



RED DESK CHILDREN • BOOK 1

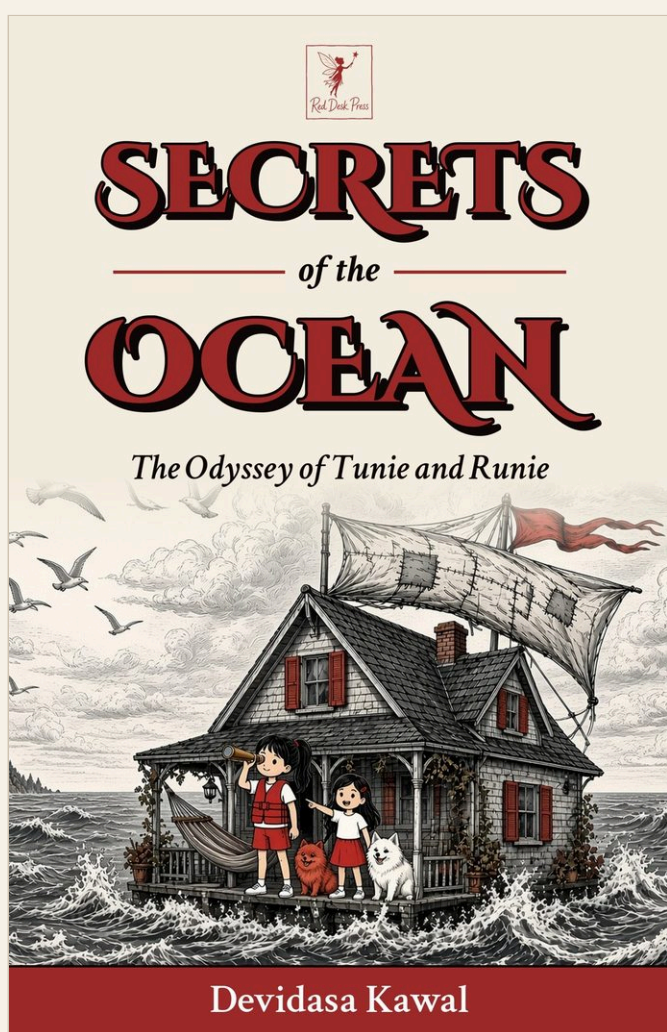
Secrets of the Ocean

The Odyssey of Tunie and Runie

DEVIDASA KAWAL

Educator's Guide *and Series Curriculum Framework*

Reading and writing instruction for grades 2 to 4



GRADES

2 to 4 • Ages 7 to 10

FORMAT

Illustrated early chapter book

INSIDE

10 chapter lessons
4 writing workshop units
Science, map, and art extensions
7 reproducible organizers
A series skills framework

ALIGNED TO

Common Core ELA (RL, W, SL, L), with notes
on Florida B.E.S.T. ELA

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Welcome to the Voyage

Secrets of the Ocean: The Odyssey of Tunie and Runie is an illustrated early chapter book about two sisters, a floating beach house, and the long way home. This guide is built for classroom teachers, reading specialists, and school librarians who want a book that young readers love and that also does real instructional work.

The story was written by a former New York City public school reading and writing teacher who holds a reading and writing specialist credential from Teachers College, Columbia University. It was shaped with the classroom in mind: short, clear sentences; dialogue that begs to be read aloud in two voices; chapters that end on a question or a sound; and drawings that look as if they were made in a kid's notebook. Every chapter gives you something to teach: a cause-and-effect chain, a character choice worth debating, a simile worth sketching, a map worth reading.

■ How to use this guide

- **Deciding whether the book fits your readers?** Start with the one-page overview (page 4) and the reading-level estimate (page 6).
- **Planning instruction?** The standards alignment (page 8) shows where each Common Core ELA standard for grades 2 to 4 is addressed, with a note on Florida's B.E.S.T. ELA standards.
- **Teaching the book?** Ten chapter lessons (beginning on page 15) each include vocabulary, before, during, and after reading questions, a focus skill, and a short writing prompt.
- **Building a writing block?** Four writing workshop units (page 35) use the book as a mentor text.
- **Connecting across the day?** Ocean science, map skills, and art extensions begin on page 40.
- **Ready to copy?** Reproducible organizers begin on page 44.

■ A note on page numbers and quotations

Every quotation in this guide is taken word for word from the book. Page numbers refer to the print edition. Chapter numbers work in every edition, including the Kindle ebook, so each lesson lists its chapter first. Question labels show the kind of thinking each question asks for:

Label	Kind of question	What students do
L	Literal	Find the answer right there in the text.
I	Inferential	Combine clues from the text with what they know to figure out something the author does not say directly.
E	Evaluative	Judge, decide, or connect: give an opinion and support it with reasons from the text.

The Book at a Glance

SUMMARY

When a wild storm snaps the stilts under their beach house, nine-year-old Tunie and her six-year-old sister, Runie, are swept out to sea with their two small dogs, FiFi and BB Bear. Their parents are safe on the dune, but the house is adrift. A mysterious dolphin guides the girls through the stormy night. By day, a hungry seagull they name Fred leads the way. A carved chest in the attic and a secret room under the roof hold two old maps, and the maps lead the sisters from island to island, where glowing crystals show them the next step. Tunie makes the plans. Runie asks the questions. Together they turn a bedsheet into a sail, steer through hidden currents, and find their way home.

THEMES

Theme	Where readers see it
Sisterhood	Tunie protects Runie, and Runie grows from watcher to partner: "Together" (p. 69).
Courage	Being brave while still scared: Tunie keeps watch all night; Runie touches the last crystal with a wobbling chin.
Problem-solving	A plan for supplies, a sail made from a bedsheet, a safe choice to explore only in daylight.
Family	"Home was the people you loved." (p. 82)
The ocean and the natural world	Storms, tides, currents, a seagull, a dolphin, echoing cliffs, and a barrier island home.

Quick Facts

AUTHOR

Devidasa Kawal

PUBLISHER

Red Desk Children, a list of Red Desk Press

FORMAT

Illustrated early chapter book

LENGTH

10 chapters, about 11,000 words, 34 illustrations including a map

INTEREST LEVEL

Ages 7 to 10

CORE READER

Ages 7 to 9 (about grades 2 to 4)

SUGGESTED GRADES

Read-aloud: grades 1 to 4. Independent reading: grades 2 to 4

READING LEVEL

About 550L (publisher's estimate, range 500L to 600L; not an official Lexile measure). See page 6.

TEXT FEATURES

Third-person narration that follows Tunie; chronological; dialogue-rich; chapter-ending hooks; notebook-style line art

EDITION

Available now on Kindle

Why it works in the classroom

- **A true read-aloud:** two sister voices, echoes, and big sound words invite participation.
- **Built for discussion:** every chapter offers a choice worth debating and a clue worth predicting.
- **A mentor text for writers:** clear sentences, vivid similes, and feelings shown through action.
- **A bridge to science:** storms, tides, currents, seabirds, dolphins, and barrier islands.

Meet the Characters

Introduce the cast before reading, or build this chart with students as each character appears. Descriptions come straight from the book.

Character	Who they are	In their own words
Tunie	The older sister and the character the story follows. Nine years old, with a dark ponytail. Careful, responsible, and a planner. Dad puts her in charge.	"Here's the plan. We go in the morning, when we can see." (p. 51)
Runie	Tunie's six-year-old sister, with long, loose dark hair and a red hair clip. Fast, funny, and full of questions. She names things.	"Let's call it Glow Island." (p. 61)
Mom	Tall, with long dark hair. Calm in the storm. She lights the lantern and sends the girls to the attic to stay together.	"We just need to stay together." (p. 18)
Dad	Calm when a storm comes, which helps Tunie feel calmer too. He goes out in the storm to tie down the boat.	"Now we just have to wait it out." (p. 14)
FiFi	The family's small red miniature Pomeranian. She rides across the water on Runie's tummy like a tiny captain.	(FiFi barks, trembles, and stays close.)
BB Bear	The family's big, fluffy white Pomsky, with one blue eye and one brown.	(BB Bear dog-paddles beside the girls.)
Fred	A seagull with sleek white feathers and sharp black eyes. Runie names him. He loves crackers and becomes the sisters' daytime guide.	(Fred speaks only in imagined words, such as <i>All in a day's work</i> .)
the dolphin	A mysterious dolphin, "as pink as the inside of a seashell" (p. 22), who guides the house past the rocks on the storm night and is gone by morning.	(The dolphin never speaks and is never named.)

■ Places on the map

Place	What happens there
Home	A low, sandy barrier island with dunes, palm trees, and old gray rocks. The beach house stands on tall wooden stilts.
The secret room	A hidden room under the peak of the roof, reached through a trapdoor and a ladder. It holds the big map.
The Island of Echoes	Steep cliffs that call back every word. The first crystal sits on a stone platform.
Glow Island	A small island that glows like a night-light. Runie names it. The second crystal sits on a pedestal.
The final island	Jagged cliffs and an ancient temple. The biggest crystal shows the way home.
The spiral	The mark at the center of the attic map. It is the one place the sisters have never gone.

Reading Level and Text Complexity

Estimated reading level: about 550L

This is the publisher’s own estimate, not an official Lexile measure. The book has not been officially measured. We calculated the figures below from the complete text of all ten chapters and give a range (500L to 600L) because any estimate made this way is approximate. Use it as one piece of information alongside your knowledge of your readers.

■ How we calculated it

Lexile-style measures rest on two features of a text: how long its sentences are and how common its words are. We measured both across the full story text (11,057 words, 1,239 sentences), then checked the results against three traditional readability formulas.

Measure	Result	What it tells you
Average sentence length	8.9 words	Short sentences. Most of Runie’s lines are under ten words.
Very common words	70% of running words	Most words are among the most frequent in written English.
Less common words	8% of running words	Mostly concrete, picturable words taught in context: <i>seagull, stilts, clothesline, adrift, pedestal</i> .
Flesch-Kincaid Grade Level	2.7	Places the sentences and syllables in late grade 2 to early grade 3.
Flesch Reading Ease	91.5 (very easy)	Typical of early chapter books.
Coleman-Liau Index	5.5	A letter-count formula that runs higher when a text uses many longer words, such as names and nature vocabulary.

Short sentences and very common vocabulary pull a Lexile-style measure down; a steady layer of descriptive words pulls it up. Placing these results against the grade-band ranges commonly used with the Common Core (420L to 820L for grades 2 and 3), we estimate the text at **about 550L, within a range of 500L to 600L**. That places it comfortably in the grades 2 to 3 band and within reach of developing grade 4 readers.

■ Qualitative features

WHAT MAKES IT ACCESSIBLE

- One point of view (the narrator follows Tunie) and events told in time order.
- Dialogue-rich: more than half of the paragraphs include speech, in short, natural lines.
- Hard words are taught in context. Tunie explains *adrift*, *echo*, *instincts*, and *currents* to Runie, and so to the reader.
- Notebook-style drawings support the text on almost every spread.
- Chapters of about 700 to 1,500 words, readable in one sitting.

