



A DACHSHUND'S WISH



Joe Tavano

Illustrated by Ji Yu

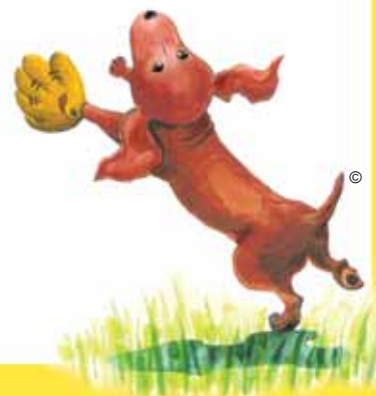
LESSON PLANS AND ACTIVITIES

The Teacher's Resource—**A DACHSHUND'S WISH**

The lesson plans, activities, and worksheets are to be used in conjunction with the wonderful children's book, **A DACHSHUND'S WISH**. We want to thank Shari Marks, who was instrumental in the development and creation of this instructional guide. Shari is an English language arts and journalism teacher. Shari has been fostering a passion for reading among middle-school students for three years. Prior to entering the education field, Shari spent more than eleven years as a Web site manager, magazine editor, and journalist.

Mary Wanzer, an elementary school teacher of thirty-four years, provided invaluable assistance and guidance during the creative process. Mary developed the math section of these lesson plans. Her fourth- and fifth-grade students were early readers of this book. In addition, she is an adjunct professor with SUNY at Brockport, NY.

Susan Goodelman, an elementary school teacher of fifteen years, read **A DACHSHUND'S WISH** to her second-grade class and they were immediately transfixed on PAWS and his adventures. She knew that our belief in this character as a learning tool was well founded and sure to be a success. Her feedback on these lesson plans was exceptionally helpful, and greatly appreciated.



Dear Educators,

It's a rare pleasure when we, as readers, discover a book as wholesome and charming as ***A DACHSHUND'S WISH.***

The author, Joe Tavano, tells the story of PAWS, a brave dachshund whose deepest desire is to find his place in the world. Though PAWS is small in stature, his dreams are supersized. Through a series of adventures to fulfill his one true wish, he meets a rich and remarkable cast of animal characters that teach him precious life lessons.

These moral gems are universal, and your students will be hooked on the themes and characters that permeate this magical book from page one.

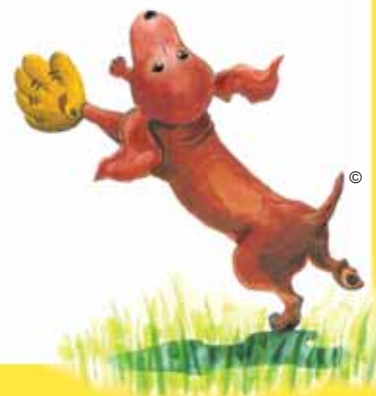
Our lesson plans, activities, and worksheets are specifically designed to allow a teacher to select the most relevant parts for classroom use. The lesson plans are flexible and open, which gives way to many interpretations and, we hope, creates many joyful and educational experiences.

Your students will be encouraged to think critically, respond to and connect with literature in new and exciting ways, and eventually, perhaps even assume the role of children's book author!

A DACHSHUND'S WISH is available in fine bookstores and online retailers.

Enjoy!

Linda Purpura
Publisher
Traitor Dachshund, LLC



Helpful Information About **A DACHSHUND'S WISH** Teaching Guide

This teaching guide is divided into seven sections, and follows the layout of the story. Each section, with the exception of two, includes a set of instructions for the teacher and a worksheet for the students. The teacher's instructions clarify the objectives of each lesson and provide a road map for the activities. The worksheets are designed to make reading and learning fun for the children. With these lesson plans, we hope that students discover that they are very special . . . just like PAWS!

To maximize the reading experience for each student, and to obtain the most from this teaching guide, we suggest the following:

- Start with *Let's Get Warmed Up* before reading the book. This section offers a teacher's instruction guide and a worksheet.
- The *Word Wall* vocabulary section is to be used as **each chapter is reviewed**. Words, definitions, and page numbers are included throughout, and will help readers not only understand the story more clearly, but expand their vocabulary as well.
- The *Lessons Learned* and *Stop and Jot* activities can be used **throughout the book**. Both modules include teacher's instructions. The *Stop and Jot* activity has a worksheet while the other activities, *Turn and Talk* and *Paint a Picture*, do not require one.
- The *Story Elements/Story Map* activity is to be completed **as the story is being read**. The teacher will determine the timing and refer back to this lesson and activity sheet as the story develops.
- **Once the characters in the story are developed**, use the *Compare and Contrast* module. For example, students cannot compare and contrast Jimmy with PAWS until they have read Chapters 1 and 2. They cannot compare and contrast Rodchester with Sadie until they have completed Chapter 7. This section includes a teacher's instruction and a worksheet.
- The math worksheet, *Fun with Numbers*, can be used at **any point in the story**. There is a teacher's instruction guide available for use in preparation of this module.
- And last the *Postreading Activity* is to be used only **after the book is completed**. This module is exciting because of its ability to stimulate each student's creativity.



