

HighWire
MAGAZINE

Stranger than Fiction

STRANGE BUT TRUE

Bizarre events and coincidences

CHANGE OF HEART

There's something
different about Walt

DANGER: STRANGE BEHAVIOR

People doing unbelievable things



Volume 8, Issue 10 Teacher Guide

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Stranger than Fiction

Teacher Guide

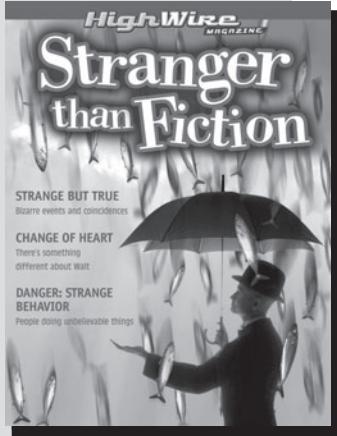
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The lesson plans in this Teacher Guide are supported by the *High Wire Magazine* Program and Assessment Guide. The Program and Assessment Guide contains:

- an overview of the components and features of *High Wire Magazine*
- a scope and sequence chart that outlines the key reading strategies that are highlighted in each issue of *High Wire Magazine*
- supporting information about the needs of adolescent readers
- descriptions of the instructional strategies, approaches, and activities used in the lesson plans
- assessment masters for the key reading strategies.

Brief explanations of instructional strategies are provided in the sidebar of the lesson plans alongside the first use of each strategy.



Stranger than Fiction

Key Reading Strategy: *Synthesizing*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Synthesizing. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy, see page 10.

Assessment Master 15 in the Program and Assessment Guide can be used for this strategy.

Curriculum Link: social studies

Introducing the Magazine

Setting the Scene

Tell the students that this issue of *High Wire Magazine* will challenge their beliefs. It contains articles and stories about strange and dangerous events. Tell the students to imagine that they find five dollars on the sidewalk as they are walking to school one day. To their surprise, they find another five dollars in the same place every day for the next week. Ask questions such as the following:

- How would you explain this?
- Would people believe that you found the first five dollars?
- Would they believe that you had found five dollars in the same place for five days in a row?

Making Connections

Explain to the students that strange, unlikely events have been happening throughout history. Sometimes, these events are less mysterious when the facts are revealed; however, some events just can't be explained. Ask the students to think about an event that they found hard to believe. Ask questions such as the following:

- What strange event or behavior do you find hard to believe?
- Why do you find it hard to believe?
- What information would you need in order to believe it?
- Where could you find the information?

Lesson Focus

Synthesizing
Making predictions

About This Selection

This article describes events that seem too strange to be true. Although life is full of strange coincidences and events, knowing the facts can help people understand the bigger picture.

Word Talk

Glossary words:
coincidence, maiden voyage, foreshadowed, albino

Other vocabulary:
strait, ferry, incredible, assassinated, remarkable, survivors, bizarre, urban, generation, sewers, waterspout, amphibians

Anticipation Guide

An Anticipation Guide contains several statements that relate to the text topic or theme. Students use the guide to prompt their thinking before they read a text.

Word Splash

Key words from the text are “splashed” or written onto an overhead transparency or chart paper. Students use the words to predict the content of the text.

Strange but True

page 2

Before Reading

★Anticipation Guide

Hand out copies of **BLM 1, Anticipation Guide**, which contains general statements related to the article “Strange but True.” Read aloud each statement as the students follow along. Ask them to record any information that they already know about the statements. Tell them to use their Anticipation Guide as they read so that they can record the page numbers when the statements appear.

Word Splash

Write the words from Word Talk onto chart paper or a transparency. Discuss the meanings of the words with the students. Tell them that they will be reading an article that contains these words. Ask them to think about the words and predict what the article will be about. Tell the students to record their predictions. Prompt a whole-class discussion about the predictions by asking questions such as the following:

- What is your prediction?
- How did you make that prediction?

During Reading

Shared Reading

Have the students turn to pages 2 and 3. Tell them to look at the illustration. Ask questions such as the following:

- What do you think has just happened?
- Does the word “WHAM!” give you any clues?

Read aloud the title, the introductory paragraphs, and the headline “Human Crash Pad!” Ask:

- Have you ever had a hard time convincing someone of something because it seemed so far-fetched? Explain.

Read aloud the final paragraph on page 2 while the students follow along. Ask:

- How could you check to see if these events really happened?
(newspapers, resource materials, the Internet)

Guided Reading

Read aloud the subheading and the first paragraph on page 3.

