



Welcome to The Blue Witch Readalong Curriculum

A complete companion to reading, listening, and learning alongside,

The Blue Witch Readalong companion curriculum offers more than 400 pages of downloadable activities designed to help teachers bring the story to life through reading comprehension, vocabulary development, critical thinking, creative expression, and meaningful classroom discussion, as well as some fun word games and puzzles.

The curriculum accompanies the text and the **38 Readalong episodes**, beginning with the Prologue and continuing through the Epilogue. Each episode connects to a chapter of the book, allowing teachers to integrate the story into their existing literacy instruction.

How the Curriculum Is Organized

Chapter-by-Chapter Learning

The curriculum is organized sequentially by chapter, making it easy to find activities that correspond to each Readalong episode.

Reading comprehension is a central component of the curriculum. Chapter activities help students recall important events, examine character motivations, make inferences, identify supporting evidence, and develop a deeper understanding of the story.

Depending on the chapter, additional worksheets offer opportunities for:

- **Vocabulary and word study:** Context clues, word meanings, synonyms, descriptive language, and vocabulary application.
- **Reading and literary analysis:** Character development, setting, point of view, sequencing, cause and effect, foreshadowing, and predictions.
- **Writing activities:** Creative writing, descriptive writing, journal entries, letters, written responses, and story-based reflection.
- **Critical thinking:** Problem-solving, evaluating decisions, comparing perspectives, and exploring choices and consequences.
- **Creative and interactive activities:** Illustrations, comics, word puzzles, character activities, and imaginative extensions of the story.

Not every chapter contains every activity type. Teachers can select the worksheets that best support their students' learning goals.

Recap & Review: Bringing Chapters Together

At the conclusion of each major chapter group, a dedicated **Recap & Review** section helps students revisit what they have learned and connect ideas across multiple chapters.

These sections provide opportunities to reinforce vocabulary, revisit important story events, strengthen comprehension, examine developing character relationships, and reflect on larger themes.

The curriculum is divided into the following learning groups:

Chapter Group	Review Point
Prologue–Chapter 3	Recap & Review
Chapters 4–6	Recap & Review
Chapters 7–12	Recap & Review
Chapters 13–15	Recap & Review
Chapters 16–20	Recap & Review
Chapters 21–27	Recap & Review
Chapters 28–33	Recap & Review
Chapters 34–Epilogue	Recap & Review
Whole Book	Final Reflection

Teachers are encouraged to use the chapter-specific worksheets as students progress through the story, then introduce the corresponding Recap & Review activities once the entire chapter group has been completed.

How to Use This Teacher's Guide

This Teacher's Guide provides episode summaries, learning goals, discussion questions, instructional strategies, writing connections, and recommendations for selecting accompanying worksheets.

Each episode includes two complementary sections:

Teach the Episode provides the episode overview, learning objectives, preparation suggestions, and questions to guide purposeful listening and viewing.

Discuss, Practice & Assess offers opportunities for evidence-based discussion, writing, differentiated instruction, assessment, and connections to the downloadable curriculum.

The guide is flexible by design. Teachers may use an entire lesson sequence or select individual activities to accommodate different grade levels, learning needs, and available instructional time.

For additional support, the separate **Vocabulary Reference** identifies high-value words for each episode, while the **Tarkana Glossary** explains the unique characters, places, creatures, and magical terminology of *The Blue Witch*.

Episode 100 | The Blue Witch

Prologue • Runtime 7:23 • PREPARE & VIEW

Episode at a glance

- When Odin and Vor discover a baby magically protected after a brutal attack, they must decide whether her destiny lies with the Tarkana coven—or somewhere else entirely.

Learning goals

- Analyze prophecy and competing obligations using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Shrouded — Covered or hidden.

Clearing — An open space in a forest.

Sanctuary — A safe place.

Benevolent — Kind and generous.

Prophecy — A prediction about the future.

Vengeance — Revenge.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: prophecy and competing obligations. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What makes the mysterious baby unusual?
- Why does Odin send the baby to the Creche?
- Listening task: note one specific detail related to prophecy and competing obligations. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 100 | The Blue Witch

Prologue • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What is a sanctuary?
- Why is the prophecy important?
- Facilitate a structured inquiry: Make a two-column evidence chart: what Odin and Vor know about the baby versus what they infer about her future. Discuss where the prophecy changes their reasoning.
- Teacher look-for: Distinguishes a prophecy from a verified fact. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Shrouded.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a brief council recommendation explaining where the baby should be cared for and what evidence supports that decision. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on prophecy and competing obligations.
- Extend: challenge students to consider a competing interpretation of prophecy and competing obligations and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain prophecy and competing obligations, citing one precise episode detail. Success criterion: Distinguishes a prophecy from a verified fact.

Episode 101 | Welcome to Tarkana

Chapter 1 • Runtime 12:19 • PREPARE & VIEW

Episode at a glance

- Eager to begin her training at Tarkana Witch Academy, Abigail hopes to finally find where she belongs. Instead, she discovers that old friendships can change—and first impressions can last forever.

Learning goals

- Analyze belonging and first impressions using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Valise — A small suitcase.

Assembled — Gathered together.

Imposing — Large and impressive.

Marched — Walked in an organized way.

Retreated — Moved away.