A DACHSHUND'S WISH by JOE TAVANO

Teacher's Instructions: Let's Get Warmed Up (Use with Let's Get Warmed Up Worksheet)

Teaching Point/Aim: Students will **predict** and **infer** based on the book's title and cover. They will **listen for meaning** and **synthesize** ideas based on the prologue. They will **express opinions** as they **connect to literature** from a written prompt.

TEACHERS

1. Show the front cover of **A DACHSHUND'S WISH** to the class. Define "dachshund": a breed of German dog with a long body and short legs. This word and definition should be added to the story's Word Wall. Ask students to share any stories about dachshunds they've owned or seen in person or in the media. Discuss the characteristics of these dogs.
2. Ask students to think about a wish that a dachshund would have. Encourage students to use the cover art as a clue to make their predictions. Ask for volunteers to share their answers with the class.
3. Read the prologue aloud to the class. Do not add commentary or stop to explain anything.
4. Once you have read the prologue, ask students to consider this prompt: If you could be anything in the world other than human, what would you be, and why? (Worksheet to follow.)
5. Model an answer for the students. For example, if your wish is to be very fast, because you are always late for school, your answer may be: "I wish to be an airplane, so I could soar above the streets and make it to school with time to spare."
6. Encourage students to think about the new powers and privileges they would gain if their wishes came true. Then ask them to consider the powers and privileges they would lose if their wishes came true. For example, if they were granted the wish to be a very fast airplane, so they could get to school on time each morning, they would not be able to play in the playground or talk with friends before school began.
7. Pause for questions. Hand out worksheet.



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LET'S GET WARMED UP: Worksheet

Name: _____

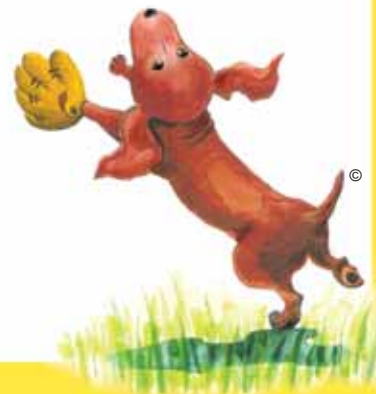
Date: _____

We all sometimes wish we could be something other than what we are. Sometimes we wish we had powers and privileges that we as humans do not have. Sometimes we just want a change in our daily routines. **A DACHSHUND'S WISH** is the story of a dog who tries to make a change with a very special wish.

1. *If you were granted the wish to change yourself into anything in the world (other than another human being), what would you become? Why?*

2. *Write about some of the things that you would be able to do if your wish was granted.*

3. *Write about some of the things that you would no longer be able to do if your wish was granted.*



A DACHSHUND'S WISH by JOE TAVANO

LESSONS LEARNED: Three Variations on a Theme

Teaching Point/Aim: Students will connect with literature as they recognize and analyze concepts introduced to them by the characters in *A DACHSHUND'S WISH*. They will analyze and synthesize information, express their ideas through partnerships, articulate their ideas in written format, and present their ideas verbally to an audience. They will use descriptive language and art to expand their storytelling.

TEACHERS: Please note that this activity will work well for Chapters 1, 3, 4, 6, 7, 8, 9, 10, 11, and 12. You can pick and choose from the concepts outlined below, according to chapter.

- Chapter 1: Loneliness: Finding Your Place in the World
- Chapter 3: Being a Hero
- Chapter 4: Looking Forward to Something
- Chapter 6: Helping One Another
- Chapter 7: Bravery and Courage
- Chapter 8: Determination: When the Going Gets Tough, the Tough Get Going; Every Problem Has a Solution
- Chapter 9: Respecting the Environment
- Chapter 10: Don't Judge a Book by Its Cover
- Chapter 11: Being Comfortable in Your Own Shoes
- Chapter 12: Sometimes You Don't Appreciate What You Have Until It's Gone

There are three exercises for this activity.

- **Turn and Talk:** Pair students with a partner and ask them to discuss the lessons introduced in the given chapter. Pairs will be asked to share their findings with the class.
- **Stop and Jot:** Students will work independently. Teachers may use the worksheet to help students articulate what they've listened to and analyzed into written format. Students may be asked to share their work with the class.
- **Paint a Picture:** Students will use descriptive words to help paint a picture of the lesson they have just learned. They will connect to literature by drawing a picture of a time when they experienced a similar lesson. Students may be asked to share their work with the class.

