

A Study Guide for  
*Traegonia: The Sunbow Prophecy*  
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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 for Teachers of English and The International Reading Association. "The Standards" from *Standards for the English Language Arts*. April 27, 2009. June 4, 2010. <ncte.org/standards>

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

main character	point of view
simile	setting
mood	theme
onomatopoeia	genre
indirect and direct characterization	dramatic irony
foreshadowing	symbolic

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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 has a favorite place he likes to visit with his family on weekends. He also keeps a journal in the novel.
2. To give students an understanding of the backdrop and genre 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. The endangered species listed are from the Illinois list of endangered species since that is the setting for the book. You may wish to have them research endangered species from their own region. When they have finished their research, have them record their findings in the “L” column of the K-W-L. 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 -- Descriptive

Often people have a favorite place they like to go to get away from their problems or their day-to-day life. Do you, or does someone you know, have a favorite place to go? Describe the place.

Research Project (K-W-L)

Choose one of the following endangered species 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. Hine’s Emerald Dragonfly | 6. Eastern Massasauga         |
| 2. Blanchard’s Cricket Frog | 7. Black-billed Cuckoo        |
| 3. Barn Owl                 | 8. Osprey                     |
| 4. Bigeye Chub              | 9. Karner Blue Butterfly      |
| 5. Eastern Hellbender       | 10. Rafineque’s Big-eared Bat |

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 whole book?
2. What is the author's name?
3. What do you find on page 263?
4. Who is the book's illustrator?
5. How many chapters are in the book? Which chapter's title sounds most interesting?
6. To whom is the book dedicated?
7. Read the Prologue. Where do Traegons live?
8. What is the full title of the book?
9. Describe the illustration on page 130.
10. What is the name of the company that published this book? In what year was it published?

### Scavenger Hunt Answer Key

1. 262, not including the Table of Contents and Prologue
2. K. S. Krueger (title page)
3. Contact information for the Illinois Audubon Society
4. Dino C. Crisanti (title page)
5. forty-two (p.261)
6. to “All Who Believe”
7. Traegonia which is everywhere and nowhere; deep within the forest in caves, old hollowed-out trees, and beneath the earth”
8. Traegonia: The Sunbow Prophecy
9. There is a creature holding one end of a rope and another creature holding onto a pot on the side of a house.
10. AuthorHouse, 2009

## Chapter One

### Vocabulary

distress	oracle	rebutted
grave (adj.)	preoccupied	respite
lurking	prey	venture
machete		

### Questions

1. How do the main character and his parents like to spend their free time?
2. How do we know that the main character has an active imagination?
3. What animal scares him?
4. What explanation does his mother give concerning the acorns?
5. Who are Karia and Juna?
6. How do they try to help the **main character**?
7. Who is Dino?
8. What do Karia and Juna disagree about?
9. Find an example of a **simile** on page 8.
10. Discuss the way the author works to create a **mood** of mystery in this chapter. What is her purpose in building this mood?
11. Near the end of the chapter, the **point of view** shifts. Explain the shift.

## Chapter Two

### Vocabulary

allergic  
anxious  
devastating  
fascinated

hives  
immense  
intentionally  
lax

poultice  
rapid  
reprimanding  
urge

### Questions

1. Why does Dino decide not to tell anyone about Karia and Juna?
2. What object does Dino's mother lend him?
3. When Dino sees Karia and Juna again, what are they doing? What do their actions tell us about their values?
4. Give an example of **onomatopoeia** from page 11.
5. Why does Karia trust Dino? What does this tell us about her character?
6. What promise does Dino make to Karia?
7. What is the significance of Karia and Dino's sharing trail mix with one another?
8. Explain the "white lie" that Dino tells Karia. Why does he do this? What does this tell us about his character?
9. What is Juna's reaction to Dino? What does this tell us about his character?
10. Before separating, Dino and Karia exchange gifts. What do they give one another, and what is the significance of the objects?
11. In this chapter, the author uses **indirect characterization** to help us get to know the main characters. What do we learn about Dino, Karia, and Juna through this technique?
12. What is the **setting** of this novel? What clues does the author give you to help you to know?

