

A Study Guide for
Traegonia: The Ember Rune
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for Grades 4 and Up

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

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

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

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

Source: National Council of Teachers of English and The International Reading Association.

“The Standards” from *Standards for the English Language Arts*. 20 July 2010. Web. 24 October, 2011. <ncte.org/standards>

The following language arts terms/concepts are specifically referenced in this lesson plan. When they appear, they are in boldface font.

narrator	simile	indirect characterization
mood	character	theme
anecdote	tension	onomatopoeia
genre	suspense	oxymoron
setting	dramatic irony	
point of view	direct characterization	

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I. Pre-reading Activities

Teacher Notes:

1. To “hook” students on the novel, have them respond to the first journal entry on page 7 and have them share their responses with a partner or in small groups. Choose four or five individuals to share their entries. Explain to students that the main character in the novel they are going to read takes a trip to visit with his family. He also keeps a journal in the novel, and this is why they will also keep a journal. You may encourage them to illustrate their journals much as Dino illustrates his.
2. To give students an understanding of the backdrop of the novel, have students complete the “K” column and the “W” column of the K-W-L graphic organizer on page 8. Provide time during the unit for students to conduct individual research on their chosen topics. When they have finished their research, have them record their findings in the “L” column of the K-W-L. This may be done as a bulleted list. You may want them to extend this into a more formal writing assignment. You may want to reserve time for students to share their findings with the class.
3. To pique their interest in the novel, have students complete the scavenger hunt on page 9 using their copies of the novel. This could be done in pairs or individually; in either case, having the activity completed as a competition for some sort of prize or points would be a good idea.

Journal Entry #1 – Narrative/Expository

A. In this novel, the main character goes on a family vacation. Tell about a time when you took a trip with your family or friends. Where did you go? What did you do?

OR

B. If you could take a vacation tomorrow where would you go? Why would you visit the place you chose? Whom would you take with you? Why?

Research Project (K-W-L)

Choose one of the following topics to research. After choosing a topic, fill in the “K” column, telling what you already know about the topic. Then, fill in the “W” column to list what you’d like to know about the topic (You may use questions). After you have researched your topic, fill in the “L” column to list the facts you have learned. Be prepared to share your research and where you found your information.

- Topics:
- | | |
|------------------------------|-------------------------|
| 1. Smoke jumpers | 6. Condors |
| 2. Forest fires | 7. Cougars |
| 3. Controlled burning | 8. Hawks |
| 4. Bureau of Land Management | 9. Eagles |
| 5. Townsend’s big-eared bats | 10. Northern California |

K-W-L		
What I know	What I’d like to know	What I learned

Scavenger Hunt

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

1. How many pages are in the book?
2. What is the author's name?
3. Read the back cover of the book. What questions does it ask?
4. Who is the book's illustrator?
5. How many chapters are in the book?
6. Which chapter's title sounds most interesting?
7. Read the first page of the Prologue. What is a Traegon?
8. What is the full title of the book?
9. Describe the illustration on page 155 (on page 150 in the hardcover) .
10. What is the name of the company that published this book? In what year was it published?

Scavenger Hunt Answer Key

1. 290, not including the Table of Contents and the Prologue
2. K.S. Krueger (front cover and title page)
3. “Do you believe that the extraordinary can exist side by side within our ordinary lives?” “Do they exist?” “Do you believe?”
4. Dino C. Crisanti (front cover and title page)
5. 48 Chapters
6. Student’s opinion
7. Traegons are “mystical creatures of the forest”. They resemble a “cross between a troll and a wingless dragon,” standing between eighteen and twenty-four inches tall.
8. Traegonia: The Ember Rune
9. There are three creatures looking at what appears to be a bat. One of the creatures is holding a torch.
10. Outskirts Press, 2011

Prologue

Vocabulary:

accomplish	fearsome	propel
artisan(s)	muzzle	protrude(s)
embellishment(s)	opposable	unscrupulously

Questions:

1. What is the moment that propelled the **narrator** from his *ordinary existence* and *altered his life forever*?
2. Why do you think the narrator tells the reader that he shares the story because he has been *given permission*? How does this help to set the **mood** of the book?
3. What is the narrator's purpose in sharing the **anecdote** about the *unscrupulous developer*?
4. Based on the prologue, what is the **genre** of this book?

Journal Entry # 2—Narrative/Expository

A. The narrator speaks of *moments in our lives that can take us from an ordinary existence . . .* Tell about an event that has changed your life.

OR

B. What would you do if you discovered a creature that you believed no one else knew about?

Chapter One

Vocabulary:

teeming
unbeknownst

Questions:

1. What lessons have Karia and Juna taught the narrator? What lessons has the narrator taught them?
2. What is the **setting** for this portion of the book?
3. From what **point of view** is this chapter written?
4. Why does Dino want the old blankets? Why do you think he tells his mother he wants them for a different reason?
5. What do you learn about Dino's family in this chapter?