Turn and Talk

1. Warm-up: Ask students to define what it means to "learn a lesson." Ask them to recall a time when they did something—right or wrong—and came away with a lesson learned.
2. Model a lesson you've learned. For example, you can talk about a time when you were younger and did something your parents or an



- authority figure told you not to do. You did it anyway, thinking, *What's the harm?* Perhaps you got hurt or damaged property or hurt someone's feelings, and learned a lesson from the experience.
3. Pair students with a partner. Ask them to consider the lesson the chapter teaches them.
 4. At the conclusion of the chapter, review the lesson(s) taught by the characters. Ask students to "turn and talk" with their partners about the lesson(s) mentioned in the chapter. Encourage listening and speaking skills as they take turns voicing their opinions.
 5. Selected pairs will give a three-minute presentation of the lesson(s) learned from the chapter and how it related to one or both of their lives.

Stop and Jot

1. Warm-up: Ask students to define what it means to "learn a lesson." Ask them to recall a time when they did something—right or wrong—and came away with a lesson learned.
2. Model a lesson you've learned. For example, you can talk about a time when you were younger and did something your parents or an authority figure told you not to do. You did it anyway, thinking, *What's the harm?* Perhaps you got hurt or damaged property or hurt someone's feelings, and learned a lesson from the experience.
3. Teachers will read the chapter out loud and without comments. After the chapter is completed, the teacher will quickly review the lesson(s) introduced in the chapter.
4. Teachers will introduce the concept of "painting a picture" with words and art. This includes adding descriptive language and other details to prompt answers that help bring the written words alive.
5. Students will work independently on the lesson(s) learned on the worksheet. They will answer prompts 1–3 in written format.
6. If time allows, ask for volunteers to share their ideas with the class.

Paint a Picture

1. Warm-up: Ask students what it means to "paint a picture." Their responses will invariably address actual picture painting.
2. Ask students how art can help tell a story. Encourage them to give examples of animated shows they watch and how the art helps the story flow.
3. Discuss descriptive language. Explain how adjectives, adverbs, and other words turn a plain idea into one that pops.
 - The boy sat down. (nondescriptive)
 - The skinny boy with the black hair sat down quickly on the soft couch. (descriptive)
4. Discuss the importance of using descriptive language in writing.
5. Drawing a picture can tell a story all by itself. Encourage them to think of ways they can tell a story without words.
6. Students will work independently. They may be asked to share their work with the class.



Teacher's Instructions: Stop and Jot (Use with Lessons Learned Worksheet)

LESSONS LEARNED Activity

Stop and Jot

1. Warm-up: Ask students to define what it means to "learn a lesson." Ask them to recall a time when they did something—right or wrong—and came away with a lesson learned.
2. Model a lesson you've learned. For example, you can talk about a time when you were younger and did something your parents or an authority figure told you not to do. You did it anyway, thinking, *What's the harm?* Perhaps you got hurt or damaged property or hurt someone's feelings, and learned a lesson from the experience.
3. Teachers will read some of the chapter out loud and without comments.
4. Students will work independently. Teachers will stop after the lesson concept has been introduced to ask students to answer question 1 on the worksheet.
5. Teachers will read some more, then stop, so students can answer question 2 on the worksheet.
6. When the chapter is completed, students will answer question 3.
7. If time allows, ask volunteers to share their answers with the class.



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LESSONS LEARNED: Worksheet

Name: _____

Date: _____

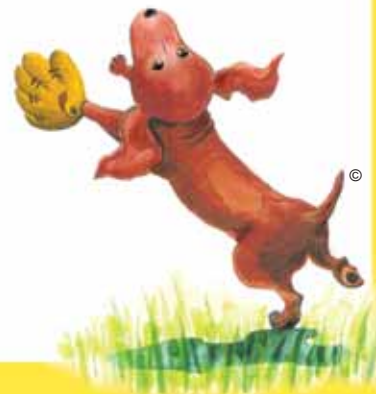
The stories we read in school, in the library, and at home can teach us valuable lessons. Many times we can connect the lessons we learn in books to lessons we have learned in our lives. **A DACHSHUND'S WISH** is full of these types of life lessons.

DIRECTIONS: Listen to the story as your teacher reads it aloud to you. When your teacher stops, you will be asked to jot a response on this worksheet.

