An Intermediate Level Study Guide for
Pond Punkies: Book One, The Arrival
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for Grades 4 and Up

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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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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 of the following topics to research. After choosing a topic, 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 prepared to share your research and where you found your information.

Topics:
1. Jupiter
2. Saturn
3. Uranus
4. Neptune
5. Mercury
6. Venus
7. Earth
8. Mars

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. How many pages are in the whole book?
2. What are the authors' names?
3. What do you find on page 175?
4. How many chapters are in the book? Which chapter's title sounds most interesting?
5. In what state does the author live?
6. Who illustrated the book?
7. What is the full title of the book?
8. Describe the illustration on page 42.
9. What is the name of the company that published this book? In what year was it published?

Scavenger Hunt Answer Key

1. 178, not including the inside of the back cover
2. Lisa Riebe and Cynthia Nunn (title page)
3. Pronunciation guide
4. sixteen (p.152)
5. Illinois (p.177)
6. Laurence Knighton (p. 177)
7. Pond Punkies: Book One, The Arrival
8. Pond Punkies are blasting off in the geyser. Ember is crying.
9. Ravine Publishing, 2009

Chapter One

Vocabulary

ancient(s)	elevate(d)	inch(ed)	seep(ing)
bejeebers	fortress	orbit	shape shift(ing)
crevice(s)	foul	outskirts	shriek(ed)
cruel	hysterics	peer(ing)	slither(ed)
eerie(ily)	imprint(s)	pulsate(d)	zone
elder		scuttle(ing)	

Questions

1. What **point of view** does the author use in chapter one? How do you know?

2. What is the **setting** of this book?

3. What are Blaze and Ace doing in this chapter? Describe Ace's appearance.

4. What words and phrases does the author use to build **suspense**?

5. Describe the Unknown Zone. What is unusual about it?

6. What type of book (**genre**) is this? What clues make you think so?

7. Near the end of the chapter, Blaze is afraid but chooses to stay anyway. What does this tell us about his character?

8. What do we learn about Blaze's father?

Chapter Two

Vocabulary

disgust(ed)	hunker(ed)
ember	massive
encounter	shiver(ed)
erupt(s)	telepathic(ally)
geyser	vibrate(d)
glimpse	

Questions

1. Describe Kroiser.

2. How are twins special?

3. What plans do Kroiser and Slate discuss?

4. What new information do we learn about Blaze's father?

5. What threatens Blaze at the end of chapter two?

6. By ending chapter two in this way (see question 5), what **effect** does the author achieve? How does this **affect** you as a reader?

7. List the characters we have met so far. Briefly describe each one. Explain how they relate to one another.

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. What do you think of Nereid? What power does he have? Whose side does he appear to be on? Why do you think so?

6. Find an example of **onomatopoeia** in this chapter.

Journal Entry # 2 -- Persuasive

Neptune, Blaze, Ace, and all of their friends are in danger. Write a letter to Nereid convincing him to do something about Kroiser and Slate's plans.

Chapter Four

Vocabulary

analyze(d)	prim	stagger(ing)
cavity	salute(d)	super nova
debris	slump(ed)	ton
magnificent	spew(ing)	whirlpool
nudge(d)		