## Chapter Three

### Vocabulary

gracious  
instincts  
interjected

modest  
quaint  
reluctantly

stern  
timidly

### Questions

1. About what is Juna worried at the beginning of the chapter?
2. Who is Miracle? What is his history?
3. Who are Mim and Sire Argus? How do Karia and Juna treat them?
4. How does Sire Argus react to their news about Dino? How does Juna try to avoid being punished?
5. How does Mim react to their news?
6. What is the **genre** of this novel? What evidence tells you the type of novel that it is?

## Chapter Four

### Questions

1. How will Anna's charm be replaced?
2. What suspicions does Dino have concerning his mother?
3. How will Dino keep track of all of the questions he wants to ask Karia?

### Journal Entry # 2 – Narrative

In the first four chapters of the novel, we learn about how Dino makes friends with Karia and Juna. Tell about a time when you met someone new and made friends with him/her.

## Chapter Five

### Vocabulary

adjourned	bade	foursome	intrigued	prompted	silhouette
amass	befitting	infuriation	looms (v.)	prophecy	squire
anticipation	clarified	initially	ornate	quill	stark
apprise	dissimilar	impending	peril	retorted	wares
atrocious	forthcoming	inquired	presiding	sentinels	

### Questions

1. What is the purpose of the dragonfly with emerald green eyes?
2. Who is Master Zoal?
3. What is Mim's name?
4. Why does Oracle Balstar say that he is not worried?
5. What is the significance of the scroll that Oracle Balstar reads?
6. What does Sire Argus stress to Karia and Juna about their visit?
7. What is "cricket"?
8. What is Mazus Grove?
9. What is Karia's last name?
10. How do they determine who gets to speak at the meeting?
11. What does Sir Dour have to say about Karia's encounter with Dino? Why is he named "Sir Dour"?
12. Who is put in charge of watching over Karia and Juna?
13. How will they determine if Dino is worthy of the Sunbow Prophecy?
14. There is an example of **foreshadowing** on page 44. Which sentence contains foreshadowing?

## Chapter Six

### Vocabulary

pruned  
shimmer  
strewn

### Questions

1. What is a negative effect of Dino's having met Karia?
2. What is Dino doing when Quinn startles him?
3. How does keeping the secret about Karia affect Dino's relationship with Quinn?
4. Describe Dino's relationship with his mother. Does the secret affect their relationship?
5. What gift does Dino's father give to him?



## Chapter Seven

### Vocabulary

commendable  
commotion  
compliment  
feat  
intently

lasso  
objection  
overwhelming  
precious  
reassured

sarcastically  
skeptical  
suspicious  
urgency

### Questions

1. What does Karia think of Dino's journal?
2. What does Juna think of it?
3. What is Dino supposed to do with the white acorn?
4. What request of Juna's surprises Dino?
5. Why is Dino worried about his dad's bad luck with fishing?
6. When Dino shares his concern with Karia and Juna, what is Karia's reaction?
7. How do Karia, Juna, Dino, and Arbalest work together to solve the problem? What does this scene show us about each of these characters?
8. How successful is their solution?
9. What does Dino's father tell him that surprises him?
10. What does Dino think of Arbalest?

## Chapter Eight

### Vocabulary

ally	frantically
assessment	sigh
decipher	spacious

### Questions

1. Where does Dino go in his “dream”?
2. What is Master Zoal able to do with Dino’s journal that surprises Dino?
3. Why are the adults concerned about Dino’s journal?
4. What evidence is there that Dino’s dream was not a dream at all?

