

A Primary Level Study Guide for
Pond Punkies: Book One, The Arrival
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for Grades 2 and Up

Note: The lessons and activities contained in this plan address each of the following standards except Standard 10 which specifically refers to students for whom English is a second language.

The Standards as written by The National Council for Teachers of English and the International Reading Association, 1996:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.
8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.
9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

Source: National Council for Teachers of English and The International Reading Association.
“The Standards” from *Standards for the English Language Arts*. April 27, 2009.
January 25, 2010. <ncte.org/standards>

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 Comprehension/Discussion Questions

 Journal Topics

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I. Pre-reading Activities

Teacher Notes:

1. To “hook” students on the novel, have them respond to the first journal entry on page 6 and have them share their responses with a partner or in small groups. Choose four or five individuals to share their entries. Explain to students that the main character in the novel they are going to read shares an adventure with his best friend.
2. To give students an understanding of the backdrop and genre of the novel, have students complete the “K” column and the “W” column of the K-W-L graphic organizer on page 7. Provide time during the unit for students to conduct individual research on their chosen topics. When they have finished their research, have them record their findings in the “L” column of the K-W-L. You may want to reserve time for students to share their findings with the class.
3. To pique their interest in the novel, have students complete the scavenger hunt on page 8 using their copies of the novel. This could be done in pairs or individually; in either case, having the activity completed as a competition for some sort of prize or points would be a good idea.

Journal Entry #1 -- Descriptive

Think about your best friend. Describe your best friend. Try to answer as many of these questions as you can in your description. (Who is your best friend? What does he or she look like? What kind of person is your best friend? How are you and your friend alike? How are the two of you different?)

Research Project (K-W-L)

Choose one subject to research. Fill in the “K” column, telling what you already know about the topic. Then, fill in the “W” column to list what you’d like to know about the topic (You may use questions). After you have researched your topic, fill in the “L” column to list the facts you have learned. Be ready to share your chart with a friend.

- Topics:
1. Planets
 2. Stars
 3. Solar system

K-W-L

What I know	What I'd like to know	What I learned

Scavenger Hunt

Use your copy of the novel to answer the following questions.

1. What are the authors' names?
2. How many chapters are in the book?
3. Which chapter's title sounds most interesting?
4. What is the full title of the book?
5. Describe the picture on page 42.

Scavenger Hunt Answer Key

1. Lisa Riebe and Cynthia Nunn (title page)
2. sixteen (p.152)
3. various responses
4. Pond Punkies: Book One, The Arrival
5. Pond Punkies are blasting off in the geyser. Ember is crying.

Chapter One

Vocabulary

bejeebers	fortress	peer(ing)	shape shift(ing)
cruel	foul	pulsate(d)	shriek(ed)
elder	inch(ed)	scuttle(ing)	slither(ed)
elevate(d)	orbit	seep(ing)	zone

Questions

1. Who is telling the story? How do you know?
2. Where does the story take place?
3. What are Blaze and Ace doing in this chapter? What does Ace look like?
4. What is the Unknown Zone?
5. What type of book is this, fiction or nonfiction? What clues make you think so?
6. Near the end of the chapter, Blaze is afraid but chooses to stay anyway. What does this tell us about his character?
7. What do we learn about Blaze's father?
8. Copy three contractions from this chapter.

Chapter Two

Vocabulary

disgust(ed)
ember
erupt(s)
geyser

hunker(ed)
massive
shiver(ed)
vibrate(d)

Questions

1. Who is Kroiser? What is he like?
2. How are twins special?
3. What are Kroiser and Slate doing in the Unknown Zone?
4. What is something new we learn about Blaze's father?
5. What is Blaze running away from at the end of chapter two?
6. How do you feel about Blaze at the end of this chapter?
7. List the characters we have met so far.

Chapter Three

Vocabulary

frantic(ally)	scale(d)
gigantic	sprint(ing)

Questions

1. Why does Blaze ask Ace to check his back side?
2. What does Blaze tell Ace about the graduation ceremony?
3. Who catches the two of them outside the academy?
4. What happens when Blaze tries to explain Kroiser's plan to Nereid?
5. Find an example of **onomatopoeia** in this chapter.
6. Look at page 21. List the different types of punctuation used on that page.

Journal Entry # 2 -- Persuasive

Neptune, Blaze, Ace, and all of their friends are in danger. Write a letter telling them what you think they should do.

Chapter Four

Vocabulary

cavity
magnificent
nudge(d)
prim

salute(d)
slump(ed)
spew(ing)

stagger(ing)
ton
whirlpool

Questions

1. What are glow rocks used for?
2. Why have the students gathered in the crater?
3. What is Finnegan like?
4. Who is Ember? In what ways is she different from Blaze? How are they alike?
5. Who is Krystal?
6. What is a pocket pal?
7. What is punkie gel?
8. What is Ace's real name?
9. What happens before the ceremony even gets started?
10. Give an example of a **simile** from page 38.
11. Who helps Blaze get to the geyser safely?