1. *What was the lesson introduced in this chapter?*

2. *What do you think the characters learned in this chapter?*

3. *Write about a time when you learned a similar lesson.*



A DACHSHUND'S WISH by JOE TAVANO

Teacher's Instructions: Story Elements/Story Map (Use with Story Elements/Story Map Worksheet)

Teaching Point/Aim: Students will comprehend and identify these story elements: **Setting, characters, plot, conflict, and resolution.** Students will track the **sequence** of the story using a **story map.**

Mini-Lesson #1: Story Elements

A story's Word Wall, or Chart (classroom artifact), can list these definitions after they are reviewed with the class.

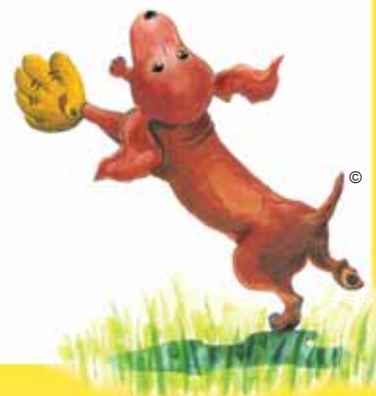
- **Setting:** The time and place in which the story is set.
- **Characters:** The people and/or animals who have a part in the story. The main character is the one individual the story is mostly about.
- **Plot:** What happens—or the action that occurs—in a story.
- **Conflict:** The problem or issue in the story.
- **Resolution:** The solution to the conflict.

Mini-Lesson #2: Story Map

Tell students that every story has three parts: a beginning, a middle, and an end. The parts of a story make up a story map, a tool that readers can use to keep track of the story.

- **Beginning:** Setting and main character are introduced. Readers are introduced to the plot.
- **Middle:** Main character is further developed. Other key characters are introduced and developed. Conflict is introduced. Plot thickens.
- **End:** A resolution, when the conflict or issue is solved.

*Worksheets will be given to students at the start of the story, and they will be told to fill in the information as it is provided to them.



A DACHSHUND'S WISH by JOE TAVANO

STORY ELEMENTS/STORY MAP: Worksheet

Name: _____

Date: _____

Every story has something in common: a beginning, a middle, and an end. We can follow the plot (or action) of a story by tracking the setting, characters, conflict, and resolution. You've gone over these elements in class. Now it's your turn to show what you've learned as we follow the story of PAWS and his friends in **A DACHSHUND'S WISH**.

Text to include in BEGINNING box:

First we are told the setting, or where and when the story takes place.

Then we are introduced to the lead character, or the main character.

Text to include in MIDDLE box:

Next we are introduced to other characters. List as many characters as you think are important to the story.

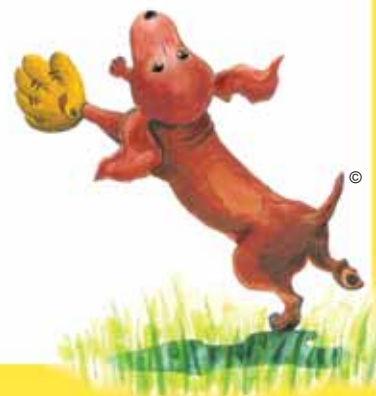
The problem, or conflict, becomes clear.

Then we are introduced to even more characters. Again you choose which ones are important.

Later the plot thickens.

Text to include in END box:

Finally the conflict is solved, and the story has a resolution.



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Name: _____

Date: _____



TITLE

MIDDLE

BEGINNING

END

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Teacher's Instructions: Compare and Contrast (Use with Compare and Contrast Worksheet)

Teaching Point/Aim: Students will **use text to compare and contrast characters**. They will **complete a Venn diagram graphic organizer** and **form opinions** based on facts.

TEACHERS

1. Teachers will introduce the concept of similarities and differences by modeling the similarities and differences between two people, places, things, or concepts. They will make a note that similarities and differences should be based on facts, not on opinions. (This may require a lesson overview of fact [something that is agreed upon and can be proven] and opinion [something that is a personal belief and varies among people].)

2. Model example: Comparing and contrasting New York and Florida.

Comparisons:

- They are both in the United States.
- They are both on the East Coast.
- They both have sports teams.

Contrasts:

- New York is usually cold in the winter and warm in the summer.
- New York is home to the Empire State Building.
- Florida has palm trees.
- Florida is home to Disney World.

3. Teachers will introduce or reinforce the use of a Venn diagram, which is a graphic that aids in sorting information and forming logical relations.

4. Teachers will model the use of a Venn diagram, using the example given above or an example of their own choosing.

5. Students will be told that after a Venn diagram is complete, an opinion can be deduced. Model example: Florida is a better place to live because it's warm most of the year.