WHAT ADDS CHALLENGE

- Figurative language on most pages: similes, personification, and idioms such as *all hands on deck*.
- Inference: Tunie often hides her fear, so readers must notice what she does, not just what she says.
- Fantasy elements (glowing crystals and their visions) inside a realistic survival story.
- A flashback: Mom and Dad's side of the storm night is told later, in Chapter 9.
- An open mystery at the end (the spiral) that invites, but does not answer, questions.

■ Suggested placement

Grade	Best use
Grade 2	Whole-class read-aloud and shared reading; independent reading for strong readers, especially in the spring.
Grade 3	Independent reading, guided reading groups, and book clubs; full writing units.
Grade 4	Independent reading for developing readers; read-aloud for author's craft, point of view, and theme.

■ Reader and task considerations

Numbers tell only part of the story. When you match this book to a reader, consider:

- **Background knowledge.** Students who know beaches, storms, or boats will picture the setting easily. Others will benefit from the drawings and a short preview of words such as *stilts*, *dune*, and *porch railing*.
- **Motivation.** Animals, a secret room, maps, and a mystery give reluctant readers strong reasons to keep going. The chapter-ending hooks help with stamina.
- **Emotional readiness.** The storm and separation in Chapter 2 are handled gently, but some readers may need a preview (see page 12).
- **The task.** Independent reading for enjoyment can sit at the higher end of a reader's range; close reading tasks that ask for evidence and inference are best done with the support of a read-aloud or small group.

Standards Alignment

The lessons in this guide align with the Common Core State Standards for English Language Arts in grades 2, 3, and 4. Codes appear at the end of every chapter lesson and writing unit. A dot (·) means the focus is not a separate standard at that grade.

■ Reading: Literature (RL)

Focus	Grade 2	Grade 3	Grade 4	Where in this guide
Key details and text evidence	RL.2.1	RL.3.1	RL.4.1	Every chapter lesson
Recount, summarize, central message and theme	RL.2.2	RL.3.2	RL.4.2	Ch. 8, 9, 10; Story Map
Characters and their responses	RL.2.3	RL.3.3	RL.4.3	Ch. 2, 3, 8; Character Map
Word meaning and figurative language	RL.2.4	RL.3.4	RL.4.4	Ch. 1, 2, 6
Story structure (beginning, chapters, ending)	RL.2.5	RL.3.5	·	Ch. 4, 5, 9
Point of view	RL.2.6	RL.3.6	RL.4.6	Ch. 7; Writing Unit 3
Illustrations and the text	RL.2.7	RL.3.7	RL.4.7	Ch. 1; Art extension
Stories about the same characters (series)	·	RL.3.9	·	Series framework
Range and complexity of reading	RL.2.10	RL.3.10	RL.4.10	Whole book

■ Writing (W)

Focus	Grade 2	Grade 3	Grade 4	Where in this guide
Opinion writing	W.2.1	W.3.1	W.4.1	Writing Unit 4; Ch. 3, 10
Informative and explanatory writing	W.2.2	W.3.2	W.4.2	Ocean science; Ch. 5
Narrative writing	W.2.3	W.3.3	W.4.3	Writing Units 1 and 3; Ch. 1, 2, 4, 7, 8, 9
Planning, revising, and editing	W.2.5	W.3.4, W.3.5	W.4.4, W.4.5	All writing units
Research and gathering information	W.2.7, W.2.8	W.3.7, W.3.8	W.4.7, W.4.8	Ocean science; Map skills
Drawing evidence from literature	·	·	W.4.9	Ch. 10; Writing Unit 4
Writing routinely	·	W.3.10	W.4.10	Daily chapter prompts

■ Speaking and Listening (SL)

Focus	Grade 2	Grade 3	Grade 4	Where in this guide
Collaborative discussions	SL.2.1	SL.3.1	SL.4.1	Every chapter lesson; book clubs
Understanding a text read aloud	SL.2.2	SL.3.2	SL.4.2	Read-aloud guidance
Asking and answering questions about a speaker	SL.2.3	SL.3.3	SL.4.3	Author's chair; opinion debates
Telling, recounting, and reporting	SL.2.4	SL.3.4	SL.4.4	Ch. 8, 9; Writing Unit 1
Recordings and visual displays	SL.2.5	SL.3.5	SL.4.5	Journal read-aloud; Island Tour
Complete sentences and adapting speech	SL.2.6	SL.3.6	SL.4.6	Sentence frames; readers theater

■ Language (L)

Focus	Grade 2	Grade 3	Grade 4	Where in this guide
Conventions: contractions, possessives, dialogue	L.2.2c	L.3.2c	L.4.2b	Ch. 7; Writing Units 1 and 3
Word meaning from context	L.2.4a	L.3.4a	L.4.4a	Every chapter vocabulary list
Compound words (seashell, flagpole, trapdoor)	L.2.4d	·	·	Vocabulary Log
Literal and nonliteral language; similes, metaphors, idioms	·	L.3.5a	L.4.5a, L.4.5b	Ch. 1, 4, 6
Shades of meaning (whispered, murmured, shouted, wailed)	L.2.5b	L.3.5c	·	Writing Unit 2
Acquiring and using new vocabulary	L.2.6	L.3.6	L.4.6	Vocabulary Log; science extensions

■ Florida B.E.S.T. ELA alignment

For Florida classrooms, the same lessons support the B.E.S.T. Standards for English Language Arts. The alignment below is general and organized by strand; check benchmark details for your grade level.

Strand	Standards	How this guide supports it
Reading	R.1 Reading Prose and Poetry	Character development, theme, and characters' perspectives (chapter lessons for Chapters 3, 7, 8, and 10; Character Map; Story Map)
Reading	R.3 Reading Across Genres	Figurative language and summarizing (Chapters 1, 6, and 9; Sequencing Organizer)
Communication	C.1 Communicating Through Writing	Narrative, opinion, and expository writing, and improving writing through revision (four writing units; daily prompts; science extensions)
Communication	C.2 Communicating Orally	Read-aloud voices, readers theater, Island Tour, Four Corners debate
Communication	C.3 Following Conventions	Dialogue punctuation, contractions, and possessives (Writing Units 1 and 3; Chapter 7)
Communication	C.4 Researching	Short research on storms, tides, currents, seabirds, dolphins, and barrier islands
Vocabulary	V.1 Finding Meaning	Academic vocabulary, word parts, and context clues (chapter vocabulary lists; Vocabulary Log)
ELA Expectations	EE (across all strands)	Citing evidence with page numbers, reading texts of appropriate complexity, and collaborative discussion in every lesson

Because the story is set on a barrier island with stilt houses, storms, and seabirds, it also connects naturally to coastal life that many Florida students know firsthand.

■ Common Core standards by chapter

Chapter	Focus skill	Standards addressed
1. The Calm Before the Storm	Visualizing the setting	RL.2.1, RL.3.1, RL.4.1 · RL.2.7, RL.3.7 · L.3.5a, L.4.5b · W.2.3, W.3.3
2. The Storm and the Separation	Cause and effect	RL.2.3, RL.3.3, RL.4.3 · RL.3.4, L.4.5a · SL.2.1, SL.3.1, SL.4.1 · W.2.3, W.3.3, W.4.3
3. Adrift at Sea	Character traits	RL.2.3, RL.3.3, RL.4.3 · RL.3.1, RL.4.1 · L.2.4a, L.3.4a · W.2.1, W.3.1
4. First Encounter with Fred	Problem and solution	RL.2.5, RL.3.5 · RL.3.3, RL.4.3 · L.4.5a · W.2.3, W.3.3, W.4.3 · SL.2.1, SL.3.1
5. The Secret Room	Predicting	RL.2.5, RL.3.5 · RL.3.1, RL.4.1 · L.3.5a, L.4.5a · W.2.2, W.3.2 · SL.2.1, SL.3.1, SL.4.1
6. The Island of Echoes	Figurative language	RL.2.4, RL.3.4, RL.4.4 · L.3.5a, L.4.5a · RL.2.6 · SL.2.1, SL.3.1, SL.4.1 · W.3.3b
7. The Hidden Currents	Point of view	RL.2.6, RL.3.6, RL.4.6 · RL.3.3, RL.4.3 · W.2.3, W.3.3, W.4.3 · L.3.2c, L.4.2b
8. The Final Island	Character change	RL.2.3, RL.3.3, RL.4.3 · RL.2.2, RL.3.2 · W.2.3, W.3.3, W.4.3 · SL.2.4, SL.3.4, SL.4.4
9. The Path Home	Sequencing	RL.2.5, RL.3.5 · RL.2.2, RL.3.2, RL.4.2 · W.2.3, W.3.3, W.4.3 · SL.2.4, SL.3.4, SL.4.4
10. A New Beginning	Theme	RL.2.2, RL.3.2, RL.4.2 · RL.3.1, RL.4.1 · W.3.1, W.4.1, W.4.9 · SL.2.1, SL.3.1, SL.4.1

Read-Aloud and Small-Group Guidance

This book was written to be heard. Short lines, two distinct sister voices, echoes, and big sound words make it a natural whole-class read-aloud, while its chapter length suits guided reading and book clubs.

■ Pacing at a glance

Chapter	Print pages	Words	Read-aloud time*	Good pause point
1. The Calm Before the Storm	7 to 15	1,340	10 min	p. 10
2. The Storm and the Separation	16 to 25	1,487	11 min	p. 21
3. Adrift at Sea	26 to 33	1,117	9 min	p. 29
4. First Encounter with Fred	34 to 40	1,115	9 min	p. 37
5. The Secret Room	41 to 47	932	7 min	p. 43
6. The Island of Echoes	48 to 56	1,285	10 min	p. 51
7. The Hidden Currents	57 to 64	1,219	9 min	p. 60
8. The Final Island	65 to 70	789	6 min	p. 67
9. The Path Home	71 to 78	1,096	8 min	p. 74
10. A New Beginning	79 to 83	677	5 min	p. 81

*Approximate time at a relaxed read-aloud pace of about 130 words per minute, before discussion. One chapter a day finishes the book in two weeks; adding the writing prompts and focus skills fits comfortably in three.

■ Read-aloud moves that work with this book

- **Give each sister a voice.** Tunie is steady and decisive; Runie is quick, short, and curious. Students can join in on Runie's lines once they know her (RL.2.6).
- **Let the class be the cliffs.** In Chapter 6, invite students to answer softly as the echo: "Hello... hello... hello..." (p. 50)
- **Pause on the sound words.** The two big sound words, CRACK. (Chapter 2) and THUMP. (Chapter 9), stand alone on their own lines. Stop, let the silence land, then read on.
- **Show the drawings.** Many drawings have arrows, lists, and checklists, like a notebook. Ask students what labels or words they would add.
- **Stop on the last line.** Most chapters end on a sound, a question, or a small mystery. Before turning the page, ask for a quick prediction.

