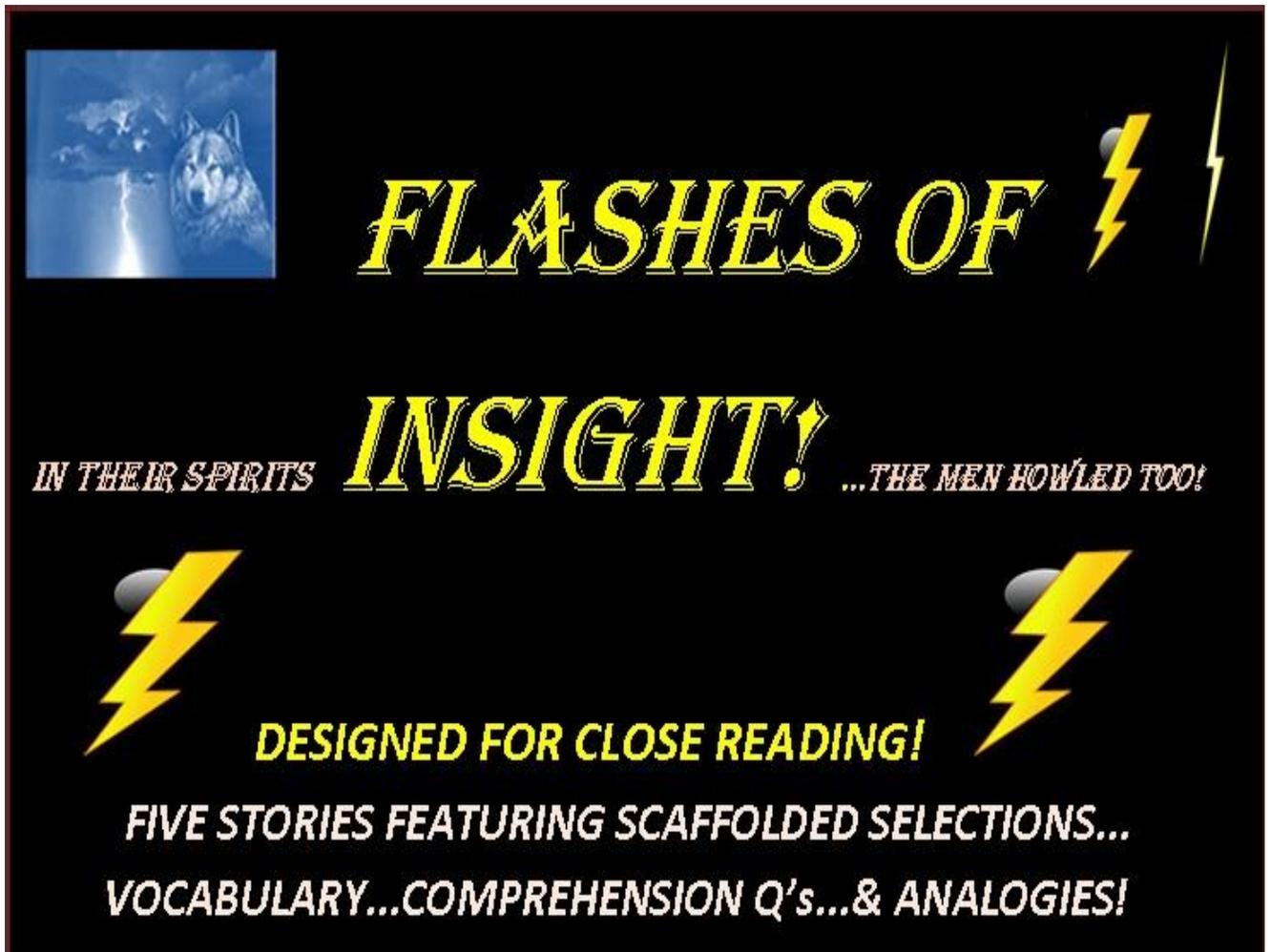


TEXTBOOK EDITION (2014) ~Sample~



FLASHES OF 

IN THEIR SPIRITS **INSIGHT!** *...THE MEN HOWLED TOO!*

 **DESIGNED FOR CLOSE READING!** 

**FIVE STORIES FEATURING SCAFFOLDED SELECTIONS...
VOCABULARY...COMPREHENSION Q's...& ANALOGIES!**

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The TROPHY

UNIT -1

~ SAMPLE ~

This item is intended to be a sample for the textbook, *Flashes of Insight!*

A fully scaffolded reading exercise with related critical thinking, paired analogies, vocabulary, grammar, and comprehension activities. Keys included!