6. Distribute worksheet and review instructions; explain how to apply a Venn diagram to two characters in **A DACHSHUND'S WISH**. This exercise would work well with these:

Compare and Contrast subjects:

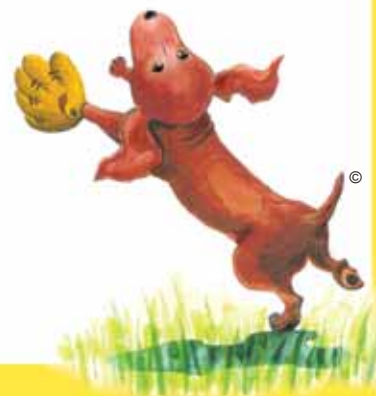
- PAWS (dog) and Jimmy (boy)

*Please note that this compare and contrast cannot be done until students have completed Chapters 1 and 2. Distribute Venn diagram after that time.

- Rodchester the Rodent with Sadie

*Please note that this compare and contrast cannot be done until students have read through the end of Chapter 7. Distribute Venn diagram after that time.

7. Students may work independently or in pairs.



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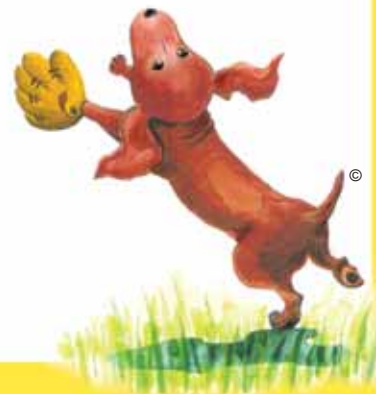
COMPARE AND CONTRAST: Worksheet

Name: _____

Date: _____

To compare one character with another character is to find the similarities (or what is the same) about both characters. To contrast one character with another is to find the differences (or what is not the same) between the characters. After we find similarities and differences, we can form opinions about those characters. To do this, we'll use a Venn diagram, a tool that will help us organize our thoughts.

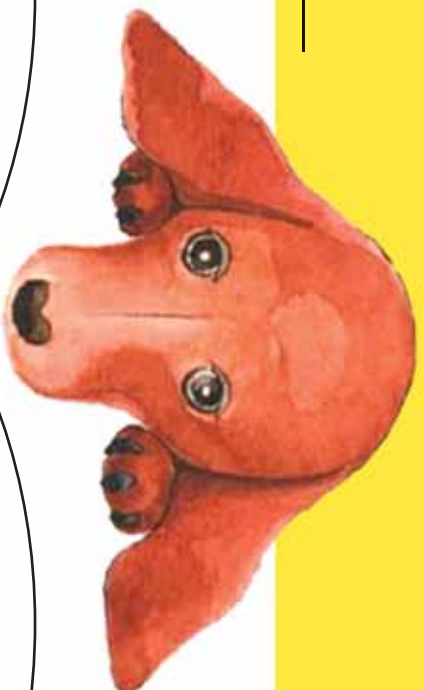
DIRECTIONS: Complete the Venn diagram on the next page. When it is complete, decide which character you'd rather be friends with, and support your answer with information from your diagram. Use the space below to explain who you chose and why.