■ Discussion routines

- **Turn and talk:** at each pause point, partners answer one question in 60 seconds, then two pairs share.
- **Sticky-note stops:** students mark a page with ? (a question), ! (a surprise), or a heart (a favorite line) to bring to discussion.
- **Evidence check:** after any answer, ask *Where in the book did you see that?* and wait for a page number.
- **Readers theater:** after reading, small groups perform a short scene (the naming of Fred and the echoes work well) with a narrator and two sister voices.

A note on sensitive topics

Chapter 2 includes a frightening storm and a separation from parents. The book handles both gently: Mom and Dad are always together and safe, and Tunie sees them on the dune right away: “Mom and Dad. Together. Safe on high ground.” (p. 21) You may wish to preview this chapter, especially with students who have lived through hurricanes, floods, or a family separation. Tell students ahead of time that the family will be all right, offer a quiet choice during discussion, and focus talk on the helpers and the safety choices the characters make.

■ Small-group and book-club guidance

GUIDED READING ROUTINE

1. **Before:** preview two or three vocabulary words with the drawing on that page; set a purpose question.
2. **During:** students whisper-read a section to the pause point while you listen in and prompt one student at a time.
3. **After:** discuss one inferential question, return to the text for evidence, and record a page number.
4. **Word work:** two minutes on a compound word, a contraction, or a simile from the section.

BOOK-CLUB JOBS

- **Navigator:** tracks the voyage on a class map.
- **Word Collector:** adds new words to the Vocabulary Log.
- **Question Captain:** brings one literal and one inferential question.
- **Connector:** links the chapter to life, another book, or science.
- **Illustrator:** sketches a key moment in notebook style, with labels and arrows.

Differentiation

The short chapters, strong art, and clear dialogue give every reader a way in. These supports help you stretch or scaffold the same lessons.

■ English language learners

- **Picture-first vocabulary.** Many tricky nouns are drawn: stilts, porch, flagpole, life jackets, lantern, anchor, trapdoor, ladder, pedestal, temple. Point and name before reading.
- **Cognates for Spanish speakers.** ocean/océano, island/isla, map/mapa, dolphin/delfín, family/familia, crystal/cristal, temple/templo, secret/secreto, current/corriente, instinct/instinto, rhythm/ritmo, mystery/misterio.
- **Idioms to pre-teach.** “all hands on deck” (p. 13); “Tunie’s stomach dropped.” (p. 12); “Minutes felt like hours.” (p. 18); “Right on cue” (p. 10). Act them out and compare with idioms in students’ home languages.
- **Sentence frames.** Beginning: *Tunie is ____.* / *I see ____.* Intermediate: *Tunie feels ____ because ____.* Advanced: *On page ____, the author shows that ____ when ____.*
- **Talk before writing.** Partners retell with the Sequencing Organizer drawings before writing. Encourage discussion in the home language, then sharing in English.
- **Readers theater.** Runie’s lines are short and repeatable, a low-risk way to practice expression and fluency.

■ Readers who need more support

- Hear it first: read each chapter aloud, then let students reread one section to the pause point.
- Chunk the chapter at the pause point listed on page 11 and ask one question per chunk.
- Use the drawings to retell before reading the words; ask, *What is happening in this picture?*
- Echo-read and choral-read dialogue; Runie’s lines are ideal for building fluency.
- Reduce writing load: a labeled sketch plus one sentence frame can replace a paragraph.
- Keep a character card ring (one card per character, with a sketch and two traits) for quick reference.

■ Advanced readers

- **Foreshadowing tracker.** Collect the clues the author plants: the dream, the “shadow, sleek and smooth” (p. 10), the bird’s cry at the end of Chapter 3, Fred looking up at the roof, and Glow Island feeling familiar.
- **Chapter endings.** List the last line of every chapter. Sort them: sound, question, mystery, or feeling. Write a new chapter ending of the same kind.
- **Day guide and night guide.** Compare Fred and the dolphin: when each appears, how each helps, and why the author might keep them apart.
- **The missing scene.** Mom and Dad’s night on the dune is told in a few sentences in Chapter 9. Write it as a full scene from their point of view.
- **Research and present.** Choose one real topic from the book (barrier islands, gulls, dolphins, currents, storms) and prepare a two-minute talk with a visual.
- **Open questions.** Who made the maps and chests? Why do the crystals work? The book leaves these open. Students argue for an answer using clues.

Chapter-by-Chapter Lessons

Each lesson follows the same pattern so students learn the routine: preview the vocabulary, wonder before reading, think during reading, talk after reading, practice one focus skill, and write.

Ch.	Title	Print pages	Focus skill
1	The Calm Before the Storm	7 to 15	Visualizing the setting
2	The Storm and the Separation	16 to 25	Cause and effect
3	Adrift at Sea	26 to 33	Character traits
4	First Encounter with Fred	34 to 40	Problem and solution
5	The Secret Room	41 to 47	Predicting
6	The Island of Echoes	48 to 56	Figurative language
7	The Hidden Currents	57 to 64	Point of view
8	The Final Island	65 to 70	Character change
9	The Path Home	71 to 78	Sequencing
10	A New Beginning	79 to 83	Theme

■ A lesson at a glance

- **Vocabulary** (5 minutes): words from the chapter with kid-friendly meanings and page numbers. Students record them in the Vocabulary Log (Reproducible 4).
- **Before reading** (5 minutes): activate what students know and set a purpose.
- **During reading**: questions to pause on, labeled L (literal), I (inferential), or E (evaluative).
- **After reading** (10 minutes): discussion that returns to the text for evidence.
- **Focus skill** (15 minutes): a mini-lesson anchored in the chapter, with a partner activity.
- **Writing prompt** (10 to 15 minutes): a short response for a reading notebook or the Reading Response Sheet (Reproducible 5).

Tip: one routine, many entry points

For grade 2, choose two during-reading questions and do the focus skill together. For grade 4, assign the evaluative questions as written responses and ask for a page number with every answer.

The Calm Before the Storm

IN THIS CHAPTER

Tunie wakes from a scary dream about a sea serpent and tells herself it was only a dream. It is a peaceful morning on the family's barrier island, and she and her little sister, Runie, play on the beach with their dogs, FiFi and BB Bear. For a second, Tunie sees a sleek shadow in the waves. By midday the wind is pushy and the waves are growing. Mom and Dad say a storm is coming, and the whole family gets the house ready. The chapter ends with the family together in the living room as the radio goes silent.



Art from Chapter 1

VOCABULARY

Word	Page	Kid-friendly meaning
horizon	8	the line far away where the sky seems to meet the sea
barrier	8	something that blocks or protects; a barrier island is a long, sandy island that shields the mainland coast from waves
weathered	10	worn and faded by sun, wind, and rain
stilts	11	tall posts that hold a house up off the ground
prepared	13	ready ahead of time
churning	14	moving and stirring roughly
flickered	15	went on and off quickly

BEFORE READING

- Look closely at the front cover. Where do you think this story happens? What do you notice about the house and the two girls?
- Read the chapter title, *The Calm Before the Storm*. What do you think it means? Have you ever heard this phrase before?
- Look at the drawing of the beach house. The arrows point to its parts, like a diagram, but the labels are left blank. What label would you write for each arrow? Which parts of the house might matter later?

DURING READING

- L** What is Tunie dreaming about when the story begins? How does she feel when she wakes up?
- I** Tunie sees clouds gathering far out over the sea and tells herself, "It's nothing" and "I'm fine." (p. 8) Do you think she really feels fine? What clues tell you?
- L** Who are FiFi and BB Bear? Name one way the two dogs are different.
- I** "Then something out in the waves caught her eye." (p. 10) What might the shadow be? Write your guess on a sticky note and save it.
- L** What jobs does each family member do to get ready for the storm?

AFTER READING

- I** When Mom says a storm is coming, the text says, “Tunie’s stomach dropped. Just like the dream.” (p. 12) Why does Tunie connect the storm to her dream?
- I** Dad says, “We’ve got a storm coming in, and we need all hands on deck.” (p. 13) What does *all hands on deck* mean? Is it meant literally?
- E** The chapter ends: “Then, with one last crackle, the radio went silent.” (p. 15) Why do you think the author ended the chapter here? Did it make you want to keep reading?

FOCUS SKILL

Visualizing the setting

Good readers make a movie in their minds. Read aloud the description of the beach house without showing the art: “The house itself stood at the top of the beach on tall wooden stilts, with the dune rising up behind it.” (p. 11) Ask students to sketch what they picture, then compare their sketches with the drawing of the house in Chapter 1. Next, collect sense details on a four-column chart (See, Hear, Smell, Feel). Two anchors to start: “The wooden floor was cool under her feet.” (p. 8) and “Through the open window came the smell of salt water and hibiscus.” (p. 8)

Try it: Partners reread pages 7 to 12 and add at least four more sense details to the chart. Talk about which sense the author uses most and why.

Writing prompt

Tunie’s island is “the place where she felt safe” (p. 9). Write about a place where you feel safe. Use at least one detail you can see, one you can hear, and one you can smell or feel.

STANDARDS RL.2.1, RL.3.1, RL.4.1 · RL.2.7, RL.3.7 · L.3.5a, L.4.5b · W.2.3, W.3.3

The Storm and the Separation

Print pages 16 to 25
About 11 minutes aloud
Focus skill: **Cause and effect**

IN THIS CHAPTER

The storm grows wild. Dad goes out to tie down the boat and puts Tunie in charge. The lights go out, and Mom lights a lantern. A stilt cracks, water bubbles up between the floorboards, and Mom sends the girls up to the attic while she goes to the front door to call for Dad. Then the stilts snap, and the whole house floats away. Through the attic window, Tunie sees Mom and Dad together and safe on the dune. Deep in the night, a dolphin swims ahead of the house and leads it safely past the rocks. By morning, the storm has passed, and there is only open water in every direction.



Art from Chapter 2

VOCABULARY

Word	Page	Kid-friendly meaning
downpour	16	a very heavy rain
trembled	17	shook a little, often from fear or cold
lantern	18	a lamp with a cover that you can carry
deafening	19	so loud it almost hurts your ears
splintering	19	breaking into sharp, thin pieces
lurched	19	moved suddenly and unsteadily
hoarse	24	sounding rough or scratchy, often after shouting or a long night

BEFORE READING

- What do you already know about big storms? What do families do to stay safe? (See the note on sensitive topics on page 12 of this guide before you begin.)
- The title says *The Separation*. What do you predict will happen? Who might be separated?

DURING READING

- L** Before he goes out, Dad says, “Tunie, you’re in charge while I’m gone. Keep an eye on your sister.” (p. 17) What job does Tunie now have?
- I** The author writes, “She felt the job settle onto her shoulders like a heavy backpack.” (p. 17) What does this tell you about how being in charge feels to Tunie?
- L** What happens to the stilts under the house? What does Mom tell the girls to do?
- L** What does Tunie see through the little attic window? Find the sentence “Mom and Dad. Together. Safe on high ground.” (p. 21) How might this help Tunie (and the reader) feel?
- I** Tunie tells Runie, “We’re going to hold on. That’s our whole job right now. Just hold on.” (p. 22) Why does Tunie make the job sound so simple?

