



# VOLUME 3

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## MIDDLE SCHOOL TEACHER'S GUIDE

### Must-Do/May-Do List for *One Wrong Step*

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# One Wrong Step

## Must-Do List

*To be used as seat work on book club meeting days or as an entry task.*

### 1. Important Quotes

\_\_\_\_\_ Rewrite each of the quotes from quadrant 1 in your own words by paraphrasing.

\_\_\_\_\_ Rewrite each of the quotes from quadrants 2 and 3 in your own words by paraphrasing.

### 2. Vocabulary Practice

\_\_\_\_\_ Complete the vocabulary assignment for quadrant 1.

\_\_\_\_\_ Complete the vocabulary assignment for quadrants 2 and 3.

## May-Do List

*To be used when the above MUST-DO tasks are complete.*

### 3. Fluency Practice

\_\_\_\_\_ Practice reading a selected passage from quadrant 1 aloud with appropriate phrasing, expression, and pacing.

\_\_\_\_\_ Practice reading a selected passage from quadrants 2 and 3 aloud with appropriate phrasing, expression, and pacing.

### 4. Outside Text

\_\_\_\_\_ Read an outside text that is related to the book you are reading. Complete any assignments your teacher has given to go with the article.

\_\_\_\_\_ Visit the school or classroom library and select a book or magazine to read independently.

### 5. Write

\_\_\_\_\_ Writers get ideas from reading. Spend time writing your own story, report, or persuasive letter and then find someone to share your writing with!

\_\_\_\_\_ Other:

# Important Quotes

## *One Wrong Step, Quadrant 1*

### Quote 1

Put the quote in your own words by paraphrasing.

“No one yet had reached the summit of Mount Everest. Now that I saw it for myself, I understood why. Everest’s steep angles were not designed for climbing. Instead, they seemed to say, ‘You’ve come close enough. Any step further is at your own risk’” (p. 13).

In your own words/paraphrase:

### Quote 2

Put the quote in your own words by paraphrasing.

“All I really wanted was to find a place that offered me some peace. I hadn’t found that on a mountain summit in over three years, and I was beginning to lose hope. Everest was the highest summit in the world. If I couldn’t find peace here, I doubted that it could be found anywhere” (p. 30).

In your own words/paraphrase:

**Quote 3**

Put the quote in your own words by paraphrasing.

“We were somewhere in the middle of a vast sea of natural pyramids created by the glacier’s slow movements, some layers perhaps as ancient as the Egyptian pyramids themselves. These enormous structures of ice and rock were the walls of our maze . . .” (p. 48).

In your own words/paraphrase:

**Quote 4: Choose an important quote from Quadrant 1.**

Quote:

In your own words/paraphrase:

# Important Quotes

## *One Wrong Step, Quadrants 2 and 3*

### **Quote 5**

Put the quote in your own words by paraphrasing.

“We came [to Everest] knowing that death was a possibility and we might have to leave someone behind. But we would never leave without knowing if the team is still alive” (p. 90).

In your own words/paraphrase:

### **Quote 6**

Put the quote in your own words by paraphrasing.

“When everything in life blurs, survival becomes a matter of instinct. There’s no time to think, no time to make a decision or ask a question. It becomes important to do something. Anything” (p. 170).

In your own words/paraphrase:

**Quote 7**

Put the quote in your own words by paraphrasing.

“ . . . we have to keep walking, keep looking, and keep hoping for a miracle, because that’s the only way we have any chance to survive” (p. 224).

In your own words/paraphrase:

**Quote 8: Choose an important quote from Quadrant 2 or 3.**

Quote:

In your own words/paraphrase:

# Vocabulary Practice

## *One Wrong Step, Quadrant 1*

### Choose 2 nouns from the list.

Use the noun definition stem: *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

- Rucksack (p. 4)
- Ceremony (p. 15)
- Majesty (p. 25)
- Assault (p. 47)
- Obstacle (p. 48)
- Precaution (p. 56)
- Integrity (p. 59)
- Disgust (p. 61)
- Accusation (p. 61)

### Choose 1 adjective from the list.

Use the adjective definition stem: *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

- Absolute (p. 4)
- Unstable (pp. 23, 33)
- Irritable (p. 31)
- Staggering (p. 36)
- Unfortunate (p. 47)

### Choose 1 verb from the list.

Use the verb definition stem: *To \_\_\_\_\_ means to \_\_\_\_\_.*

- Conquer (pp. 8, 16)
- Acclimate (pp. 19, 21)
- Resent (p. 21)
- Boast (p. 22)
- Underestimate (p. 46)
- Surrender (p. 57)
- Dread (p. 76)