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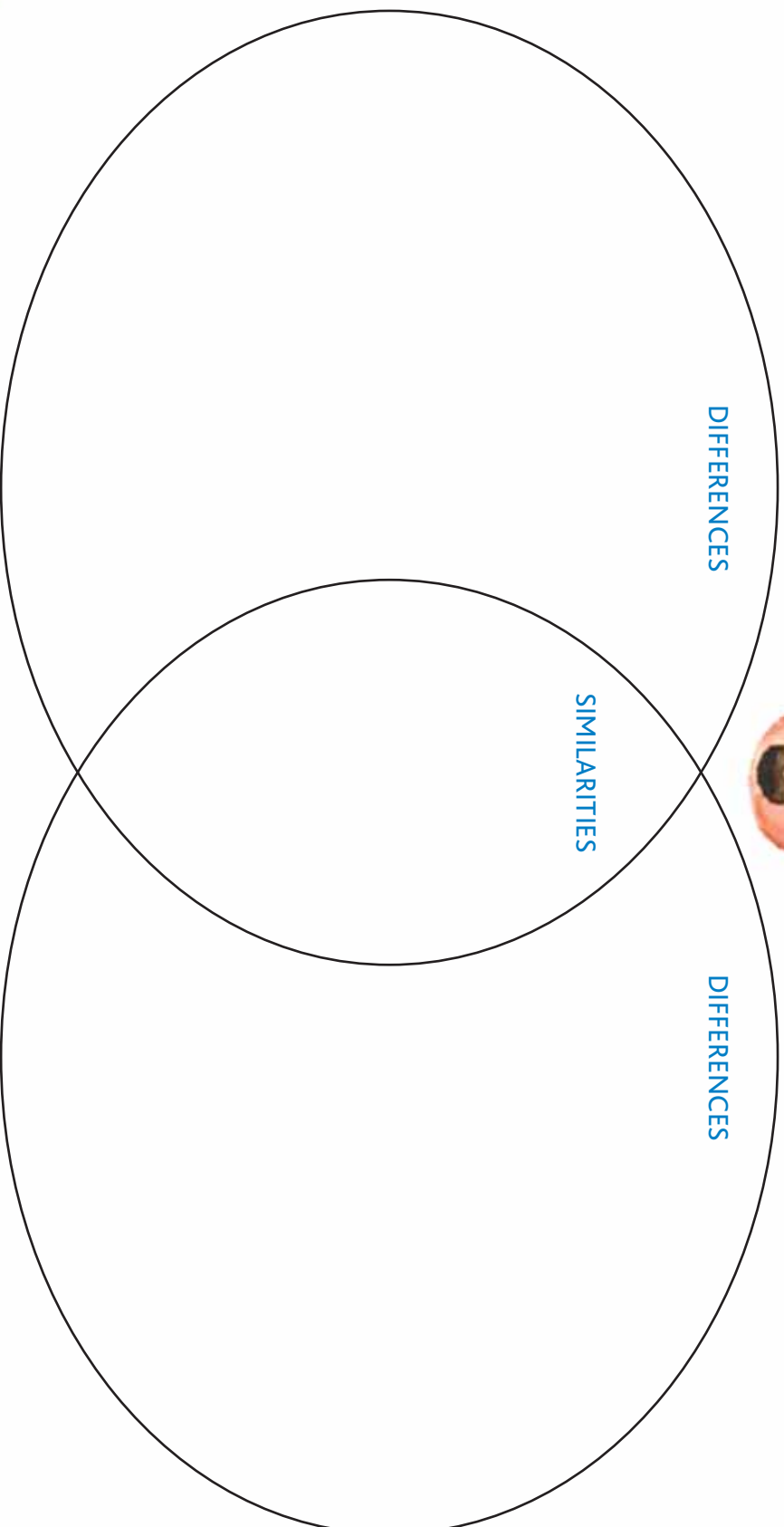
Name: _____

Date: _____



CHARACTER 1

CHARACTER 2



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Teacher's Instructions: Fun with Numbers (Use with Fun with Numbers Worksheet)

Teaching Point/Aim: Students will build various math skills as they solve **word problems** relating to **A DACHSHUND'S WISH** characters and events. Students will **calculate answers, show their process, and write out the answers in sentence format.**

Optional art tie-in: Allow students to "draw the answers" after they have written them in numeric and alpha forms.

TEACHERS

Review sample problems and answers with students. Distribute worksheet.

ANSWER KEY:

$$\begin{array}{r} 1. \quad \$299.00 \\ \quad -\$43.75 \\ \hline \quad \$255.25 \end{array}$$

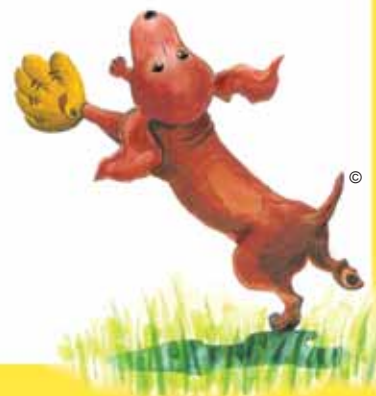
Jimmy's Dad and Mom will have to pay two hundred fifty-five dollars and twenty-five cents for PAWS.

2. From 7:15 to 8:00 is 45 minutes.
From 8:00 to 12:00 is 4 hours.
From 12:00 to 3:15 is 3 hours and 15 minutes.
Total: 8 hours
PAWS will have to wait eight hours between walks.

$$\begin{array}{r} 3. \quad \$8.95 \quad \$38.94 \\ \quad +\$29.99 \quad +\$5.95 \\ \hline \quad \$38.94 \quad \$44.89 \end{array}$$

Jimmy spent forty-four dollars and eighty-nine cents.

4. $1\frac{1}{2} \times 2$ is 3.
A thirty-two-pound dachshund eats three cups of food a day.
5. $9:30 \text{ PM} + 3 \text{ hours} + 15 \text{ minutes} = 12:45 \text{ AM}$
PAWS sounded the alarm at twelve forty-five in the morning.



A DACHSHUND'S WISH by JOE TAVANO

FUN WITH NUMBERS: Worksheet

Name: _____

Date: _____

Now it's time for you to show off your math ability! We're going to figure out word problems about PAWS using many skills you've learned in math.