## Chapter Nine

### Vocabulary

bickered	imparted	rouse
emerged	inseparable	satchel
endeavor	paternal	solemnly
forlorn	reins	

### Questions

1. Why is Karia leaving her home with Mim and Sire Argus?
2. Why must Juna stay behind? How does he feel about this?
3. What type of animal is pulling the wagon Karia is riding in?
4. What **symbolic** gesture does Karia’s family use to wish her well?

## Chapter Ten

### Vocabulary

accord

inflated

likelihood

navigated

previous

unnerved

### Questions

1. What type of bird causes Karia to worry?
2. What is the significance of ravens to the Traegonians?
3. What feelings does Karia have as she settles into her room?
4. What type of training will Karia receive from Oracle Balstar?

## Chapter Eleven

### Questions

1. What convinces Dino that meeting Sire Argus and Mim was just a dream?
2. Whose picture does Dino want to draw? What is his fear?
3. What does Dino decide to add to his journal?

### Journal Entry #3 – Expository

The author spends a lot of energy in the book in these chapters explaining how things are done in Traegonia, like transportation, for example. Choose something to explain to a Traegon about your culture such as transportation or food preparation.

## Chapter Twelve

### Vocabulary

assumption  
content  
convictions

ethereal  
grounded  
seeped

significance  
situated  
summon

### Questions

1. Describe the garden where Karia receives her training.
2. What is “charging,” and what is it like for Karia?
3. How does Oracle Balstar build Karia’s confidence?
4. Explain Karia’s task using stones.
5. What is Karia’s next task? What is her fear?

## Chapter Thirteen

### Vocabulary

acquainted  
insistently  
strenuous

technique  
tremendous

### Questions

1. Who is Para?
2. What happens when Karia charges this time?
3. What advice does Oracle Balstar give Karia concerning her fear?
4. How are charging, journeying, and summoning related?

## Chapter Fourteen

### Vocabulary

determination  
intuitions  
survey (v.)

### Questions

1. What is Dino's first clue that something is wrong?
2. What bad news does Dino's father tell him?
3. What promise does he make to Dino?
4. How does Dino's mother feel about the news?
5. On page 106, the author uses **direct characterization**. What does the narrator/Dino tell us about his mother?
6. Why does Dino have trouble falling asleep? What does he do about it?
7. What **themes** does the author seem to be developing in the novel? What concepts of human experience does she focus on?

## Chapter Fifteen

### Vocabulary

accomplished  
acquired  
avail  
debate  
decimated

eliminating  
encompasses  
fruition  
magnitude  
pending

relinquish  
transpiring  
transported  
vacate

### Questions

1. Why are there so many present for Dino's summoning?
2. How do we know that Oracle Balstar is pleased with Karia's task of summoning Dino?
3. What does Karia reveal to Dino?
4. What information does Dino share with the Traegons?
5. Which of the elders knows a lot about humans because of his work as an unpuzzler?
6. Which of the elders knows the elderly couple who owns the land that will be developed? What does she share with the group?
7. How does Madame Calthia know the elderly couple?
8. What is their plan of action?
9. Why does Oracle Balstar decide to share only part of the situation with the community?

## Chapter Sixteen

### Vocabulary

acres	developer	petition
attorneys	endangered	preservation
bureaucracy	frenzied	prospect
condescending	intercept	underestimate

### Questions

1. What evidence does Dino find to prove that he has not been dreaming?
2. What is Dino's last name?
3. Why do Dino, Quinn, and Anna go to the forest?
4. Who is Roger Billson? How does he treat them?
5. How would the Forestry Department be able to buy the land?

## Chapter Seventeen

### Vocabulary

ascent	perchance
ascertain	permeated
debris	sill
	weeping

### Questions

1. Where are Karia and the companions going?
2. How does Arbalest help Karia get inside the elderly couple's house?
3. What is the elderly man doing?
4. What evidence does Karia use to determine that the elderly woman has died?
5. Why is the elderly man selling the land?
6. What is the elderly man's last name?
7. Why is Mr. Billson at his house?