Gripping — Holding tightly.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: belonging and first impressions. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Who welcomes Abigail?
- Who is Endera?
- Listening task: note one specific detail related to belonging and first impressions. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 101 | Welcome to Tarkana

Chapter 1 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why is the fortress important?
- What is a covenant?
- Facilitate a structured inquiry: Track two contrasting first impressions of Tarkana: Abigail's expectations and the reception she experiences. Mark which details cause her view to change.
- Teacher look-for: Explains a change in expectation using an episode detail. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for "Valise." Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Compose Abigail's first-day journal entry with one hopeful observation and one troubling one. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled "What happened / Evidence / What it suggests." Model one observation before independent work on belonging and first impressions.
- Extend: challenge students to consider a competing interpretation of belonging and first impressions and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain belonging and first impressions, citing one precise episode detail. Success criterion: Explains a change in expectation using an episode detail.

Episode 102 | Off To A Terrible Start

Chapter 2 • Runtime 5:33 • PREPARE & VIEW

Episode at a glance

- Abigail's first days at the Academy quickly unravel when Endera turns the other witchlings against her. A heated confrontation sends Abigail running straight into danger.

Learning goals

- Analyze social influence and escalation using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Contagious — Able to spread.

Glumly — In a sad or unhappy way.

Waggled — Moved back and forth.

Spattered — Splashed in scattered drops.

Clumsy — Moving awkwardly or dropping things.

Dashed — Moved quickly.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: social influence and escalation. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does Abigail run?
- Who helps Abigail?
- Listening task: note one specific detail related to social influence and escalation. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 102 | Off To A Terrible Start

Chapter 2 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does the boy in the tree help Abigail?
- Why is Endera angry?
- Facilitate a structured inquiry: Construct a cause-and-effect chain showing how Endera influences the other witchlings and how the confrontation escalates. Identify a possible interruption point.
- Teacher look-for: Separates a character's intention from the consequence of an action. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Contagious.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Draft a short alternative exchange that could interrupt the conflict without changing what students know about the characters. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on social influence and escalation.
- Extend: challenge students to consider a competing interpretation of social influence and escalation and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain social influence and escalation, citing one precise episode detail. Success criterion: Separates a character's intention from the consequence of an action.

Episode 103 | Into The Swamps

Chapter 3 • Runtime 9:40 • PREPARE & VIEW

Episode at a glance

- When Hugo comes to Abigail's rescue, the two flee deep into the forbidden swamps. As an unlikely friendship begins, Abigail reveals a secret she's hidden from everyone.

Learning goals

- Analyze trust built through action using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Skeptical — Not easily convinced.

Observation — Something you notice carefully.

Fascinated — Very interested.

Logical — Based on reason.

Ancestor — A family member from long ago.

Prove — Show something is true.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: trust built through action. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does Hugo keep a journal?
- Why is Abigail worried?
- Listening task: note one specific detail related to trust built through action. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 103 | Into The Swamps

Chapter 3 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How are Hugo and Abigail different?
- Why is observation important?
- Facilitate a structured inquiry: Create a trust ledger for Abigail and Hugo: what each risks, shares, or does to help the other. Discuss which action matters most.
- Teacher look-for: Supports a relationship inference with observable actions. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Skeptical.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a claim about whether trust is developing, citing two actions from the swamp journey. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on trust built through action.
- Extend: challenge students to consider a competing interpretation of trust built through action and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain trust built through action, citing one precise episode detail. Success criterion: Supports a relationship inference with observable actions.
- **Recap & Review — Prologue–Chapter 3:** After completing this chapter group, use its Recap & Review worksheets to revisit Abigail’s arrival, early friendships, and the opening mysteries.

Episode 104 | An Unlikely Friend

Chapter 4 • Runtime 9:53 • PREPARE & VIEW

Episode at a glance

- Lost in the swamps, Abigail and Hugo come face-to-face with a terrifying creature unlike anything they've ever imagined. In the heat of the moment, Abigail's mysterious magic finally awakens.

Learning goals

- Analyze courage and unexpected ability using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Charge — To rush forward.

Spark — A small flash.

Relief — A feeling when worry ends.

Massive — Very large.

Entangled — Twisted together.

Gnashed — Ground together with force.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: courage and unexpected ability. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- When does Abigail's magic appear?
- Why are the sneevils afraid?
- Listening task: note one specific detail related to courage and unexpected ability. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 104 | An Unlikely Friend

Chapter 4 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does Abigail save Hugo?
- How does friendship help the characters?
- Facilitate a structured inquiry: Freeze the story at the creature encounter. Compare what Abigail and Hugo can reasonably predict with what actually happens.
- Teacher look-for: Explains why a character's response is surprising without revealing later events. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Charge.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a short explanation of how the danger changes Abigail's understanding of herself. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on courage and unexpected ability.
- Extend: challenge students to consider a competing interpretation of courage and unexpected ability and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain courage and unexpected ability, citing one precise episode detail. Success criterion: Explains why a character's response is surprising without revealing later events.

Episode 105 | Facing The High Witch

Chapter 5 • Runtime 10:12 • PREPARE & VIEW

Episode at a glance

- Summoned before Tarkana's High Witches, Abigail fears she may be expelled. The mystery surrounding her unusual magic only continues to grow.

Learning goals

- Analyze authority, fairness, and consequence using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Explanation — A reason for something.

Rumor — A story that may not be true.

Towering — Very tall.

Jagged — Having sharp, uneven edges.

Expelled — Forced to leave a school.

Tardy — Late.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: authority, fairness, and consequence. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why is Abigail brought before the council?
- Who is Melistra?
- Listening task: note one specific detail related to authority, fairness, and consequence. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 105 | Facing The High Witch

Chapter 5 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why is honesty important?
- How does Abigail respond under pressure?
- Facilitate a structured inquiry: Stage a brief hearing: one group identifies the High Witches' concerns; another identifies what Abigail might want them to understand. Require episode evidence on both sides.
- Teacher look-for: Distinguishes accusation, evidence, and judgment. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Explanation.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Prepare a two-paragraph fairness judgment about the High Witches' response. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on authority, fairness, and consequence.
- Extend: challenge students to consider a competing interpretation of authority, fairness, and consequence and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain authority, fairness, and consequence, citing one precise episode detail. Success criterion: Distinguishes accusation, evidence, and judgment.