Discuss what has happened so far and ask the students to predict what might happen next. Ask:

- Why would the current in the Menai Strait make this piece of water so dangerous?

Tell the students to read to the end of page 3 independently. Ask questions such as the following:

- What are some similarities between the first three rescues?
- What was different about the fourth rescue?



Assessment Tip

Look for the students who are able to use the facts to change their thinking.

- ★Would you get off a ferry if you knew there was a passenger named Hugh Williams onboard? Explain your reasons.

Ask the students to turn to pages 4 and 5 and to look at the two portraits of the men. Ask questions such as the following:

- Who are these people?
- What do you know about them? Do they have anything in common?

Read aloud the subheading Read the Facts and the paragraph below. Ask the students to work in pairs and take turns reading aloud and discussing the information in the chart. One should read the “Reported Coincidences” column and the other should read the “True or False” and the “Fact” columns.

Read aloud the final paragraph on page 5 while the students follow along. Tell the students to count the number of letters in their full name and their partner’s name. Ask questions such as the following:

- Do you and your partner have the same number of letters in your names?
- What other similarities do you and your partner share? (birthdays, initials, height, hair or eye color)
- ★Did knowing the facts about the two presidents change your thinking about the reported coincidences?

Tell the students to turn to page 6 and look at the illustration. Ask questions such as the following:

- Do you recognize the ship in the illustration?
- What do you know about the ship?

Read aloud page 6. Ask:

- What are the similarities between the fictional ship and the real ship? (Draw a T-chart on chart paper or the board to record the responses.)

Tell the students to read page 7 independently, including the chart. When they have finished reading, ask:

- Do you believe that the fictional story *Futility – The Wreck of the Titan* foreshadowed the events of the *Titanic*?

Tell the students to turn to page 8. Read aloud the subheading, then ask questions such as the following:

- What does the term “urban legend” mean?
- Can you share an example of an urban legend? (To prompt the students, you could share the example of “the vanishing hitchhiker.” Tell the students that in this urban legend, a driver meets a hitchhiker who later vanishes from the vehicle without explanation. The story has been reported all over the world for centuries and there are many versions.)

Tell the students to read page 8 independently. Ask questions such as the following:

- Had you heard of any of these occurrences before? Explain.
- ★Have you changed your beliefs since reading the facts?

Tell the students to turn to page 9. Read aloud the subheading and the

first paragraph while the students follow along. Ask the students to read the rest of the article independently. When they have finished reading, ask:

- ★Has reading this article changed the way you think about other strange stories or events?

After Reading

★Anticipation Guide

Have the students look back at the statements and their responses and add their new thinking to the final column. Ask:

- After reading this article, have you changed your beliefs or ideas?

Have a whole-class discussion, and ask:

- What things surprised you?

Word Splash

Have the students revisit their predictions. Ask questions such as the following:

- Did you correctly predict the topic of the article?
- Which words helped you? Which words were unhelpful?

Silent Exchange

Ask the students to carry out a Silent Exchange to encourage further thinking about how knowing the facts can change people's views.

Creative/Aesthetic Response

The students could create their own urban legend. Encourage them to include:

- an explanation of when and how the urban legend originated;
- how it is passed on from person to person;
- why people continue to believe it.

Silent Exchange

Students write an open-ended question. The questions are passed around the group, with each student writing a response to each question. At the end, they discuss the responses.

Lesson Focus

Making predictions
Asking questions
Synthesizing

About This Selection

In a quiz format, this article asks the reader to choose possible endings for three strange scenarios.

Word Talk

Glossary words: *plentiful, mute*

Other vocabulary:
installing, seal, billowed, burgled, cruiser, marina, propeller, automatic, accompanied, trombonist, woodwind, unconscious, slide, clarinetist

Extra Help

Work with a small group of students who may experience difficulty with independent reading or predicting.

What Happened Next?

page 10

Before Reading

New Vocabulary

Write the words from Word Talk onto the board or chart paper. Ask the students to work with a partner to discuss the meanings of the words. Tell them to use a dictionary to find the meanings of words that are unfamiliar to them both.

Making Predictions

Create a scenario about something that happened before you came to school today. Explain how it began, then invent three possible endings. Tell the students to listen to all of the endings and predict which ending really happened (see the example below). Ask questions such as the following:

- Why did you choose that ending?
- What clues did you use to make your prediction? (for example, “Was there a storm last night? Does my teacher have young children?”)

Possible scenario:

This morning, I overslept. What happened next?