Questions

1. Give an example of **hyperbole** from page 29. Explain the exaggeration.

2. What are glow rocks used for?

3. Why have the students gathered in the crater?

4. Describe Finnegan.

5. Who is Ember? In what ways is she different from Blaze? How are they alike?

6. Who is Krystal?

7. What is a pocket pal?

8. What is punkie gel?

9. What is Ace's real name?

10. What happens before the ceremony even gets started?

11. Give an example of a **simile** from page 38.

12. Who helps Blaze get to the geyser safely?

13. How does the author continue a **mood** of **suspense** at the end of the chapter?

Chapter Five

Vocabulary

cylinder	raspy
indication	scan(ing)
propel(led)	somersault

Questions

1. Give an example of **onomatopoeia** from page 43.

2. Who is with Blaze at the beginning of the chapter?

3. Based on the descriptions given in this chapter, how are Neptune and Earth different?

4. Who else is in the pond with them? What is his condition?

5. How does Blaze show leadership 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

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

Questions

1. How do Blaze, Ace, and Finnegan get inside the observatory?

2. Explain what the human is wearing.

3. Who is the human?

4. What is the **author's purpose** in waiting to let us know who the human is? What **effect** does this create?

5. Who is GG? What has happened to him?

6. What information do they learn from GG's journal?

7. How do they measure time?

8. Who is Butler?

9. How is the title of this chapter misleading?

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)	device(s)	pitch(ed)
brilliant	entrust(ed)	predict
decipher	mercury	telescope

Questions

1. What is Blaze's first reaction to the prophecy?

2. Which phrases in the prophecy seem to fit Blaze?

3. Why is Blaze worried about Ember?

4. Give an example of a **simile** from page 64.

4. Who is Arianna?

5. What does Arianna mean when she says, "…your Great Grandfather entrusted you with a mission beyond your years."?

6. Before GG died, what did he ask Arianna to do?

7. What happens at the end of the chapter? How does this fit with the **tone** of the book?

Chapter Eight

Vocabulary

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

Questions

1. What is the noise they hear? What is its purpose?

2. Why do they think the Tritonans are in Florida?

3. What happened to Luther?

4. How will they be able to communicate 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?

5. About what does Blaze have doubts at the end of the chapter? What does this tell us about Blaze's character (personality)?

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

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

Questions

1. There is an example of **onomatopoeia** on page 87. What is it? How does it let us know something is wrong with Arianna before we even turn the page?

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? Does this surprise you?

5. Why do the Tritonans want to destroy the other Pond Punkie clans?

6. How does Nereid help Blaze?

7. What is Blaze's attitude toward being the Chosen One? How do you know? What evidence can you give?

Chapter Eleven

Vocabulary

apology	fumble(ing)	paralyze
cosmic	mouth(ed)	

Questions

1. How does Ace treat Nereid when Blaze and Nereid arrive at the Whitney Pond?

2. How does Nereid react?

3. Why does Nereid want Blaze to use Ace and Finnegan for target practice?

4. How does Ace react to the practice? What does this show about his character?

5. How does Finnegan react to the practice? What does this show about his character?

6. What is the result of the practice? How does this make Blaze feel?

7. In this chapter as in the chapters before, Ace and Finnegan react as we would expect them to react. Their characters have not changed so far. They are **static characters**. What other characters in the book seem to be static?

Chapter Twelve

Vocabulary

capture(ing)	edible
collapse(d)	guffaw(ed)
collide(ing)	hover(ed)
defect	inhale(d)

Questions

1. Why had Blaze kept his fire ring ability a secret?

2. How many fire rings does it take to imprison a Pond Punkie? What does a fire ring do?

3. When practice is over, Blaze's attitude concerning his power to use fire rings has changed. How does he feel now? Whom does he wish to tell?

4. Has Blaze's attitude about being the Chosen One changed at the end of the chapter? How do you know? What evidence can you give?

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

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

Questions

1. What strange weather event is happening in Florida at the beginning of the chapter? Why is this strange?

2. What is "Web Four"?

3. What is Shifty's special ability? Which character have we met who has the same ability?

4. Which friend from Neptune does Blaze find in this chapter? How did she end up on Earth?

5. How do the other Pond Punkies react to a Tritonan being at their meeting?

6. Nereid gives all of them jobs to do, including Krystal. What is her responsibility?

7. At the end of the chapter, Blaze's attitude seems to have changed. What is his attitude now, and how do you know?

Chapter Fourteen

Vocabulary

diversion
hurricane
rhythm

Questions

1. How does Nereid compliment 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? What have the Tritonans been doing?

4. How can the Pond Punkies tell that Kroiser expects them to attack him?

5. What happens to Blaze at the end of this chapter? Did this come as a surprise to you?

Chapter Fifteen

Vocabulary

battlefield
clutch(ed)
distraction
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. What is Blaze's plan for attacking the Tritonan's this time?