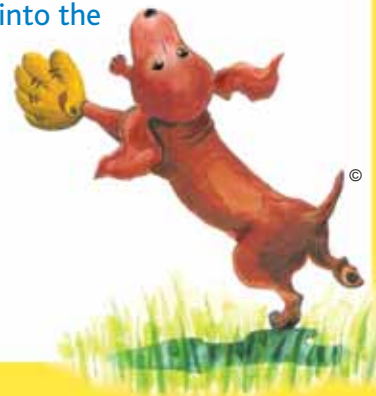
Read the word problems very carefully. Calculate your answers below each question. Show all of your work. After you solve the problem in number form, write out the solution in a sentence.

EXAMPLE: PAWS was one of thirteen puppies raised on a farm. Five puppies, including PAWS, were sent to a pet store in New Jersey. How many puppies were left on the farm?

Answer: $13 - 5 = 8$

Eight puppies were left on the farm.

1. Jimmy had saved up his allowance to buy a puppy. The puppy cost \$299.00, and Jimmy had saved \$43.75 to put toward the purchase. How much will Dad and Mom have to pay for PAWS at the pet store?
2. Jimmy is responsible for walking PAWS twice a day. If Jimmy walks PAWS at 7:15 in the morning, and then walks him again at 3:15 in the afternoon, how long will PAWS have to wait to go out between walks?
3. In order to take care of his new puppy, PAWS, Jimmy had to make a trip to the pet supply store. He bought dry food for \$8.95, a puppy bed for \$29.99, and a rubber toy for \$5.95. How much did Jimmy spend in all?
4. Standard (or full-size) dachshunds weigh between 16 and 32 pounds. If a 16-pound dachshund eats $1 \frac{1}{2}$ cups of food a day, how much would a 32-pound dachshund eat a day?
5. PAWS and his new family watched a show on Animal Planet that ended at 9:30 PM. Then they went straight to bed. Three hours and 15 minutes later someone tried to break into the house. Thank goodness courageous PAWS alerted the family! What time did PAWS send out the alarm?



A DACHSHUND'S WISH by JOE TAVANO

Teacher's Instructions: Postreading (Use with Your New Job: Children's Book Author! Worksheet)

Teaching Point/Aim: Students will understand new **vocabulary**. They will **make connections (text to film)** and **compare and contrast ideas**. They will **extend their thinking beyond the text**. They will use prediction and imagination as they create original **plots** and **characters**.

Mini-Lesson: The Story and How It Progresses

1. Teachers will explain that sometimes stories don't end when a book is finished; they go on, like our lives. Stories have chapters and sequels.
2. **Word Wall:** Sequel—the next part of a story in which the plot from the first story continues. Review the definition with students.
3. Model a movie that has a sequel, e.g., *101 Dalmatians* and *102 Dalmatians*; *Toy Story* and *Toy Story 2*.
4. Ask students to turn and talk with a partner about movies and their sequels. They will then create a list of originals and sequels, as well as write down the similarities and differences between them.
5. Ask for volunteers to discuss their findings.
6. Tell students that they have a new job: children's book author! They will be writing a new book and then breaking that book into chapters, or even creating a sequel.

Worksheet: Postreading

Hand out worksheets that will allow students to organize their thoughts for a story and its sequel. Review instructions and let students work at their own pace. Once students have completed their outlines, they are ready to write their first draft. Extension activities abound. Here are some suggestions:

- **Peer editor:** Allow children to edit one another's work before publishing.
- **Art:** Adding illustrations to the written story.
- **Production:** Binding the published work.
- **Public speaking:** Reading the book to the class using an "Author's Chair."



A DACHSHUND'S WISH by JOE TAVANO

YOUR NEW JOB: CHILDREN'S BOOK AUTHOR!: Worksheet

Name: _____

Date: _____

You've been given a very exciting job: You are now the author of your own book. It's your responsibility to create a brand-new adventure. The setting, characters, plot, and ending are all up to you!

On these pages, you will write down some of your ideas.

- List three possible ideas for your story. These ideas should be 3–5 sentences long.

1. _____

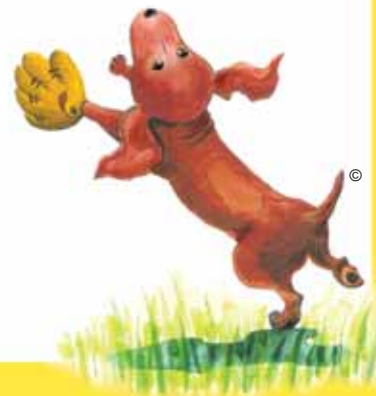
2. _____

3. _____

- Now mark with a star your favorite idea from the list above. This will be the starting point for your new story.