Episode 106 | Balfin School For Boys

Chapter 6 • Runtime 11:19 • PREPARE & VIEW

Episode at a glance

- While Abigail deals with the fallout from her adventure, Hugo returns to Balfin School, where an ancient prophecy sheds new light on the mysterious creature in the swamps.

Learning goals

- Analyze prophecy and parallel viewpoints using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Elite — The highest-ranking group.

Droned — Spoke in a dull voice.

Cursed — Placed under harmful magic.

Vowed — Made a serious promise.

Staccato — Made up of short, sharply separated sounds.

Unstoppable — Impossible to stop.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: prophecy and parallel viewpoints. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What does Hugo learn about Rubicus?
- Why is the prophecy important?
- Listening task: note one specific detail related to prophecy and parallel viewpoints. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 106 | Balfin School For Boys

Chapter 6 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How can history help explain the present?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Elite.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write Hugo’s private note about the prophecy, separating a confirmed clue from a question. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on prophecy and parallel viewpoints.
- Extend: challenge students to consider a competing interpretation of prophecy and parallel viewpoints and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain prophecy and parallel viewpoints, citing one precise episode detail. Success criterion: Identifies the limits of a character’s knowledge.
- **Recap & Review — Chapters 4–6:** After completing this chapter group, use its Recap & Review worksheets to revisit emerging magic, consequences, and prophecy.

Episode 107 | Potion Problems

Chapter 7 • Runtime 7:31 • PREPARE & VIEW

Episode at a glance

- A potions assignment forces Abigail to work alongside her greatest rival. As tensions boil over, Abigail can't stop wondering about the mother she's never known.

Learning goals

- Analyze collaboration under conflict using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Potent — Very strong.

Grimaced — Made a face showing disgust.

Hesitated — Paused before acting.

Sprinkled — Scattered lightly.

Attitude — The way someone thinks or behaves.

Crammed — Packed tightly into a small space.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: collaboration under conflict. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does the potion explode?
- How does Endera trick Abigail?
- Listening task: note one specific detail related to collaboration under conflict. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 107 | Potion Problems

Chapter 7 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why is paying attention important?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Potent.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write practical advice for two reluctant partners, anchored in a moment from the assignment. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on collaboration under conflict.
- Extend: challenge students to consider a competing interpretation of collaboration under conflict and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain collaboration under conflict, citing one precise episode detail. Success criterion: Explains how conflict changes the outcome of a shared task.

Episode 108 | The Glitch-Witch

Chapter 8 • Runtime 4:49 • PREPARE & VIEW

Episode at a glance

- Serving detention introduces Abigail to Calla, a kind-hearted glitch-witch who dreams of fitting in. But keeping secrets from her new friend may prove harder than she expected.

Learning goals

- Analyze identity and secrecy using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Unofficially — Not in an official way.

Sparkled — Shone brightly.

Hesitation — A pause before acting.

Exertion — Hard physical effort.

Pacing — Walking back and forth.

Courtyard — An open area surrounded by buildings.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: identity and secrecy. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Who is Calla?
- Why does Abigail climb out the window?
- Listening task: note one specific detail related to identity and secrecy. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 108 | The Glitch-Witch

Chapter 8 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does Calla differ from Abigail?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Unofficially.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Compose a respectful question Calla might ask Abigail and explain what it could reveal. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on identity and secrecy.
- Extend: challenge students to consider a competing interpretation of identity and secrecy and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain identity and secrecy, citing one precise episode detail. Success criterion: Infers motivation without treating inference as fact.

Episode 109 | Melistra's Spellbook

Chapter 9 • Runtime 3:24 • PREPARE & VIEW

Episode at a glance

- Endera receives a dangerous spellbook—and an even more dangerous mission—from her mother, Melistra. For the first time, she begins to question everything she believes about Abigail.

Learning goals

- Analyze pressure and moral agency using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Annoyance — A feeling of irritation.

Prattling — Talking too much.

Curtsied — Bent the knees briefly as a sign of respect.

Rage — Extreme anger.

Bothering — Causing concern.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: pressure and moral agency. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does Melistra dislike Abigail?
- What does Endera receive?
- Listening task: note one specific detail related to pressure and moral agency. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 109 | Melistra's Spellbook

Chapter 9 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How can jealousy influence choices?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Annoyance.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write an internal monologue showing Endera’s competing pressures. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on pressure and moral agency.
- Extend: challenge students to consider a competing interpretation of pressure and moral agency and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain pressure and moral agency, citing one precise episode detail. Success criterion: Recognizes that obedience and agreement are not identical.

Episode 110 | Jasper Shares Secrets

Chapter 10 • Runtime 7:12 • PREPARE & VIEW

Episode at a glance

- Searching for answers, Abigail and Hugo seek out Jasper, a crusty old sailor who seems to know far more about Abigail's past than he lets on.

Learning goals

- Analyze source reliability using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Cramped — Small and crowded.

Flickering — Shining on and off.

Curious — Wanting to learn.

Stake — To risk something important.