## Chapter Eighteen

### Vocabulary

demise	propose
generosity	tension
pleading	unison

### Questions

1. What does Dino give to Juna? What does he give to Karia?
2. What does Dino decide to do to help with the land sale situation?
3. What information from his father does Dino share with Karia and Juna?



## Chapters Nineteen, Twenty, and Twenty-One

### Vocabulary

diligent	marveled	scour
eccentric	overruled	sinew
ensued	pertain	somber
	profound	

### Questions

1. Who are the Unpuzzliers?
2. What machine did Bayalthazar make? What is its purpose?
3. What does Antar ask Bayalthazar to do with his machine?
4. What is Dino's mom doing in the park?
5. Why does Karia tell Dino not to have his mother take him to the elderly man's house?
6. What story does Madame Calthia share with the council members and Karia?
7. Why doesn't Karia share their plans to visit the elderly man with the council?
8. Why is it going to be especially difficult for the Traegons to find an endangered species?

## Chapter Twenty-Two

### Vocabulary

amiss  
confide  
falsehood

### Questions

1. What information does Karia confide in Para?
2. How does Para help Karia with her plans?
3. Where did Dino tell his parents that he would be?
4. How do Dino, Karia, and Juna all fit on Dino's bicycle?

### Journal Entry #4 – Persuasive

At the end of this chapter, Dino is on his way to talk with Mr. Rhodes to persuade him not to sell his land to the developers. Imagine that you have to be the one to persuade Mr. Rhodes. Write a friendly letter to Mr. Rhodes persuading him not to sell his land to them. You may write the letter as yourself or you may choose to write from the perspective of one of the characters from the novel. Remember to use appropriate friendly letter form.

## Chapter Twenty-Three

### Vocabulary

concealed  
demented  
devour

obituaries  
obscured  
opposition

### Questions

1. How does Bayalthazar get his machine high enough into the air?
2. When Bayalthazar finds the two men, what are they looking at?
3. What does Mr. Billson think of Mr. Rhodes?
4. What does Bayalthazar find out about how Mr. Billson and his partner find real estate?
5. What kind of men does he decide that they are?

## Chapter Twenty-Four

### Vocabulary

agitated	condolences	mesmerized	protruded
amid	invoke	mishap	trellis
barren	makeshift	persuade	
conceded	maneuver		

### Chapter Twenty-Four Questions

1. There is an example of a **simile** on page 156. What is the simile?
2. When Dino arrives at the elderly man's house, who answers the door? What is her name?
3. When Dino introduces himself, the man asks, "Is that like the actor or the dog?" What does he mean?
4. What is the elderly man's name?
5. What reasons does he give for selling the house?
6. How does he react to the information Dino shares with him?
7. What are Karia and Juna doing when they smell the pie?
8. What happens when Juna tries to taste the pie?
9. What does Jim agree to do for Dino?
10. In what condition are Juna and Karia when Dino leaves Jim's house?

## Chapters Twenty-Five and Twenty-Six

### Vocabulary

abrupt	predators
agility	steed
gratitude	

### Questions

1. When Karia gets lost in the woods on her way back home, who helps her?
2. How does he communicate with her?
3. How does Karia show him her gratitude?
4. Who was worried about Karia?
5. When Dino wakes up the next morning, what does he find his mother doing?
6. What does she ask of Dino?

## Chapter Twenty-Seven

### Vocabulary

convening	distraught	hinder	procured
crucial	divulge	indicate	replenishment
deceitful	flourish	invaluable	taunting
deem	fondness	plight	vulnerable

### Questions

1. Where does Karia go to clear her head?
2. What disturbs her?
3. What does Karia confess to the elders?
4. Why are the elders suspicious of Dino's family's motives?
5. How does Karia reassure Dino?
6. How does Oracle Balstar react to the information?
7. What information does Bayalthazar share with the council?
8. What is the council's reaction?
9. What are the Unpuzzliers working on?
10. What does Dino think of Karia's new friend?