Chapter Two

Vocabulary:

ascended	ominous	scorched
cinched	perspiration	sweltering
impending	prudent	

Questions:

1. When you read the first paragraph of this chapter, what was your immediate reaction?
2. How did your reaction change when you found out Karia was dreaming?
3. Who is Alistia? How can you tell?
4. What **point of view** is used in this chapter? How does this help your understanding of the story?
4. Reflect upon Alistia's response to Karia. How would you have handled the situation? What advice might you give to Karia?

Journal Entry # 3—Narrative

Have you ever had a bad dream or do you know of someone else who has? What happened in the dream? How did you calm yourself or someone else afterward?

Chapter Three

Vocabulary:

abruptly

apologetically

assured

chided

clarification

unnerved

Questions:

1. What news does Dino's mother share with him and his father? Why does Dino react the way he does?
2. What prank does Juna play on Quinn?
3. Does it surprise you that Juna and Karia do not know what an airplane is? How does Dino help them to understand?
4. In his explanation, Dino uses a **simile**. What is the **simile**?

Chapter Four

Vocabulary:

commotion	obscured	tentatively
gnarled	perplexed	unkempt
interjected	rickety	unravel
knurly	satchel	voyager
molting		

Questions:

1. What happens to Karia at the beginning of the chapter? Where does she want to go? How do her parents react?
2. Why does Juna stop the wagon in Mazus Grove?
3. What object does the she-Traegon give to Karia?
4. Why do you think the she-Traegon knows Karia's name? How would you have reacted to a stranger's knowing your name?

Chapter Five

Vocabulary:

conceded	quandaries
devastate	tarnished
ethereal	

Questions:

1. Who is Oracle Balstar?
2. Reflect on Oracle Balstar's statement: "These are all lessons, lessons that will become a part of who you are and who you will one day become." What does he mean? How does this apply to your own life?
3. Where does Juna want to go? What do they want to discuss with Dino?

Chapter Six

Vocabulary:
anticipation

Questions:

1. What might happen if Karia and Juna go with Dino to California?
2. What is Dino's first reaction to Juna's request? How would you have reacted?
3. How do you feel about Karia and Juna not telling their parents where they really are?
4. What do you learn about Dino's **character** through this chapter?

Chapter Seven

Vocabulary:
gawk

Questions:

1. What is Dino worried about at the beginning of the chapter?
2. Are you surprised by his plan? What might happen if he goes through with his plan?

Chapter Eight

Vocabulary:

devouring	menacing
frantically	predator

Questions:

1. What happens in Karia's vision? What **mood** does the author create with this section?
2. Why do you think Karia decides not to tell Juna about the vision?

Chapter Nine

Vocabulary:

antiseptic

Questions:

1. What object does Dino find to use to protect Karia and Juna from the airport's X-ray machine?
2. Do you think his plan will work? What might happen?

Chapter Ten

Vocabulary:

clamored	mechanism	unison
conveyor	scaling	
haphazardly	sheepishly	

Questions:

1. What steps does Dino take to help Karia and Juna to be safe?
2. At the end of the chapter, Dino's mother comments, "I hope our luggage doesn't get lost." Reflect on this statement. How does Dino react to this idea? How would you have reacted to it?

Chapter Eleven

Vocabulary:

contraption	immense	jostled
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Questions:

1. When the suitcase goes through the X-ray machine, what funny thing happens?

Journal Entry # 4—Descriptive

Imagine that you have to travel somewhere you've never been and that you must travel inside a suitcase or something similar. Describe what this would be like for you.

Chapter Twelve

Vocabulary:

cavernous	jowls	teetered
corridor	momentum	terminal
crude	obstacle	vicious
distress	ornery	

Questions:

1. When Juna suggests that he and Karia should explore the luggage area, Karia disagrees. What does this suggest about her **character**? How would you have reacted to Juna's suggestion if you were with them?
2. How does Juna try to convince Karia to explore the area?
3. What happens to change her mind?
4. What do Karia and Juna find on the other side of the luggage area?
5. Who is "Fanblade"?
6. What might happen if Karia and Juna do not get back inside Dino's suitcase before the airplane lands?

Chapter Thirteen

Vocabulary:

altitude	designated	persisted
brochures	distraught	sheer
carousels	emerged	taxied
compelled	indication	vigorously
descended		

Questions:

1. How does the author build the **tension** at the beginning of the chapter? How does this help to create **suspense**?
2. When Dino's mother asks, "Is anything missing?" the author is using **dramatic irony**. What does the reader know that Dino and his mother do not know?
3. Explain Karia and Juna's reaction to the plants at the airport.
4. What does Dino's mother think is wrong with him? What is the real problem?

