


*HighWire*  
MAGAZINE



# SURVIVORS

## Trapped Underground

A miraculous mine rescue

## Long-term Survivors

On Earth for a hundred million years

## Strive to Survive

Our obsession with reality TV

Volume 7, Issue 9 Teacher Guide



ISBN-13: 978-0-17-635853-2  
ISBN-10: 0-17-635853-6



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## High Wire Magazine – Survivors Teacher Guide

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Developed in collaboration with  
Learning Media Limited

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Distributed by Learning Media Limited  
Box 3293, Wellington, New Zealand

[www.learningmedia.co.nz](http://www.learningmedia.co.nz)

ISBN-13: 978-0-17-635853-2  
ISBN-10: 0-17-635853-6

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# Survivors

## Teacher Guide

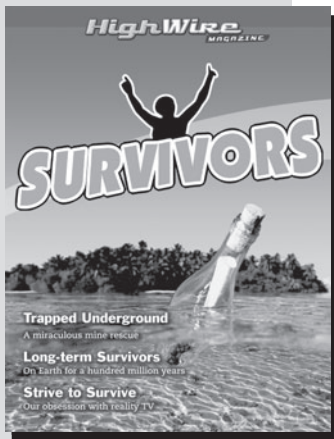
### TABLE OF CONTENTS

Survivors Lesson Plans .....	4
Trapped Underground .....	5
Graphic Organizer .....	7
The Middle of Nowhere.....	8
Ask an Expert: Don't Panic! How to Survive in the Desert.....	10
Long-term Survivors.....	12
Strategy Focus.....	14
Strive to Survive .....	16
Project.....	18
Blackline Master 1: Chain of Events .....	20
Blackline Master 2: Anticipation Guide .....	21
Blackline Master 3: Determining Importance .....	22
Blackline Master 4: Triple Entry Journal .....	23

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.



# Survivors

## Key Reading Strategy: *Determining Importance*

The lesson plans in this issue of *High Wire Magazine* highlight the reading strategy Determining Importance. Opportunities to practice this strategy are indicated by the symbol ★. For more information on this strategy see page 14. **Assessment Master 7** in the Program and Assessment Guide can be used for this strategy.

**Curriculum Links:** social studies, science

## Introducing the Magazine

### Setting the Scene

Tell the students that this issue of *High Wire Magazine* is about survival. Ask them to imagine that they are on a deserted island. Ask questions such as the following:

- What would you eat and drink?
- How could you help the rescue teams to find you?
- How would you protect yourself from the elements?

### Making Connections

Explain that the magazine includes examples of two kinds of survival: people who have survived life-threatening situations and creatures that are considered long-term survivors. Ask questions such as the following:

- What do you think “long-term survivors” means?
- Do you know of any animals or insects that might be considered long-term survivors? (cockroaches, great white sharks)

Encourage a discussion about books, TV shows, or movies that have survival themes. Ask the students to share any personal experiences, for example, being lost or in a scary situation.

## Lesson Focus

Making predictions  
Making connections  
Determining importance

## About This Selection

In diary format, this article describes the experience of Brant Webb and Todd Russell, two miners who were trapped underground for two weeks in 2006.

## Word Talk

Glossary words:  
*telehandler, thermal*  
Other vocabulary:  
*Fahrenheit, shaft, borer*

## 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.



## Teaching Tip

Remind the students to refer to the text features (photographs and captions, illustrations, and cross-section diagram of the mine) to gather all the facts.

# Trapped Underground

page 2

## Before Reading

### Making Predictions

Begin with the Think-Pair-Share strategy. Write the title “Trapped Underground” on chart paper and tell the students to think about the title and possible scenarios in the article. Have them share their ideas with a partner. Record some of the scenarios on the chart paper.

## During Reading

### Say Something

Read aloud page 2 while the students follow along. Pause at the end of the page to say something about what you have read. The “something” could be:

- a prediction, such as whether the trapped miners will survive;
- a question, such as “Does anyone know what a telehandler is?”;
- a comment, such as “This article is written like a diary.”;
- a connection, such as “My grandfather worked in a mine when he was thirteen years old.”