Chapter Five

Vocabulary

propel(led)
raspy

scan(ing)
somersault

Questions

1. Give an example of **onomatopoeia** from page 43.
2. Who is with Blaze at the beginning of the chapter?
3. What are some ways that Neptune and Earth are different?
4. Who else is in the pond with them?
5. How does Blaze act like a leader in this chapter?
6. How do Ace and Finnegan show loyalty in this chapter?
7. Where are they, specifically? Why are they happy about being there?

Chapter Six

Vocabulary

clan	pillar	replica
gadget(s)	prophecy	static
lurch(ed)	rage(ing)	

Questions

1. How do Blaze, Ace, and Finnegan get inside the observatory?
2. What is the human wearing?
3. Who is the boy?
4. Who is GG? What has happened to him?
5. What does GG's journal tell them?
6. How do they measure time?
7. Who is Butler?

Journal Entry #3 -- Narrative

We know what happens to Blaze, Ace, and Finnegan. Write a story telling what you think happened to the ones left on Neptune after the geyser erupted.

Chapter Seven

Vocabulary

align(ing)
brilliant
decipher

device(s)
entrust(ed)

pitch(ed)
predict
telescope

Questions

1. What is Blaze's first reaction to the prophecy?
2. Why is Blaze worried about Ember?
3. Give an example of a **simile** from page 64.
4. Who is Arianna?
5. Before GG died, what did he ask Arianna to do?
6. What happens at the end of the chapter?

Chapter Eight

Vocabulary

beacon	gesture(d)
bolt(ed)	swerve(d)
fork	

Questions

1. What is the noise they hear?
2. Why do they think the Tritonans are in Florida?
3. What happened to Luther?
4. How will they be able to talk with one another in the tunnels?
5. Give at least two examples of **onomatopoeia** from this chapter.

Chapter Nine

Vocabulary

gawk(ing)	thaw
mumble(d)	vanish(ed)
murky	

Questions

1. Why does Blaze have doubts about being able to thaw the ice?
2. What is frozen in the ice just outside the opening to the tunnel?
3. What power does Arianna have?
4. What happens to Luther?

Journal Entry # 4 -- Narrative

Have you ever been unsure about something in your life? Tell about a time when you doubted your own ability or the ability of another person.

Chapter Ten

Vocabulary

encircle(d)	pucker(ed)	wrench(ing)
imprisonment	reject	
pale(d)	sliver(s)	

Questions

1. There is an example of **onomatopoeia** on page 87. What is it?
2. What happens to Arianna? Who is responsible?
3. Why does Blaze go back into the tunnel when Ace and Finnegan swim to the surface?
4. How is Nereid different in this chapter from the way he was in chapter three?
5. Why do the Tritonans want to destroy the other Pond Punkie clans?
6. How does Nereid help Blaze?
7. How does Blaze feel about being the Chosen One?

Chapter Eleven

Vocabulary

apology
cosmic

fumble(ing)
mouth(ed)

paralyze

Questions

1. Why does Nereid want Blaze to use Ace and Finnegan for target practice?
2. How does Ace like the practice?
3. How does Finnegan like the practice?
4. What is the result of the practice? How does this make Blaze feel?

Chapter Twelve

Vocabulary

capture(ing)
collide(ing)
defect

guffaw(ed)
hover(ed)
inhale(d)

Questions

1. What does a fire ring do?
2. How many fire rings does it take to imprison a Pond Punkie?
3. When practice is over, who does Blaze wish he could tell about his power?
4. How does Blaze feel about being the Chosen One at the end of the chapter?

Journal Entry # 5 – Descriptive or Narrative

Everyone is good at something. What are you good at doing? Tell about your talent. Describe your ability, OR tell about a time when you had to use it.

Chapter Thirteen

Vocabulary

capable	inflate(d)
chute	rumor
convince(ing)	torch

Questions

1. What strange weather event is happening in Florida at the beginning of the chapter?
2. What is “Web Four”?
3. What is Shifty’s special ability?
4. Which friend from Neptune does Blaze find in this chapter?
5. How do the other Pond Punkies react to Krystal?
6. Nereid gives all of them jobs to do, including Krystal. What is her responsibility?

Chapter Fourteen

Vocabulary

hurricane
rhythm

Questions

1. What nice thing does Nereid say to Blaze on page 133?
2. How is the darkness helpful for the Pond Punkies?
3. What is the scene like when the Pond Punkies reach the shore?
4. What happens to Blaze at the end of this chapter?

Chapter Fifteen

Vocabulary

battlefield
clutch(ed)
retreat

Questions

1. Who shows up at the beginning of the chapter?
2. Who moved Blaze's body from the battlefield?
3. Where is Ace?
4. What part of the prophecy does Blaze suddenly understand?
5. How does Blaze show his skills as a leader in this chapter?
6. Who saves Blaze's life at the end of the chapter? How does he do it?