Chapter Fourteen

Vocabulary:

aroma	scouring
ensure	vulnerable

Questions:

1. How do Karia and Juna end up back inside Dino's bag?

Chapter Fifteen

Vocabulary:

adjoining	ravine	secluded
camouflaged	reluctantly	smirked
confirmed	retorted	spectacular
mesmerized	rogue	terrain
outcropping	roughhewn	vast

Questions:

1. Describe Aunt Carol's house.
2. Who are Autumn and Jade?
3. In this chapter, the author uses both **direct** and **indirect characterization** to help the reader learn about Autumn and Jade. Find an example of **direct characterization** for Jade. Find an example of **indirect characterization** for Autumn.
4. In this chapter, the author spends some time developing the **theme** of protecting the ones you care about. What evidence is there in this chapter to support this idea?
5. What are the plans for Dino, Autumn, and Jade for the following day?

Chapter Sixteen

Vocabulary:

escorted

rouse

inquisitive

timidly

Questions:

1. What interesting contraption does Juna learn how to use?
2. Why did the author include this scene in the book? What purpose does it serve?

Journal Entry #5—Expository

Think about a machine or device that you know how to use. Imagine having to explain how to use it to someone who does not know. Explain the device and how to use it.

Chapter Seventeen

Vocabulary:

crouched	maternity	stirrup
extension	pleadingly	tolerant
impression	roost	

Questions:

1. How are Karia and Juna able to go with Autumn, Jade, and Dino on the horseback ride?
2. Why do Jade and Autumn have mace with them?
3. Who is Rory? What do you learn about her?
4. There are several highly descriptive paragraphs in this chapter. Find one that contains **onomatopoeia**. List some examples.
5. What do they find in the cave? Why do they want to keep it a secret? How would you feel about being inside the cave?
6. Why does Dino speak so loudly?

Chapter Eighteen

Vocabulary:

dismount	perched	surveying
insisted	precariously	tension
irreplaceable	quiver (n.)	whinnied
laden		

Questions:

1. What happens to Dino's backpack at the beginning of the chapter? Why is it so important for him?
2. Why is the path so dangerous?
3. How do Jade and Autumn convince Dino to share his secret with them? What would you have done in this situation?
4. How do they react to seeing Juna and Karia?
5. Who is Fletch? How does Dino feel about meeting him?
6. What is Dino's home state?

Chapter Nineteen

Vocabulary:

acquaintance	curtsey	pendulum
anxiously	intentional	smitten
bewildered	momentum	stammered
carabineers	parallel	

Questions:

1. What is Juna's reaction to Fletch?
2. How does Fletch help to rescue Juna and Karia?
3. What do you think is happening between Fletch and Karia?

Chapter Twenty

Vocabulary:

accompany
amulet
beckoned
consume

demeanor
distorted
leisurely

melancholy
membrane
monocle

Questions:

1. Where are Traegons most comfortable?
2. Who does Karia see in the forest near the stream? How would you have reacted?
3. What do the two of them discuss? What do you think about it?
4. How do Dino and Juna spend their evening?
5. When Karia returns, she does not tell Juna and Dino what happened in the forest? Why do you think she keeps it a secret?

Chapter Twenty-One

Vocabulary:

irritation
maternal

Questions:

1. Who is Anna? Who tries to communicate with her? How does she do this?
2. How does Anna feel about what she is asked? How would you feel?
3. Why doesn't Anna just ask Dino directly about Karia and Juna?
4. How would you have reacted to seeing Karia and Juna if you were Anna?

Chapter Twenty-Two

Vocabulary:

assumption	departed	intuition
astounded	devise	ornate
confidants	erstwhile	prolonged
contemplating	feasible	summon
daunting	intriguing	

Questions:

1. What do the council members discuss?
2. Explain the connection between Anna and Alistia. What do you think about this relationship?
3. What does the White Acorn do?

Journal Entry #6—Persuasive

Imagine that you are Karia. Write a letter to your mim persuading her that you made the right decision in choosing to go with Dino to California.

OR

Imagine that you are Dino. Write a letter to your mother persuading her that you made the right decision in allowing Karia and Juna to travel with you to California.

Chapter Twenty-Three

Vocabulary:

composure	imparting
dusk	spontaneously
hoisted	

Questions:

1. What does Dino's mother understand now that she knows about Karia and Juna?
2. Why does Karia choose this moment to share about her meeting with Kamara?
3. What does Karia believe about their trip to California? What do you think about this?
4. What is a *rain shadow*? Why is it important?
5. What scares them out of the forest?

Chapter Twenty-Four

Vocabulary:

gesture
imperative

Questions:

1. What does Alistia ask Anna to do?
2. Why does Karia leave Dino early in the morning?
3. What interesting information does Dino share with his mother?
4. What does Anna tell Dino to do? What do you think will happen if he follows her directions?