Ensure that the students understand how to make predictions and connections. Ask them to work in pairs and divide the reading into equal parts. They should take turns reading and pausing to “say something.”

### ★Determining Importance

This activity will help the students understand that having a purpose for reading will make it easier for them to determine what is important in a text. Divide the students into small groups of up to four. The initial instructions will be shared with all of the students; however, once they have begun reading in their groups, select two groups and quietly give them additional instructions, as follows:

- Tell one group to select important information about the physical and emotional well-being of the miners trapped underground. Ask them to imagine that this information will be shared with the miners’ families.
- Tell another group to select important information about the rescue team, including the work they are doing and the problems they are encountering.
- Tell the other group(s) to select information that they feel is important, without any additional instructions.

Tell all the students to take turns reading the article aloud with their group. As they read, all group members should jot down important information. Tell the students that all group members should participate in deciding which information is the most important.

When the group work is finished, ask one member from each group to share their important information. When the sharing is completed, generate a discussion about the choices the groups made. Ask questions such as the following:

- Why didn't each group select the same information?
- What questions did you ask when you were deciding which piece of information was important?
- Was it easier to decide which information was important when you were given a specific purpose for reading?

## **After Reading**

### **Making Connections**

Tell the students to close their eyes and imagine that they are trapped underground. Ask questions such as the following:

- Have you ever been in a situation where you felt trapped?
- What would be the worst thing about being trapped?
- Who would you write a letter to?

Tell the students to share their thoughts and experiences about being trapped with a partner.

### **Creative/Aesthetic Response**

The students could write an article based on an alternative scenario.

## Featured Graphic Organizer: Chain of Events

A Chain of Events sequentially documents the main events in a text. It can be used with both fiction and nonfiction texts. It is useful for recording the main events in chronological order, helping the students to recall information, and deepening their understanding of a text.

Discuss the purpose of a Chain of Events and remind the students that the main events are recorded in order as a “chain.” This organizer can also be used to create an outline for writing an article or a story.

### Reading and Discussing the Page

Tell the students to turn to the Graphic Organizer on pages 8 and 9. Have them cover up the text for days 5, 8, and 9.

Read aloud *How the Story Starts* as the students follow along. Read the first event (days 1 and 2) and ask:

- Is this a key event?

Have the students work in pairs to find the key events on days 5, 8, and 9. Check that the students understand the key events by asking questions such as the following:

- What happened when Todd and Brant tried to dig their way out?
- Where did the rescuers decide to drill the tunnel?
- Why didn’t the drilling work?

Discuss why a Chain of Events is a useful tool. Ask questions such as the following:

- How did it help you recall the key events?
- Was it helpful to have a start and end link?
- How were the other links organized?

When the students have completed the activities for “The Middle of Nowhere,” they could reread the story and create a Chain of Events using **BLM 1**, Chain of Events.



## Lesson Focus

Visualizing  
Asking questions

### About This Selection

When a group of teenagers survive a plane crash in the mountains, one girl keeps a journal of the experience. She describes the cold, hunger, and conflict as the group struggles to survive in a landscape of snow and rock.

### Word Talk

Glossary word: *plateau*  
Other vocabulary: *absorbs, pale, burrows, atmosphere*

### 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.



### Teaching Tip

Remind the students that when they retell a story in their own words, the retelling should mirror the sequence of events in the story. They should add as much detail as they can remember.



### Assessment Tip

Look for the students who refer to the events from the story when they answer the questions.

# The Middle of Nowhere

page 10

## Before Reading

### Word Splash

List the following words on a piece of chart paper or a transparency. (screaming, pale, survive, freezing-cold, dazed, moans, plateau, huddle, waiting, hungry, thirsty, searchers, exhausting, rations.)

Ask the students to turn to a partner and predict the theme of “The Middle of Nowhere.” Record their responses for reflection after reading.

