

TEACHER'S GUIDE



Zoey
Lyndon's
**Big
Move**
to the
LOU

Micheal Anderson

SENSATIONAL SIX

COMPREHENSION STRATEGIES

1

MAKING CONNECTIONS

I can make personal connections with what the text is saying, either from my own life and experiences, another text or something in the world.

2

PREDICTING

I can guess what the text is about from the pictures and what has already been said in the text.

3

QUESTIONING

I ask questions to help me better understand the meaning of the text.

4

MONITORING

I stop and think about the text to make sure I am understanding.

5

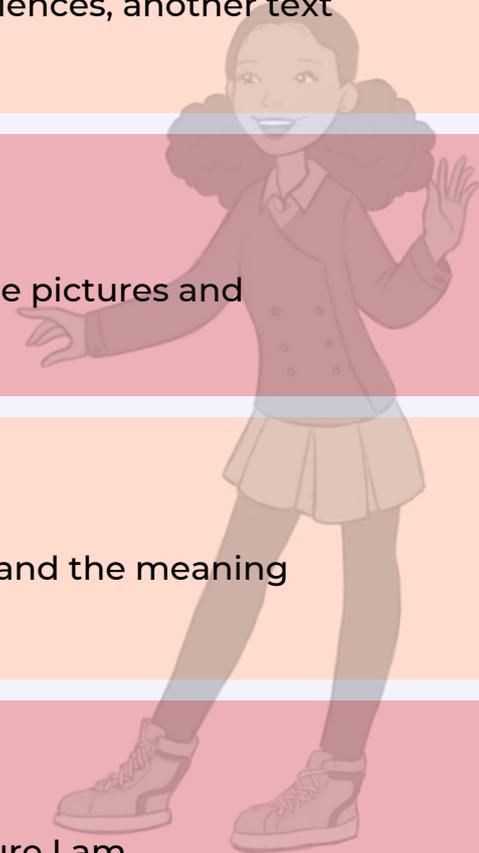
VISUALIZING

I create pictures in my head of what the text is saying.

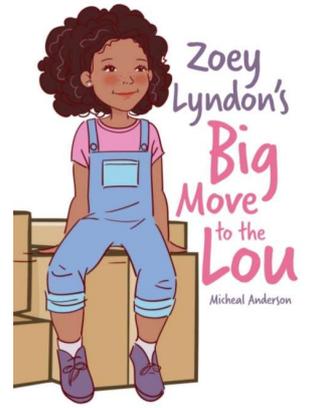
6

SUMMARIZING

I remember the most important parts of a text, and can retell it in my own words.



COMPREHENSION QUESTIONS



Before Reading

What do you think the story will be about?

What story clues are in the title?

Do you think the story is fiction or non-fiction?

During Reading

What do you think will happen next?

What do you feel about the main character?

How do you think the story will end?

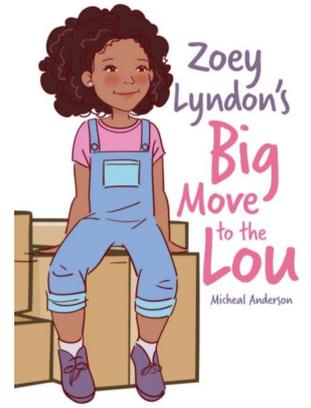
After Reading

What was the message in the story?

What connections did you make with this story?

What was the author's purpose?

COMPREHENSION STANDARDS



Theme

RL.4.2 Determine a theme of a story, drama, or poem from details in the text and summarize the text.

ELA-LITERACY.RL.4.3

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

Make Connections

RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text identifying where each version reflects specific descriptions and directions in the text.



NAME:	TEACHER:
GRADE & SECTION:	DATE:

THE STORY BEHIND THE STORY

When reading a story, it's important to understand what's the bigger story behind it. Pick the chapters of your choice then, list the chapters important points in the boxes below.

IDENTIFY IF THE POINTS ABOVE ARE FOR OR AGAINST A CERTAIN ARGUMENT. ADD A + OR -.

What is the author trying to say?

Do the points above support or contradict the author's message?

What is the author's purpose in writing this piece?

Is the author successful?

Reading Comprehension

CHAPTER 1



"I don't think anyone likes me," replied Zoey.
"No one talked to me all day, and I had to eat lunch by myself. It was horrible! I hate Missouri. I mean, even the name sounds like you're saying misery."

1 Why did Zoey feel Missouri sounded like misery?
Write 3 reasons to support her feelings.

- _____
- _____
- _____

2 What did Jasmine suggest Zoey do to make friends?

3 Have you ever felt like Zoey when you started at a new school or lonely if you didn't know anyone at an event?



Reading Comprehension

CHAPTER 2

Sometimes just having an ally can make all the difference,” her mom told her as she gave Zoey a reassuring smile of encouragement. Zoey asked, “What is an ally?”

“An ally is someone who supports you or someone who is in your corner,” her mom said.

Her dad said, “Everyone needs an ally in their life at some point. Promise me that you will give your school a chance before you decide if you like it or not.”