7. 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(ous)	menace(ing)
empty(ness)	prevail(ed)
faint	soot

Questions

1. What does Blaze figure out about the prophecy?

2. What is Finnegan's condition (his injuries)?

3. Who told Blaze's father where to find the Pond Punkies?

4. What is Ace's condition?

5. What is Blaze's father's name?

6. What surprises Blaze about his father and Nereid?

7. What job does Blaze have to do?

8. What does Blaze say to Kroiser?

9. What is Blaze worried about at the end of the chapter?

10. What does Blaze's father tell him that makes Blaze feel better?

11. The end of the book is written such that one mystery still remains. What is that mystery? What is the author's purpose in ending the book this way? What do we call that device in movies, television programs, and novels?

Journal Entry #7 -- Expository

Blaze is a **dynamic character**. At the beginning of the adventure on Earth, Blaze is uncertain about being the Chosen One. Explain how he grows, changes, and accepts this responsibility.

from Pond Punkies: Book Two, Pocket Pals

On page 164, we see the first chapter of the second book. Answer the following questions about that chapter.

1. What **point of view** does the author use in this chapter?

2. Who is telling the story? How do you know?

3. What do you think the setting is?

4. What hints does the author 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 50-Question Objective Test

Matching

Directions: Write the letter of the best identification on the blank provided for each of the following CHARACTERS. Some identifications may not be used.

Characters:

_____ 1. Blazedale

_____2. Ace

_____3. Finnegan

_____4. Kroiser

_____5. Slate

_____6. Nereid

_____7. Krystal

_____8. Ember

_____9. Shifty/Devin

_____10.William

_____11. Butler

_____12. Arianna

_____13. Brogan

_____14. Milton

_____15. Nixie

Identifications:

A. a muscular Thalassan
B. a friendly Tritonan
C. dies from ice slivers
D. blows flames through his nose
E. the Chosen One
F. girl who helps defeat the Tritonans
G. excellent fighter pilot
H. Blaze's father
I. Evil Tritonan
J. Blaze's twin
K. has worked with Brogan before
L. principal of N.T.A.
M. barks and licks
N. boy shape shifter
O. Kroiser's friend
P. a human on Earth
Q. Blaze's best friend

Matching
Directions: Write the letter of the best identification on the blank provided for each of the following PLACES. Some identifications may not be used.

Places:

_____16. Naiad

_____17. Earth

_____18. Unknown Zone

_____19. the Crater

_____20. Whitney Pond

_____21. Whitney Observatory

_____22. Florida

_____23. Triton

_____24. Neptune Training Academy

_____25. Lake Mary

Identifications:

A. where Pond Punkies learn to use their powers
B. the planet the Tritonans want to take over
C. where the human finds the Pond Punkies
D. Pinky's home planet
E. planet sucked into Neptune's orbit
F. Tritonans freeze it
G. place for graduation ceremonies
H. has many gadgets in it
I. favorite Larissan vacation place
J. home of six-legged monsters
K. Ace's home planet
L. It's 92 degrees here

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 and explain/defend your answer in the space provided after the statement.