## During Reading

### Visualizing

Explain to the students that visualizing means creating pictures in your mind as you read. Emphasize that visualizing helps readers to understand and remember what they have read.

The students will read in groups of three. Tell them to scan the illustration on pages 10 and 11. Read aloud Day One as the students follow along, and model visualizing by pausing occasionally to describe the pictures in your mind. Ask the students to take turns reading to their groups, pausing to share their mental images.

Once the students have finished reading the story, they can each retell the section they have read. Tell them to close their eyes and use their mental images to retell the section. One group member can record the retelling. Once each group member has had a chance to retell and record, the group can compare the retellings with the story. Ask:

- Did visualizing help you understand the story and retell it with more detail?

## After Reading

### Word Splash

Ask the students to revisit the predictions from the Word Splash and compare them with the actual theme or situation.

### Asking Questions

The students can work in pairs or small groups to discuss the following questions:

- Does a person’s age affect their ability to survive? How?
- What survival skills does a person need in a difficult situation?
- Why would it be difficult to survive in the environment described in the story?
- How would the story be different if an adult had survived?
- Ask one student from each pair or group to share the responses with the class.



### **Text Reformulation**

Text reformulation is transforming a text into another type of text, for example, from a newspaper article into a poem.

### **Creative/Aesthetic Response**

The students could:

- work in small groups to act out the story as a play, with each student playing one character;
- write an alternative ending to the story;
- write a poem using the words from the Word Splash;
- work in pairs to role-play an interview, with one student playing the narrator of the story and the other playing a TV reporter. The reporter should ask the narrator to share her thoughts and feelings about her experience.

### **Text Reformulation**

Ask the students to write an article about the plane crash and the rescue of the teenagers. The article should include:

- a catchy headline;
- a short and dramatic opening sentence that hooks the reader in;
- facts about the crash and the rescue;
- quotes from survivors;
- a concluding sentence.

## Lesson Focus

Reading fluency  
Determining importance

## About This Selection

Using instant messaging, a character gives advice to a friend on how to survive in the desert.

## Word Talk

Glossary words:  
*scenarios, gnaw*  
Other vocabulary: *fossil, scorpions, park rangers, antiseptic*



## Teaching Tip

Remind the students that following the punctuation in the dialogue will help them find the natural rhythm of the text.



## Assessment Tip

Look for the students who are able to read fluently and with expression.

# Ask an Expert: Don't Panic! How to Survive in the Desert

page 18

## Before Reading

### K-W-L Chart

A K-W-L chart helps to set a context and purpose for reading a text. Use the K-W-L chart to find out what the students already know, what they want to know, and what they learned. Complete the chart as a class, recording the responses on three transparencies or pieces of chart paper. Complete the "What I Know" column using the Think-Pair-Share strategy. Ask:

- If you were stranded in a desert, how would you survive?

Ask the students to share their survival tips with a partner. Ask each pair to share a tip with the class.

Use the Think-Pair-Share strategy to generate questions for the "What I Want to Know" column. Ask:

- What other information do you need to survive in a desert?

## During Reading

### Shared Reading

Shared Reading is a particularly useful strategy to develop reading fluency. The students should each have a copy of "Don't Panic! How to Survive in the Desert." The focus will be on using appropriate inflection and expression when reading aloud. Take the role of one character and ask for volunteers for the role of the other character. Discuss the qualities of fluent expressive reading.

After reading the text as a class, the students can reread the passage with a partner, each taking the role of one of the characters. The students can then swap roles and reread the dialogue as the second character.

### ★Determining Importance

Tell the students to reread the text independently. As they read, they should ask themselves, "How important is this information to surviving in the desert?" They should jot down any information that is important and explain why. For example, "It is important to know that a person can survive for up to three weeks without food. Knowing this means that you won't worry about starving to death, and you can concentrate on other things."

## After Reading

### K-W-L Chart

Fill in the final column of the K-W-L chart “What I Learned,” and ask questions such as the following:

- What strategies did you learn for surviving in a desert?
- Would these strategies be useful in other survival situations?
- Did you find answers to any of your questions?
- How can we find answers to unanswered questions?