AFTER READING

- L** How does the dolphin help the floating house during the night?
- I** When Runie calls the dolphin a fish, Tunie answers, “Dolphins aren’t fish. They breathe air, like us.” (p. 22) What does this show about Tunie?
- E** Tunie gives Runie a job too: “You keep FiFi warm. That’s your job.” (p. 24) Why might giving a scared person a job be a smart choice?
- E** Look at the last sentence: “Outside, the sun was coming up over an ocean that had no edges at all.” (p. 25) How do you think Tunie feels when she sees this?

FOCUS SKILL

Cause and effect

Explain that a cause is *why* something happens and an effect is *what* happens. Chapter 2 is a chain: each effect becomes the cause of the next event. Model the first link together: the storm gets worse (cause), so Dad goes out to check on the boat (effect). Teach the signal words *because*, *so*, and *as a result*.

Try it: In pairs, students build a cause-and-effect chain of five links: Dad goes to the boat → a stilt cracks → water bubbles up between the floorboards → Mom sends the girls to the attic → the stilts snap and the house floats. Students write one sentence for each link using a signal word.

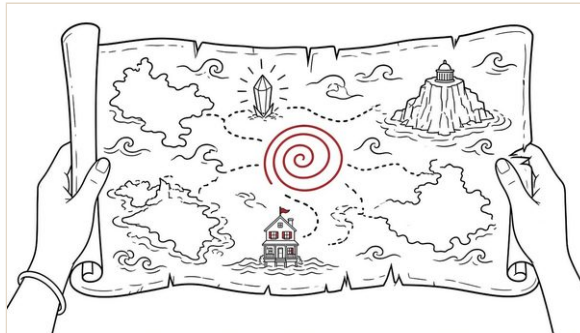
Writing prompt

Dad trusts Tunie with an important job. Write about a time someone trusted you with an important job. What was the job, how did you feel, and what did you do?

STANDARDS RL.2.3, RL.3.3, RL.4.3 · RL.3.4, L.4.5a · SL.2.1, SL.3.1, SL.4.1 · W.2.3, W.3.3, W.4.3

IN THIS CHAPTER

At dawn, the storm is over, but the house is floating on open ocean with no land in sight. Tunie explains that they are adrift and promises Runie that they will find Mom and Dad again. She makes a plan: find out what they have. The sisters gather food and water and find Dad's two red life jackets, and Tunie makes a rule that they wear them whenever they are outside. In the attic, Tunie finds a small carved chest holding a very old map covered in strange symbols, with a big spiral at its center. That night, Tunie hears a cry far over the water, like a bird.



Art from Chapter 3

VOCABULARY

Word	Page	Kid-friendly meaning
adrift	27	floating along with nobody steering
shimmering	27	shining with a soft, wavering light
crumpled	28	folded or scrunched up; Runie's face crumples when she is about to cry
supplies	28	things you need to live or to do a job, like food and water
latch	30	a small metal piece that keeps a lid or door closed
symbols	31	marks or pictures that stand for something
glimmer	32	a small, faint light, or a small bit of a feeling

BEFORE READING

- If your house floated out to sea, what supplies would you need most? Make a quick list with a partner.
- In Chapter 2, Tunie had no way to steer. What do you think she will do first now that the storm is over?

DURING READING

- L** Runie asks what *adrift* means. Tunie answers, "It means floating, with nobody steering." (p. 28) How would you explain it to a younger child?
- L** What supplies do the sisters find in the kitchen and the hall closet?
- I** Tunie says, "Here's the plan. First, we see what we have." (p. 28) Why is making a plan a good first step when you feel scared?
- I** Tunie tells Runie to wear her life jacket outside "Every time. That's a rule." (p. 29) Then Runie asks if that is true even for snacks. What does this exchange show about each sister?
- I** When Runie asks what will happen if they never find land, "Tunie made herself smile." (p. 29) Why does Tunie *make* herself smile?

AFTER READING

- L** Describe the map from the little carved chest. What is in its very center?
- I** Runie says, “But we’re not lost. Right, Tunie?” (p. 33) What is the difference between being adrift and being lost?
- E** Do you think Tunie is a good leader so far? Give two reasons from the chapter.
- I** The chapter ends with a sound far over the water. What do you predict it is?

FOCUS SKILL

Character traits

A trait is a word that describes what a character is like on the inside, such as *responsible*, *caring*, or *careful*. Readers find traits by looking at what a character says, does, and thinks. Model one trait with evidence: Tunie is **caring** because she hugs Runie and promises, “We’ll find them again. I promise.” (p. 28) Point out that Tunie hides some feelings: when she says she misses Mom and Dad too, “her own voice wobbled” (p. 28). What a character shows on the outside is not always all she feels on the inside.

Try it: Students complete the Character Map (Reproducible 1) for Tunie, naming three traits with one piece of evidence and a page number for each. Advanced readers add an “inside feeling” for each trait.

Writing prompt

Make a supply list for an adventure of your own (on land or sea). Then write three or more sentences explaining which item on your list is the most important and why.

STANDARDS RL.2.3, RL.3.3, RL.4.3 · RL.3.1, RL.4.1 · L.2.4a, L.3.4a · W.2.1, W.3.1

First Encounter with Fred

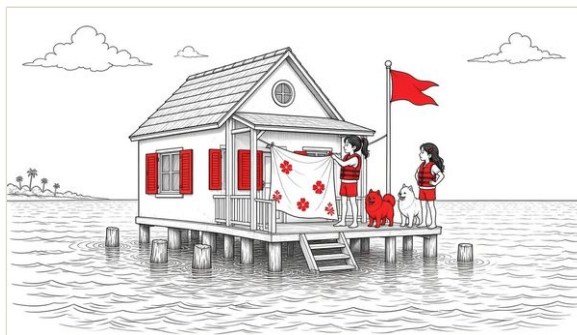
Print pages 34 to 40

About 9 minutes aloud

Focus skill: **Problem and solution**

IN THIS CHAPTER

A big seagull flies straight toward the floating house and lands on the porch railing. The sisters put on their life jackets, and Runie feeds the bird a cracker. She names him Fred. Fred keeps flying ahead and circling back, as if he wants them to follow, but Runie points out that houses can't follow birds. Tunie has an idea. The sisters tie an old flowered bedsheet to the porch flagpole and railing with a clothesline, and the house begins to sail. They follow Fred all day. That night Fred sleeps on the railing, and he opens one eye to look up at the roof.



Art from Chapter 4

VOCABULARY

Word	Page	Kid-friendly meaning
sleek	35	smooth and shiny
perched	36	sitting on the edge of something, the way a bird sits
squawked	36	made a loud, harsh bird cry
gobbled	36	ate very quickly
clothesline	38	a rope for hanging wet laundry to dry
rhythm	39	a pattern that repeats, like a steady beat
instincts	39	things an animal knows how to do without being taught

BEFORE READING

- What problems do the sisters still have at the start of this chapter?
- The title tells us someone named Fred is coming. Who or what do you think Fred will be? How could Fred help?

DURING READING

- L** Where does the seagull land? What do the sisters feed him? Who names him?
- I** Tunie wonders about the bird: "Or maybe... maybe it knows something we don't." (p. 35) What might the seagull know?
- L** Runie points out a problem: "Houses don't go." (p. 38) What does she mean?
- L** What three things does Tunie use to turn the house into a sailing house?
- I** "For the first time since the storm, Tunie felt a spark of hope." (p. 39) Why does Tunie feel hopeful now?

AFTER READING

- E** When Tunie explains *instincts*, Runie says, "Bird feelings." (p. 39) Is that a good definition? Name an instinct you know about in another animal.

- E** Fred might not know exactly where he is going. Is following him a good choice? Why or why not?
- I** The chapter ends: “Out on the railing, Fred opened one eye in the dark. He was looking up at the roof.” (p. 40) What do you predict is on the roof?

FOCUS SKILL

Problem and solution

Stories move forward when characters solve problems. Chart the big problem in this chapter: the house cannot move on its own. Then list the steps Tunie takes. She looks at the porch flagpole, remembers the old bedsheets in the attic, and announces, “Here’s the plan. We’re going to make this house go.” (p. 38) Notice the simile that shows the solution working: “When the breeze caught it, the sheet puffed out like a cheek full of air.” (p. 38)

Try it: Students fill in a Problem, Steps, Solution chart. Then, in small groups, they brainstorm one other everyday object on the floating house that could help solve a different problem (for example, collecting rainwater) and explain the steps.

Writing prompt

Invent a new solution. Imagine you are on the floating house and something new goes wrong. Describe the problem, then explain how you would solve it using the words *first*, *next*, *then*, and *last*.

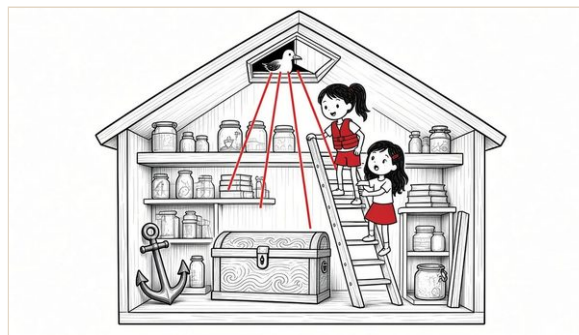
STANDARDS RL.2.5, RL.3.5 · RL.3.3, RL.4.3 · L.4.5a · W.2.3, W.3.3, W.4.3 · SL.2.1, SL.3.1

The Secret Room

Print pages 41 to 47
About 7 minutes aloud
Focus skill: **Predicting**

IN THIS CHAPTER

Fred flies to the roof and pecks at something. Wearing their life jackets, the sisters climb out the attic window, with Tunie going first. Fred is standing on a trapdoor they never knew was there. Below it, a narrow ladder leads down into a tiny hidden room under the peak of the roof. Inside are shelves, jars, tools, an old anchor, and a big carved chest covered in the same marks as the attic map. The chest holds a bigger, more detailed map that shows hidden currents and a dotted path. Next to the first island on the path, someone has written its name: the Island of Echoes.



Art from Chapter 5

VOCABULARY

Word	Page	Kid-friendly meaning
trapdoor	42	a small door set into a floor or roof
warped	42	bent or twisted out of shape
hesitated	42	stopped for a moment before doing something
anchor	43	a heavy object dropped into the water to keep a boat in one place
generations	44	groups of family members born around the same time, like grandparents, parents, and children
currents	44	paths of moving water inside the ocean, like rivers in the sea
landmarks	45	things that are easy to see and help you know where you are

BEFORE READING

- Reread the last lines of Chapter 4. Fred was looking up at the roof. Write a prediction: what will the sisters find on the roof? (Students will check it on the Predict, Check, Revise chart.)