1 Do you have an ally in your school? How did you get connected with them?

2 Explain what could Zoey do to make new friends besides joining clubs.

3 Do you think she will be able to make friends? If yes, why or why not?

Reading Comprehension

CHAPTER 3



There was a pop quiz in math, and once they were done, Mrs. P. told everyone to switch papers with their neighbor. Zoey had to exchange papers with Jackson Smith, and she was not happy about it. Zoey thought I will have to keep an eye on him to make sure that he doesn't stick my pencil up his nose because I don't want any little boogies on my paper!

1 Why wasn't Zoey excited to switch papers with Jackson Smith?

2 Why did Zoey have to keep an eye on Jackson?

3 What would you do or say if a classmate put your pencil in their nose?

Reading Comprehension

CHAPTER 4



“Well, it’s kind of embarrassing, but when we were in the haunted house, this man jumped out at me and scared me so bad, I thought I was going to pee on myself. I jumped and screamed, and Noah was behind me. He put his hand on my shoulder and asked me if I was okay. I tried to keep my cool and said yes, but I don’t think he believed me.” Zoey asked her, “Why don’t you think he believed you?” “Because after that he said that there were some other scary parts and asked if I wanted him to hold my hand. So I said yes!”

1 Who was with Jasmine at the hunted house?

2 Why did Noah asked if Jasmine was okay?

3 Why did Jasmine feel embarrassed?

Reading Comprehension

CHAPTER 5



They listened to “P.Y.T.,” Tommi’s favorite song, three times, as well as several other songs while Tommi showed Zoey the progress she had made on her science project. Zoey was impressed and asked if she had any help. Tommi told her that her dad had helped her label her different chemical bases, and she used toothpicks to connect the chemical bases to make them look like ladders, which took forever. “It looks great, Tommi!”

1 Why was Zoey impressed?

2 What was the most interesting part of this chapter? Why?

3 What was her science project about?

Reading Comprehension

CHAPTER 6



DNA stands for deoxyribonucleic acid. Our bodies have tons of cells, and these cells contain molecules called DNA.

The DNA molecule looks like a twisted ladder and is called a helix. I chose this project because I thought it would be informative and fun.

My supplies were Twizzlers, different-color gumdrops, toothpicks, and cups. I sorted out the different-color gumdrops into four different cups and labeled each cup. There are four nucleotides: adenine, thymine, cytosine, and guanine. Nucleotides are molecules that are the basic building blocks of DNA.

Adenine and thymine are always paired together, and cytosine and guanine are always paired together. Assembling my edible DNA project only took me a couple of days once I had everything sorted out." "Good job, Tomasina!

1 What can you infer from what you have read so far? Why do you think that? Give specific examples.

- ⊙ _____
- ⊙ _____
- ⊙ _____
- ⊙ _____

2 What is Tommi's project about?

3 What does DNA stands for?

Reading Comprehension

CHAPTER 7



Zoey was so excited she could hardly focus on Mrs. P.'s reading lesson, even though she totally liked the dark-green belted dress with the tie at the neck that she was wearing. She was still happy that her mom had made them a special breakfast and that her dad was home and had brought her to school. She could feel it in her bones that today was going to be a great day. She smiled to herself and tried to focus on the reading lesson.

1 What was Zoey excited about?

2 What was the most interesting part of this chapter? Why?

3 How did Zoey's family feel about her project?

Reading Comprehension

CHAPTER 8



As Zoey lay in bed that night, she replayed the events of the day in her mind with a little smile on her face. She was still reeling about coming in first place at the science fair. She was finding that fourth grade was not so bad, and even though she still missed her friends from back in Philly, she was also looking forward to all that she would discover in Saint Louis. Zoey took a peek at the clock and saw that it was after 10:00 p.m. She turned over to get comfortable before finally drifting off to sleep.

1 What events was Zoey replaying in her head?

2 What was the most interesting part of this chapter? Why?

3 Why do you think that Zoey thought that fourth grade was not so bad?

Edible DNA

Follow the directions to do this experiment.



Materials

- Twizzlers
- Gumdrops
- Toothpicks
- Notecards
- Markers



PREPARATION

Step 1. Separate gumdrops by colors (you should have four different colors).

Step 2. Label each note card with one of the four nucleotides that make up DNA.

Adenine, Thymine, Cytosine, and Guanine
Remember Adenine and Thymine are always paired together and Cytosine and Guanine are always paired together.

DNA EXPERIMENT

Follow the directions to do this experiment.



PREPARATION

Step 3. Now it's time to start making pairs to build our double helix model of DNA. Twizzlers represent the backbone of our DNA model and help to hold together the nucleotides.

Begin pairing the nucleotides (gumdrops) on the ends of your toothpicks.

There are endless combinations that can be made.

Step 4. Lay two pieces of Twizzlers side by side. Place the toothpicks with gum drops on the end in between the two pieces of licorice. You should have a total of 5 sets of paired nucleotides connected to the backbone (Twizzlers).

Step 5. The finished product should look like a ladder. Give it a little twist and you now have an edible double helix.