The class could create a chart of unanswered questions and add to it over time.

### Creative/Aesthetic Response

Ask the students to write a checklist of tips for surviving on a mountain. They can find information on mountain survival using a library or the Internet.

## Lesson Focus

New vocabulary  
Text features  
Determining importance  
Asking questions

## About This Selection

This article examines four species that have withstood changing conditions on Earth. Their special habits and features have helped them survive for millions of years.

## Word Talk

Glossary words: *predators, resourceful*

Other vocabulary: *electrosense, cockroach, scavenger, starvation, adaptable, migrate, marine, species, hardy*

## 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.

# Long-term Survivors

page 20

## Before Reading

### New Vocabulary

Tell the students that they are going to create a list of unfamiliar words from the article “Long-term Survivors.” Have the students skim the introductory paragraph on each page and record words in their notebooks. Have them work in groups to create a master list of ten unknown words. The students can take turns sharing their words, writing only those words unfamiliar to all of them on the master list. The whole class can then do this to create a top ten list of unknown words, which can be added to the word wall along with their meanings.

### Anticipation Guide

Use **BLM 2**, Anticipation Guide, which has general statements about “Long-term Survivors.” Hand out copies to the students and read aloud each statement as they follow along. Ask the students to write how strongly they agree or disagree with each statement.

## During Reading

### Text Features

Tell the students to turn to pages 22 and 23 and think about the way the information is presented. Ask questions such as the following:

- Is this selection fiction or nonfiction? How can you tell?
- What is similar about the two pages?
- What is different about the two pages?
- How do the photographs help to expand your understanding?
- Does the layout help or hinder your ability to understand the information? Explain how.

### Shared Reading

Ask the students to turn to page 20. Read aloud the title and the introductory paragraph while the students follow along. Ask questions such as the following:

- Do you know of any animals or plants that have lived on Earth since before the time of the dinosaurs?
- Why do you think those animals or plants survived so long?

Finish reading aloud the text at the bottom of the page. Ask:

- Do you know any of the special features that these long-term survivors have?



### Teaching Tip

Ensure that the students have plenty of sticky notes available.

### Marking the Text

Students can use sticky notes or plain paper bookmarks to mark their thoughts, questions, predictions, or comments.



### Assessment Tip

Look for the students who are able to build on other students' responses to come up with a new understanding.

## ★Determining Importance

Use a Marking the Text activity to teach finding the main idea. Tell the students that while they are reading, they will be determining whether the information helps to explain why a plant or animal has survived for such a long time. They will jot down the important information on sticky notes. Review the tips outlined on page 26:

- The first and last paragraphs often give the reader clues about the purpose of the text.
- Captions, headings, and photographs usually focus on the main ideas in the text.
- Asking questions while reading can help readers to find the main idea, for example, How important is this idea? Why might the author have included it?
- Note taking helps to track important ideas and is a useful reference point.

Tell the students that while they are reading, they should ask themselves, “Is this information vital to explaining why this plant or animal survived over time?” If the answer is yes, they should briefly summarize the information, in their own words, on a sticky note.

Tell the students to read the article independently and jot down notes to find the most important information. They can then work with a partner to share their notes and justify their choices.

## After Reading

### Anticipation Guide

Have the students look back at the statements and their responses. Ask:

- Have your responses changed?

Tell them to add their new responses to the right column, and discuss these as a class. Ask:

- Were there any surprises?

### Asking Questions

In small groups, the students can turn to “Are *we* survivors?” on page 25 and respond to the text using the questions as a springboard.

Ask the students to imagine what the world will be like in a million years. Tell them to choose a person to read aloud the first question. Moving clockwise, each student can respond to the question and to other students' responses, ending with the person who read aloud the question. Tell the students that they cannot crosstalk (interrupt, ask questions, or respond out of turn). The person to the right of the first reader will then read aloud the next question, and so on, until all questions have been discussed or as time permits.