Chapter Twenty-Five

Vocabulary:

accentuated
bashful
carcass
cowered
emanated

engrossed
expedition
guttural
insightful
intrusive

perpetual
ravenous
sheath
unfurling
unprovoked

Questions:

1. Why does Fletch always announce himself? How does Juna feel about this habit?
2. How does seeing Zuri make Karia and Juna feel? Why?
3. Who is Ige? What object does Fletch give to Ige?
4. What is the story behind the object? What do you think of the story Fletch tells?
5. What does Zuri tell them about the Rain Shadow?

Chapter Twenty-Six

Vocabulary:

remote
strewn

Questions:

1. When Dino is not out on an adventure, what does he spend most of his time doing?
2. Where does Autumn's father work?
3. What is a smoke jumper?
4. What warning and advice does Mr. Linder give to the teenaged campers? What might happen if they did start a campfire?
5. What career does Jade want to have later in her life?

Chapter Twenty-Seven

Vocabulary:

burnished	furrowed	torrential
calico	illuminated	
captivating	plateau	

Questions:

1. While Karia, Juna, and Fletch are waiting for the rain to start, what does Karia realize? Why is this significant?
2. How does Wayra communicate with Karia?
3. In what ways is Oracle Qendrim different from Oracle Balstar?
4. Who is Pranvere? Why do you think the author has her speak to Karia like a riddle?

Chapter Twenty-Eight

Vocabulary:

reassure

Questions:

1. Reflect on the beginning of the chapter where Mr. Linder, Aunt Carol, and Dino are talking about college and the future. How does Dino's mother react? Why do you think she reacts this way?
2. When Dino reveals that he is worried about Karia and Juna, how does his mother reassure him? What would you have said?

Chapter Twenty-Nine

Vocabulary:

ardor

fleeing

partook

chronicled

groveling

trance

debris

milling

unalterable

dispersed

mirth

Questions:

1. What is the Garden of Peace? What is special about it?
2. Explain the **oxymoron** "strange familiar." How is it an appropriate way to refer to Karia and Juna?
3. Why is Karia reluctant to think about her sleep tales?
4. When Karia finishes telling Oracle Qendrim about the dream, what does Pranvere ask him?
5. What is the significance of the object Kamara had given to Karia?
6. Who interrupts their discussion? What does he want? What do you think about his name?
7. What strange thing happens with the amulet? How would you have reacted?

Chapter Thirty

Vocabulary:

catalyst	presume
enlightenment	proposition
matriarch	

Questions:

1. When Dino is summoned to see Oracle Balstar, what does Dino tell him about the trip to California?
2. Explain their reaction to the name *Kamara*. Who is Kamara?
3. What is Dino's advice to the group of Traegons? How does Sir Antar respond? What do you think of his advice?
4. Oracle Balstar agrees to allow Arbalest to go to California, but he gives a condition. What is that condition? Why do you think he says this?
5. What are Dino's thoughts at the end of the chapter? What do you think about what he says?

Chapter Thirty-One

Vocabulary:

excursion
tranquil

Questions:

1. Based on the description at the beginning of the chapter, what type of creature do you believe Ohanzee is?
2. What does Arbalest explain to Ohanzee?

Chapter Thirty-Two

Vocabulary:

expanse	scoffed
sarcastically	stoically

Questions:

1. What do think Dino's mom means when she tells him "practice what you preach"?
2. What is wrong with Dino? How would you feel?
3. Just as Autumn, Jade, and Dino are setting up to eat lunch, what does Jade realize? Reflect on the end of the chapter where Dino asks, "What should we do?" What would you do in that situation?

Chapter Thirty-Three

Vocabulary:

assessing
disdain
enormous

putrid
resembled
unscathed

Questions:

1. When Karia, Juna, and Fletch emerge from the cave, what does Fletch notice? As the reader, you know what the problem is. How does this make you feel?
2. What is a Grimalkin?
3. At this point, there are two threats for the trio of Traegons. How does this help to build **suspense** in the book?
4. What do you think about Fletch's plan for dealing with the Grimalkin?
5. Why does Karia's heart "ache for the old beast"?
6. What is Karia able to do for the Grimalkin? What do you think about this scene?
7. What understanding does Karia have with the Grimalkin?
8. Reflect on this section. If you had been with the Traegon trio, how would you have reacted?
9. How does this chapter remind you of something you may have read or heard before?

Chapter Thirty-Four

Vocabulary:

vicinity

Questions:

1. As Jade, Autumn, and Dino continue to search for the fire, why does Jade feel so confident? What do you think about this?
2. When Jade realizes they are lost, how does Dino feel? How would you have reacted?
3. How do Owen and Sam help Jade, Autumn, and Dino? How do they help Owen and Sam?