Fiendish — Very cruel or wicked.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: source reliability. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What does Jasper know?
- Who was Lissandra?
- Listening task: note one specific detail related to source reliability. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 110 | Jasper Shares Secrets

Chapter 10 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What new mystery is introduced?
- Why does Jasper warn Abigail?
- Facilitate a structured inquiry: Evaluate Jasper as an information source: what he says, what he appears to know, and what he avoids answering.
- Teacher look-for: Distinguishes disclosure, implication, and speculation. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Cramped.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write three follow-up interview questions for Jasper, ranking them by usefulness. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on source reliability.
- Extend: challenge students to consider a competing interpretation of source reliability and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain source reliability, citing one precise episode detail. Success criterion: Distinguishes disclosure, implication, and speculation.

Episode 111 | History Repeats

Chapter 11 • Runtime 9:32 • PREPARE & VIEW

Episode at a glance

- Endera's new spellbook makes life at the Academy even more difficult for Abigail. As Calla questions Hugo's friendship, Abigail begins to wonder who she can really trust.

Learning goals

- Analyze patterns and repeated conflict using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Fidgeting — Moving restlessly.

Uneasiness — A feeling of worry that something is wrong.

Conjure — To bring about or produce, especially by magic.

Deceitful — Dishonest or likely to trick others.

Deluge — A sudden, heavy flood or downpour.

Ruckus — A noisy disturbance.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: patterns and repeated conflict. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- How does Endera use magic?
- Why is Madame Vex surprised?
- Listening task: note one specific detail related to patterns and repeated conflict. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 111 | History Repeats

Chapter 11 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Should magic be used to bully others?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Fidgeting.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a paragraph evaluating whether history is truly repeating or only appears to. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on patterns and repeated conflict.
- Extend: challenge students to consider a competing interpretation of patterns and repeated conflict and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain patterns and repeated conflict, citing one precise episode detail. Success criterion: Uses comparative evidence rather than the episode title alone.

Episode 112 | Into The Dungeons

Chapter 12 • Runtime 7:18 • PREPARE & VIEW

Episode at a glance

- When Hugo asks Abigail for a magical medallion, she wonders whether their friendship is real. Before she can find the answer, the two become trapped beneath Tarkana Fortress.

Learning goals

- Analyze friendship and perceived motives using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Askew — Crooked or out of the proper position.

Beeline — A direct route toward something.

Foliage — The leaves of plants and trees.

Splintering — Breaking into sharp, thin pieces.

Woozy — Dizzy or faint.

Chute — A steep passage something can slide or fall through.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: friendship and perceived motives. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does Hugo ask for a medallion?
- Where do they fall?
- Listening task: note one specific detail related to friendship and perceived motives. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 112 | Into The Dungeons

Chapter 12 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does trust affect friendship?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Askew.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write two competing interpretations of Hugo’s request, then choose the better-supported one. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on friendship and perceived motives.
- Extend: challenge students to consider a competing interpretation of friendship and perceived motives and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain friendship and perceived motives, citing one precise episode detail. Success criterion: Avoids equating a character’s suspicion with established fact.
- **Recap & Review — Chapters 7–12:** After completing this chapter group, use its Recap & Review worksheets to revisit trust, rivalry, and developing mysteries.

Episode 113 | Finding Fetch

Chapter 13 • Runtime 17:58 • PREPARE & VIEW

Episode at a glance

- Searching for an escape from the ancient dungeons, Abigail and Hugo encounter Fetch, an odd but surprisingly intelligent creature. Could he be the mysterious spy Hestera warned them about?

Learning goals

- Analyze revising assumptions using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Leverage — Extra force gained by using a tool or position.

Legion — A very large group.

Crevices — Narrow cracks or openings.

Manacles — Metal restraints for the wrists or ankles.

Alcove — A small recessed space in a wall.

Deserted — Empty or abandoned.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: revising assumptions. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Who is Fetch?
- Why are the dungeons dangerous?
- Listening task: note one specific detail related to revising assumptions. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 113 | Finding Fetch

Chapter 13 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How do Hugo and Abigail solve problems together?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Leverage.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a brief character introduction that shows how an initial impression changes. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on revising assumptions.
- Extend: challenge students to consider a competing interpretation of revising assumptions and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain revising assumptions, citing one precise episode detail. Success criterion: Revises an inference in response to new evidence.

Episode 114 | The Great Escape

Chapter 14 • Runtime 8:02 • PREPARE & VIEW

Episode at a glance

- Separated from Abigail, Hugo and Fetch escape the dungeons and seek out Jasper. The answers they uncover only deepen the mystery surrounding Abigail's unusual magic.

Learning goals

- Analyze interwoven plotlines using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Retching — Making movements or sounds as if about to vomit.

Reluctantly — Unwillingly or with hesitation.

Trudged — Walked slowly with effort.

Tarnished — Having lost brightness or shine.

Consort — To associate with someone, often disapproved of.

Reward — Something given in return for help or effort.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: interwoven plotlines. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why doesn't Fetch leave?
- What message must Hugo deliver?
- Listening task: note one specific detail related to interwoven plotlines. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 114 | The Great Escape

Chapter 14 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why are promises important?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Retching.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Create a concise message Hugo could send Abigail summarizing what he has learned without overstating certainty. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on interwoven plotlines.
- Extend: challenge students to consider a competing interpretation of interwoven plotlines and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain interwoven plotlines, citing one precise episode detail. Success criterion: Sequences events and distinguishes answers from new mysteries.

Episode 115 | Meeting Vor

Chapter 15 • Runtime 9:21 • PREPARE & VIEW

Episode at a glance

- Abigail encounters the mysterious Vor, whose cryptic warning hints at a darkness yet to come. Reunited with Hugo, they realize their separate discoveries may be connected.