## Chapter Twenty-Eight

### Vocabulary

habitat  
larva  
temporary

### Questions

1. Who follows Dino home?
2. What does Dino tell his mother about where he found it?
3. How does she show concern for the little guy?
4. How does Dino convince his mother to allow him to keep it?
5. Why does Anna go to the library?
6. What does she find out?
7. What does he eat?

## Chapter Twenty-Nine

### Vocabulary

treacherous  
vendors

### Questions

1. What does Karia believe happened to the frog?
2. Where is Karia going? Why?
3. What is Karia thinking as they drive through Mazus Grove?

## Chapter Thirty

### Vocabulary

extinct  
seminars

### Questions

1. Why does Anna take pictures of the frog?
2. What does she learn from Pat at the Department of Natural Resources?
3. Why does Anna stop at the pet store?
4. What information does Anna share with Dino?
5. What does Dino try to do with the acorn?
6. What does Dino's dad want him to remember? Why is this a problem for Dino?

### Journal Entry #5 – Descriptive

The author gives us many details when she describes the frog that Karia finds. Choose an animal with which you are familiar and describe it. It could be your pet or some other animal about which you know many details. Try to write your description as though your audience has never seen the animal you are describing.



### Chapter Thirty-One

#### Vocabulary

betray	retire
imperative	sacred
obediently	species
reminisced	

#### Questions

1. What is wrong with Karia?
2. What does Karia ask Juna to do?
3. What news does Dino share with Karia?
4. What problem does Karia see?
5. What does Dino ask Karia to do?
6. What does Karia need to be able to do this?
7. Why does this present a problem for Dino?
8. When Karia returns to her home, what does she learn about the frog?

### Chapter Thirty-Two

#### Vocabulary

dreading  
monotone

#### Questions

1. What does Dino tell his mother concerning the frog's disappearance?
2. How does she react?
3. How does Dino feel?
4. What does this chapter show us about Dino's relationship with his mother?

## Chapter Thirty-Three

### Vocabulary

accurate  
insignificant  
pedestal

### Questions

1. Why has the community of Traegonia gathered?
2. What does Oracle Balstar reveal to the community?
3. What do Karia and Oracle Balstar ask them to do?
4. How do Karia and Arbalest help the frog find his home?
5. How will the frogs help?
6. What does Karia say when she realizes that everything is going perfectly?
7. Do you see any new or different **themes** that the author seems to be developing in the novel? What concepts of human experience does she focus on?

## Chapter Thirty-Four

### Vocabulary

devising  
formally  
lingered

sheepishly  
trespassing

### Questions

1. What did Charlie tell Dino's dad?
2. What is Dino's father's name?
3. What does Anna ask Dino's father?
4. How does Dino feel about his mother's idea?
5. What does Dino reveal about Mr. Rhodes?
6. How does his father react? How does his mother react? What does this difference tell us about them?
7. What is Karia's plan for Dino and the frog?

## Chapter Thirty-Five

### Vocabulary

concrete  
dwindling  
faint (adj.)

frequent (v.)  
negotiations  
obtaining

### Questions

1. How does Dino explain the frog's reappearance in his cage?
2. What is Dino afraid will happen with Mr. Rhodes?
3. When Anna tells Jim about the frog, what is his first reaction?
4. What does Jim agree to do?
5. How do we know that Anna is suspicious that Dino is not being completely honest?
6. What does Jake do for evidence?
7. What else does Jake find interesting?
8. How do all of them feel about their discovery? Why?

## Chapter Thirty-Six

### Questions

1. What does Mr. Billson do to Dino?
2. How does Dino's father react?
3. What happens to Mr. Billson after Dino and his family leave?
4. Where did the arrow come from?
5. Why does Dino try to communicate with Karia?

### Journal Entry # 6 – Narrative

Dino is truly frightened in this chapter. Tell about a time that you were afraid. What happened to make you afraid? What happened to help you feel better?