(This is story three in a series of five. This story is at once independent of all the others yet related in characters and substance, creating a unique opportunity to do an extended character study that would be unavailable in traditional story formatting.)

Original Story by Ray Gosa

Recommended Activity Flow for Effective Classroom Instruction

To take advantage of the most productive and mobilizing use of this text, especially for middle readers, the following flow of activities and procedures is recommended:

1. Each story has numbered sections. Assign each of your students a section to silently practice-read before doing a *guided* oral reading with them. This pre-practice approach is called *Modified Round Robin*. This modification causes the reading exercise to become highly mobilizing and far less threatening for the students. No student will be asked to do a cold read -- that is, read any unpracticed portion. Now, do the guided reading of the adapted version with your students, actively *demonstrating* and *encouraging* them to use all their decoding and comprehension strategies. These strategies may be suggested with instructions similar to these: *Read, listening to yourself, thinking about what you're reading while you're reading it. Paint pictures in your mind of everything that's being described in the story. When words are encountered which are unfamiliar, use grapho-phonemic clues to help you pronounce the word [Many words that aren't graphically familiar to students are often verbally familiar.]; use context-clue strategies to try to figure out the meanings of unfamiliar words based on the meanings of the other words around them; use syntax clues to try to understand the words based on where they're located and how they're used in the sentences. Remember, this story was written to you; search for the message!*
2. Discuss the story with the students after the story has either been summarized or re-told by one or more of the students. Remember, summaries focus on the major plot elements and sequences; retellings focus on all of the plot sequences, characters, and actions – including the small, incidental things that might appear inconsequential.

3. Complete the vocabulary study exercises for the story. These serve as scaffolds to the original (adult) version. Make sure you actually teach the vocabulary words, ensuring that every student develops a complete, working understanding of the terms. Tell the students that they are going to repeat-read the story and encounter all of these target vocabulary terms. Remind them that repeated reading yields greater reading fluency, and that this time, they will be reading the story on an adult level; this will be a welcomed challenge for the average student.
4. Now, *after previewing* the target review questions, read the original version of the story, encouraging the students to use the aforementioned reading strategies.
5. Have students complete the review exercises for the story, including the graphic organizer. Verify and discuss their responses, using the answer keys provided.
6. Repeat the process, using each story in succession.

PRE-READING PREDICTIONS!
USE GRAPHICS TO
PREDICT PLOTS AND THEMES!

THE TROPHY *(Flashes-III)*

A RESEARCH-BASED READING FLUENCY PROGRAM THAT WORKS!



THE TROPHY!



A CHIEF PRINCIPLE OF CREATION SAYS EVERY TREE PRODUCES AFTER ITS KIND; OR, LIKE FATHER – LIKE SON!

WHAT DO YOU SEE?

(A) The Trophy

By: Ray Gosa

*Remaining atop were turbulent waves
and trembling bubbles of air, popping in
a sizzle of gray foam.*

1 The deep woods always held a special fascination for my wife and me. We both were drawn and held close by some natural attraction, some sense of belonging and family. There was something in the pure wildness of those woods that seemed to be of a more respectable and proper character than the things found without. In the woods, there was no shortage of goodness and cleanness, no lack of personal or community honor. Neither dishonesty nor trickery lived there. If one was properly taught in the ways of nature, everything was just as it appeared to be.

2 Something invisible and untouchable called to us. It rode on the wings of every gliding jay and hawk. It sounded and echoed in the click sniff tick of every tree and ground squirrel's nest. It shaped itself in the hoof print of every roaming buck. Seeking not to hide itself from us, it tried to reveal itself to us. Perhaps it was civilization itself that locked us out; because, to fully take hold of it, we were still not able.

3 What was it? Perhaps it was the total freedom that the animals enjoyed there. Every deer ran and jumped wherever it chose, drank from the sweetness of the silver streams, and grazed on the thick, uncut, and nature-grown grasses. Enjoying the unmatched power of its hind quarter springs, in its youth, the mighty buck feared nothing. Every rabbit faster than the red wolf and smarter than the fox found no limit of large, comfortable homes and desirable mates. The number of their offspring living in their wooded cities was a witness to this truth.

4 Perhaps the sight or even the thought of the woods was a kindling and stirring of youthful and childhood memories, when we roamed and explored the thick bushes and groves in search of secret hiding places, doves' nests, and rattle snake skins. Maybe the deep woods had some intelligence and a fascinating attraction that gave us a kind of shadowy memory of the long years of our childhood. Whatever the case, those woods had in some ways become a good blessing in our lives. They had a real life force of their own; like a person, they had an attitude and a temper. Somehow, they satisfied all the needs in us that they themselves had somehow created.