- A. I looked at my alarm clock, and it was blinking. There must have been a storm last night that caused the power to go off which meant that my alarm didn't work.
- B. I remembered that my son had been playing with my alarm clock last night, and I hadn't checked whether he had changed the settings. When I looked this morning, I realized he had changed the time from a.m. to p.m.
- C. I was up so late marking your tests that I just slept right through the alarm.

During Reading

Making Predictions

Hand out copies of **BLM 2, Making Predictions**. Tell the students to turn to page 10. Read aloud the title and the introductory paragraph. Tell the students they will be reading four different scenarios with three possible endings, but only one ending is true. Tell them to predict the endings they think are true. Remind them to use the clues from the text and their background knowledge. Remind them that the title of this magazine is *Stranger than Fiction* so they should expect some of the answers to be a little unbelievable. They can complete the BLM as they read.



Assessment Tip

Look for the students who are able to analyze the text so they can find clues to make predictions.

After Reading

Asking Questions

Generate a discussion about the Making Predictions activity by asking questions such as the following:

- Which ending did you choose for Winter Woes?
- Which clue helped you to make your prediction?
- Why was the clue important?

Repeat the questions for the other scenarios.

★Synthesizing

Remind the students that synthesizing is a useful strategy to use when they are reading texts that include facts, ideas, and opinions from many different sources. Explain that when readers synthesize, they think about what they are reading, compare it with what they already know, and then use that information to create a new understanding. Ask:

- Did reading each ending change your thinking about the people involved in the incident? Explain.

Ask the students to turn to page 13 to check the answers. Allow time for discussion. Discuss any further questions the students have about the endings to the scenarios.

Creative/Aesthetic Response

The students could write their own scenario that has three possible endings. (Only one should be true.) Encourage them to describe an event that has an unusual ending. The students can share their scenarios and endings in groups. The group should predict the true ending based on the clues and their background knowledge.

Strategy Focus

page 14

Key Reading Strategy: Synthesizing

When good readers synthesize, they think about what they are reading, compare it with what they already know, and create a new understanding for themselves. Each new piece of information they read can change the way that they think about the topic, characters, and events in a text. After reading a piece of new information, readers ask themselves, “Does this new information change my beliefs?” They combine the new information with what they already know to come to a new perspective.

Synthesizing is a particularly important strategy to use when reading texts that include facts, ideas, and opinions from a variety of sources.

Using real-life examples of synthesizing will help readers to understand the strategy.

Reading and Discussing the Page

Have the students turn to pages 14 and 15. Read aloud the introductory paragraph as the students follow along. Ask questions such as the following:

- Did you change your thinking about what can rain from the sky?
- Does anything else regularly rain on people other than water? (dust, pollution, pollen)

Read aloud the text below the subheading Synthesizing while the students follow along. Clarify the meanings of “perspective” and “interpretation.”

Hand out copies of **BLM 3**, Synthesizing, which highlights the activities from Try It Out. Read aloud and discuss the instructions.

Read aloud For Real while the students follow along. Ask them to share other examples of occasions when they changed their thinking in light of new information.

Lesson Focus

Making connections
Visualizing
Synthesizing

About This Selection

Guido's classmate Walt has undergone a mysterious transformation. Guido soon finds out that Walt's story is stranger than fiction.

Word Talk

Vocabulary: *casually, anger management, wailed, constipation, technique, swivel, corridor, obviously, suspicious*

Probable Passage

The teacher lists key words from the selection and the students discuss them. They may be asked to arrange the words into categories. The students then use the words to fill in the blanks of a Probable Passage (one that might occur in the text) or to write their own Probable Passage.

Say Something

Students work in pairs, taking turns to read sections of text aloud. The reader pauses occasionally to say something about the text, for example, a prediction, question, comment, or connection.

Change of Heart

page 16

Before Reading

Probable Passage

Hand out copies of **BLM 4, Probable Passage**. Read and discuss any unfamiliar words. Remind the students that word endings will give clues as to how the words are used in a sentence. When they have finished adding the words to the passage, ask them to reread it and make a prediction about the theme of the story.

Making Connections

Generate discussion and make connections to the story by asking questions such as the following:

- How do you feel when a classmate, friend, or sibling is angry?
- Do you know or have you heard about someone who has made a big change to his or her personality, such as changing from being very shy to very outgoing? Explain.

During Reading

Visualizing

Ask the students to keep their books closed. Explain that visualizing is like creating a movie or a picture in your mind as you read or listen. Visualizing can help readers to understand and remember what they have read or heard.

