

TEACHER RESOURCES & STUDENT ACTIVITIES



How to Use Storyshares Teacher Resources & Student Activities

Pre-Reading

Share **background information**.

Introduce the **vocabulary** to the students. Discuss meanings. Click here for an **instructional routine** for vocabulary.

Reading

Share the written response to reading prompt ahead of time as the **focus for reading**.

Encourage students to **read a chapter** of the text independently or in pairs.

After Reading

Students can complete the **trivia worksheet** or make it into a game! Either way, make time to review answers.

Students complete the **written response to reading** prompt.

Background Information

Jeremiah, a military father, knows exactly where he's going. He's been trying to get home for a long time now to a family who doesn't know if he's alive or dead.

Visual Vocabulary

This vocabulary guide was created with English language learners in mind. This table flags Tier 2 vocabulary words in every chapter. This guide includes the definitions in context, as well as images and examples from the text.

Trivia Questions





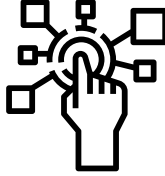
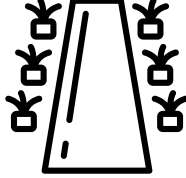


This is a ready-made student worksheet that can be given as a check for understanding after students have finished the book. You can also gamify the trivia questions, making this a small group activity. **Answers: 1. D; 2. C; 3. D; 4. B**



Click [here](#) for reading comprehension worksheets and graphic organizers.



December Winds by S.G. Dewey

Word	Definition	Image	Example
average (adjective)	a standard or level that is considered to be typical or usual		He was of average height. (ch 1)
current (adjective)	belonging to the present time; happening or being used or done now		The bus was headed for a place just five miles from its current location. (ch 2)
familiar (adjective)	easy to recognize because of being seen, met, heard, etc. before		It was familiar because this was his town. (ch 3)
public (noun)	ordinary people in general; the community		It was now open to the public . (ch 3)
several (adjective)	more than two but not many		Several of the children sang solos. (ch 4)
aisle (noun)	a passage between rows of seats in a building such as a church or theater, an airplane, or a train		Finally, she let out a little sob and ran down the aisle to him. (ch 5)
anxiously (adverb)	in a manner resulting from or revealing anxiety		"But you're okay, now?" she asked anxiously . (ch 5)
precious (adjective)	(of an object, substance, or resource) of great value; not to be wasted or treated carelessly		"Until I die, my precious Allie, I will always and forever be here for you," Jeremiah promised. (ch 5)

Name: _____ Date: _____

Multiple Choice

Read the questions carefully. Choose the answer that fits the question best.

1. Why did Jeremiah decide to walk instead of taking the bus?

- A. The bus was too crowded.
- B. The driver said walking was quicker.
- C. He wanted to enjoy the snow.
- D. He thought he'd get there faster on foot.

2. What does Jeremiah's visit to the town hall say about him?

- A. He avoids public places.
- B. He likes making a scene.
- C. He values community and family.
- D. He doesn't care about local events.

3. How did Allie's reaction affect the mood during her solo?

- A. She saw Jeremiah, and the mood turned somber.
- B. The crowd was confused and detached.
- C. The audience left, upset by the scene.
- D. Her pause brought warmth and joy.

4. What impact did Jeremiah's realization have on him?

- A. He regrets his choices and doubts himself.
- B. He values family more and wants to stay.
- C. He feels guilty and stuck.
- D. He chooses to keep his distance.

Written Response to Reading

How is Jeremiah's journey a metaphor for his larger life experience? (*Jeremiah's journey is a metaphor for his larger life experience by...*)