DURING READING

- L** How do the sisters reach the trapdoor? Name two ways Tunie keeps Runie safe.
- I** “Tunie hesitated.” (p. 42) Why does she stop before climbing down? What helps her decide to go?
- L** Tunie says, “I’ll go first. You hold on to the ladder with both hands. Deal?” (p. 43) What does this show about Tunie as a big sister?
- L** What objects are in the secret room? What is inside the big chest?
- I** How is the big map different from the map in the little chest?

AFTER READING

- I** Tunie says, “It’s a key. It doesn’t just show where the islands are. It shows how to get to them.” (p. 45) A map is not really a key. What does Tunie mean?

- I** Runie asks Tunie to read the island name because “I can only read the little words.” (p. 46) What does this tell you about Runie? How does Tunie help?
- E** Who do you think made the maps and the carved chests? What clues does the author give? (The book leaves this a mystery, so accept any answer supported by a clue.)
- E** Was your prediction from the start of the chapter correct? What clue helped you most?

FOCUS SKILL

Predicting

Readers predict by combining clues from the text with what they already know. Then they check and revise. This author ends almost every chapter with a clue that pulls the reader forward. Chapter 5 ends this way: “She wondered what it would say.” (p. 47) Model a prediction using a frame: *I think ____ will happen because the text says ____ and I know ____.*

Try it: Begin a class Predict, Check, Revise chart that continues for the rest of the book. Students add a prediction at the end of each chapter, then mark it Confirmed, Changed, or Still Waiting the next day.

Writing prompt

The chapter ends with Tunie wondering what the Island of Echoes will say. Using clues from the map, write a paragraph predicting what the island will look like, sound like, and hold.

STANDARDS RL.2.5, RL.3.5 · RL.3.1, RL.4.1 · L.3.5a, L.4.5a · W.2.2, W.3.2 · SL.2.1, SL.3.1, SL.4.1

The Island of Echoes

IN THIS CHAPTER

After days of following the map, the sisters spot an island with steep cliffs and a strange hum. When Runie calls hello, the cliffs call back, and Tunie explains echoes. They anchor the house, and Tunie decides they will explore in the morning, when they can see. At dawn, Runie floats in her life jacket with FiFi on her tummy while Tunie tows her to shore. Deep in the trees they find an ancient stone platform covered in the map's symbols, with a glowing crystal at its center. When Tunie touches it, she sees the dotted path light up, showing the next island. Runie tells her, "I believe you, Tunie," and chooses to be the one who watches.



Art from Chapter 6

VOCABULARY

Word	Page	Kid-friendly meaning
cliffs	49	high, steep walls of rock, often beside the sea
echo	50	a sound that bounces off a surface and comes back to you
inland	53	away from the coast, toward the middle of the land
clearing	53	an open space in a forest with no trees
platform	53	a flat, raised surface
ancient	53	very, very old
pulsed	54	beat or glowed in a steady rhythm, like a heartbeat

BEFORE READING

- What is an echo? Where have you heard one? (If you can, try it in an empty hallway or gym.)
- Look back at the big map. What clues about this island did the sisters see?

DURING READING

- L** Why is the island called the Island of Echoes? Find Tunie's explanation: "Your voice bounces off the rocks and comes back to you." (p. 50)
- I** Tunie decides, "Nobody explores a strange island in the dark." (p. 51) What would Dad think of this choice? What does it show about Tunie?
- I** "Runie looked a little disappointed and a lot relieved." (p. 51) How can someone feel two feelings at once?
- L** How do the girls and the dogs get from the house to the beach safely?
- L** What do they find in the clearing? What happens when Tunie touches the crystal?

AFTER READING

- I** Runie says, “I believe you, Tunie.” (p. 55) Why is this an important moment for the sisters?
- E** Tunie tells Runie, “You can be the one who watches.” (p. 55) Is watching an important job? Explain.
- I** How do the cliffs say goodbye at the end of the chapter? Why is this a fitting ending?

FOCUS SKILL

Figurative language

Authors use comparisons to help us picture things. A **simile** compares two things using *like* or *as*.

Personification gives human actions to something that is not human. Chapter 6 is full of both. Display these and sort them: “twisty roots that reached out like fingers” (p. 53); a crystal “glowing with a soft light that pulsed slowly, like breathing” (p. 54); and “It was as if the island itself were alive and whispering secrets.” (p. 50) For each, ask: What is being compared? What does it help us see, hear, or feel? What does it mean literally, and what does it mean in the story?

Try it: Figurative Language Hunt: partners search Chapters 1 to 6 for more comparisons (try pages 7, 9, 16, 21, and 31) and record each on a T-chart labeled *Words in the Book* and *What It Really Means*.

Writing prompt

Write three similes about the ocean, an island, or a storm. Then choose your favorite and turn it into a short echo poem, repeating the last word of each line three times, just like the cliffs.

STANDARDS RL.2.4, RL.3.4, RL.4.4 · L.3.5a, L.4.5a · RL.2.6 · SL.2.1, SL.3.1, SL.4.1 · W.3.3b

The Hidden Currents

Print pages 57 to 64
About 9 minutes aloud
Focus skill: **Point of view**

IN THIS CHAPTER

The sisters follow the crystal path, but the water turns dark and rough. The map shows they must pass through the hidden currents, which pull the house one way and then another. Tunie fights to steer while Runie holds on. Fred dives toward a narrow stripe of calm water, and Tunie steers into it. Once they are through, they see a soft glow on the horizon: a small island that Runie names Glow Island. On a stone pedestal sits a bigger, brighter crystal. When Tunie touches it, she sees a tall island with jagged cliffs and a huge stone building at the top. That night, she wonders why Glow Island felt so familiar.



Art from Chapter 7

VOCABULARY

Word	Page	Kid-friendly meaning
swells	58	long, rolling waves that rise and fall
currents	58	paths of moving water inside the ocean
course	59	the path or direction you are traveling
chaos	60	total confusion, with nothing in order
pedestal	62	a stand or base that holds something up for display
familiar	64	known to you, as if you have seen it before

BEFORE READING

- What did the big map show besides islands? Why might hidden currents be dangerous for a floating house?
- Who has helped the sisters most so far? Predict who will help them in this chapter.

DURING READING

- L** How does Tunie describe the currents? “They’re like rivers inside the ocean.” (p. 58)
- I** Runie says, “I don’t like through.” (p. 59) In the book, the word *through* is printed in slanted letters (italics). Why? How should we read this line aloud?
- L** Who finds the way through the currents? What does Tunie do once she sees it?
- I** After they are through, “Tunie let out a breath she didn’t know she had been holding.” (p. 60) What does this sentence tell you about how Tunie felt during the currents?

AFTER READING

- L** Who names Glow Island, and why? “A whole island night-light. Let’s call it Glow Island.” (p. 61)
- I** Compare the crystal on Glow Island with the crystal on the Island of Echoes. How are they alike and different?

- E Runie says, “Then let’s go, Tunie. Let’s finish what we started.” (p. 63) How has Runie changed since the storm night?
- E “And she wondered why Glow Island had felt so familiar.” (p. 64) What are some possible reasons? (The book does not answer this question, so any answer with a reason is fair.)

FOCUS SKILL

Point of view

This story is told in the third person (using *she* and *they*), and the narrator follows Tunie closely. We know what Tunie thinks and feels, but we have to infer what Runie, Fred, or the dogs are thinking. Reread the currents scene and ask: Whose thoughts do we hear? Whose thoughts do we have to guess? Then reread Runie’s lines in a different voice from Tunie’s, the way the girls might really sound.

Try it: Students retell the currents scene from Runie’s point of view, in the first person (*I*). Grade 4 readers compare the two versions and explain how the change from third person to first person changes what the reader knows.

Writing prompt

Retell the hidden currents from Runie’s point of view, starting with “I don’t like through.” What does Runie see, hear, and feel while she holds on to the porch?

STANDARDS RL.2.6, RL.3.6, RL.4.6 · RL.3.3, RL.4.3 · W.2.3, W.3.3, W.4.3 · L.3.2c, L.4.2b

The Final Island

IN THIS CHAPTER

At sunrise, Tunie spots the island the crystal showed her: wild, with jagged cliffs. The sisters anchor and climb a steep path through thick jungle as the hum grows stronger. At the top stands an enormous stone temple carved with the ocean, the stars, and the glowing crystals. In a chamber inside sits the biggest crystal of all. This time, Runie does not want to just watch. The sisters touch the crystal together and see a path of light all the way home, where Mom and Dad stand on the beach looking out to sea. Now Tunie knows the way.



Art from Chapter 8

VOCABULARY

Word	Page	Kid-friendly meaning
jagged	66	with sharp, uneven points
urgent	67	needing attention right away
temple	67	a large building, often very old, used as a special or sacred place
enormous	67	very, very big
chamber	68	a large room, especially one deep inside a building
wonder	68	a feeling of surprise and amazement

BEFORE READING

- The crystal on Glow Island showed Tunie a tall island with a stone building. What do you think the sisters will find inside?
- Look at Runie's choices so far. Do you think she will touch the next crystal? Why or why not?

DURING READING

- L** Describe the final island. How is it different from the Island of Echoes and Glow Island?
- I** The island looks “as if no person had set foot on it in hundreds of years” (p. 66). What does this help you picture?
- L** What is carved on the temple walls? “Its walls were covered with carvings of the ocean, the stars, and the glowing crystals.” (p. 67)
- I** Before she touches the crystal, Tunie stops and looks at her sister. Why do you think she does this?

AFTER READING

- I** Runie says, “I don’t want to just be the watcher anymore.” (p. 69) What has changed for Runie since Chapter 6?
- L** What do the sisters see when they touch the crystal together?

- E** Why do you think the author has the sisters touch the last crystal together? What message might this send?
- I** “But this time, Tunie didn’t need to check the map. She knew the way.” (p. 70) What does it mean that Tunie knows the way without the map?

FOCUS SKILL

Character change

Characters often change because of what happens to them. Put two of Runie’s lines side by side. In Chapter 6, after watching Tunie touch the first crystal, she says, “I don’t think I want to touch it.” (p. 55) In Chapter 8, “Her chin wobbled a little. Then she stuck out her hand too.” (p. 68) Ask: What stayed the same about Runie? What changed? What events helped her change?

Try it: Students complete a Before and After chart for Runie (Chapter 2 or 6 compared with Chapter 8) with evidence and page numbers, then write one sentence explaining what caused the change.

Writing prompt

Runie is still a little scared, but she tries anyway. Write about a time you changed your mind and decided to try something new. What helped you be brave?