Tell the students to close their eyes and imagine the characters and the setting as you read aloud the title and the first paragraph. Pause to ask questions such as the following:

- What do you imagine Walt looks like?
- What do you imagine Jacinta looks like?

Ask the students to describe their mental images of the setting. Encourage them to identify words in the text that support their views.

Ask the students to continue visualizing while you read aloud the next paragraph. Have them look at the illustration on page 16. Ask questions such as the following:

- Do your mental images of the characters match the illustration?
- How are your mental images of the characters different from the illustrations? (age, size, hair color)
- What surprised you?

★Say Something

Have the students turn to page 17. Read aloud the first four paragraphs while the students follow along. Pause at the end of each paragraph to model Say Something. The “something” could be:

- a prediction (“Walt will have changed because of his sickness.”);
- a question (“What is different and weird about Walt?”);

Extra Help

Work with a small group of students to focus on one type of response, such as making connections, during Say Something.



Assessment Tip

Look for the students who use a variety of ways to “say something.”

- a comment (“Saying that someone has anger management problems is just a nice way of saying that they’re a bully.”);
- a connection (“When I was in school, there was a boy who would pick on kids who were smaller than him. For him, it was a game, but for his victims, it was no fun.”);
- ★a synthesis (“When I read the first two paragraphs, I thought the teacher was going to be angry at Walt because he was late, but she welcomed him back. I think she’s trying to give him a fresh start.”).

Each time you say something, ask for a volunteer to respond to your prediction, question, comment, connection, or synthesis.

Have the students work in pairs. Tell them to divide the reading into equal parts and carry out a Say Something activity.

After Reading

Probable Passage

Revisit **BLM 4**, Probable Passage, to check the students’ predictions. Ask questions such as the following:

- Was your prediction accurate?
- How was your prediction different from the actual story?

Making Connections

Generate discussion and make connections to the story by asking questions such as the following:

- Do you think it is possible for a heart transplant patient to take on the personality of the donor? Why/why not?
- Is this story believable? Why/why not?
- Does this story remind you of other stories you have read or TV shows or movies you have seen?

Lesson Focus

Reading fluency
Making connections

About This Selection

In this message-board discussion, two members of the Skeptics' Club debunk the urban legend about a nest of rattlesnakes living beneath a fast-food restaurant.

Word Talk

Glossary word: *seething*
Other vocabulary:
apparently, dumpster, lurked, outlet, skeptical



Teaching Tip

Remind the students that paying attention to punctuation will improve their reading fluency by helping them to read aloud with a natural rhythm.

Extra Help

Work in a small group with the students who have difficulty following basic punctuation, such as commas and periods, when reading aloud.



Assessment Tip

Listen for the students who demonstrate appropriate inflection and phrasing when reading aloud.

Double/Triple Entry Journal

Two- or three-column charts are used for students to record parts of the text and their inferential or critical thinking about each part.

Ask an Expert: The Skeptics' Club

page 22

Before Reading

New Vocabulary

This activity reinforces strategic prereading and provides a basis for using words to anticipate content. The students should work in pairs or small groups. They will need materials to record their brainstorming.

Write the title of the article onto chart paper or a transparency. Read aloud the title and tell the students that you have found four key words that relate to it. For example, opinion, gossip, version, and fact. Ask the groups to brainstorm possible words. Each group should then refine their list to the four most likely words. Have each group share their words and explain why they chose them.

During Reading

Shared Reading

Shared Reading is a useful strategy to practice when developing reading fluency. The students should each have a copy of "Ask an Expert." Explain that the focus of this lesson will be using appropriate phrasing and inflection when reading aloud.

Read aloud pages 22 and 23 while the students follow along. Pause at the end of each section to discuss how to follow the punctuation. For example, the last two sentences of Nadine's posting are questions. Ask the students to listen carefully. Reread the sentences aloud, modeling the appropriate inflection and phrasing. Ask:

➤ What did you hear when I came to the end of the sentence?

Have the students reread the passage in pairs, with each reading a different section. The students can then give each other feedback on their reading fluency and expression.

After Reading

Making Connections

Draw a Double Entry Journal on chart paper or the board. Use the heading "I Read or Heard" in the first column and "I Know" in the second. Ask the students to share urban legends they have read or heard about. Record these in the first column. Next, ask the students to share their knowledge about the origins of each urban legend on the chart. Record this information in the second column.

Research

Have the students work in pairs to research urban legends using the Internet. Ask them to trace each urban legend back to its origin. Encourage them to share their findings with the class.