Name _____ Date _____ Pd. _____

Study Guide

Vocabulary / Reading Activity Three:

[LA.A.1.3.2, LA.A.1.3.3, LA.A.1.3.4, LA.D.1.3.1]

The following sentences illustrate the connotative thrust of each vocabulary term. The sentences are paired. Students are to fill in the blank with either the target term or the matching denotation. The students are to use the balance of the terms in similar paired sentences of their own. To facilitate student ownership of these terms, the sentences are to be read and briefly discussed or explained for clarity of message.

1. Most animals have the innate ability to know how to survive in the wild.
2. Most animals have the _____ ability to know how to survive in the wild.
3. When I heard her screams, I felt a strong _____ to go to her rescue.
4. When I heard her scream, I felt a strong desire to go to her rescue.
5. Lakes found in the deep woods are usually _____ and free of pollution.
6. Lakes found in the deep woods are usually naturally clean and free of pollution.
7. Bobby's integrity was so strong, even though he was hungry, he wouldn't steal the food.
8. Bobby's _____ was so strong, even though he was hungry, he wouldn't steal the food.
9. The United States uses subterfuge to confuse and penetrate its enemies' defenses.
10. The United States uses _____ to confuse and penetrate its enemies' defenses.

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The Trophy

By: Ray Gosa

*Remaining atop were turbulent waves
and trembling bubbles of air, popping
in a sizzle of gray foam.*

1 The deep woods always held a special fascination for my wife and me. We both were drawn and held close by some innate compulsion, some sense of belonging and kinship. There was something in the pristine wildness of those woods that seemed to be of a more noble and proper character than the things found without. In the woods, there was no short supply of integrity, no lack of individual or communal dignity. Neither dishonesty nor subterfuge dwelled there. If one was properly schooled in the affairs of natural things, then, all was as genuine as it appeared to be.

2 Something intangible called to us. It rode on the wings of every soaring jay and hawk. It reverberated and echoed in the click sniff tick from every tree and ground squirrel's domicile. It shaped itself in the hoof print of every roaming buck. Seeking not to conceal itself from us, it sought to reveal itself to us. Perhaps it was civilization itself that had become a barrier; for, to fully embrace it, we were yet unable.

3 What was it? Perhaps it was the unrestrained freedom that its citizenry enjoyed. Every deer ran and leapt withersoever it would, drank from the sweetness of the silver streams, and dined upon the lushness of uncropped, unfertilized grasses. Basking in the unrivaled splendor of its hind quarter springs, in its prime, the mighty buck needed to fear nothing. Every rabbit shiftier than the red wolf and wiser than the fox found no end of spacious burrows and tantalizing mates. The sheer number of their progeny inhabiting their wooded cities was a witness, a testament to this truth.

4 Perhaps the sight or even the mere thought of the woods was a kindling and stirring of youthful and childhood memories, wherein we roamed and explored the thickets and groves in search of secret hiding places, doves' nests, and rattle snake skins. Maybe the deep woods had a craftiness and allurement that offered us but a shadowed echo, a silhouette of the immortality of our childhood. Whatever the case, those woods had in some ways become a benign entity in our

Name _____ Date _____ Pd. _____

The Trophy

DISCOVERING THEMES THROUGH CHARACTER ACTIONS

FAVORITE CHARACTERS ACTUALIZE THEMES

How do your favorite characters help to support, illustrate, or establish the following theme?

D. The need to create family ties is both urgent and compelling.

Character	Action(s) / Words / Commentary	Thematic Element(s)
1. _____	_____ _____ _____ _____ _____	_____ _____
2. _____	_____ _____ _____ _____ _____	_____ _____

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Name _____ Date _____ Pd. _____

Review Three

Comprehension / Discussion Questions Three from The Trophy

1. At the beginning of the story, the narrator describes a picture of nature that suggests his attitude towards it. Describe the attitude of the narrator to the natural world. Use story details as proof passages. [LA.E.1.3.2, LA.E.1.3.5, LA.E.1.3.1, LA.D.2.3.2]

2. Explain how civilization could have been a barrier, separating the narrator from a total union with nature. [LA.E.1.3.5, LA.E.1.3.1]

3. In the story, there is a sense of generations. With that in mind, what do you suppose the narrator's main purpose was in telling his son such a tale? [LA.E.1.3.5, LA.E.1.3.2, LA.E.1.3.1]

