

Chapter 5 Curriculum Guide



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Activity #1 Writing Workshop

Common Core Connection

RI.4.1: *Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.*

The plot of *The Great Connecticut Caper* continues to thicken. Li-Ming has been separated from Thomas and Norm! However, both characters continue to act courageously as they face their uncertain futures.

Given what students know about our characters, ask them if they would rather go on an adventure with Thomas or Li-Ming?

The questions below will further prompt their thinking:

- What makes your chosen character a good travel partner?
- What hesitations would you have in selecting the other character?

With answers to these questions in mind, ask students to draft a letter to his or her chosen character inviting Li-Ming or Thomas on a journey of their choosing and explaining why he or she would make a good travel team.

Activity #2 Exploring CT

Common Core Connection

RI.4.7: *Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.*

RI.4.10: *By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts*

In chapter 5, Li-Ming states that this experience is quite different from “your average school field trip.” Ask students to imagine that you could plan a school field trip to any site in Connecticut. You might ask them the following questions:

- Where would you choose to go?
- What would you do there?
- Why might this site be appealing to your classmates?
- What would they need to know before visiting?

After students consider answers to these questions, ask students to design a travel brochure for his or her desired destination that includes colorful images and persuasive language.

Below is a link to a list of CT State Parks and Wildlife Areas. If students are unfamiliar with some of these destinations, perhaps this activity could include a research component.

http://www.stateparks.com/connecticut_parks_and_recreation_destinations.html

Activity #3 Working With Verbs

Common Core Connection

L.4.3: *Use knowledge of language and its conventions when writing*

L.4.3a: *Choose words and phrases to convey ideas precisely*

To help students think about language in chapter 5, you might ask them to find and circle 5 active verbs used by Littman in the chapter. You might also engage students in discussion about the verbs they chose with the following questions

- Which is your favorite?
- What effect does it have on you as a reader?
- How does it make the story better?

After beginning the conversation in this way, you might ask students to revisit and strengthen a piece of creative (or non-creative) writing. If students wrote a poem in the Writing Workshop Activity from chapter 4, that might be a good piece to use. Another activity students might reference is *You the Detective* from the chapter 1 activity guide.

In revisiting their writing, ask student to find verbs that might need a bit of a punch. Replace those verbs with active verbs that allow readers to experience their piece as though they were in that moment.

Activity #4 What are Geodesic Domes?

Chapter 5 of *The Great Connecticut Caper* mentions the geodesic dome at CT Dinosaur State Park. To give students a better understanding of what these domes are and further practice with nonfiction writing, you might ask students to read the modified article, *How Geodesic Domes Work*, from <http://science.howstuffworks.com>. The article can be found on the next page.

Whether students read the article independently or in groups, it may be helpful for them to use this 3-2-1 reading guide to further engage with the text. The full document can be found after the article on Geodesic Domes.

How Geodesic Domes Work

Shortened and Modified From:

<http://science.howstuffworks.com/engineering/structural/geodesic-dome.htm>



Photo Courtesy of CT Dinosaur State Park

Can you imagine living or working inside a giant soccer ball? Well, that's what it feels like to be inside of a geodesic dome. Geodesic domes (like the one that contains dinosaur tracks at Dinosaur State Park) are buildings that look like half spheres (circles) made up of many triangle supports.

Geodesic domes are extremely efficient (environmentally friendly) and inexpensive. For these reasons, domes have become increasingly popular and many communities around the world have geodesic domes, either as homes or as commercial structures (businesses). And you can't miss them! They are so futuristic-looking that they make it seem like an alien ship has landed.



Dome homes may have nontraditional designs, but they can still incorporate traditional construction materials, such as wood beams and concrete.

Image courtesy American Ingenuity

Fans of geodesic domes would like domes to become an affordable and smart home design for people around the world to live in.

In 1926, the world's first geodesic dome opened in Jena, Germany as a planetarium (a building that projects images of stars and planets on the ceiling for entertainment or education). The architect (building designer) of this dome, named Walter Bauersfeld, decided to build the dome because he realized that domes can hold the

most amount of people but require (need) the least amount of construction material.



The triangular windows of this home serve as a reminder of the geometric shape that helps make this dome structure so strong.
Image courtesy Timberline Geodesics

Geodesic domes, though, were not created until American engineer “Bucky” Fuller designed a stronger and more light-weight model for the dome that was constructed (made up of) from thousands of small triangle shapes. Today, these geodesic domes are used for the military, churches, auditoriums, and shelters that need to withstand dangerous weather conditions.

Read the full article at:

<http://science.howstuffworks.com/engineering/structural/geodesic-dome.htm>

Complete the 3-2-1 Chart Below:

3 Facts you learned from the reading



2 Questions you still have about the reading



1 Idea/comment you have related to the reading



Discussion Questions

1. Thomas muses, "If I were Gillette Castle, where would I go next?" Based upon events in the story thus far, what deduction can you make in response to this question?
2. Who or what do you think is behind the force field that sends Norm and Thomas zooming through the air? Where do you think it will take them? Given what they have experienced in the story so far, should they be worried?
3. Does the last line of this chapter remind you of another fictional story? What does the phrase, "my pretty," suggest about Iona's motives? Should Li-Ming be nervous ?

Vocabulary Words

Ashen

Geodesic dome

Complicate

Emitting

Pondering

Deductions

Sensation

Resumed

Musings

Undetermined

Descendants

CONTEST!

Enter to win a writing workshop with one of the authors of *The Great Connecticut Caper!* Calling all schools, libraries and youth organizations! The work your class or group shares could earn you a visit from one of our Caper authors.

At the end of Chapter 5, Iona is standing in the doorway, pointing her wand at Li-Ming! Tell us what you think will happen next! Work together using foreshadowing to continue the story.

The Prize: A **writing workshop** with one of the authors of *The Great Connecticut Caper!*

Submit stories created by your students following these guidelines:

1. Stories should be no longer than 300 words
2. Stories must be written by students ages 9-12
3. The story must pick up where Chapter 5 leaves off
4. One entry per classroom, library, youth organization.
5. Contest entries must be submitted by March 12, 2015

To submit your story, please send an e-mail to CTCaper@cthumanities.org

Please include:

1. Name of adult submitting the entry
2. Name of school, library, or organization (if applicable)
3. Name of child
4. Email address
5. Phone number for adult submitting entry
6. Don't forget to attach the story!

Good luck!