STANDARDS RL.2.3, RL.3.3, RL.4.3 · RL.2.2, RL.3.2 · W.2.3, W.3.3, W.4.3 · SL.2.4, SL.3.4, SL.4.4

The Path Home

Print pages 71 to 78
About 8 minutes aloud
Focus skill: **Sequencing**

IN THIS CHAPTER

The sisters sail along the path of light. Clouds roll in from the east, and then Tunie sees a coastline with dunes, palm trees, and the old gray rocks she and Runie used to climb. It is home. A strong gust pushes the house toward the rocks, and Tunie pulls the line with all her strength until the house swings past them and lands with a THUMP in the sandy cove. The sisters run down the beach and find Mom and Dad, who have come to look for them every day. Mom and Dad tell how they were swept together onto the dune on the storm night. That night, the whole family sleeps together in the living room.



Art from Chapter 9

VOCABULARY

Word	Page	Kid-friendly meaning
coastline	72	the edge of the land where it meets the sea
gust	73	a sudden, strong rush of wind
loomed	73	appeared large and threatening
cove	74	a small, curved bay along a coast
relief	74	the good feeling when something worrying is over
reunion	76	a time when people who were apart come together again
satisfied	77	pleased because something turned out well

BEFORE READING

- How do you think the sisters will feel when they see home? What might still go wrong?
- Think back to the rocks in Chapter 2. How did the house get past them that time?

DURING READING

- L** How does Tunie know the coastline is their own island?
- I** The author writes that the ocean “felt like a row of stepping-stones leading them back to where they belonged.” (p. 72) What does this comparison mean?
- L** What happens as the house races toward the rocks? Where does it finally land?
- I** Compare the rocks scene in this chapter with the rocks scene in Chapter 2. Who steers the house past the rocks each time?

AFTER READING

- L** What did Mom and Dad do while the girls were gone? “We came down to this beach every single day to look for you.” (p. 76)

- I** Tunie tells Dad, “Dad, I kept her safe. Like you said.” (p. 76) Why does she tell him this right away?
- E** “And for the first time since the storm, Tunie slept without dreaming at all.” (p. 78) How does this sentence connect to the very beginning of the book?

FOCUS SKILL

Sequencing

Sequencing means putting events in the order they happened. Chapter 9 gives readers two sequences: the trip home, and the story Mom and Dad tell about the storm night, which happened back in Chapter 2. Runie’s breathless list is a fun place to start: “Fred helped,” she says, “And a pink dolphin. And the maps. And the crystals. And I named an island.” (p. 77) Ask: Is Runie’s list in the order things happened? Let’s fix it together.

Try it: Students use the Sequencing Organizer (Reproducible 3) to put eight key events from the whole book in order, using transition words (first, next, then, after that, finally). See the answer key on page 44 of this guide.

Writing prompt

Mom and Dad tell their side of the story, “one piece at a time.” Write the story of their night on the dune in order, using at least four transition words. Use only what the book tells you, then add your own details about what they saw and felt.

STANDARDS RL.2.5, RL.3.5 · RL.2.2, RL.3.2, RL.4.2 · W.2.3, W.3.3, W.4.3 · SL.2.4, SL.3.4, SL.4.4

A New Beginning

Print pages 79 to 83
About 5 minutes aloud
Focus skill: **Theme**

IN THIS CHAPTER

The neighbors help set the beach house on brand-new stilts, and the family fixes it together. Fred decides to stay and keeps watch from the roof. At sunset, Runie says they went all the way around and came back to a porch that is different now, “Because now we know stuff.” Mom and Dad tell the girls how proud they are. That night, Tunie decides that home is the people you love. She looks at the old attic map in the moonlight, and the spiral at its center, the one place they have never gone, almost seems to shimmer. Tunie is not scared of it, because she and Runie can face anything together.



Art from Chapter 10

VOCABULARY

Word	Page	Kid-friendly meaning
battered	79	damaged by being hit again and again
chatter	80	fast, friendly talk
twilight	82	the soft, dim light just after the sun sets
mysteries	82	things that are hard to understand or explain
treasure	82	something very valuable or precious
shimmer	82	to shine with a soft, flickering light

BEFORE READING

- Now that the sisters are home, what still needs to happen?
- Think about the title, *A New Beginning*. Why might an ending also be a beginning?

DURING READING

- L** How do the neighbors help the family? What does Fred decide to do?
- I** Runie says, “We went all the way around and came right back to our porch. Like a circle. But it’s a different porch now.” (p. 81) How is the porch different, if it is the same porch?
- I** When Tunie asks how, Runie answers, “Because now we know stuff.” (p. 81) What do the sisters know now that they did not know before?
- E** Dad says, “But it also taught you. And it brought you home.” (p. 81) What did the ocean teach the girls?

AFTER READING

- I** “Home, Tunie decided, wasn’t just a place. Home was the people you loved.” (p. 82) Do you agree? What makes a place feel like home to you?
- E** The spiral is “The one place on the map they had never gone.” (p. 82) Why do you think the author ends the book with the spiral? How does Tunie feel about it?

- E** Read the last line aloud: “Because now, she knew that she and Runie could face anything, as long as they were together.” (p. 83) What is the big message of the whole book?

FOCUS SKILL

Theme

A topic is what a story is about in a word or two (sisters, the ocean). A theme is the message or lesson the story teaches about that topic, written as a sentence. Guide students from topic to theme: *sisters* becomes *Sisters can face hard things when they work together*. Then test each theme statement: Can we find at least three details from different chapters that support it?

Try it: Students write a theme statement on a sentence strip and support it with three details from three different chapters (with page numbers). Display the strips and group the ones that say similar things.

Writing prompt

Write a theme statement for *Secrets of the Ocean*. Support it with two details from two different chapters. End by telling how the theme connects to your own life.

STANDARDS RL.2.2, RL.3.2, RL.4.2 · RL.3.1, RL.4.1 · W.3.1, W.4.1, W.4.9 · SL.2.1, SL.3.1, SL.4.1

Writing Workshop Units

Four units use the book as a mentor text. Each can run for one to two weeks in a writing block of 30 to 45 minutes, with a short mini-lesson, independent writing, conferring, and sharing.

Unit	Genre	Mentor chapters	Final piece
1. A Time I Was Brave	Personal narrative	2, 5, 8	A small-moment story about a real brave moment
2. Mapmakers	Descriptive writing	3, 5, 6, 7	An island map with a descriptive tour
3. Tunie's Journal	Narrative in a character's voice	2 to 6	Three to five illustrated journal entries
4. Take a Stand	Opinion writing	All	An opinion piece or book recommendation

The writing connection

Young writers learn craft by noticing it first. In each unit, students read a passage closely, name what the author did (“She showed Tunie was scared by describing her heart, not by saying ‘scared’”), and then try the same move in their own writing. Keep a class chart of these moves and add to it across all four units.

■ A workshop session at a glance

Part	Time	What happens
Mini-lesson	10 min	Read a short mentor passage aloud, name the craft move, and model it in your own writing.
Independent writing	20 to 25 min	Students draft or revise while you confer with individuals or a small group.
Share	5 to 10 min	Two or three writers read a line where they tried the day's move; listeners name what worked.

CONFERRING QUESTIONS

- What are you working on as a writer today?
- Show me a place where you tried the move from today's lesson.
- Where could you show a feeling the way the author shows Tunie's or Runie's feelings?
- What is the most important part of your piece? How could you slow it down?

A Time I Was Brave

Brave does not mean not scared. Tunie and Runie are frightened again and again, and they act anyway. Students write a true personal narrative about one small moment when they were brave.

STANDARDS W.2.3, W.3.3, W.4.3 • W.2.5, W.3.5, W.4.5 • L.3.2c, L.4.2b • SL.2.4, SL.3.4, SL.4.4

Mentor text from the book

Show fear through the body: “Her own heart was pounding so hard it hurt.” (p. 22)

Brave while scared: “Her chin wobbled a little. Then she stuck out her hand too.” (p. 68)

A brave choice, said simply: “I think we have to. There might be something down there that can help us.” (p. 42)

An ending that reflects: “Because now, she knew that she and Runie could face anything, as long as they were together.” (p. 83)

■ Sessions

- 1. Brave does not mean not scared.** Reread the three mentor moments. Chart what each sister felt and what she did anyway. Students brainstorm their own list: a first swim, a new school, the dark, speaking up, trying a new food, helping someone.
- 2. Zoom in on one small moment.** Choose one moment, not a whole day. Plan it on a three-part timeline: just before, the brave moment, just after.
- 3. Show the feeling.** Build a “body clues” chart from the book: pounding heart, wobbling chin, a voice that wobbles, a breath you didn’t know you were holding. Students revise one “I was scared” sentence to show instead of tell.
- 4. Add dialogue.** Study how Tunie’s lines are short and clear. Students add two lines of real dialogue, punctuated correctly, to their draft.
- 5. End with what you learned.** Like the book’s last line, end with what the writer knows now. Use a frame if helpful: *Now I know that ____.*
- 6. Revise, edit, and celebrate.** Partners check the success criteria. Publish in an Author’s Chair where listeners name one brave move they heard.

SUCCESS CRITERIA

- ☐ My story is about one small, true moment.
- ☐ I told events in order, using time words.
- ☐ I showed my feelings with body clues.
- ☐ I included at least two lines of dialogue with correct punctuation.
- ☐ My ending tells what I learned or how I changed.

ADJUSTING BY GRADE

- **Grade 2:** three pages in a booklet (before, brave moment, after) with a picture and two or three sentences each.
- **Grade 3:** a full draft with dialogue and time words (W.3.3b, W.3.3c).
- **Grade 4:** add sensory details and a reflective conclusion (W.4.3d, W.4.3e); try slowing the brave moment down across a full paragraph.

Mapmakers: Map-Making and Descriptive Writing

Two old maps drive this story. Students design a map of their own imaginary island and write a descriptive tour that helps a reader see, hear, and smell each place.

STANDARDS W.2.2, W.3.2, W.4.2 • W.3.3b, W.4.3d • L.2.5b, L.3.3a, L.4.3a • SL.3.5, SL.4.5

Mentor text from the book

A map that tells a story: “The map was covered in strange symbols and patterns. Islands were scattered across it like spilled beads.” (p. 31)

A map that shows how to get there: “It showed hidden currents, like rivers running through the sea, and secret paths, and strange landmarks drawn in tiny, careful lines.” (p. 44)

A place you can see: “It was bigger than it had looked on the map, with steep cliffs that rose straight up out of the sea, covered in thick, dark green plants.” (p. 49)

A place you can smell and hear: “The air smelled of salt and flowers, and birds were singing.” (p. 61)

■ Sessions

- 1. Read the book’s maps.** Study the map at the front of the book and the descriptions of the attic map and the big map. What does each map tell a traveler? What does it leave out? (The book never gives the spiral a name. Why might that be?)
- 2. Design your island.** Using the Island Map Planner (Reproducible 7), students draw an island with a title, a compass rose, a map key, labels, and a dotted path that visits at least three places.
- 3. Collect sense details.** For each place on the map, students list what a visitor would see, hear, smell, and feel.
- 4. Choose precise words.** Compare general and precise words from the book: *big* and *enormous*; *sharp* and *jagged*; *said*, *whispered*, *murmured*, *shouted*, and *waited*. Students revise three words in their drafts.
- 5. Organize the tour.** Write one paragraph per stop, following the dotted path: a sentence that names the place, three or more sense details, and a sentence that leads the reader to the next stop.
- 6. Island Tour gallery walk.** Display maps and tours. Visitors follow the path and leave a sticky note naming their favorite detail.