Chapter Thirty-Five

Vocabulary:

intruding	silhouette
magnificent	simultaneously
majestic	trepidation

Questions:

1. Of what does the smell remind Karia? What do they realize?
2. Why does Fletch think the creature has two heads?
3. What type of creature is Ohanzee?
4. How does Fletch react to Arbalest? How would you have reacted?
5. Why does Karia ask Arbalest how her parents feel about their being in California?
6. How does Arbalest help them with finding Dino?
7. How does Fletch know Condor?
8. When the Traegons see the smoke, they have a decision to make. What does Fletch want to do? What does Karia want to do? How does Arbalest help them to make a decision? What would you have done in this situation?
9. When the Traegons arrive at Dino's Aunt's house, what does Dino's mother tell them?
10. What do the Traegons decide to do? What do you think about their choice?

Chapter Thirty-Six

Vocabulary:

accessible

asphalt

containable

embankment

glistening

gravely

intently

intimidated

neigh

startle

unsheathed

Questions:

1. Why are Jade and Dino worried? How would you feel if you were with them?
2. What new danger do they encounter? How are they rescued?
3. How are the Traegons keeping safe during the fire?
4. What do Fletch and Arbalest learn about the fire?
5. What does Fletch find down the embankment?
6. Which horse recognizes Fletch first? Why do Fletch and Arbalest want the horses?
7. Why is Autumn so anxious to get to the man in the overturned vehicle?

Chapter Thirty-Seven

Vocabulary:

agonizing	fray	prey
coax	graciously	sturdiest
fender	inevitable	

Questions:

1. Who is inside the vehicle? How do they know? How would you have reacted?
2. Why does Zuri want to leave Autumn, Jade, and the others? What do you think about her idea?
3. Reflect on the scene where Jade lowers herself down to the Jeep. How does it make you feel?
4. What is wrong with Jade and Autumn's father?
5. Explain how the Traegons, humans, and animals work together to rescue Mr. Linder.
6. How do they rescue Jade? What were your feelings as you read through this scene?
7. What surprise do they find when the Jeep finally falls?
8. What is Mr. Linder's condition? Why does Kamara refuse to help? How would you have felt in this situation?
9. How does Karia feel at this point? How would you have reacted?
10. How is the amulet involved in helping Mr. Linder?
11. Why aren't they out of danger yet?

Chapter Thirty-Eight

Vocabulary:

bidding (n.)	enigmatical	manifestation
communal	extinguish	prowess
conjure	flourishing	sinew
consumptive	innate	
cunning	intercede	

Questions:

1. How does Oracle Qendrim feel about the fire?
2. Who surprises Zuri?
3. What does Zuri want the Oracle and the other Traegons to do? Why does the Oracle object? What do you think about his and Ljena's reasons?
4. Explain Pranvere's reason for agreeing with Zuri.
5. Why does Oracle Qendrim change his mind? What would you have done?
6. Who gives the Traegons an idea for handling the fire? What does he explain to them? What do you think of his reasoning?

Chapter Thirty-Nine

Vocabulary:

agitated

Questions:

1. What is Mr. Linder's condition?
2. What two surprises work to help the humans and the Traegons at the beginning of this chapter? What was your reaction to these two surprises?
3. Who disappears?
4. How do the humans and Traegons show the animals respect and consideration?

Chapter Forty

Vocabulary:

dousing	preening
permeated	smoldering
plumage	

Questions:

1. How does Oracle Qendrim treat Zuri? How will Scival's life change?
2. Why does Bidziil call for a celebration?
3. Oracle Qendrim states, "It is in the face of adversity that we have choice. . . ." What do you think of about his comments to Zuri and Bidziil? What does he mean?
4. About what does Bidziil wonder at the end of the chapter? Why do you suppose he has these thoughts?

Chapter Forty-One

Vocabulary:

holster
rendezvous

Questions:

1. What does Melissa discover? If you were Melissa, how would you have reacted?
2. What is weird about the rainstorm?

Chapter Forty-Two

Vocabulary:

dumbfounded
stabilize

Questions:

1. How does the rain affect Owen?
2. What is the unusual flash of yellow?
3. How does Melissa react to seeing Jade?
4. Where does Mike end up?
5. Why does Melissa choose to stay with Jade? What would you have done?
6. If you were Owen or Sam, what might you be thinking about these events?

Chapter Forty-Three

Vocabulary:

adrenaline fluke
beholden reprimanded

Questions:

1. What does Fletch tell Condor? What do you think about his promise?
2. Who is Miriam? How do you think she feels at this moment? How would you feel?
3. What do you think of Uncle Joe's comment about the rainstorm? Explain the **dramatic irony** in this scene.
4. What about Dino impresses Autumn and Jade? If you were Dino, how would you feel at this point?