## Chapter Thirty-Seven

### Questions

1. Why have Sire Argus and Mim come to see Karia?
2. Who does Karia take with her to see Dino? Why is this unusual?
3. What do the three of them discuss?

## Chapter Thirty-Eight

### Vocabulary

Audubon

### Questions

1. What news does Jake Avers share with Anna?
2. What does Anna plan to do?
3. How many signatures are on Anna's petition?
4. When Anna visits Mr. Rhodes, how is he different?
5. What animal does Mim tell Dino about?
6. How will they let the people from the Audubon Society know about it?
7. What does Mim give Dino? Who is it for?

## Chapter Thirty-Nine

### Questions

1. Where does Dino put the object that Mim gave him?
2. What does Anna do when she finds it? Who does she think left it?
3. What does this scene tell us? What evidence before this scene allows us to believe it?

## Chapter Forty

### Vocabulary

deterred  
mischievous

### Questions

1. What does Sir Antar ask Bayalthazar to do?
2. Who asks to accompany Karia when she goes to the meeting? Why is this a surprise?
3. In this scene the author uses **dramatic irony**. What do we know that the other characters do not know?
4. Whom does Oracle Balstar ask to join the team?

## Chapter Forty-One

### Vocabulary

agenda	extension	occupy
confirmation	federally	parcel (n.)
deliberately	inhabit	perimeter
demeanor		

### Questions

1. Why does Anna say that Mrs. Rhodes “must have had a beautiful heart”?
2. Who is Tom Merl?
3. What does Tom say about the white feather?
4. Explain the **dramatic irony** in this scene?
5. What do we learn about Anna?
6. Why is the dragonfly significant?
7. What does Mr. Billson give to Mr. Rhodes?
8. To whom does Mr. Rhodes decide to sell his property?
9. What does Dino’s mom say to convince the community that the Illinois Audubon Society should be the ones to purchase the land?
10. Who claps first?
11. Who chases Mr. Billson to his car?
12. What problem does the Audubon Society have with buying the land?
13. How does Anna solve the problem?



## Chapter Forty-Two

### Vocabulary

relatively

### Questions

1. What does Dino see Anna doing?
2. What does he figure out about his mother?
3. What happens to Dino, Karia, and Juna?
4. Since Dino promised never to tell anyone about the Traegons, what does he tell us is his reason for breaking his promise?

### Journal Entry #7 – Expository

Think about Dino's character, his personality, and his adventures. Is he the kind of person with whom you would like to be friends? Explain why or why not.

**Traegonia: The Sunbow Prophecy 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. Argus
- \_\_\_\_\_ 5. Balstar
- \_\_\_\_\_ 6. Bayalthazar
- \_\_\_\_\_ 7. Billson
- \_\_\_\_\_ 8. Dino
- \_\_\_\_\_ 9. Jack
- \_\_\_\_\_ 10. Jim
- \_\_\_\_\_ 11. Juna
- \_\_\_\_\_ 12. Karia
- \_\_\_\_\_ 13. Para
- \_\_\_\_\_ 14. Quinn
- \_\_\_\_\_ 15. Tom

**Identifications**

- A. Traegon oracle
- B. From the Illinois Audubon Society
- C. Master inventor
- D. Jim Rhodes' son
- E. Anna's Traegon friend
- F. Has trouble trusting Dino
- G. Land developer
- H. Quinn's sister
- I. Mrs. Dosek
- J. Trains to be a Wayseer
- K. Human main character
- L. Master hunter
- M. Karia's attendant
- N. Dino's dad
- O. Karia's dad
- P. Dino's human friend
- Q. Elderly home owner

**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 enjoys having adventures in the woods.
- \_\_\_\_\_ 17. Dino has an older sister named Karia.
- \_\_\_\_\_ 18. Traegons are a secret society of creatures who live in the woods.
- \_\_\_\_\_ 19. Karia is very trusting of Dino.
- \_\_\_\_\_ 20. Dino's father likes to hunt deer and wild turkeys on weekends.

