



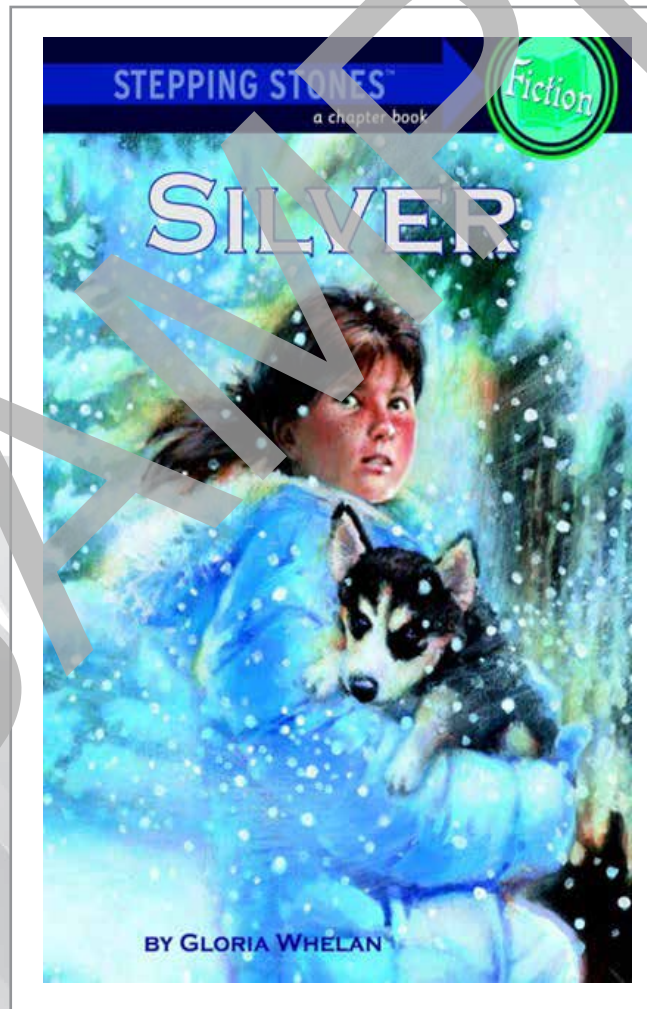
TEACHER GUIDE

GRADES 3-5

COMPREHENSIVE CURRICULUM BASED LESSON PLANS

Silver

Gloria Whelan



READ, WRITE, THINK, DISCUSS AND CONNECT

Silver

Gloria Whelan

TEACHER GUIDE

NOTE:

The trade book edition of the novel used to prepare this guide is found in the Novel Units catalog and on the Novel Units website. Using other editions may have varied page references.

Please note: We have assigned Interest Levels based on our knowledge of the themes and ideas of the books included in the Novel Units sets, however, please assess the appropriateness of this novel or trade book for the age level and maturity of your students prior to reading with them. You know your students best!

ISBN 978-1-50204-175-3

Copyright infringement is a violation of Federal Law.

© 2020 by Novel Units, Inc., St. Louis, MO. All rights reserved. No part of this publication may be reproduced, translated, stored in a retrieval system, or transmitted in any way or by any means (electronic, mechanical, photocopying, recording, or otherwise) without prior written permission from Novel Units, Inc.

Reproduction of any part of this publication for an entire school or for a school system, by for-profit institutions and tutoring centers, or for commercial sale is strictly prohibited.

Novel Units is a registered trademark of Conn Education.

Printed in the United States of America.

To order, contact your
local school supply store, or:

Toll-Free Fax: 877.716.7272

Phone: 888.650.4224

3901 Union Blvd., Suite 155

St. Louis, MO 63115

sales@novelunits.com

novelunits.com

Table of Contents

Summary	3
About the Author	3
Initiating Activity	3
Seven Chapters	11
Chapters contain: Vocabulary Words and Activities, Discussion Questions and Activities, Supplementary Activities	
Post-reading Extension Activities	21
Glossary for Sled Dogs	29
Teacher Information	30
Bibliographies and Resource Information	34
Assessment	39

Skills and Strategies

Thinking

Brainstorming, classifying
and categorizing, evaluating,
analyzing details, K-W-L,
comparing and contrasting

Literary Elements

Character, setting, plot

Vocabulary

Synonyms/antonyms,
analogies

Comprehension

Predicting, sequencing,
comparing information from
more than one source

Writing

Research report, sentences,
paragraph summary

Listening/Speaking

Participation in discussion,
presentation of reports

Summary

Rachel's father, who races Siberian Huskies, gives her the runt of the latest litter to raise as her own. Naming the puppy Silver, Rachel is determined that the two of them will grow up to one day race together. However, a mother wolf, mourning the death of one of her pups, has other plans for Silver. Rachel and Silver are finally reunited and arrive back home in time to hear of her father's third place finish in the Iditarod Trail Race.