Chapter Forty-Four

Vocabulary:

bough	kindling
contrive(r)	suffice
flint	translucent

Questions:

1. What about Arbalest impresses Fletch?
2. In what ways are Arbalest and Fletch alike?
3. How does Arbalest compliment Fletch? How would you have felt if you were Fletch?
4. How does Karia feel about Zuri's invitation? Why?
5. What is Karia's plan for allowing Dino to attend the celebration?
6. How will Jade and Autumn be able to attend, as well? How would you have reacted to the invitation and the plan?

Chapter Forty-Five

Vocabulary:

dwelt	feat	morsels
erupted	firsthand	partake
exotic	forcibly	repositioning
fascinated	inquiring	

Questions:

1. If you had been Jade or Autumn, would you have been nervous, too? Why or why not?
2. Explain the Traegon crowd's reaction to Dino, Autumn, and Jade's arrival?
3. How does Jade react to seeing Fletch on his level? What would you have done?
4. Describe the feast. How would you have reacted to the exotic foods?
5. What gift does Samoon offer to Karia?
6. Explain the effect their new perspective has on Autumn, Jade, and Dino. What if they stayed that size?

Chapter Forty-Six

Vocabulary:

forewarned

Questions:

1. About what does Dino tease Autumn?
2. Why do you think the three of them have a hard time believing they visited Traegonia? How would you feel?
3. When Dino reflect on Juna's actions, what does he decide about Juna, Karia, as well as himself?
4. What request does Karia make? How does it make Dino feel?

Chapter Forty-Seven

Vocabulary:

allies

amass

amplifier

confrontation

etched

impolite

pertain

resolution

trivial

uncanny

unsurpassed

Questions:

1. How is Karia feeling at the beginning of the chapter? How might you feel in her situation?
2. Who appears in the forest? What words of wisdom does she share with Karia?
3. What are Bind Runes?
4. What is Karia's reaction to the information about the amulet? What would your reaction be?
5. What does Karia learn about the markings on the amulet?
6. How does Karia feel after this encounter? Who has been watching her? Why do you think he was there?
7. When Karia returns to Dino and Juna, how is she different?
8. Why is Dino embarrassed by Aunt Carol's grin? How would you react?

Chapter Forty-Eight

Vocabulary:

blither
mishaps
reminisce
ridiculously

Questions:

1. What does Dino want Jade and Autumn to understand? Why do they stop him when he tries to explain? How would you feel in their situation?
2. What makes Karia and Fletch blush?
3. What gift does Arbalest give to Fletch?
4. What is the big surprise Autumn and Jade have for Dino?
5. What gift does Dino leave for Autumn and Jade?
6. What does Dino suspect about his mother? Why do you think they do not talk about it?

Journal Entry #7—Descriptive

Which character from the book is your favorite? Describe this character to someone younger than you who has not read the book.

Traegonia: The Ember Rune 50-Question Objective Test

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

Characters

- _____ 1. Alistia
- _____ 2. Anna
- _____ 3. Arbalest
- _____ 4. Autumn
- _____ 5. Balstar
- _____ 6. Fletch
- _____ 7. Ige
- _____ 8. Jade
- _____ 9. Juna
- _____ 10. Kamara
- _____ 11. Mike
- _____ 12. Qendrim
- _____ 13. Quinn
- _____ 14. Scival
- _____ 15. Zuri

Identifications

- A. Oracle of Traegons in Illinois
- B. Helps Karia find the Rain Shadow
- C. Traegon who rescues Karia and Juna
- D. Professional smoke jumper
- E. Mother of Juna
- F. Father of Autumn
- G. Son of Zuri
- H. Dino's aunt who lives in California
- I. Mother of Dino
- J. Oracle of Traegons of California
- K. Lowers herself down to the Jeep
- L. Flies to California on Ohanzee
- M. Does not know about Traegons
- N. Learns how to use a toilet
- O. Jade's sister
- P. Studies Traegon history
- Q. Gives Karia an amulet

True/False Directions: On the **blank** provided write *true* if the statement is true. If the statement is false, write *false* on the blank provided and explain/defend your answer in the space provided after the statement.

- _____ 16. Dino likes to write and draw in his journal.
- _____ 17. Quinn is a bully who lives in Dino's neighborhood.
- _____ 18. There are Traegons who live in Illinois.
- _____ 19. Karia and Juna go to California without permission.
- _____ 20. Dino's family is traveling to California to see his grandmother.
- _____ 21. Karia and Juna travel inside Dino's suitcase.
- _____ 22. Dino's mother discovers the Traegons on the airplane.
- _____ 23. Dino's Aunt Carol lives in a big city with tall skyscrapers.
- _____ 24. Jade's father works for the police department.

- _____ 25. Fletch is Autumn's annoying younger brother.
- _____ 26. Karia is more comfortable outside in the woods than she is in the house.
- _____ 27. Zuri is going to have another child.
- _____ 28. The Traegons of California use a powerful ice spell to stop the fire.
- _____ 29. Mike has a broken leg.
- _____ 30. Melissa is a professional smoke jumper.

