (p. 71): When you **outsmart** something or someone, you trick them. The class uses the fishlink to **outsmart** the shark.

### Vocabulary Extension Activity

- Reinforce students' understanding of the vocabulary by playing a game of reverse charades.
  - For example, write *huddled* on a sheet of paper and tape it to the back of a student volunteer. Have the student show the word to the class, and the class will then act out the word *huddled* until the student guesses the word.

### ELL and SWD Suggestion

**Total Physical Response (TPR)** is an effective strategy for teaching language by connecting physical movements with new words.

## READ FOR MEANING — CHARACTER DEVELOPMENT

**ELA.3.R.1.1:** Explain how one or more characters develop throughout the plot in a literary text.

- **Clarification 1:** When explaining character development, students will include character traits, feelings, motivations, and responses to situations.



### Before:

The purpose of today's read aloud is to identify a character's **traits**, **feelings**, **motivations**, and **responses** to explain how the character develops throughout the text.

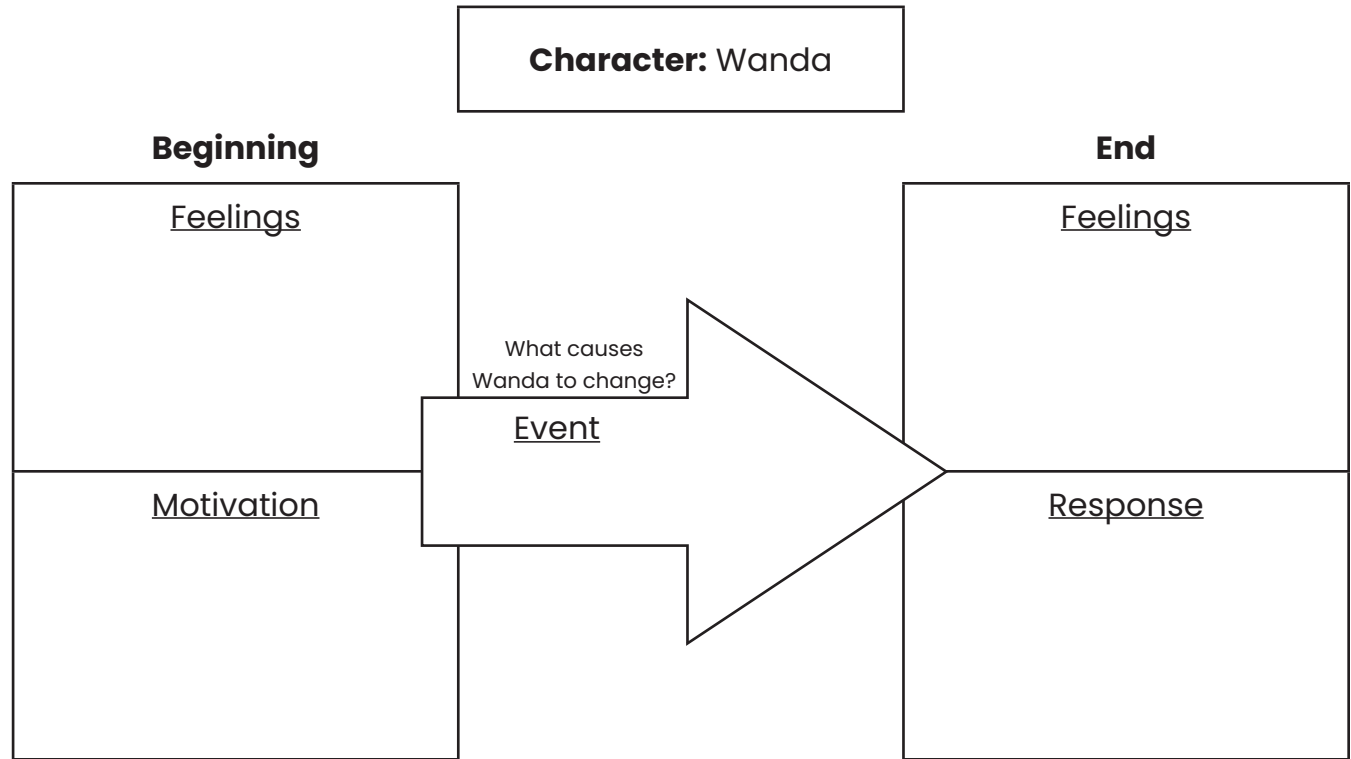
- Character **traits** are words used to describe the character.
- A character's **feelings** are how they think or feel about something.
- **Motivation** explains *why* the character acts the way they do.
- A character's **response** is how the character reacts to an event in the story.

## READ FOR MEANING — CHARACTER DEVELOPMENT



### During:

As you read *Sink or Swim*, display the character development graphic organizer to help students explain how the character develops throughout the story.



- Say, "Today, as we read *Sink or Swim*, we will complete a character development graphic organizer to help us explain how the character, Wanda, changes throughout the story."

Here are suggested questions you can use to guide the discussion with students:

- **Beginning**
  - Why does Wanda want to go to the frozen Arctic? (p. 8)
  - How does Wanda feel when she first sees the tiny blue-and-yellow striped fish? (p. 15)
  - Why does Wanda think she needs to save Becca? (p. 18)
  - How does Wanda feel after seeing the shark in the water? (p. 36)
  - How would you feel if you saw a shark in the water?
  - What does Wanda do to help Becca? (p. 38 - 42)
  - How does Wanda feel about her friends not helping her? (p. 41 - 43)
  - Think of a goal you'd need help to achieve. How would it make you feel if your friends were not helping you to achieve your goal?
  - What is Wanda's motivation on this trip? (p. 8 - 42)

## READ FOR MEANING — CHARACTER DEVELOPMENT



- **Event**

- How does Wanda feel when her friends come to help her? (p. 64)
- How do you feel when you help someone?
- How does the class outsmart the shark? (p. 70 - 74)
- What causes Wanda to change her mind about saving Becca? (p. 78)

- **End**

- What does Wanda do now that she sees Becca is fine without her help? (p. 78 - 85)
- Think of a time you tried helping someone or something that didn't need your help. How did it make you feel?
- How does Wanda feel at the end of the story? (p. 83)



**After:**

- Engage students in a discussion on how Wanda changes from the beginning of the story to the end of the story using the graphic organizer.
- Extend students' thinking by asking probing questions that require students to infer using the information gathered in the graphic organizer. Suggested questions include:
  - How do you think Wanda would react now if she saw another fish, like Becca?
    - How does that reaction differ from when she first saw Becca?
  - Do you think Wanda will continue to try to save everything? Why or why not?
  - How do you think Wanda feels about not saving Becca or the fern?
  - At the end of the story, Ms. Frizzle asks Wanda if she is reminded of anything when she sees her class outside playing. What do you think Ms. Frizzle means?

### **B.E.S.T. Standards Connection**

According to the B.E.S.T. Standards, reading comprehension depends more on **relevant background knowledge** than on mastery of reading strategies. Refer to the Building Background section on the front cover.