## Key Reading Strategy: Determining Importance

Determining importance involves sorting out important information from information that is simply interesting. This skill supports students to grasp the main ideas in the text and is also a key skill to transfer to writing.

Determining the important ideas and information is key to understanding the text better. Sorting out what is important from what is simply interesting can be difficult. Readers can be easily sidetracked by less important information. Having a clear purpose for reading gives readers a common ground for selecting the most important information.

Some useful strategies for students include:

- The first and last paragraphs often give the reader clues about the purpose of the text.
- Captions, headings, and photographs usually focus on the main ideas in the text.
- Asking questions while reading can help readers find the main idea. For example: How important is this idea? Why might the author have included it?
- Note taking helps to track the important ideas and is a useful reference point.

## Reading and Discussing the Page

Ask the students to turn to page 26, Determining Importance. Read the first paragraph aloud and ask the students to think back to “Long-term Survivors.” Ask questions such as the following:

- What other sensational introductions to creatures or plants do you remember from this article?
- Why do you think the author gave each long-term survivor a sensational introduction?

Read aloud the next paragraph and explain that:

- important ideas are not always clearly arranged on the page;
- asking questions is a helpful strategy to use when finding the main ideas;
- thinking about the purpose of reading a text can help when making decisions.

As a whole class, identify the main idea in the paragraph, and model how to note down this idea.

Introduce Try It Out. Read aloud each step as the students follow along. Stop after each step to ensure the students understand the tasks.

Hand out copies of **BLM 3**, Determining Importance. Have the students work in small groups to complete the activities in Try It Out. Provide sticky notes for each group. Remind them to continually ask themselves questions such as the following:

- How important is this information?
- Why has the author included it?
- How does the last paragraph help confirm the important ideas?

Tell the students to take turns reading to the end of the article, pausing to write down important and interesting information at the end of each paragraph or section. Each group can then share one important and one interesting piece of information with the class.



## Lesson Focus

Asking questions  
Monitoring for meaning

## About This Selection

This article examines the phenomenon of *Survivor*-style reality TV shows. It describes the formula these shows use and explains why that formula has been so successful.

## Word Talk

Glossary words:

*fascination, endurance, deviousness, primeval*

Other vocabulary:

*contestants, determination, ancestors, faucet, instinct, genuine, satellite, tactics, cunning, alliances, competitors, devious, unpredictable*



## Teaching Tip

It is important to model fluent reading with a focus on the use of punctuation.



## Assessment Tip

Look for the students who are modeling fluent reading. Check their questioning to see if their fluency matches their comprehension.

## 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.

## Extra Help

During the rereading session, work with small groups or partners who need extra support with comprehension or fluency.

# Strive to Survive

page 28

## Before Reading

### Asking Questions

Ask the students to think about the different *Survivor*-style reality TV shows. Brainstorm and record the names of the shows on chart paper. Take a poll to record the number of students who watch each show. To prompt a discussion, ask the following questions:

- Why do or don't you watch survival TV shows?
- If you could be a contestant on a survivor show, which show would you choose? Why?
- Is one show better than the others? Why?

## During Reading

### Shared Reading

Ask the students to follow along as you read page 28. Tell them to pay attention to how the punctuation affects the way you read. Read aloud the title and the text below, modeling fluent reading. Ask questions such as the following:

- How did my voice change when I read different kinds of sentences, such as questions or sentences with exclamation marks?
- What did I do when I came to a dash?

### Rereading/Monitoring for Meaning

Rereading is monitoring for meaning. It is often used for helping students to deepen their understanding of a text. Struggling readers may be reluctant to use this strategy. Tell the students that "Strive to Survive" is a nonfiction text. Explain that good readers read nonfiction texts by slowing down their reading and rereading to check details or clarify their understanding. Tell the students they will be rereading sections of the article three times to deepen their understanding after they have read it independently. Tell them that rereading will also allow them to practice reading fluently.