- Create a title for your new story (you can change it later if you wish):

- Where and when will your story take place? It's time to create a setting.



● Next you have to decide what new characters will appear in your story. List them here.

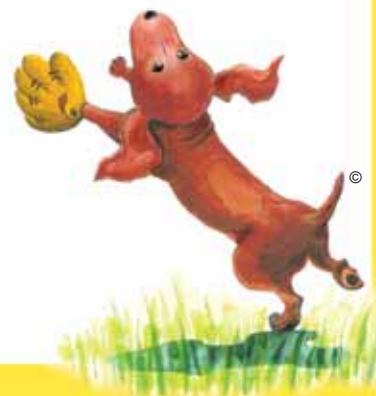
1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

● Readers will want to meet and get to know your new characters. Some can be humans and some can be animals. Some can be nice and others, not so nice. Beside their names, write a short description of each character.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

● Every great story has a conflict (problem or issue that must be solved). What will be the conflict in your new book?

● How will your character(s) solve the conflict?



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WORD WALL

Page	Word	Part of Speech	Definition
CHAPTER 1			
5	Dachshund	NOUN	Dog of German origin that has a long body and short legs. A dachshund can have short hair, long hair, or wirelike hair.
5	Chihuahua	NOUN	Dog of Mexican origin that is very small and has a round head. A Chihuahua can have a short- or long-haired coat.
7	Squirmed	VERB	Twisted about, like a worm.
9	Contented	ADJ.	Satisfied.
CHAPTER 2			
10	Twitch	VERB	Move suddenly.
10	Snatched	VERB	Grabbed without permission.
11	Smuggled	VERB	Gave secretly.
11	Distracted	ADJ.	Unfocused.
CHAPTER 3			
14	Pried	VERB	Opened or pulled apart.
14	Trembled	VERB	Shook with fear.
15	Conclusion	NOUN	A result.
15	Fuss	NOUN	Unnecessary attention.
CHAPTER 4			
17	Generous	ADJ.	Kind.
17	Hedgehog	NOUN	A spiny animal that rolls itself up when it is scared. (ex.: a porcupine)
19	Recall	VERB	To remember.
20	Replied	VERB	Answered.
21	Journey	NOUN	A trip from one place to another.
21	Critical	ADJ.	Extremely important.
21	Military	ADJ.	Having to do with soldiers. (ex.: army)



Page	Word	Part of Speech	Definition
22	Bear	VERB	Withstand or handle.
CHAPTER 5			
23	Horizon	NOUN	The farthest distance, where the Earth seems to meet the sky.
24	Rigid	ADJ.	Stiff.
24	Intently	ADV.	With great attention.
24	Muster	VERB	To bring together.
24	Graveyard	NOUN	Burial place.
24	Strutted	VERB	Walked proudly.
CHAPTER 6			
27	Dew	NOUN	Drops of water.
28	Overwhelmed	VERB	Took over.
29	Obstacles	NOUN	Things that get in the way.
29	Landmark	NOUN	An object that marks a spot.
29	Hollow	ADJ.	Empty inside.
32	Appealing	ADJ.	Pleasing.
32	Rodent	NOUN	A small, gnawing animal, like a rat.
33	Plotted	VERB	Planned.
33	Reverse	ADJ.	Opposite.
CHAPTER 8			
37	Murky	ADJ.	Thick and heavy.
40	Surface	NOUN	The top of something.
40	Construction	NOUN	A thing that has been built from several different pieces.
CHAPTER 9			
42	Embankment	NOUN	A raised structure that holds water back.
42	Landscape	NOUN	A view of the land and its surroundings.
43	Decaying	ADJ.	Becoming ruined. Stiff.
43	Debris	NOUN	What is left of something broken.
CHAPTER 10			
47	Oval	ADJ.	Shaped like an egg.



Page	Word	Part of Speech	Definition
48	Dense	ADJ.	Crowded.
48	Hind	ADJ.	Back.
48	Nobility	NOUN	A group that is thought to be better than the rest.
51	Hypnotized	ADJ.	Put under a spell.
CHAPTER 11			
54	Transformation	NOUN	A change.
56	Burglars	NOUN	Robbers.
57	Royalty	NOUN	The upper class. (see "Nobility," page 48)
CHAPTER 12			
58	Deceiving	ADJ.	Seems false.
59	Capable	ADJ.	Having the ability to do something.
60	Dramatic	ADJ.	Major.
61	Distress	NOUN	Pain.
63	Disturbing	ADJ.	Upsetting.
CHAPTER 13			
64	Exhausted	ADJ.	Very tired.
65	Reception	NOUN	A group gathered to welcome someone.
65	Silhouette	NOUN	An outline.