Journal Entry # 6 – Definition/Description

What does it mean to be a leader? Do you know someone who is a good leader? Who is that person? What qualities do they have?

Chapter Sixteen

Vocabulary

ache(ing)	heebie jeebies
courage	menace(ing)
empty	prevail(ed)
faint	soot

Questions

1. What is wrong with Finnegan?
2. Who told Blaze's father where to find the Pond Punkies?
3. What is Blaze's father's name?
4. What surprises Blaze about his father and Nereid?
5. What job does Blaze have to do?
6. What does Blaze say to Kroiser?
7. What is Blaze worried about at the end of the chapter?
8. What does Blaze's father tell him that makes Blaze feel better?

Journal Entry #7 -- Expository

At the beginning of the adventure on Earth, Blaze is uncertain about being the Chosen One. Explain how he changes.

from Pond Punkies: Book Two, Pocket Pals

Page 164 is the first page of the second book. Answer the following questions about that chapter.

1. Who is telling the story?
2. Where is the story happening?
4. What hints does the writer give you about the place where the story is happening?
5. Does reading this chapter make you want to read the second book in the Pond Punkies series?

Journal Entry #8 – Narrative

Write what you think happens to this character next. Make the last two sentences on page 173 the first sentences of your story.

Pond Punkies: Book One, The Arrival 25-Question Objective Test

Matching

Directions: Write the letter of the best identification on the blank provided for each of the following CHARACTERS.

Characters:

- _____ 1. Blazedale
- _____ 2. Ace
- _____ 3. Finnegan
- _____ 4. Kroiser
- _____ 5. Slate
- _____ 6. Nereid
- _____ 7. Krystal
- _____ 8. Ember
- _____ 9. Butler
- _____ 10. Arianna

Identifications:

- A. Ember's friend
- B. dies from ice slivers
- C. blows flames through his nose
- D. the Chosen One
- E. can shoot ice slivers
- F. Blaze's twin
- G. has worked with Brogan before
- H. barks and licks
- I. Kroiser's friend
- J. Blaze's best friend

True/False

Directions: On the **blank** provided write *true* if the statement is true. If the statement is false, write *false* on the blank provided.

- _____ 11. Ace wants to get his supply of gooey stuff for his punkie gel in the Unknown Zone.
- _____ 12. Blaze is only eleven moon orbits old.
- _____ 13. Entering the Unknown Zone is one of the tests for graduating from the Academy.

- _____14. On Neptune, everyone has a twin.
- _____15. Kroiser's plan is to destroy Neptune and take over Earth.
- _____16. Blaze's father died when Blaze was eight moon orbits old.
- _____17. Finnegan was in danger of not graduating because he used to shoot flames out of his gills.
- _____18. A volcano erupts in the middle of the graduation ceremony.
- _____19. They read about the prophecy in a letter GG wrote to Arianna.
- _____20. The Pond Punkies use a series of tunnels to travel from one pond or lake to another.

Multiple Choice

Directions: Write the letter of the best choice on the blank provided.

- _____21. The first one to be hit with ice slivers is _____.
- | | |
|------------|------------|
| a. Ace | b. Kroiser |
| c. Arianna | d. Blaze |
- _____22. Who catches Blaze and Ace outside the academy?
- | | |
|-----------|------------|
| a. Nereid | b. Arianna |
| c. Butler | d. Kroiser |
- _____23. Who saves Blaze's life?
- | | |
|-------------|-----------|
| a. Finnegan | b. Shifty |
| c. Arianna | d. Nereid |
- _____24. Who told Blaze's father where to find the Pond Punkies?
- | | |
|------------|------------|
| a. Arianna | b. Nereid |
| c. William | d. Krystal |
- _____25. What is Blaze worried about at the end of the book?
- | | |
|----------------------|---------------------|
| a. Finnegan's health | b. Krystal's safety |
| c. William's bubble | d. Ember's location |

25-Question Objective Test Answer Key

Matching Characters

1. D
2. J
3. C
4. E
5. I
6. G
7. A
8. F
9. H
10. B

True/False

11. True
12. True
13. False
14. False
15. True
16. False
17. True
18. False
19. False
20. True

Multiple Choice

21. C
22. A
23. A
24. D
25. D

Pond Punkies: Book One, The Arrival
Essay Question

Write four or five sentences that explain how Blaze changes from the beginning of the book to the end.

Enrichment Projects

1. Write your own adventure for one of the characters from the book.
2. Use the vocabulary from one chapter and make a crossword puzzle.
3. Imagine that you are Blaze. Write a friendly letter to Ember telling her about your adventure saving Earth from the Tritonans. Tell how you felt and how you changed. Use appropriate friendly letter format.
4. Act out something that happens in the book. Make costumes for the characters.
5. Choose a scene from the novel which is not already illustrated. Draw, paint, or sculpt your interpretation of the scene.
6. Using a pictures, music, or poetry, show how Blaze changes from the beginning of the novel to the end.
7. Tell what you liked and did not like about the book.
8. Design your own book jacket for this book.