- \_\_\_\_\_ 21. Dino gives Karia a dolphin charm from his mother's watch.
- \_\_\_\_\_ 22. Karia gives Dino a golden walnut to give him good dreams.
- \_\_\_\_\_ 23. Mim and Sire Argus are happy that Karia made a new friend.
- \_\_\_\_\_ 24. The Traegon Council of Elders punishes Juna and Karia.
- \_\_\_\_\_ 25. Juna has to leave home to live with Arbalest to learn how to hunt.
- \_\_\_\_\_ 26. Karia discovers a small frog.
- \_\_\_\_\_ 27. Developers want to build a shopping mall on Mr. Rhodes' land.
- \_\_\_\_\_ 28. Mr. Rhodes' daughter wants to buy his house.
- \_\_\_\_\_ 29. Mrs. Rhodes was good at making pies.
- \_\_\_\_\_ 30. Mr. Billson tries to take advantage of people.

**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. Atrocity
- \_\_\_\_\_ 32. Decipher
- \_\_\_\_\_ 33. Ethereal
- \_\_\_\_\_ 34. Machete
- \_\_\_\_\_ 35. Poultice
- \_\_\_\_\_ 36. Quaint
- \_\_\_\_\_ 37. Relinquish
- \_\_\_\_\_ 38. Satchel
- \_\_\_\_\_ 39. Skeptical
- \_\_\_\_\_ 40. Survey

**Definitions**

- A. a long, broad-bladed knife
- B. a bag slung over the shoulder
- C. to find out the meaning of
- D. to let go of
- E. to make as though young again
- F. light, airy and intangible
- G. to measure the extent and contours of land
- H. doubting the truth of anything
- I. shocking cruelty or wickedness
- J. a room just under the roof of a house
- K. old and picturesque
- L. applied to a sore or inflamed part of the body

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

- \_\_\_\_\_ 41. Where does Dino's family like to spend their time on weekends?  
a. at the beach                      c. on their boat  
b. visiting relatives                d. in the woods
- \_\_\_\_\_ 42. What gift does Karia give Dino?  
a. a dolphin charm                  c. a sunbow crystal  
b. a golden walnut                  d. an apple pie
- \_\_\_\_\_ 43. How does Sire Argus react to Karia's talking to Dino?  
a. angry                                c. excited  
b. jealous                                d. bored
- \_\_\_\_\_ 44. Where do Sire Argus and Mim take Karia and Juna?  
a. on a picnic at the beach        c. to a farm to pick strawberries  
b. to meet with the elders         d. to visit relatives in Sunbow City
- \_\_\_\_\_ 45. Who is Balstar?  
a. Karia's uncle                      c. a developer  
b. an oracle                            d. an inventor
- \_\_\_\_\_ 46. What does Karia use to contact Dino?  
a. a white acorn                      c. a dolphin charm  
b. a golden walnut                  d. a magic satchel
- \_\_\_\_\_ 47. What is Dino's family trying to find?  
a. an endangered species         c. a new vacation home  
b. a new family pet                 d. a lost dolphin charm
- \_\_\_\_\_ 48. Who is Jim Rhodes?  
a. a land developer                  c. an elderly home owner  
b. a Traegon oracle                 d. a Traegon inventor
- \_\_\_\_\_ 49. What happens to the house?  
a. Anna and her family buy it.    c. The Traegons move into it.  
b. They tear it down.                d. Jim and his daughter keep it.
- \_\_\_\_\_ 50. What does Alistia give Anna?  
a. a golden walnut                  c. a dolphin charm  
b. a rose-colored stone              d. a sunbow crystal

**Traegonia: The Sunbow Prophecy 50-Question Objective Test  
Answer Key**

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 Sunbow Prophecy  
**Discussion Test**

Directions: Answer each of the following questions in well-developed paragraphs.