SUCCESS CRITERIA

- ☐ My map has a title, compass rose, key, labels, and a path.
- ☐ My tour follows the path in order.
- ☐ Each stop has at least three sense details.
- ☐ I replaced general words with precise ones.
- ☐ My map and my writing match.

ADJUSTING BY GRADE

- **Grade 2:** a map with three labeled places and one sentence of description for each.
- **Grade 3:** one paragraph per stop, with transition words (first, next, after that).
- **Grade 4:** add a map scale and directions (“Sail north past the cliffs”); write an introduction and conclusion for the tour.

Tunie's Journal: A Diary in a Character's Voice

The book's drawings look like pages from a kid's notebook: a storm checklist taped to the fridge, a drawing of the supplies on board, Fred's framed portrait, and arrows pointing out parts of the house. Students write illustrated journal entries in Tunie's voice, as if she kept a journal at sea.

STANDARDS W.2.3, W.3.3, W.4.3 • RL.3.6, RL.4.6 • W.4.9a • W.3.10, W.4.10

Mentor text from the book

The narrator tells it this way (third person): "Tunie kept watch." (p. 24) "She did not take her eyes off it for the rest of the night." (p. 24)

In Tunie's journal, it might begin this way (first person): *Day 1 at sea. I kept watch all night. I did not take my eyes off the dolphin, not once.*

Notice: the events stay true to the book. The feelings and small details can be imagined, as long as they fit what Tunie would think.

Sessions

- 1. Study the notebook-style art.** Look at the storm checklist, the supplies drawing, Fred's portrait, and the house with its arrows. What kinds of things go on a journal page? (Lists, sketches, arrows, labels, dates, feelings.)
- 2. From *she* to *I*.** Practice changing three sentences from the book into Tunie's first-person voice. Talk about what changes and what stays the same.
- 3. Entry 1: The storm night.** What did Tunie see from the attic window? What did she tell herself? Students write the first entry, dated *The Night of the Storm*.
- 4. Entries 2 and 3: Choose a day.** Options: finding supplies and the little map; meeting Fred and making the sail; the secret room; the Island of Echoes; the hidden currents.
- 5. Add the art.** Each entry gets one notebook-style drawing: a labeled sketch, a list with checkboxes, or a drawing with arrows. Use black line and one accent color, like the book.
- 6. Read it as Tunie.** Students read one entry aloud in Tunie's voice. Listeners name the chapter it comes from and one true detail they heard.

SUCCESS CRITERIA

- ☐ I wrote in the first person, as Tunie (I, me, my).
- ☐ Each entry has a date or day and matches events in the book.
- ☐ I included Tunie's thoughts and feelings.
- ☐ Each entry has a notebook-style drawing with labels, a list, or arrows.
- ☐ I used at least one detail with a page number from the book (grade 4).

ADJUSTING BY GRADE

- **Grade 2:** two entries, each a drawing plus three sentences, using the Journal Page (Reproducible 6).
- **Grade 3:** three entries with thoughts, feelings, and one line of remembered dialogue.
- **Grade 4:** four or five entries; add a short note explaining how first person changes what the reader knows (RL.4.6). Challenge: write one entry as Runie, with short, funny, literal lines.

Take a Stand: Opinion Writing

Readers have strong feelings about this book. Students choose a question, state an opinion, and support it with reasons and evidence from the text.

STANDARDS W.2.1, W.3.1, W.4.1 • W.4.9 • SL.2.1, SL.3.1, SL.4.1 • RL.3.1, RL.4.1

Mentor text from the book

Evidence for Fred: “They never would have made it without him.” (p. 60)

Evidence for the dolphin: “leading them away from the rocks” (p. 23)

Evidence for the maps: “If we follow the path, we can stay out of the dangerous currents.” (p. 46)

Evidence for Runie: “I don’t want to just be the watcher anymore.” (p. 69)

■ Sessions

- 1. Fact or opinion?** Sort statements about the book: *Fred eats crackers* (fact) and *Fred is the best helper* (opinion). Students write one of each.
- 2. Choose a question and take a stand.** Options: Who helped the sisters most: Fred, the dolphin, the maps, or Runie? Was Tunie a good leader? Should the sisters have touched the crystals? Should this book be in every classroom library?
- 3. Gather reasons and evidence.** Students find two or three reasons and a piece of evidence for each, with a page number, on sticky notes.
- 4. Link your reasons.** Teach linking words by grade: *because, and, also* (grade 2); *therefore, since, for example* (grade 3); *for instance, in order to, in addition* (grade 4).
- 5. Conclude with strength.** Restate the opinion in new words and end with a thought for the reader.
- 6. Four Corners debate and publish.** Students stand in the corner that matches their answer to the helper question and share their strongest reason. Then they publish final pieces or a book recommendation for the school library.

SUCCESS CRITERIA

- ☐ I stated my opinion clearly at the start.
- ☐ I gave at least two reasons.
- ☐ I supported each reason with evidence from the book and a page number.
- ☐ I used linking words to connect my opinion and reasons.
- ☐ I ended with a concluding statement.

ADJUSTING BY GRADE

- **Grade 2:** opinion, two reasons with *because*, and a closing sentence (W.2.1).
- **Grade 3:** an organized piece that lists reasons, with linking words and a conclusion (W.3.1).
- **Grade 4:** reasons supported by facts and details from the text, grouped logically, with a conclusion related to the opinion (W.4.1, W.4.9).

Ocean Science Extensions

The story is fiction (with a little magic), but its ocean is real. Each topic below starts with a moment in the book, adds a few clear facts, and suggests a hands-on activity. These connect to grade 2 to 4 science units on weather, Earth’s surface, and animal life, and to informative writing (W.2.2, W.3.2, W.4.2) and short research (W.2.7, W.3.7, W.4.7).

Storms

IN THE BOOK *Dad studies a weather chart and listens to the radio. Later, “Somewhere under the floor, one of the stilts had cracked.” (p. 19)*

THE SCIENCE

Hurricanes and other tropical storms form over warm ocean water. Their winds spin around a calm center called the eye. Strong storms bring heavy rain and can push ocean water up onto the land, which is called a storm surge. Many coastal houses, like the beach house, are built on stilts so that waves and flood water can pass underneath.

TRY IT

Stilt house challenge: In small groups, build a house from craft sticks or paper on a tray, once flat on the ground and once raised on stilts. Pour “waves” of water around each and record what happens.

Weather watchers: keep a class weather chart for two weeks, as Dad does (temperature, wind, clouds, and rain).

Tides

IN THE BOOK *“Big waves could roll right under it, and at high tide they sometimes did.” (p. 11)*

THE SCIENCE

Along the shore, the ocean slowly rises and falls in a pattern called the tides. Tides are caused mostly by the pull of the Moon’s gravity, with help from the Sun. Many beaches have two high tides and two low tides each day; some coasts have only one of each.

TRY IT

Tide watch: Using a local tide table, students record high and low tide times for one week and look for a pattern. Then they draw the beach house twice, once at low tide and once at high tide, and label the waterline.

Currents

IN THE BOOK *Tunie explains the hidden currents to Runie: “They’re like rivers inside the ocean.” (p. 58)*

THE SCIENCE

Ocean currents are streams of moving water inside the ocean. Surface currents are pushed mostly by the wind. Deeper currents move because water of different temperatures and saltiness sinks or rises. Floating objects can ride a current for very long distances.

TRY IT

Warm and cold water demonstration: Fill a clear container with room-temperature water. Add an ice cube made with blue food coloring at one end and a little warm water tinted yellow at the other. Students sketch what they see every two minutes: cold water sinks and warm water rises, which starts the water moving.

Seabirds

IN THE BOOK Fred arrives as “a big seagull with sleek white feathers that shone in the sunlight” (p. 35).

THE SCIENCE

Gulls are seabirds that eat fish, crabs, insects, and scraps. They have webbed feet for paddling, and special glands near their eyes remove extra salt, so they can drink salt water. **A real-life note for students:** in the story the sisters feed Fred crackers, but people should not feed wild gulls, because human food is not healthy for them and changes how they behave.

TRY IT

Bird watch: Observe birds near school or in a video for ten minutes. Record shape, color, beak, feet, and behavior in a field journal. Then draw and label a gull diagram (beak, wings, tail, webbed feet).

Dolphins

IN THE BOOK Tunie tells Runie, “Dolphins aren’t fish. They breathe air, like us.” (p. 22)

THE SCIENCE

Dolphins are mammals. They breathe air through a blowhole on top of the head, are warm-blooded, and feed their babies milk. Many dolphins use echolocation: they make clicking sounds and listen for the echoes to find food and objects, the same idea as the Island of Echoes. Most ocean dolphins are gray. A few kinds of river dolphins in South America can look pink, but the dolphin in this story is a creature of the story’s own magic.

TRY IT

Fish or mammal? Sort picture cards (dolphin, shark, whale, tuna, seal, seahorse) on a T-chart with evidence. **Echo game:** one blindfolded “dolphin” claps and listens as classmates answer with a clap, then points to where the sound came from.

Barrier islands

IN THE BOOK “The sun peeked over the horizon and spread a warm golden glow across the barrier island.” (p. 8)

THE SCIENCE

Barrier islands are long, narrow islands of sand that run alongside a coast. Their beaches and dunes take the force of waves and storms and protect the land behind them. Beach plants help hold the dune sand in place. Florida has many barrier islands along both of its coasts.

TRY IT

Dune model: Build two sand dunes in trays, one planted with toothpicks or grass and one bare. Gently pour water “waves” at each and compare how much sand washes away. Discuss why the family’s house sits with the dune rising behind it.

Water safety connection

The sisters wear life jackets every time they go outside, explore only in daylight, and Tunie always goes first. Tunie’s rule is simple: “Every time. That’s a rule.” (p. 29) Invite students to write a short safety guide for a day at the beach, using the sisters as examples.

Map Skills and Geography

Maps are the engine of this story, which makes it a natural springboard for map skills. Each activity below begins with something the sisters do.

A CHART IS NOT A MAP

In Chapter 1, Dad has “a weather chart spread out on the table” (p. 13). In Chapter 9, Mom and Dad are surprised to hear about maps. Discuss: How is a weather chart different from a map? (A weather chart shows conditions; a map shows places and how to get to them.)

PARTS OF A MAP

- **Title:** what the map shows.
- **Compass rose:** north, south, east, and west.
- **Map key (legend):** what the symbols mean.
- **Labels:** names of places.
- **Scale (grade 3 and up):** how distance on the map compares with real distance.

Ask: Which of these parts does the attic map seem to have? The book describes its strange symbols but never mentions a map key, so the sisters have to work out what the symbols mean as they travel.