_____26. Ace wants to get his supply of gooey stuff for his punkie gel in the Unknown Zone.

_____27. Blaze is only eleven moon orbits old.

_____28. Bob shape shifts to look like Nereid.

_____29. Entering the Unknown Zone is one of the tests for graduating from the Academy.

_____30. On Neptune, everyone has a twin.

_____31. The Tritonans' plan is to destroy Neptune and take over Earth.

_____32. Blaze's father died when Blaze was eight moon orbits old.

_____33. Nereid reports Blaze's discovery of the Tritonan plan to the Elders at the academy.

_____34. Finnegan was in danger of not graduating because he used to shoot flames out of his gills.

_____35. Ember's hobby is collecting Thalassan trading cards.

_____36. A volcano erupts in the middle of the graduation ceremony.

_____37. When Blaze wakes up in Whitney Pond, Ace has been slapping his face.

_____38. The human in the bubble captures the Pond Punkies and takes them into the observatory.

_____39. They read about the prophecy in a letter GG wrote to Arianna.

_____40. 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.

____41. This book is a work of _____.

a. historical fiction b. biography
c. poetry d. science fiction

____42. The first one to be hit with ice slivers is_____.

a. Ace b. Kroiser
c. Arianna d. Blaze

43. Who catches Blaze and Ace outside the academy?
    a. Nereid b. Arianna
    c. Butler d. Kroiser

44. What is Ace's real name?
    a. Caulder b. Butler
    c. William d. Milton

45. What happened to Luther?
    a. killed by ice slivers b. frozen by Tritonans
    c. fell into a geyser d. became the Chosen One

46. What power does Arianna have?
    a. fire rings b. shape shifting
    c. control water d. invisibility

47. Who saves Blaze's life?
    a. Finnegan b. Shifty
    c. Arianna d. Nereid

48. A character who goes through changes over the course of a book is called ___.
    a. static b. dynamic
    c. comic d. simile

49. Who told Blaze's father where to find the Pond Punkies?
    a. Arianna b. Nereid
    c. William d. Krystal

50. 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

50-Question Objective Test Answer Key

Matching Characters

1. E
2. Q
3. D
4. I
5. O
6. K
7. B
8. J
9. N
10. P
11. M
12. C
13. H
14. A
15. F

Matching Places

16. K
17. B
18. J
19. G
20. C
21. H
22. L
23. E
24. A
25. F

True/False

26. True
27. True
28. True
29. False
30. False
31. True
32. False
33. False
34. True
35. False
36. False
37. True
38. True
39. False
40. True

Multiple Choice

41. D
42. C
43. A
44. A
45. B
46. D
47. A
48. B
49. D
50. D

Pond Punkies: Book One, The Arrival
Discussion Test

Directions: Answer each of the following questions in a well-developed paragraph.

1. Discuss the author's use of sound and/or literary devices in the novel. Name devices and give examples.

2. Describe a character who is static in the novel. Explain why you chose the character and show how he or she is static.

3. What elements does the author use to develop the setting of the novel? Give examples.

4. What are some of the themes of the novel? Explain how you know.

5. Discuss the genre (type) of the novel. Use examples to show how you know.

Pond Punkies: Book One, The Arrival
Open-book Essay

Directions: Respond to the following prompt by writing an original multi-paragraph essay. Be certain to use quotations from the book to support your ideas.

Prompt: Trace Blaze's growth from the adventure in the Unknown Zone through the defeat of the Tritonan's. Use his growth to show how the author develops one of the themes of the novel such as leadership and/or responsibility.

Enrichment Projects

1. Using some of the main characters from this book, write your own adventure for them.

2. Choose a chapter from the novel and rewrite it from a different character's point of view.

3. Use the vocabulary from three or more chapters and create your own crossword puzzle.

4. Design a board game using the characters as game pieces. Use the events of the novel to write challenging questions that must be answered to advance on the game board.

5. 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.

6. Design an internet profile or webpage for one of the characters from the novel. Compose three or more blog entries or emails.

7. Choose a significant event from the novel and work with other students to act out a skit depicting the event. Make costumes that reflect the characters.

8. Choose a scene from the novel which is not already illustrated. Draw, paint, or sculpt your interpretation of the scene.

9. Using a visual, musical, or poetic representation, show how Blaze evolves from the beginning of the novel to the end.

10. Write a review of the book. Tell about what you liked and did not like about it. Email a copy of the review to the author.