After they have finished reading, give each student a copy of **BLM 4**, Triple Entry Journal, and ask them to turn to a partner. Read aloud the instructions:

1. With a partner, select two different sections from the article "Strive to Survive." (Do not choose the section that the teacher read aloud.) Take turns reading them aloud.
2. Write any questions you have under Questions after First Reading. Read the section again and write further questions under Questions after Second Reading. Reread the section a third time, writing any remaining questions under Questions after Third Reading.
3. Repeat the step above until you have both read each section three times and entered your questions.
4. Reflect on this reading strategy and answer the question at the bottom of the page.

## After Reading

### Creative/Aesthetic Response

The students could:

- work individually, in pairs, or in small groups. Ask them to imagine that a major TV producer wants them to come up with an idea for a new reality TV show involving kids and possibly their families. Tell them that they will need to come up with a sales pitch. They can then present their sales pitch to the class;
- imagine they are a contestant on a reality TV show. They could write a day-by-day journal of their experiences on the show, describing how they feel, any conflicts they have with other contestants, and how they plan to succeed on the show.

## Featured Project: Golden Rules!

**Materials required:** paper, markers, crayons, writing pencils (this project can also be completed on a computer)

Tell the students they are going to create a brochure that outlines a list of “golden rules” for surviving in a threatening situation or hostile location.

Reread pages 18 and 19 and briefly discuss some other survival tips that the students learned from the articles and stories in the magazine.

Read the instructions under the heading “Now it’s your turn to make the rules!” As a class, brainstorm situations or locations that would require rules for survival. Remind the students that they should be familiar with the situations or locations. Record the ideas on chart paper so the students can refer to them.

Read aloud and discuss steps 1 to 4. The students can create their own brochures based on their chosen situation or location. Encourage them to work with a partner to brainstorm ideas and deepen their understanding.

They can then decide which features to include in the brochure, design it in its draft form, and turn it into a finished, easy-to-read brochure. Remind the students to use colors, pictures, headings, and text that will appeal to the reader so that the golden rules are easy to remember.