LANDFORM WORDS

island, barrier island, coast, coastline, cove, cliff, dune, beach, horizon. Students make a picture glossary, using examples from the book.

PLOT THE VOYAGE

On a large class map, track the journey chapter by chapter: Home, the Island of Echoes, the hidden currents, Glow Island, the final island, and Home again. Ask: Is the voyage a straight line or a loop? Connect to Runie’s words in Chapter 10: “Like a circle.”

DIRECTIONS

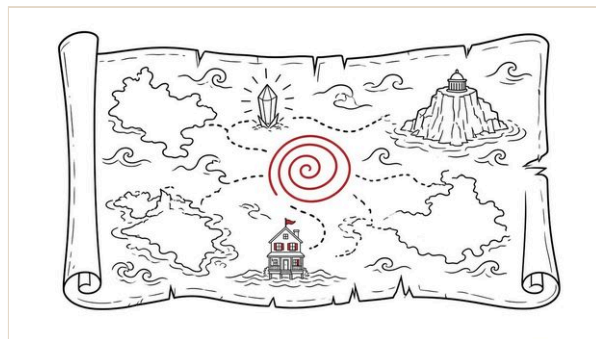
“Later that day, clouds rolled in from the east, their edges gold.” (p. 72) Use the compass rose to describe the route: *From Glow Island, the final island is to the ____.* Grade 4 students write sailing directions using cardinal and intermediate directions.

GRID COORDINATES

Lay a letter-number grid over the class voyage map. Students find each island (“Glow Island is at C4”) and hide a classroom treasure at a coordinate for a partner to find.

REAL-WORLD GEOGRAPHY

Find Florida’s Atlantic Coast and Gulf Coast on a map and locate several real barrier islands. Compare a real coastline map with the book’s map: What is the same? What is invented? Grade 4 students can locate places using latitude and longitude.



The map at the front of the book: islands, symbols, and the spiral at the center.

Art Extensions

The art in this book has a distinctive style: simple black line, big heads, no shading, and a single red accent color, drawn as if in a kid's notebook. Students can learn a lot about visual storytelling by trying the same rules (RL.2.7, RL.3.7).

ONE-COLOR ACCENT DRAWING

Students draw a scene from the book in black line only, then choose one accent color for just a few important things. Discuss: What does the accent color make you look at first? Why might an artist use only one?

LABEL YOUR WORLD

The drawing of the beach house in Chapter 1 has arrows pointing to its parts. Students draw their own home, classroom, or dream house as a diagram with at least six arrows and labels.

CARVED CHEST DESIGNS

Both chests are carved with waves and sea creatures. Students design a chest lid using a repeating pattern of waves, shells, fish, and spirals. Grade 3 and 4 students can use lines of symmetry.



Notebook-style art: the storm checklist on the fridge (Chapter 1)

SOUND-WORD COMIC PANELS

The two biggest sounds in the story are CRACK. and THUMP. Students choose a moment and draw a single comic panel with a lettered sound word, then share how the lettering (size, shape, and placement) shows how loud it is.

GLOW ISLAND RESIST PAINTING

Draw Glow Island and its crystal in white or yellow crayon, pressing hard. Paint over the page with dark blue watercolor. The crayon resists the paint and seems to glow, like the island.

AN OFFICIAL PORTRAIT

Fred gets a framed portrait in Chapter 4. Students create a framed portrait of a pet, a favorite animal, or a character, with a fancy frame and a label card: name, kind of animal, likes, and dislikes.



Fred's framed portrait (Chapter 4)

Talk about the art

- Which drawing helps you understand the story best? Why?
- Find a drawing that shows something the words do not say.
- How does the artist show that a moment is loud? Quiet? Scary? Happy?

Reproducibles

The pages that follow may be copied for classroom use. Each is designed to work with any chapter.

No.	Reproducible	Use it with
1	Character Map	Chapter 3 (Tunie), Chapter 8 (Runie), or any character
2	Story Map	After Chapter 10, or as a running record of the book
3	Sequencing Organizer	Chapter 9 and full-book retelling (answer key on page 44)
4	Vocabulary Log	Every chapter
5	Reading Response Sheet	Every chapter; book clubs; independent reading
6	Journal Page	Writing Unit 3: Tunie's Journal
7	Island Map Planner	Writing Unit 2: Mapmakers

Sequencing answer key

Students may choose their own eight events. A typical sequence:

1. A storm comes, and the family gets the house ready (Ch. 1).
2. The stilts snap, and the house floats out to sea (Ch. 2).
3. The sisters find supplies, life jackets, and the little map (Ch. 3).
4. Fred arrives, and the sisters make a sail from a bedsheet (Ch. 4).
5. Fred leads them to the secret room and the big map (Ch. 5).
6. They find the first crystal on the Island of Echoes (Ch. 6).
7. They pass through the hidden currents and find Glow Island (Ch. 7).
8. Together, the sisters touch the last crystal, sail home, and find Mom and Dad (Ch. 8 and 9).

Character Map



Name _____

Date _____

Choose a character. Draw them, then name three traits. For each trait, write what the character says, does, or thinks that shows it, and the page number.

DRAW THE CHARACTER

CHARACTER

CHAPTER(S) I READ

Trait	Evidence: what the character says, does, or thinks	Page
Trait 1 _____ _____		
Trait 2 _____ _____		
Trait 3 _____ _____		

INSIDE AND OUTSIDE

How does this character feel on the inside that they do not show on the outside?

Story Map



Name _____

Date _____

Fill in each part of the story. Use words, pictures, or both.

CHARACTERS

Who is in the story?

SETTING

Where and when does it happen?

PROBLEM

What goes wrong?

BEGINNING

MIDDLE

END

SOLUTION

How is the problem solved?

THEME

What lesson or message does the story teach?

Sequencing Organizer



Name _____

Date _____

Put eight important events in order. Draw each event in the box, then write a sentence that begins with the time word.

1 FIRST...

2 NEXT...

3 THEN...

4 AFTER THAT...

5 LATER...

6 THEN...

7 AFTER THAT...

8 FINALLY...

Vocabulary Log



Name _____

Date _____

Record new words as you read. Guess the meaning from clues in the sentence first, then check it.

Word	Page	I think it means...	It really means...	Sketch or sentence

Word detective: Is your word a compound word (sea + shell)? Does it have a prefix or suffix? Circle any parts you know.

Reading Response Sheet



Name _____

Date _____

Use this page after any chapter.

Chapter _____

Pages _____

WHAT HAPPENED?

Tell the most important events in order.

MY FAVORITE LINE

Copy it exactly, with quotation marks and the page number.

I WONDER...

I PREDICT... BECAUSE...

CONNECTION

This reminds me of...

A WORD I WANT TO REMEMBER

RATE THIS CHAPTER



Tunie's Journal

Day	Where we are
1	1000
2	1000
3	1000
4	1000
5	1000
6	1000
7	1000
8	1000
9	1000
10	1000
11	1000
12	1000
13	1000
14	1000
15	1000
16	1000
17	1000
18	1000
19	1000
20	1000
21	1000
22	1000
23	1000
24	1000
25	1000
26	1000
27	1000
28	1000
29	1000
30	1000
31	1000
32	1000
33	1000
34	1000
35	1000
36	1000
37	1000
38	1000
39	1000
40	1000
41	1000
42	1000
43	1000
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92	1000
93	1000
94	1000
95	1000
96	1000
97	1000
98	1000
99	1000
100	1000

Add at least three labels or arrows.

Supplies, plans, or things I saw

DEAR JOURNAL,

Island Map Planner



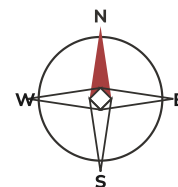
Name _____

Date _____

Design your own island. Then plan a tour that follows your dotted path.

My island's name _____

MY MAP



MAP KEY

Symbol and what it means

MY MAP HAS...

- ☐ A title
- ☐ A compass rose
- ☐ A map key
- ☐ At least three labeled places
- ☐ A dotted path
- ☐ A scale (grade 3 and up)

STOPS ON MY TOUR

1. 2. 3. 4.

The Series as a Curriculum

Secrets of the Ocean is planned as a series. Each book is a complete adventure that stands on its own, and each is designed to work with the same routines, organizers, and writing units in this guide, so a class can grow with Tunie and Runie across a year or across grades.

■ A skills progression across the series

Strand	Book 1: Introduce	Later books: Extend and deepen
Comprehension	Sequencing, cause and effect, character traits, predicting, problem and solution	Inferring motives, comparing characters across books, tracking how characters change over time
Author's craft	Similes, personification, idioms, chapter-ending hooks, foreshadowing	Metaphor, mood, flashback, and how an author builds a mystery across more than one book
Point of view and theme	Third-person narration; theme statements supported by details	Comparing perspectives; tracking themes that grow across the series (RL.3.9)
Vocabulary	Context clues, compound words, shades of meaning	Word parts, domain-specific ocean and science words, nuance in word choice
Writing	Personal narrative, descriptive writing, a journal in a character's voice, opinion	Longer narratives, informative writing tied to science, opinion pieces that compare books in the series
Speaking and listening	Read-aloud voices, partner talk, Four Corners debate	Readers theater, book-club leadership, presentations with visuals
Science and geography	Storms, tides, currents, seabirds, dolphins, barrier islands, map basics	New ocean habitats and science topics, and more advanced map and geography skills

■ How to build the series into your year

- **Keep the routines.** Students who know the lesson pattern (vocabulary, before, during, after, focus skill, writing) can take on more independence with each new book.
- **Keep the reproducibles.** The Character Map, Story Map, and Vocabulary Log work with every book, so students can compare their own maps across titles.
- **Keep a series journal.** Students who start Tunie's Journal now can continue it, building a record of the voyage and of their own growth as writers.
- **Compare across books.** When a second book arrives, use RL.3.9 to compare themes, settings, and plots in stories about the same characters.

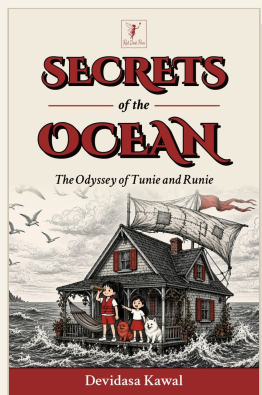
More adventures coming

The sisters are home, the house is back on its stilts, and Fred is keeping watch from the roof. The spiral at the center of the old map is still there. More adventures are coming. Follow Red Desk Press for news.



About the Author

Devidasa Kawal is a former New York City teacher and a reading and writing specialist trained at Teachers College, Columbia University. Her years teaching young readers at Midtown West School and in Montessori classrooms inspired her to write books that make children fall in love with reading.



BRING THE BOOK TO YOUR CLASSROOM

Secrets of the Ocean: The Odyssey of Tunie and Runie

A read-aloud adventure about courage, sisters, and the way home.

Available now on Kindle:

<https://www.amazon.com/dp/B0HMCZBC6Q2>



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