Learning goals

- Analyze cryptic language and synthesis using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Merciful — Showing compassion instead of giving harsh punishment.

Ricocheted — Bounced off a surface and changed direction.

Sightless — Unable to see.

Wheeling — Turning or moving in a wide circle.

Sanctuary — A place of protection or safety.

Wisdom — Good judgment gained through experience.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: cryptic language and synthesis. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What choice does Vor offer Abigail?
- How does the sea emerald help Abigail?
- Listening task: note one specific detail related to cryptic language and synthesis. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 115 | Meeting Vor

Chapter 15 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What does it mean to choose your own path?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Merciful.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a cautious prediction that cites one clue from each character’s discoveries. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on cryptic language and synthesis.
- Extend: challenge students to consider a competing interpretation of cryptic language and synthesis and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain cryptic language and synthesis, citing one precise episode detail. Success criterion: Recognizes ambiguity and avoids claiming certainty.
- **Recap & Review — Chapters 13–15:** After completing this chapter group, use its Recap & Review worksheets to revisit discoveries and changes in characters’ understanding.

Episode 116 | Shrieking Shreeks

Chapter 16 • Runtime 10:40 • PREPARE & VIEW

Episode at a glance

- Autumn arrives at Tarkana Witch Academy, bringing the Head Witchling Competition and the biggest challenge Abigail has ever faced. Determined to prove she belongs, she'll have to risk everything.

Learning goals

- Analyze competition and perseverance using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Hierarchy — An arrangement ranked from highest to lowest.

Dilated — Became wider or more open.

Unfurling — Opening out from a rolled or folded shape.

Screeching — Making a loud, harsh, high-pitched sound.

Expulsion — The act of forcing someone to leave a school.

Unruly — Difficult to control or keep orderly.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: competition and perseverance. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Which creature is considered the most powerful?
- What challenge do the students receive?
- Listening task: note one specific detail related to competition and perseverance. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 116 | Shrieking Shreeks

Chapter 16 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why is preparation important before a challenge?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Hierarchy.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Create a short training plan with one skill Abigail can control and one uncertainty she cannot. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on competition and perseverance.
- Extend: challenge students to consider a competing interpretation of competition and perseverance and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain competition and perseverance, citing one precise episode detail. Success criterion: Distinguishes effort from outcome.

Episode 117 | Snatched By The Omera!

Chapter 17 • Runtime 10:08 • PREPARE & VIEW

Episode at a glance

- The competition takes a terrifying turn when Abigail is carried away by a powerful Omera. To earn her freedom, she'll have to accomplish what no one else can.

Learning goals

- Analyze impossible-seeming challenges using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Wager — A bet on an uncertain outcome.

Taunted — Mocked or provoked with unkind words.

Canopy — The leafy upper layer of a forest.

Lurking — Waiting or hiding out of sight.

Fetid — Having a strong, unpleasant smell.

Protruded — Stuck out beyond a surface.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: impossible-seeming challenges. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What bet do Abigail and Endera make?
- Which creature finds Abigail?
- Listening task: note one specific detail related to impossible-seeming challenges. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 117 | Snatched By The Omera!

Chapter 17 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How can confidence become overconfidence?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Wager.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a problem-solving proposal that identifies a first testable step. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on impossible-seeming challenges.
- Extend: challenge students to consider a competing interpretation of impossible-seeming challenges and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain impossible-seeming challenges, citing one precise episode detail. Success criterion: Explains constraints before proposing a solution.

Episode 118 | Hugo's Quest

Chapter 18 • Runtime 4:29 • PREPARE & VIEW

Episode at a glance

- When Hugo realizes Abigail is in danger, he sets off into the swamps to find her. Along the way, he'll have to decide just how far he's willing to go for his friend.

Learning goals

- Analyze loyalty and calculated risk using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Treacherous — Dangerous or likely to cause harm unexpectedly.

Fledgling — A young bird that has recently developed feathers for flight.

Eerily — In a strange, unsettling way.

Gnarled — Twisted and knotted, as old tree branches are.

Steely — Firm and determined.

Stampeded — Rushed together in a sudden, uncontrolled group.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: loyalty and calculated risk. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does Hugo continue searching?
- What does Hugo discover while searching?
- Listening task: note one specific detail related to loyalty and calculated risk. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 118 | Hugo's Quest

Chapter 18 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does determination help Hugo?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Treachorous.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write Hugo’s rationale for continuing or turning back, with two supporting details. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on loyalty and calculated risk.
- Extend: challenge students to consider a competing interpretation of loyalty and calculated risk and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain loyalty and calculated risk, citing one precise episode detail. Success criterion: Explains a choice as a trade-off rather than simple bravery.

Episode 119 | The Omera Aerie

Chapter 19 • Runtime 6:31 • PREPARE & VIEW

Episode at a glance

- Trapped high above the swamps, Abigail struggles to hatch a mysterious Omera egg. With every failed attempt, the secrets surrounding her extraordinary magic continue to grow.

Learning goals

- Analyze learning from unsuccessful attempts using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Sheer — Extremely steep or almost vertical.

Talons — The sharp claws of a bird.

Instinctively — Without conscious thought, from natural impulse.

Warily — Carefully, while watching for danger.

Ghastly — Extremely frightening or unpleasant.

Dazzling — Very bright or impressive.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: learning from unsuccessful attempts. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does the Omera bring Abigail to the nest?
- What problem must Abigail solve?
- Listening task: note one specific detail related to learning from unsuccessful attempts. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 119 | The Omera Aerie

Chapter 19 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does Abigail show compassion?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Sheer.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a troubleshooting log that proposes the next attempt based on evidence. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on learning from unsuccessful attempts.
- Extend: challenge students to consider a competing interpretation of learning from unsuccessful attempts and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain learning from unsuccessful attempts, citing one precise episode detail. Success criterion: Uses failure as information, not proof of inability.