### Choose your own new and interesting word from the text.

Use the appropriate definition stem:

**Noun:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

**Verb:** *To \_\_\_\_\_ means to \_\_\_\_\_.*

**Adjective:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

**Adverb:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

# Vocabulary Practice

## *One Wrong Step, Quadrants 2 and 3*

**Choose 2 nouns from the list.**

**Use the noun definition stem:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

- Threat (p. 89)
- Unison (p. 100)
- Faith (p. 101)
- Venture (p. 105)
- Arrogance (pp. 107, 154)
- Premonition (pp. 114, 119)
- Assurance (p. 131)
- Doom (p. 146)
- Rendezvous (p. 159)

**Choose 1 adjective from the list.**

**Use the adjective definition stem:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

- Reliable (p. 87)
- Urgent (pp. 110, 116)
- Intolerant (p. 154)
- Inevitable (p. 155)

**Choose 1 verb from the list.**

**Use the verb definition stem:** *To \_\_\_\_\_ means to \_\_\_\_\_.*

- Betray (p. 85)
- Secure (pp. 97, 112)
- Hesitating (pp. 114, 135)
- Wavering (p. 148)
- Unnerving (p. 188)

**Choose your own new and interesting word from the text.**

**Use the appropriate definition stem:**

**Noun:** *A \_\_\_\_\_ is a \_\_\_\_\_ that \_\_\_\_\_ such as \_\_\_\_\_.*

**Verb:** *To \_\_\_\_\_ means to \_\_\_\_\_.*

**Adjective:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

**Adverb:** *\_\_\_\_\_ means \_\_\_\_\_ such as \_\_\_\_\_.*

Word: <b>1.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>2.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>3.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>4.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>5.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>6.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>7.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>8.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>9.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

Word: <b>10.</b>				Part of Speech:
Forms of the Word:				
Definition:				
Synonyms:				
Complex Sentence:				

# Fluency Practice

## *One Wrong Step, Quadrant 1*

**Directions:** Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

### **Excerpt from pages 13–14:**

All the difficulties we had faced so far / were forgotten the moment Everest came into view. // I'd seen it before at a distance, / but never framed as perfectly as at this very moment. //

Like many other mountains, / Everest was tall and covered with snow, / its steep white ridgelines framed against a bright blue sky. // And yet, / there was something more to it, / as if the slopes begged us to climb it, / and at the same time, / warned us that there were reasons no one had ever succeeded in the attempt. //

Dad had stopped to stare at the view too. // He nudged my arm with his elbow. // "What do you think of it?" //

It was impossible to turn my eyes away. // "It's the most beautiful mountain I've ever seen." // "I agree. // Perhaps our team will be the first to reach the top." //

I wanted to say the words he hoped to hear. // That of course we would do it. // That soon, / we'd all be famous for our achievement. // That we had more talent or strength or courage than the expedition before ours. //

But that was the problem. // The expeditions that came before ours were also filled with good climbers; / some of them were the best in the world, / until they lost to the mountain. //

No one had ever reached the summit of Mount Everest. //

Now that I saw it for myself, / I understood why. // Everest's steep angles were not designed for climbing. // Instead, / they seemed to say, / "You've come close enough. // Any step further is at your own risk." //

Viewed from here, / the south side of the mountain descended in a sharp slope downward, / like an enormous slide. // After a small drop-off from the summit, / the north side had a more gradual slope / like a person's shoulder, / before extending downward, / like the mountain's outstretched arm. //

# Fluency Practice

## *One Wrong Step, Quadrants 2 and 3*

**Directions:** Read the passage, taking a quick pause / or longer pause // at each phrase mark. Read with an appropriately varied rate, pitch, and volume. Doing so will make reading more interesting and easier to comprehend.