Matching (Vocabulary) Directions: Write the letter of the best definition on the blank provided for each of the following VOCABULARY WORDS. Some definitions may not be used.

Vocabulary Words

- _____ 31. unscrupulous
_____ 32. teeming
_____ 33. prudent
_____ 34. chided
_____ 35. molting
_____ 36. ethereal
_____ 37. teetered
_____ 38. enigmatical
_____ 39. roost
_____ 40. monocle

Definitions

- A. voice disapproval; scolded
B. puzzling; baffling
C. overflowing; filled
D. wobbled; moved unsteadily
E. dark red in color
F. wise; shrewd
G. eyeglass for one eye
H. support on which birds rest
I. unprincipled; immoral
J. an uncle by marriage
K. lacking material substance; intangible
L. shedding hair, feathers, or other outer layer

Multiple Choice Directions: Write the letter of the best choice on the blank provided by each number.

- _____ 41. At the beginning of the book, Karia is bothered by
a. Quinn's bullying c. noisy raccoons
b. difficult homework d. a bad dream
- _____ 42. To better understand her problem, Karia and Juna go to see
a. the guidance counselor c. Oracle Balstar
b. a math tutor d. Arbalest, the hunter
- _____ 43. In Mazus Grove, Karia receives
a. an amulet c. a magic calculator
b. self-defense lessons d. a bow and quiver of arrows

- _____44. Juna wants to go to California to
- a. get away from his parents
 - b. see the mountains
 - c. find his younger sister
 - d. attend college
- _____45. When Dino goes out with Autumn and Jade for the first time, they go
- a. to a bowling alley
 - b. horseback riding
 - c. to an amusement park
 - d. fishing for trout
- _____46. Where does Dino lose his backpack?
- a. off the side of a cliff
 - b. on a bench in the mall
 - c. on a log by the stream
 - d. in a locker at the park
- _____47. Karia's mentor in California is
- a. Kamara
 - b. Anna
 - c. Jade
 - d. Scrival
- _____48. Dino is able to travel to see the home of the Traegons of California using
- a. an ember rune
 - b. a crystal walnut
 - c. a white acorn
 - d. a roan horse
- _____49. The gift that Samoon gives to Karia is
- a. plant seeds
 - b. gold amulet
 - c. white acorn
 - d. dolphin charm
- _____50. The campers who have a van are
- a. Fletch and Ige
 - b. Sam and Owen
 - c. Mike and Melissa
 - d. Zuri and Alistia

Answer Key: 50-Question Objective Test

Matching (Characters)

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

True/False

16. True
17. False
18. True
19. True
20. False
21. True
22. False
23. False
24. False
25. False
26. True
27. True
28. False
29. True
30. True

Matching (Vocabulary)

31. I
32. C
33. F
34. A
35. L
36. K
37. D
38. B
39. H
40. G

Multiple Choice

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

Traegonia: The Ember Rune
Discussion Test

Directions: Answer each of the following questions in well-developed paragraphs. Be as specific as you can.

1. How does the author's use of tension build **suspense** in the novel?
2. Explain the impact of the author's use of **dramatic irony** in the novel.
3. Discuss the author's view on the treatment of animals as it is portrayed in the novel.
4. How is the importance of friendship portrayed in the novel?
5. Discuss the impact of keeping secrets on different characters in the novel.

Traegonia: The Ember Rune
Open-book Essay

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

Prompt: Choose at least two examples to explain how the author develops the theme that it is important to take care of the people you care about.

Enrichment Projects

1. Write an adventure story for Ige and Fletch.
2. Rewrite the chapter in which Karia and Juna explore the airplane cargo area from the point of view of one of the pets.
3. Use 15 or more vocabulary words and create your own crossword puzzle.
4. Design a board game using the characters as game pieces. Use the events of the novel to write challenging questions that must be answered to advance on the game board.
5. Imagine that you are Dino. Write a friendly letter to Quinn telling him about your adventure in California. Use appropriate friendly letter format.
6. Imagine that you are Karia. Write a friendly letter to Para telling her about your adventure in California. Use appropriate friendly letter format.
7. Choose a significant event from the novel and work with other students to act out a skit depicting the event. Make costumes that reflect the characters.
8. Choose a scene from the novel which is not already illustrated. Draw, paint, or sculpt your interpretation of the scene.
9. Imagine that you are Alistia or Anna when they were younger and spent time together. Write a journal entry telling about one of their adventures.
10. Write a review of the book. Tell about what you liked and did not like about it. Email a copy of the review to the author.