Lesson Focus

Text features
Monitoring for meaning
Making connections
Synthesizing

About This Selection

Some adventures are best left imaginary. This article discusses unusual, risky, or foolish behavior, such as that of Lawn-chair Larry and the victims of strange fashion trends.

Word Talk

Glossary words:
antidote, tongue-in-cheek, fashionistas
Other vocabulary:
consequences, reputation, disorder, venomous, helium, calculations, descended, honorable, hesitates, trend, hurtled, accompanied



Teaching Tip

Struggling readers may find the strategy of using context challenging. You may choose to eliminate it, substitute it, or work in a small group with students having difficulty.

Danger: Strange Behavior

page 24

Before Reading

New Vocabulary

Tell the students they are going to create a list of unfamiliar words from the article “Danger: Strange Behavior.” To create the list, they should skim the text to identify unfamiliar words. Tell them to record these words in their notebooks. Next, they will work in groups to create a master list of ten unfamiliar words. The students can take turns sharing their words. The master list must only include words that are unfamiliar to all. The students can use a dictionary or thesaurus to find the meanings of the words.

Text Features

Tell the students that they will be reading a nonfiction article about people who demonstrate behaviors considered dangerous or strange. Ask questions such as the following:

- What features does a nonfiction text have?
- How is a nonfiction text different from a fiction text?

Have the students create a T-chart to compare the features of nonfiction and fiction texts.

Tell the students to look through “Danger: Strange Behavior” and find examples of the features they listed. Ask questions such as the following:

- Is the font effective? Why/why not?
- Why do you think photographs were used instead of drawings? (authenticity, proof)
- Are the captions useful? Why/why not?

During Reading

Monitoring for Meaning

Tell the students that while they are reading, there may be times when they are confused by words, sentences, or ideas. Tell them that they will be practicing some fix-up strategies as they read. These strategies include:

- using prior knowledge (what they know about the topic before reading);
- using context (clues from what they have read);
- rereading (rereading the passage and adjusting the reading rate by slowing down or speeding up);
- asking a friend or consulting a dictionary.

List these strategies on the board or on chart paper as a reference for the Say Something activity.

Ask the students to turn to page 24. Read aloud the title and ask the students to look at the photograph. Ask questions such as the following:

- What information can you gather from this photograph?



Assessment Tip

Look for the students who are able to articulate their thinking processes clearly when they use a reading strategy.

Read aloud the introduction and ask:

- Why do you think people do dangerous things such as play with rattlesnakes or swallow coins?

Say Something

Ask the students to practice the reading strategies using Say Something while they read the article. Working in pairs or in groups of three, they can take turns to read the sections aloud, pausing when they are confused or need clarification. To fix their understanding, they should use a strategy. Encourage them to try a different strategy each time they read.

Prompt a discussion about the reading strategies by asking questions such as the following:

- Which strategy did you use the most?
- Did you have to use more than one strategy to understand one section?

After Reading

Making Connections

Generate discussion about the topic and the students' thinking by asking questions such as the following:

- ★When you read the facts about the person swallowing coins, did your first impression change? How?
- Do you think differently about the “metal man” compared with the “fashion victims”? Why/why not?
- Do you think that people who pull dangerous stunts should be charged with breaking the law? For example, should Lawn-chair Larry be charged with reckless flying? Why/why not?

Research

Ask the students to use the Internet to carry out further research on the Darwin Awards.

Graphic Organizer

page 30

Featured Graphic Organizer: Continuum

A continuum is a graphic organizer that presents two extreme possibilities at either end of a line, with the range of events placed along the line according to how close they are to one extreme or the other.

Discuss the word “continuum.” Ask questions such as the following:

- Have you ever heard somebody use the word “continuum”? Explain.
- Can you think of other words that sound similar to “continuum”? (continue, continual, continuation, continent)

Reading and Discussing the Page

Ask the students to turn to page 30. Explain that a continuum shares some similarities with a timeline. Tell the students to look at the illustrations, captions, and heading on the continuum. Ask questions such as the following:

- How is a continuum similar to a timeline?
- How is a continuum different from a timeline?

Read aloud the text at the top of page 31 while the students follow along.

Ask the students to work in pairs to read the events along the continuum. Allow them time to discuss the placement of the events, then ask:

- Do you agree with the placement of events? What events would you move along the continuum? Why?

Hand out copies of **BLM 5, Continuum**, which allows the students to practice using a continuum. Tell the students that they will be rereading “Danger: Strange Behavior.” Remind them that the article describes various dangerous and weird behaviors. They should place the behaviors along the line according to how close they feel the behaviors are to one extreme or the other.