Episode 120 | Faced With A Viken

Chapter 20 • Runtime 6:47 • PREPARE & VIEW

Episode at a glance

- Separated from his friends, Hugo comes face-to-face with the terrifying Viken once again. This time, escaping may not be enough.

Learning goals

- Analyze recurring threats and character growth using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Oozing — Flowing slowly like thick liquid.

Welts — Raised sore marks on the skin.

Knoll — A small rounded hill.

Squelch — A wet, sucking sound.

Feign — To pretend to feel or be something.

Anticipation — Expectation about something that may happen.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: recurring threats and character growth. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What danger does Hugo encounter in the swamp?
- How does Hugo use the bog to escape the viken?
- Listening task: note one specific detail related to recurring threats and character growth. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 120 | Faced With A Viken

Chapter 20 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What makes Hugo's plan resourceful?
- What does Jasper reveal at the end?
- Facilitate a structured inquiry: Compare Hugo's current encounter with the Viken to the earlier one. Look for changes in strategy, knowledge, or confidence.
- Teacher look-for: Identifies growth through actions rather than adjectives. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Oozing.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a before-and-after comparison of Hugo's response to danger. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on recurring threats and character growth.
- Extend: challenge students to consider a competing interpretation of recurring threats and character growth and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain recurring threats and character growth, citing one precise episode detail. Success criterion: Identifies growth through actions rather than adjectives.
- **Recap & Review — Chapters 16–20:** After completing this chapter group, use its Recap & Review worksheets to revisit the competition, Omera, and Hugo's choices.

Episode 121 | Search For Magic

Chapter 21 • Runtime 13:15 • PREPARE & VIEW

Episode at a glance

- As Hugo races to rescue Abigail, she searches for a way to hatch the Omera's egg before time runs out. When their worlds collide, both are forced into a dangerous battle for survival.

Learning goals

- Analyze converging goals using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Obstinate — Stubbornly refusing to change or cooperate.

Aerie — A bird's nest built high on a cliff or mountain.

Amplify — To make stronger or louder.

Hallucinate — To see or sense something that is not really there.

Outstretched — Extended as far as possible.

Cerulean — A bright sky-blue color.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: converging goals. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why can't Abigail hatch the egg?
- What does Jasper explain about Abigail's father?
- Listening task: note one specific detail related to converging goals. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 121 | Search For Magic

Chapter 21 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What evidence suggests Abigail needs a new strategy?
- Why is the egg so important to the Omera?
- Facilitate a structured inquiry: Draw two tracks—Abigail’s task and Hugo’s rescue—then show where their goals intersect or conflict.
- Teacher look-for: Integrates two plotlines accurately. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Obstinate.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a brief joint action plan explaining whose immediate need should come first. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on converging goals.
- Extend: challenge students to consider a competing interpretation of converging goals and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain converging goals, citing one precise episode detail. Success criterion: Integrates two plotlines accurately.

Episode 122 | The Blue Star

Chapter 22 • Runtime 17:49 • PREPARE & VIEW

Episode at a glance

- Guided by an ancient power, Abigail discovers the truth about her father and the extraordinary magic that makes her different. The answers she's searched for only reveal an even greater destiny.

Learning goals

- Analyze revelation and identity using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Materialized — Appeared or took shape.

Awestruck — Filled with amazement or wonder.

Enveloping — Completely surrounding or wrapping around.

Vibrant — Bright, energetic, or full of life.

Radiant — Shining brightly.

Cryptically — In a mysterious way that is hard to understand.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: revelation and identity. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- How does Hugo help Abigail imagine a solution?
- What does Abigail learn during her experience?
- Listening task: note one specific detail related to revelation and identity. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 122 | The Blue Star

Chapter 22 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does visualization help solve the problem?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Materialized.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a reflection on how learning about her father might change Abigail’s self-understanding. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on revelation and identity.
- Extend: challenge students to consider a competing interpretation of revelation and identity and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain revelation and identity, citing one precise episode detail. Success criterion: Distinguishes a revealed fact from its emotional implications.

Episode 123 | Inspection Day

Chapter 23 • Runtime 9:25 • PREPARE & VIEW

Episode at a glance

- Inspection Day has finally arrived, and Abigail fears her time at the Tarkana Witch Academy may be over. An unexpected arrival gives her one last chance to prove she belongs.

Learning goals

- Analyze stakes and last chances using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Feigning — Pretending to feel or do something.

Twilight — The dim light just after sunset.

Specimen — An example of a creature or thing used for study.

Rendered — Caused someone or something to become a certain way.

Triumphantly — In a way that shows great success.

Unease — A feeling of worry or discomfort.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: stakes and last chances. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What happens during the creature competition?
- What does Abigail receive after the result?
- Listening task: note one specific detail related to stakes and last chances. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 123 | Inspection Day

Chapter 23 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why does Abigail feel uneasy despite her success?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Feigning.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a concise appeal Abigail might make about her place at the academy. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on stakes and last chances.
- Extend: challenge students to consider a competing interpretation of stakes and last chances and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain stakes and last chances, citing one precise episode detail. Success criterion: Links stakes, evidence, and possible outcome.

Episode 124 | Into the Netherworld

Chapter 24 • Runtime 6:04 • PREPARE & VIEW

Episode at a glance

- Abigail's newfound confidence leads to one terrible decision with unimaginable consequences.