Alphabetical listing of all vocabulary words and corresponding chapter:

abruptly	3	assessing	33
accentuated	25	assumption	22
accessible	36	assured	3
accompany	20	astounded	22
accomplish	prologue	bashful	25
acquaintance	19	beckoned	20
adjoining	15	beholden	43
adrenaline	43	bewildered	19
agitated	39	bidding (n.)	38
agonizing	37	blither	48
allies	47	bough	44
altitude	13	brochures	13
amass	47	burnished	27
amplifier	47	calico	27
amulet	20	camouflaged	15
anticipation	6	captivating	27
antiseptic	9	carabineers	19
anxiously	19	carcass	25
apologetically	3	carousels	13
ardor	29	catalyst	30
aroma	14	cavernous	12
artisans	prologue	chided	3
ascended	2	chronicled	29
asphalt	36	cinched	2

clamored	10	daunting	22
clarification	3	debris	29
coax	37	demeanor	20
commotion	4	departed	22
communal	38	descended	13
compelled	13	designated	13
composure	23	devastate	5
conceded	5	devise	22
confidants	22	devouring	8
confirmed	15	disdain	33
confrontation	47	dismount	18
conjure	38	dispersed	29
consume	20	distorted	20
consumptive	38	distraught	13
containable	36	distress	12
contemplating	22	dousing	40
contraption	11	dumbfounded	42
contriver	44	dusk	23
conveyor	10	dwell	45
corridor	12	emanated	25
covered	25	embankment	36
crouched	17	embellishments	prologue
crude	12	emerged	13
cunning	38	engrossed	25
curtsey	19	enigmatical	38

enlightenment	47	forewarned	46
enormous	33	frantically	8
ensure	14	fray	37
erstwhile	22	furrowed	27
erupted	45	gawk	7
escorted	16	gesture	24
etched	47	glistening	36
ethereal	5	gnarled	4
excursion	31	graciously	37
exotic	45	gravely	36
expanse	32	groveling	29
expedition	25	guttural	25
extension	17	haphazardly	10
extinguish	38	hoisted	23
fascinated	45	holster	41
fearsome	prologue	illuminated	27
feasible	22	immense	11
feat	45	imparting	23
fender	37	impending	2
firsthand	45	imperative	24
fleeing	29	impolite	47
flint	44	impression	17
flourishing	38	indication	13
fluke	43	inevitable	37
forcibly	45	innate	38

inquiring	45	maternity	17
inquisitive	16	matriarch	30
insightful	25	mechanism	10
insisted	18	melancholy	20
intentional	19	membrane	20
intently	36	menacing	8
intercede	38	mesmerized	15
interjected	4	milling	29
intimidated	36	mirth	29
intriguing	22	mishaps	48
intruding	35	molting	4
intrusive	25	momentous	12
intuition	22	momentum	19
irreplaceable	18	monocle	20
irritation	21	morsels	45
jostled	11	muzzle	prologue
jowls	12	neigh	36
kindling	44	obscured	4
knurly	4	obstacle	12
laden	18	ominous	2
leisurely	20	opposable	prologue
magnificent	35	ornate	22
majestic	35	ornery	12
manifestation	38	outcropping	15
maternal	21	parallel	19

partake	45	quandaries	5
partook	29	quiver (n.)	18
pendulum	19	ravenous	25
perched	18	ravine	15
permeated	40	reassure	28
perpetual	25	reluctantly	15
perplexed	4	reminisce	48
persisted	13	remote	26
perspiration	2	rendezvous	41
pertain	47	repositioning	45
plateau	27	reprimanded	43
pleadingly	17	resembled	33
plumage	40	resolution	47
precariously	18	retorted	15
predator	8	rickety	4
preening	40	ridiculously	48
presume	30	rogue	15
prey	37	roost	17
prolonged	22	roughhewn	15
propel	prologue	rouse	16
proposition	30	sarcastically	32
protrudes	prologue	satchel	4
prowess	38	scaling	10
prudent	2	scoffed	32
putrid	33	scorched	2

scouring	14	taxied	13
secluded	15	teeming	1
sheath	25	teetered	12
sheepishly	10	tension	18
sheer	13	tentatively	4
silhouette	35	terminal	12
simultaneously	35	terrain	15
sinew	38	timidly	16
smirked	15	tolerant	17
smitten	19	torrential	27
smoldering	40	trance	29
spectacular	15	tranquil	31
spontaneously	23	translucent	44
stabilize	42	trepidation	35
stammered	19	trivial	47
startle	36	unalterable	29
stirrup	17	unbeknownst	1
stoically	32	uncanny	47
strewn	26	unfurling	25
sturdiest	37	unison	10
suffice	44	unkempt	4
summon	22	unnerved	3
surveying	18	unprovoked	25
sweltering	2	unravel	4
tarnished	5	unscathed	33

for *Traegonia: The Ember Rune*

unscrupulous	prologue		
unsheathed	36		
unsurpassed	47		
vast	15		
vicinity	34		
vicious	12		
vigorously	13		
voyager	4		
vulnerable	14		
whinnied	18		