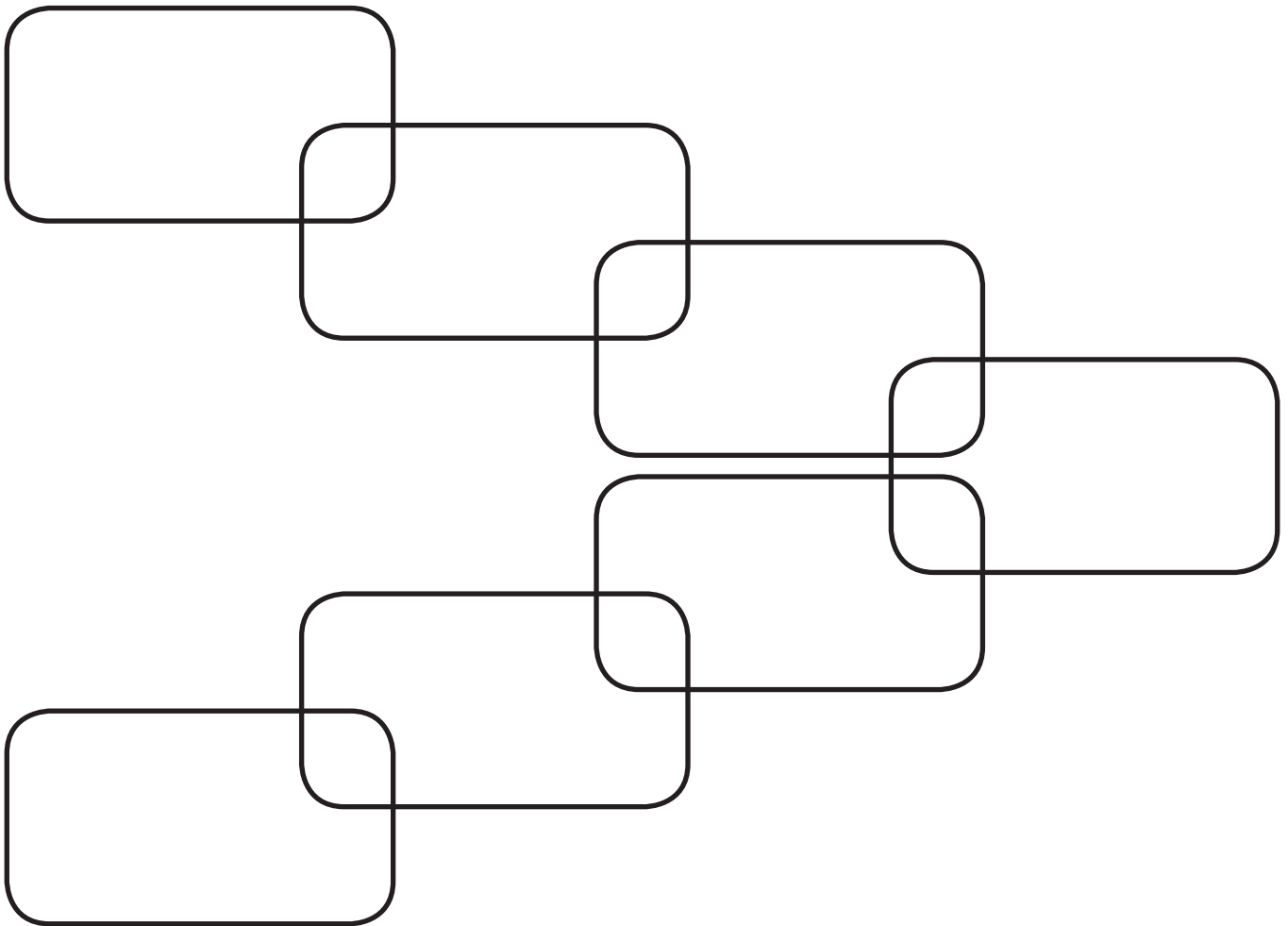


# Chain of Events

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Reread “The Middle of Nowhere” (*Survivors*, pages 10–17).
- Create a Chain of Events by writing one main event in each link.
- Use the headings How The Story Starts in the first link and How The Story Ends in the last link. You may choose to use other headings in the middle links.
- Add more links if necessary. (You may need to use the other side of the page.)
- Check that the events are in order and that your chain makes sense.



# Anticipation Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- Before reading “Long-term Survivors” (*Survivors*, pages 20–25), read the statements in the table below. In the first column, write your response: strongly agree, agree, disagree, or strongly disagree.
- Read the article, then look back at the statements. Have your ideas changed? Write your new response, or your original response, in the final column.

Response before Reading	Statement	Response after Reading
	A great white shark can survive for two months without food.	
	A great white shark can sense tiny electrical signals given out by moving fish.	
	A cockroach can live for two weeks without its head.	
	A cockroach can run at speeds of 3 miles per hour.	
	A horseshoe crab can live for eighteen months without food.	
	A horseshoe crab can grow a new leg if it loses one.	
	A ginkgo tree can live for two thousand years.	

# Determining Importance

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- ➔ Turn to “Strive to Survive” (*Survivors*, pages 28–31).
- ➔ Take turns reading in your group.
- ➔ Pause when you read important information and record it in the first column.
- ➔ Pause when you read interesting information and record it in the second column.

Important	Interesting



# Triple Entry Journal

Name: \_\_\_\_\_ Date: \_\_\_\_\_

What to do:

- With a partner, select two different sections from the article “Strive to Survive” (*Survivors*, pages 28–31). Take turns reading them aloud.
- Write any questions you have under Questions after First Reading. Read the section again and write further questions under Questions after Second Reading. Reread the section a third time, writing any remaining questions under Questions after Third Reading.
- Repeat the step above until you have both read each section three times and entered your questions below.
- Answer the question at the bottom of the page.

Section: \_\_\_\_\_

Questions after First Reading	Questions after Second Reading	Questions after Third Reading

Section: \_\_\_\_\_

Questions after First Reading	Questions after Second Reading	Questions after Third Reading

Did rereading each section help to deepen your understanding of the text? Explain.

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