7. Discuss the movie that played in the story. [LA.E.1.3.3]

8. The narrator said, "...my tales had giants of their own, powerful heroes, and even a bit of magic." Cite and explain an example of powerful heroes in the story. [LA.E.1.3.3, LA.E.1.3.5]

9. The narrator said, "...my tales had giants of their own, powerful heroes, and even a bit of magic." Cite examples of magic in the story. [LA.E.1.3.3, LA.E.1.3.5]

13. Cite at least one example of simile or metaphor use in the story and explain its impact and purpose, how it added to the clarity of the created image. [LA.E.1.3.3, LA.D.2.3.2]

14. Cite at least one example of the author’s use of repetition (the repeating of words or phrases) in the story and explain its impact on the scene or the point being made. [LA.D.2.3.2]

15. Imagine that you’re Li’l Clint. What impact or impacts would this story have had on you, causing it to be your favorite story? [LA.E.2.3.8]

Study Guide Answer Key - The Trophy

Cloze Activity Three: [LA.A.1.3.2, LA.A.1.3.3, LA.A.1.3.4, LA.D.1.3.1]

The following sentences illustrate the connotative thrust of each vocabulary term. The sentences are paired. Students are to fill in the blank with either the target term or the matching denotation. The students are to use the balance of the terms in similar paired sentences of their own. To facilitate student ownership of these terms, the sentences are to be read and briefly discussed or explained for clarity of message.

1. Most animals have the *innate* ability to know how to survive in the wild.
2. Most animals have the inborn ability to know how to survive in the wild.
3. When I heard her screams, I felt a strong compulsion to go to her rescue.
4. When I heard her scream, I felt a strong *desire* to go to her rescue.
5. Lakes found in the deep woods are usually pristine and free of pollution.
6. Lakes found in the deep woods are usually *naturally clean* and free of pollution.
7. Bobby's *integrity* was so strong, even though he was hungry, he wouldn't steal the food.
8. Bobby's sense of right was so strong, even though he was hungry, he wouldn't steal the food.
9. The United States uses *subterfuge* to confuse and penetrate its enemies' defenses.
10. The United States uses trickery to confuse and penetrate its enemies' defenses.

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Key Grammar Corrections and Correlated Analogies Three

[LA.A.1.3.2, LA.A.1.3.3, LA.A.1.3.4, LA.D.1.3.1]

Correct the odd-numbered sentences for grammar and punctuation; then, complete the even-numbered analogies. Clues to solving each analogy are found in the message of each preceding sentence; and, clues to defining each italicized word in the preceding sentences are found in each following analogy.

1. Because of *thickets*, a band of outlaws was able to evade the posse's search.
2. plains : open fields :: thickets : bushes
3. Due to her *craftiness*, Shelia devised a code that couldn't be cracked.
4. moronic : stupidity :: shrewd intelligence : craftiness
5. The new girl's *allurement* was so great, all the boys competed for her attention.
6. allurement : attractiveness :: ugliness : hideousness
7. "The light casts a *silhouette* of the prisoner on the wall of his cell," said Officer Joe.
8. picture : photograph :: silhouette : shadow
9. Compared to *immortality*, living a thousand years seems like nothing.
10. brief : short :: immortality : endless life

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Key Comprehension / Discussion Questions Three: The Trophy

- 1. At the beginning of the story, the narrator describes a picture of nature that suggests his attitude towards it. Describe the attitude of the narrator to the natural world. Use story details as proof passages.**

The narrator's attitude is one of awe and respect. He observed that the things in nature were of *a more noble and proper character than the things found without*. He feels that the natural world is superior to the civilized world. He seems to feel that the natural world holds some part of him; for, he said he felt an *innate compulsion* that drew him close, and he felt a *belonging and kinship*. He sought to abandon civilization and become a part of the natural world that called to him; yet, he was unable to fully embrace it.

- 2. Explain how civilization could have been a barrier, separating the narrator from a total union with nature.**

{Answers will vary} Civilization is in some respects impure: there is fakery, dishonesty, and a host of ignoble elements. Nature requires purity; it requires all things to appear to be what they are. No creature can be a part of nature and civilization at once; the requisites for citizenship are too different. The narrator was trapped in the civilized world, and thus trapped by the *trappings* of it.

- 3. In the story, there is a sense of generations. With that in mind, what do you suppose the narrator's main purpose was in telling his son such a tale?**

{Answers may vary} The author's main purpose was probably to inspire his young

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