### **Excerpt from pages 234–36:**

For the next two hours, / our trek up the North Face was relatively quiet. // There was a lot I wanted to say / and maybe the same was true for Maddie, / but the wind was becoming stronger, / our coughing spells were becoming more frequent, / and our shallow breathing didn't allow for much conversation. // In most cases, / it wasn't worth the effort to speak. //

That changed when we came up over a hill and saw our next challenge— / something I had hoped we wouldn't have to face again up here. // A ladder was stretched out across a snow-filled gully. // It was as wide as the crevasses we had faced before, / but it looked terribly deep. //

Maddie held on to the side of my coat and looked out over the gully. // I dreaded hearing what she had to say. // Now that she knew we were both becoming sick from the altitude, / I worried that her commitment to searching for our team was fading. // I knew she *wanted* to save them, / but I also knew she believed that saving them / might come at the expense of our own lives. //

Possibly sooner than later. // In this wind, / crossing that ladder would be treacherous. //

"I can't be afraid anymore," / Maddie said. //

I was certain I had heard her wrong. // Of course I had, / because no one could choose to turn off fear the way a person might turn off a light. //

When I looked over at her, / she added, / "What I mean to say is that / of course I'm afraid to do this, / but I can't let that fear make this decision for me." //

"We'll take our time and go as slow as we need to," / I said, / hoping to help her feel better about this decision. //

But Maddie shook her head. // "I can't do that either. // As we stand here, / we are dying, / Atlas. // Our bodies are shutting down. // So / I either need to cross this ladder / or turn around and go back down the mountain. // But I can't just stand here staring at it, / hoping the crevasse somehow shrinks back together so that I don't have to be afraid of it." // She looked over at me. // "I am afraid, / but that's not enough of a reason." //

"You're a strong person," / I said. // "Stronger than me, / I think." //

It felt strange to say the words, / but I wanted her to hear them. // The better I got to know Maddie, / the more I wondered how I ever could have believed we'd never be friends. //

"You're the strong one," / Maddie replied. // "We'd never have gotten this far without you." //

## Outside Text

### *One Wrong Step*

In 1999, the Mallory and Irvine Research Expedition found George Mallory's body on Everest. Could this discovery have been Jennifer A. Nielsen's inspiration for writing the book *One Wrong Step*? Read the article.

- <https://aspectsofhistory.com/a-corpse-on-everest-george-mallory/>

# Culminating Project

*Learn and report about a real-life rescue operation!*

To help you start thinking about which rescue operation you might choose for this project, here is a list of **ten famous rescue operations from history**.

## Rescue Operations

1. **Operation Hope (2023)**—Forty days after their plane crashed, four children were found alive in the Amazon jungle.
2. **Darlene Etienne (2010)**—Haiti’s devastating 7.0-magnitude earthquake trapped Darlene Etienne under the rubble for fifteen days until she was rescued.
3. **Chilean Miners (2010)**—Thirty-three Chilean miners survived more than two months underground after a shaft in the copper mine collapsed.
4. **US Airways Flight 1549 (2009)**—Passengers and crew were saved after their passenger jet was forced to land on the Hudson River after a flock of geese had gotten stuck in the plane’s engines.
5. **Pennsylvania Miners (2002)**—Water trapped nine miners 240 feet underground.
6. **9/11 (2001)**—Rescue workers rushed into partially destroyed burning buildings to locate survivors of the terrorist attacks and bring them to safety.
7. **Baby Jessica (1987)**—Eighteen-month-old Jessica McClure became stuck twenty-two feet beneath the surface of the ground after stepping into an abandoned water well.
8. **Apollo 13 (1970)**—Two days after its launch, an oxygen tank exploded and destroyed critical components on the space craft.
9. **SS *Andrea Doria* (1956)**—An Italian ocean liner collided with a Swedish liner on a foggy afternoon off Nantucket Island.
10. **USS *Squalus* (1939)**—After an induction valve failed, water rushed in the engine room of the submarine, killing twenty-six men and leaving thirty-three men stranded.
11. **Ida Lewis (1842–1911)**—A famous lighthouse keeper, she was noted for her heroism in rescuing people from the seas.
12. **Thomas Garrett (1789–1871)**—A Quaker, he served as a “stationmaster” for the Underground Railroad and is credited with helping more than twenty-seven hundred enslaved people escape to freedom.

Notes:

### Important Quotes

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
Total:	/16

0 = no attempt  
1 = incomplete  
2 = complete

### Vocabulary

	Points
1	/2
2	/2
3	/2
4	/2
5	/2
6	/2
7	/2
8	/2
9	/2
10	/2
Total:	/20

0 = no attempt  
1 = incomplete  
2 = complete

### Quadrant 1 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

### Quadrant 2 and 3 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

### Quadrant 4 Book Club Meeting

	Points
I came prepared with my things.	/2
I completed all my assignments on time.	/2
I came prepared with a question to present to the group.	/2
I participated by listening to my peers.	/2
I was polite and respectful.	/2
I shared my thinking with the group at least two times.	/2
I demonstrated deep thinking.	/2
Total:	/14

0 = no attempt

1 = incomplete

2 = complete