Learning goals

- Analyze impulsive decisions and cascading effects using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Festive — Cheerful and suited to a celebration.

Vigorously — With strong energy or force.

Atmosphere — The feeling or mood of a place.

Intoxicating — So exciting or powerful that it affects clear judgment.

Nauseous — Feeling as if you might vomit.

Quivered — Shook with a slight, quick movement.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: impulsive decisions and cascading effects. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- How has Abigail's social life changed?
- What happens when Abigail uses the spellbook?
- Listening task: note one specific detail related to impulsive decisions and cascading effects. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 124 | Into the Netherworld

Chapter 24 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does popularity affect Abigail's decisions?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Festive.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a cause-and-effect explanation naming one earlier choice that could have changed the outcome. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on impulsive decisions and cascading effects.
- Extend: challenge students to consider a competing interpretation of impulsive decisions and cascading effects and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain impulsive decisions and cascading effects, citing one precise episode detail. Success criterion: Traces consequences without assigning unsupported motives.

Episode 125 | Baba Nana

Chapter 25 • Runtime 5:28 • PREPARE & VIEW

Episode at a glance

- Searching for answers about Abigail's mysterious magic, Hugo follows rumors to the legendary Baba Nana. Instead, he finds himself in more trouble than he bargained for.

Learning goals

- Analyze rumor and investigation using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Outcast — Someone rejected or excluded by a group.

Fawning — Showing too much admiration to gain favor.

Misshapen — Having an unusual or distorted shape.

Piercing — Very sharp or intense, as a sound or look.

Wheezing — Breathing with a rough whistling sound.

Gnarled — Twisted and knotted.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: rumor and investigation. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why does Hugo feel hurt by Abigail?
- Why does he search for Baba Nana?
- Listening task: note one specific detail related to rumor and investigation. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 125 | Baba Nana

Chapter 25 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What does Hugo's decision reveal about his loyalty?
- How does the chapter end?
- Facilitate a structured inquiry: Sort information about Baba Nana into rumor, direct observation, and unanswered question.
- Teacher look-for: Evaluates the reliability of information sources. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Outcast.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Prepare a field report documenting what Hugo sought and what actually happened. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on rumor and investigation.
- Extend: challenge students to consider a competing interpretation of rumor and investigation and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain rumor and investigation, citing one precise episode detail. Success criterion: Evaluates the reliability of information sources.

Episode 126 | A Betrayal

Chapter 26 • Runtime 8:10 • PREPARE & VIEW

Episode at a glance

- Abigail is summoned before the High Witches after her dangerous mistake. But when Melistra's spellbook goes missing, Abigail's life is in danger.

Learning goals

- Analyze competing accusations using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Haughty — Acting as though you are better than others.

Chandelier — A hanging light fixture with several branches.

Agonizing — Causing extreme physical or emotional pain.

Cunning — Clever at achieving goals through trickery.

Horrificed — Filled with shock or fear.

Punishable — Deserving or subject to punishment.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: competing accusations. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What consequences does Abigail face for the spell?
- Why is finding the spellbook urgent?
- Listening task: note one specific detail related to competing accusations. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 126 | A Betrayal

Chapter 26 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does Abigail react to what she has done?
- What does Melistra's behavior reveal?
- Facilitate a structured inquiry: Make an evidence board distinguishing Abigail's known mistake from the separate mystery of the missing spellbook.
- Teacher look-for: Does not confuse coincidence with proof. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Haughty.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a short argument explaining why the two events should or should not be linked. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on competing accusations.
- Extend: challenge students to consider a competing interpretation of competing accusations and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain competing accusations, citing one precise episode detail. Success criterion: Does not confuse coincidence with proof.

Episode 127 | Hatching A Rescue

Chapter 27 • Runtime 6:37 • PREPARE & VIEW

Episode at a glance

- Hugo awakens in an unfamiliar place where an unexpected ally may hold the key to saving Abigail. Together, they begin planning a daring rescue.

Learning goals

- Analyze alliance and planning using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Consciousness — Awareness of yourself and your surroundings.

Kaleidoscope — A changing pattern of colors and shapes.

Rickety — Shaky and likely to fall apart.

Enchanted — Affected by magic.

Hovel — A small, shabby dwelling.

Outraged — Extremely angry about something unfair.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: alliance and planning. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Where does Hugo wake up?
- What does Calla reveal about the spellbook?
- Listening task: note one specific detail related to alliance and planning. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 127 | Hatching A Rescue

Chapter 27 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why does Hugo propose using an Omera?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Consciousness.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a persuasive invitation asking the unexpected ally to cooperate. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on alliance and planning.
- Extend: challenge students to consider a competing interpretation of alliance and planning and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain alliance and planning, citing one precise episode detail. Success criterion: Uses an ally’s likely motivations rather than generic praise.
- **Recap & Review — Chapters 21–27:** After completing this chapter group, use its Recap & Review worksheets to revisit responsibility and consequences of the spellbook.

Episode 128 | Lost in the Netherworld

Chapter 28 • Runtime 5:34 • PREPARE & VIEW

Episode at a glance

- Endera and her friends awaken in the eerie Netherworld with no idea how they got there—or how they'll ever escape.

Learning goals

- Analyze orientation and uncertainty using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Groggily — In a sleepy or confused way.

Otherworldly — Strange, as if belonging to another world.

Craggy — Rough and uneven, especially with rocks.

Silken — Made of or resembling silk.

Crisscrossed — Crossed over one another.