1. Discuss the author's use of **point of view** in the novel.
2. Describe a character in the novel. Explain why you chose the character and how the author uses **direct** and/or **indirect characterization** to develop the character.
3. What elements does the author use to develop the **setting** of the novel? Give examples.
4. What are some of the **themes** of the novel? Explain how you know.
5. Discuss the **genre** (type) of the novel. Use examples to show how you know.

Traegonia: The Sunbow Prophecy  
**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: Trace the development of Dino and Karia's relationship from their first meeting to their success in saving Traegonia. Use this growth to show how the author develops one of the themes of the novel such as leadership, loyalty, and/or responsibility.

## **Enrichment Projects**

1. Using some of the main characters from this book, write your own adventure for them.
2. Choose a chapter from the novel and rewrite it from a different character's point of view.
3. Use the vocabulary from three or more chapters 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 saving the Traegons from the land developers. Tell how you felt and how you changed. Use appropriate friendly letter format.
6. Design an internet profile or webpage for one of the characters from the novel. Compose three or more blog entries or emails.
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. Using a visual, musical, or poetic representation, show how Dino or Karia evolves or changes from the beginning of the novel to the end.
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.



## Complete Alphabetical Vocabulary Listing

abrupt	demeanor	inflated
accomplished	demented	infuriation
accord	demise	inhabit
accurate	determination	initially
acquainted	deterred	inquired
acquired	devastating	inseparable
acres	developer	insignificant
adjourned	devising	insistently
agenda	devour	instincts
agility	diligent	intently
agitated	dissimilar	interjected
allergic	distraught	intrigued
ally	distress	intentionally
amass	divulge	intercept
amid	dreading	intuitions
amiss	dwindling	invaluable
anticipation	eccentric	invoke
anxious	eliminating	larva
apprise	emerged	lasso
ascent	encompasses	lax
ascertain	endangered	likelihood
assessment	endeavor	lingered
assumption	ensued	looms (v.)
attorneys	ethereal	lurking
atrocious	extension	machete
Audubon	extinct	magnitude
avail	faint	makeshift
bade	falsehood	maneuver
barren	fascinated	marveled
befitting	feat	mesmerized
betray	federally	mischievous
bickered	flourish	mishap
bureaucracy	fondness	modest
clarified	forlorn	monotone
commendable	formally	navigated
commotion	forthcoming	negotiations
compliment	foursome	obediently
concealed	frantically	obituaries
conceded	frenzied	objection
concrete	frequent (v.)	obscured
condescending	fruition	obtaining
condolences	generosity	occupy
confide	gracious	opposition
confirmation	gratitude	oracle
content	grave (adj.)	ornate
convening	grounded	overruled
convictions	habitat	overwhelming
crucial	hinder	parcel (n.)
debate	hives	paternal
debris	immense	pending
deceitful	imparted	perchance
decimated	impending	peril
decipher	imperative	perimeter
deliberately	indicate	permeated

persuade  
pertain  
petition  
pleading  
plight  
poultice  
precious  
predators  
preoccupied  
preservation  
presiding  
previous  
prey  
procured  
profound  
prompted  
prophecy  
propose  
prospect  
pruned  
quaint  
quill  
rapid  
reassured  
rebutted  
reins  
relatively  
relinquish  
reluctantly  
reminisced

replenishment  
reprimanding  
respite  
retire  
retorted  
rouse  
sacred  
sarcastically  
satchel  
scour  
seeped  
seminars  
sentinels  
sheepishly  
shimmer  
sigh  
significance  
silhouette  
sill  
sinew  
situated  
skeptical  
solemnly  
somber  
spacious  
species  
squire  
stark  
steed  
stern

strenuous  
strewn  
summon  
survey (v.)  
suspicious  
taunting  
technique  
temporary  
tension  
timidly  
transpiring  
transported  
treacherous  
trellis  
tremendous  
trespassing  
underestimate  
unique  
unison  
unnerved  
urge  
urgency  
vacate  
vendors  
venture  
vulnerable  
wares  
weeping