When the students complete their continuum, they can work in small groups to explain where they have placed the behaviors along their continuum and why.

Project

page 32

Featured Project: Newspaper Report

Materials required: paper, writing materials, access to a library or the Internet

Ask the students to turn to page 32. Tell them that they will be choosing another “Believe It or Not” story and presenting information about it as a newspaper report.

Read aloud and discuss the introductory paragraphs. If the students are using the Internet for research, brainstorm some words or phrases that could be used to search for relevant information. (freak event, unbelievable incident, uncanny, strange behavior)

Tell the students that when they have found a story they would like to present as a newspaper report, they should search for information about it from some different websites. Doing this will help them to check that the story is true.

While the students follow along, read aloud the elements that they will need to include in their articles. Emphasize that they should include:

- information that answers the five Ws (who, what, when, where, why) as well as how;
- interesting visual features, such as photographs and diagrams;
- language appropriate to a newspaper report.

Remind them to refer to the instructions on page 32 when they are editing the article to ensure that they have included all the correct elements.

Anticipation Guide

Name: _____ Date: _____

What to do:

- Before reading “Strange but True” (*Stranger than Fiction*, pages 2–9), read the statements in the table below. In the first column, write what you already know about the statement.
- Read the article, then look back at the statements. Have you changed your ideas? Write your new response, or rewrite your original response, in the final column.

Response before Reading	Statements	Response after Reading
	The Menai Strait off the coast of Great Britain is the safest strait in the world.	
	Both President Lincoln and President Kennedy were shot on the same day.	
	The author Morgan Robertson wrote a book about the sinking of the <i>Titanic</i> fifteen years before it actually sank.	
	In New York, alligators live in the sewers.	
	In June 1997, it rained toads in Mexico.	

Making Predictions

Name: _____ Date: _____

What to do:

- Read “What Happened Next?” (*Stranger than Fiction*, pages 10–13).
- For each story, record the letter of your chosen ending. Record the clue in the second column. Explain why the clue is important in the third column.

Winter Woes

Letter	Clue	The clue is important because ...

On a Slow Boat

Letter	Clue	The clue is important because ...

“Change, Please!”

Letter	Clue	The clue is important because ...

Going Out with a Bang

Letter	Clue	The clue is important because ...

Synthesizing

Name: _____ Date: _____

What to do:

- Reread “What Happened Next?” (*Stranger than Fiction*, pages 10–13) and answer the questions below.
- Read “Change of Heart” (*Stranger than Fiction*, pages 16–21) and answer the questions below.

What Happened Next?

1. The four stories have a lot in common. After reading them, what conclusions did you draw?

2. Do these stories remind you about other crazy stories? Give an example.

Change of Heart

1. Based on your first impressions of Walt, what kind of person do you think he is?

2. Did your thinking about Walt change when you read the list of things that were different about him? Explain.

3. Did finding out about Ernie change your thinking again? Explain.

Probable Passage

Name: _____ Date: _____

What to do:

- Read and discuss the following words from “Change of Heart” (*Stranger than Fiction*, pages 16–21).
- Write the words from the list into the passage below. Check that the passage makes sense with the words you have added.
- Based on the passage, make a prediction about what the story will be about.

silent	something	palm	stretched	shout
writing	casually	saw	scratched	normal
walked	weird	afraid	fingernails	corners

Walt walked into the classroom _____, as if he had never been away. He sat down and _____ out his legs out in front of him. It was _____ for everybody to go _____ whenever Walt walked into the classroom. It was normal for Jacinta to start biting her _____ nervously, and it was normal for me to imagine Walt as a squishy, overcooked pea lying in the _____ of my hand. Everyone had their own way of pretending that they weren’t _____ of Walt. We all _____ him out of the _____ of our eyes, except for Mrs. Cook, who was _____ on the chalkboard. Walt _____ his head and said, “I’m back, Mrs. Cook.” He said it loudly, but he didn’t _____, which is what he would normally do. We kept staring, even though we had seen Walt when he had first _____. in. It was Walt, all right – but there was _____ different about him. Something _____.

Prediction:

Continuum

Name: _____ Date: _____

What to do:

- Reread “Danger: Strange Behavior” (*Stranger than Fiction*, pages 24–29).
- Record the behaviors from the article along the continuum according to how close you feel they are to one extreme or the other.
- Include illustrations and captions.

Most Dangerous and Strange

Least Dangerous and Strange