About the Author

Gloria Whelan lived briefly in Anchorage, Alaska, where she experienced firsthand the Rondo celebration that she describes in *Silver*. She now lives with her husband in the woods of northern Michigan, where they see a lot of dog-sled racing. Of the Rondo, Whelan says, "I enjoyed the liveliness and enthusiasm that the people showed. At the same time, I read about the first woman to win the Iditarod, one of the most physically challenging races in the world. These were my inspirations for writing *Silver*, a story about a little girl who dreams of one day racing in the Iditarod."

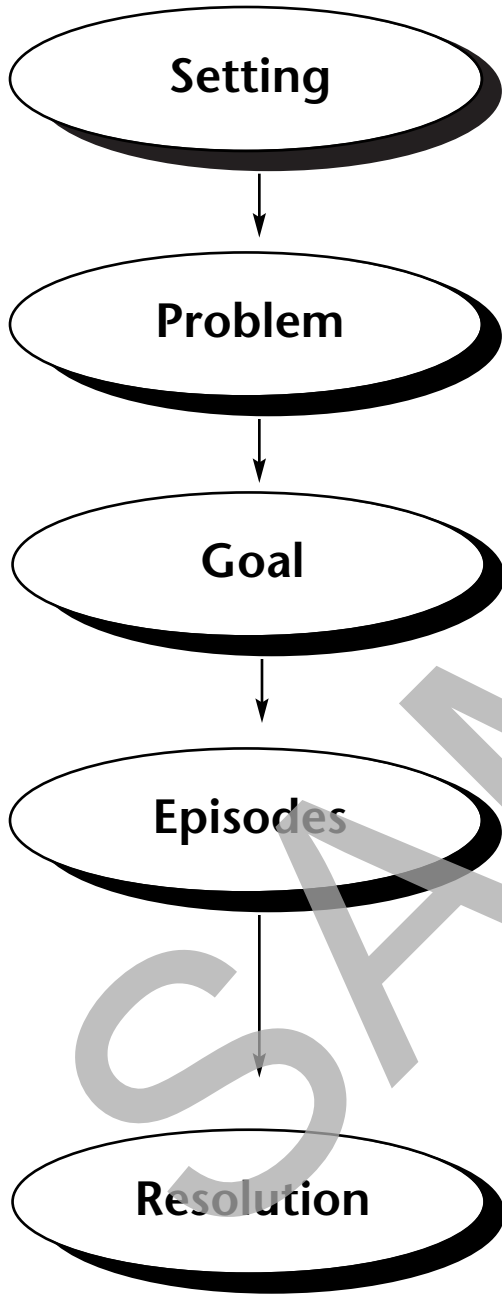
Note: Please be selective, and use discretion when choosing the activities that you will do with the unit. It is not intended that everything be done, but that discretionary choices made are most appropriate for your use and group of students. A wide range has been provided, so that individuals as well as groups may benefit from these selections.

Initiating Activity

Before starting this activity, you may want to contact some of the agencies listed under Resource Information to get some background material for use by the students. Also, get several books from the library about sled dogs, sled dog racing, Alaska, wolves, and the Iditarod Trail Race. Try to make arrangements to have a "visit" from a dog that would serve as a good sled dog in Alaska, such as a Siberian Husky, or a Malamute. Ask the owner to give the students information about the dog, its heritage, traits, etc. Make an audio tape of dogs barking. Make a copy of the poem "The Wolf Cry" by Lew Sarett. (Omit the title of the poem, and it will fit the howl of the dog too.)

When ready to start the activity, and your dog visitor is scheduled to arrive, have the poem placed where the students can see and read it. Play the audio tape of the dogs barking/howling. Ask for a volunteer to read the poem aloud. Introduce your dog visitor. Point out the bulletin board after your visitor has departed. Discuss. Preview the book.

