

***Earthquake Terror* Highlighting Directions and Labels for the Instructor's Book**

The following pages consist of labels and directions for labeling and highlighting the teacher's copy of *Earthquake Terror*. Some teachers may find these highlights and labels helpful when conducting lessons. Begin by putting the labels in the book, then highlight.

To print the labels, use clear full-sheet labels, such as Avery #18665. Cut the labels once they have been printed. Then, follow the directions given below to insert labels into your book.

I suggest using gel highlighters for highlighting, because they will not bleed to the other side of the page. You will need a pink, a yellow, and an orange highlighter.

***EARTHQUAKE TERROR* LABEL INSERT DIRECTIONS FOR THE INSTRUCTOR'S BOOK**

Color Key	Title Page	Top of page
Day 3, Part 1	1	Top of page
Day 3, Part 2	1	Top of page
Day 4	1	Top of page
Day 6	12	Top of page
Day 7	20	Top of page
Day 8	29	Top of page
Day 11	36	Top of page
Day 13	53	Top of page
Day 16	61	Top of page
Day 17	78	Top of page
Day 18	86	Top of page
Day 19	92	Top of page
Day 21	102	Top of page

EARTHQUAKE TERROR HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK

Pink = Teacher Modeling Yellow = Guided Practice Orange = Vocabulary

COLOR	PAGE #	WORD OR SENTENCE
Pink	1	<i>Where is everyone?</i>
Yellow	1	<i>Today the only sounds were the cawing of an occasional magpie and the dry leaves crackling underfoot as Jonathan and his golden retriever, Moose, walked along the trail.</i>
Yellow	2	<i>Still, Jonathan thought, it is weird, and he walked faster despite the heat.</i>
Pink	2	<i>Today and tomorrow were planning days for teachers, so Jonathan did not have school.</i>
Yellow	3	<i>Now they slept in a small trailer because Abby needed a real bed, with a mattress, not a sleeping bag on the ground.</i>
Yellow	5	<i>“Go ahead,” Mr. Palmer said to his wife. “I’ll help Abby.”</i>
Yellow	9	<i>“Neither do I, but it’s the best choice. Let’s go.”</i>
Orange	11	isolated
Orange	11	responsible
Yellow	11	<i>Jonathan put his hand on the dog’s head and fought a powerful urge to run after his parents.</i>
Orange	15	isolated
Pink	15	<i>Here he was isolated.</i>
Orange	16	frantic
Yellow	17	<i>The word flashed across his brain as if he had seen it blazing on a neon sign.</i>
Yellow	19	<i>The ground heaved, pitching Jonathan into the air.</i>
Pink	22	<i>“The tree will protect us.”</i>
Orange	23	fear
Orange	23	comforting

Yellow	27	<i>He wondered how many more aftershocks there would be.</i>
Orange	28	dependent
Yellow	28	<i>He dropped to the ground and covered his head until the movement stopped.</i>
Orange	30	capable
Pink	33	<i>Moose jumped easily over most of the fallen trees, and went around the others.</i>
Yellow	34	<i>Jonathan and Abby clutched each other and waited for it to pass.</i>
Yellow	35	<i>He tried three more times, but she was too heavy, and he was too weary.</i>
Pink	38	<i>He could get Abby settled in her bed, lock the door, ice his knee, and wait for Dad to come for them.</i>
Orange	41	survive
Yellow	41	<i>But he knew that if he didn't joke about his homework, he would be hysterical with worry.</i>
Orange	42	destructive
Orange	42	unpredictable
Yellow	45	<i>He could go ten times faster alone than he could with Abby.</i>
Yellow	48	<i>"It's a fine looking house, if I do say so myself."</i>
Yellow	52	<i>The bridge had been snapped in two by the earthquake.</i>
Pink	56	<i>Jonathan kicked his pile of twigs and leaves, scattering them in a circle.</i>
Yellow	58	<i>Magpie Island would disappear, possibly forever.</i>
Orange	60	desperate
Yellow	60	<i>Abby can't swim.</i>
Pink	64	<i>...it wouldn't be long before it swept across the campground, covering the entire island.</i>
Yellow	69	<i>I have to get her out of here or she will drown.</i>
Yellow	74	<i>At this rate, the entire island would be underwater long before anyone had a chance to rescue them.</i>

EARTHQUAKE TERROR HIGHLIGHTING DIRECTIONS FOR THE INSTRUCTOR'S BOOK (CONT.)

Orange	77	determination
Yellow	77	<i>"I want to go home," Abby said.</i>
Pink	79	<i>They were in the Tuscan itself, the wide, deep river that flowed past Beaverville and Kendra, the two small towns that stood between the island and the coast.</i>
Yellow	83	<i>Beaverville is burning, Jonathan realized.</i>
Yellow	85	<i>Maybe someone in Kendra would hear their cries. And maybe not.</i>
Pink	86	<i>Without warning, the entire car rose six inches off the road and bounced back down again.</i>
Yellow	87	<i>"I'll hurry," he said.</i>
Yellow	88	<i>A fat, balding man opened the door.</i>
Yellow	89	<i>As Mr. Palmer continued on the road toward Beaverville, it grew dark.</i>
Orange	91	impossibilities
Yellow	91	<i>Wearily, he walked toward the high school.</i>
Pink	94	<i>I'm more scared than I've ever been in my life.</i>
Yellow	97	<i>Moose might make it to shore, even if I don't.</i>
Orange	100	despair
Yellow	101	<i>He floated briefly, face down, before he sank.</i>
Orange	109	<i>accomplishment</i>

Pink = Model
Yellow = Guided Practice
Orange = Vocabulary

Day 3, Part 1—Good readers use comprehension strategies to identify important characters and infer character traits.

Day 3, Part 2—Good readers think about the mood the author creates.

Day 4—Good readers sketch a map of the setting as they read to help them visualize where and when the story takes place.

Day 6—Good readers continue to think about the problems as they read, in order to understand what is happening.

Day 7—Good readers pay attention to the important events as they read.

Day 8—Good readers continue to pay attention to the important events as they read.

Day 11—Good readers focus on the main character and infer character traits.

Day 13—Good readers pay close attention to the big events as they read and consider what the results of those events might be.

Day 16—Good readers continue to collect evidence to support a line of thinking.

Day 17—Good readers revise a setting map when the setting of the story changes.

Day 18—Good readers recognize important details about time and place in books that have more than one plot.

Day 19—Good readers look for the turning point in the story.

Day 21—Good readers read the final quadrant of the book without interruption, in order to enjoy the satisfying feeling of finishing a book.