Story Map



Characters _____

Time and Place _____

Problem _____

Goal _____

Beginning → Development → Outcome

Resolution _____

Chapter 1—Pages 5-13

Vocabulary

touchy 9

harness 9

parka 13

Vocabulary Activity

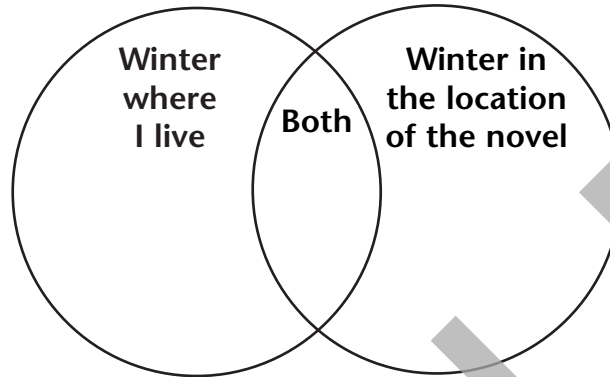
Use all three of the vocabulary words in one sentence. Illustrate the sentence.

Discussion Questions and Activities

1. What is the time of year, and the location of this novel? (*Page 5, These events take place in Alaska, in the winter.*)
2. The person telling this story informs the reader of when, during the day, there is some daylight. When is that? (*page 5, in the middle of the morning*) When do you have some daylight in your area in the winter? Is the approximate time of the onset of daylight different from that in the story? Look at a map. Locate Alaska, and your area on the map. Can you determine if there is a reason why the times and amount of daylight differ? (See Post-reading Extension Activities, Daylight Hours.)
3. What is it that the children are able to see from the classroom window on clear days? (*Pages 5-6, They are able to see Mt. Denali, also known as Mt. McKinley. [In 1980, the name of the National Park and Mountain was changed from McKinley to Denali, the Athabascan name, which means "the high one."] It is the highest mountain in North America.*) (See Post-reading Extension Activities, Mountains.)
4. What do you find out about the dogs that belong to Rachel's dad? How many dogs does Rachel's dad have? Why do you think that he has so many dogs? What does he do with them? Does he have a special breed of dog? Why is Rachel encouraged to play with the dogs? (*Page 9, Rachel's dad has 48 dogs; some are Siberian Huskies, others are mutts; they are used as sled dogs in races; it is important for the dogs to be used to people in order for them to be good racers.*) What do you think that getting used to people has to do with being a good racing sled dog? (*Answers will vary.*)
5. Why is Rachel excited about going to Anchorage? (*Pages 11, 13, Rachel will see her dad race, and the Rondy* will be taking place.*) Locate Anchorage on the map of Alaska. Rachel and her family live halfway between Fairbanks and Anchorage. The distance between Anchorage and Fairbanks, measured in air miles, is 261 miles. Approximately how many air miles would Rachel and her family have to travel? Why do you think that the distance is measured in air miles? Since they are going by truck, do you think that the actual miles that they will have to travel will be more or less than the air miles given? Why? (*See Teacher Information, Fur Rendezvous/Rondy.)

Supplementary Activities

1. Use a Venn diagram to compare the winter of your area to the winter of the location of this novel. Use the overlap to indicate the ways in which the winters are the same.



2. Do some research. Find out more about sled dogs. Report your findings to the group. You may choose to do it as a newscast, a commercial, an informational show or presentation, or in some other manner. You may want to make some visuals to go with your report, to make it even more interesting.
3. Start an attribute web for Rachel. Add to it as you find out more about her. (See pages 8-9 of this guide.)

Chapter 2—Pages 14-21

Vocabulary

yelping 16

snuffling 16

Iditarod 18

generators 20

Vocabulary Activity

How many words can you make from the letters in the word generators in three minutes? (For Example: *tear, ten, tore, neat, great, sort, rat, sat, tag, sag, rag, nag, stag, garner, store, grate, near, nose, toes, toe, go, goes, gone, one, ton, tone, stone, roan, gear, ear, sear, seer, tee, tea, sea, tree, sore, oar, ore, oat, got, rot, not...*)

Discussion Questions and Activities

1. Why are there only two roads out of Anchorage? Where do they go? (Page 14, Cook Inlet is on one side of Anchorage, and the Chugach Mountains are on the other. One road goes north, to Fairbanks, and the other road goes south, to Seward.) Locate Anchorage, Cook Inlet, and the Chugach Mountains on a map of Alaska. Locate other nearby waterways and mountains. (See Post-reading Extension Activities, Highways.)