Unison — At the same time, together.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: orientation and uncertainty. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What do Endera and her friends discover?
- How do the spider creatures capture them?
- Listening task: note one specific detail related to orientation and uncertainty. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 128 | Lost in the Netherworld

Chapter 28 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does the setting create suspense?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Groggily.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a survival briefing listing three priorities based on what the group knows. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on orientation and uncertainty.
- Extend: challenge students to consider a competing interpretation of orientation and uncertainty and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain orientation and uncertainty, citing one precise episode detail. Success criterion: Keeps conjectures clearly labeled.

Episode 129 | Undoing Mistakes

Chapter 29 • Runtime 10:23 • PREPARE & VIEW

Episode at a glance

- With help from the Omera and Baba Nana, Abigail, Hugo, and Calla set out on a dangerous journey into the Netherworld. Their mission is simple: rescue Endera before it's too late.

Learning goals

- Analyze repairing harm using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Condemned — Sentenced to punishment or a terrible fate.

Ruefully — With regret or sadness about a mistake.

Outwit — To defeat someone by being cleverer.

Engulfed — Completely surrounded or swallowed.

Ravenous — Extremely hungry.

Mused — Thought carefully or spoke thoughtfully.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: repairing harm. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- How does Abigail try to correct her mistake?
- How do the friends prepare to enter the netherworld?
- Listening task: note one specific detail related to repairing harm. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 129 | Undoing Mistakes

Chapter 29 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What does Abigail's decision reveal about responsibility?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Condemned.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write an accountability statement that pairs responsibility with a concrete corrective action. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on repairing harm.
- Extend: challenge students to consider a competing interpretation of repairing harm and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain repairing harm, citing one precise episode detail. Success criterion: Distinguishes apology from restitution.

Episode 130 | The Dragonfly Colony

Chapter 30 • Runtime 7:13 • PREPARE & VIEW

Episode at a glance

- Separated inside the Netherworld, Abigail searches for Endera while Hugo and Calla encounter an extraordinary colony of dragonflies. Finding allies may be their only hope.

Learning goals

- Analyze cooperation across differences using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Barrier — Something that blocks a path or progress.

Metallic — Having qualities of metal.

Bulbous — Round and swollen in shape.

Regal — Looking or acting like royalty.

Crisscrossed — Crossed over one another.

Invincible — Too powerful to be defeated.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: cooperation across differences. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why do the friends separate?
- Who does Hugo meet while searching?
- Listening task: note one specific detail related to cooperation across differences. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 130 | The Dragonfly Colony

Chapter 30 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What does Hugo do when he reaches a blocked passage?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Barrier.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a short diplomatic message requesting help from the dragonfly colony. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on cooperation across differences.
- Extend: challenge students to consider a competing interpretation of cooperation across differences and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain cooperation across differences, citing one precise episode detail. Success criterion: Shows why cooperation may require mutual benefit.

Episode 131 | Queen Octonia

Chapter 31 • Runtime 10:30 • PREPARE & VIEW

Episode at a glance

- Abigail comes face-to-face with Queen Octonia, ruler of the Netherworld's spiders. But convincing the fearsome queen to show mercy won't be easy.

Learning goals

- Analyze persuasion and power using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Mandibles — Jawlike mouthparts of certain arthropods; spiders have chelicerae rather than true mandibles.

Chasm — A deep opening or gap.

Suspended — Hanging or held up without support from below.

Devoured — Ate greedily or completely.

Morsels — Small pieces of food.

Ominous — Suggesting something bad may happen.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: persuasion and power. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- How does Abigail find Endera?
- Why does Queen Octonia reject Abigail's story?
- Listening task: note one specific detail related to persuasion and power. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 131 | Queen Octonia

Chapter 31 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does Abigail try to negotiate?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Mandibles.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Draft a three-part appeal: request, reason, and respectful response to an objection. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on persuasion and power.
- Extend: challenge students to consider a competing interpretation of persuasion and power and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain persuasion and power, citing one precise episode detail. Success criterion: Adapts an argument to the audience.

Episode 132 | An Unwinnable Fight

Chapter 32 • Runtime 3:05 • PREPARE & VIEW

Episode at a glance

- Hugo and Calla plead with the Dragonfly King for help, but old rivalries stand in the way. Time is running out for Endera and friends.

Learning goals

- Analyze historical rivalry and negotiation using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Banished — Forced to leave a place as punishment.

Exiled — Forced away from one's home or community.

Barricade — A barrier built to block or protect an entrance.

Cocoons — Protective coverings spun by some insects.

Bristled — Reacted with anger or defensiveness.

Colony — A group of creatures living together.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: historical rivalry and negotiation. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- Why were the dragonflies banished?
- What persuades the colony to help?
- Listening task: note one specific detail related to historical rivalry and negotiation. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 132 | An Unwinnable Fight

Chapter 32 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Why is King Karran reluctant to fight?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Banished.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a compromise proposal acknowledging both parties’ concerns. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on historical rivalry and negotiation.
- Extend: challenge students to consider a competing interpretation of historical rivalry and negotiation and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain historical rivalry and negotiation, citing one precise episode detail. Success criterion: Addresses a counterargument without dismissing it.

Episode 133 | Return To Tarkana

Chapter 33 • Runtime 12:24 • PREPARE & VIEW

Episode at a glance

- As negotiations collapse, an unlikely alliance changes the course of the battle. But escaping the Netherworld is only the beginning.

Learning goals

- Analyze turning points and alliances using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Disintegrating — Breaking apart into small pieces.

Squadron — An organized group of fighters or flyers.

Daredevil — Someone willing to take dangerous risks.

Breakneck — Extremely fast and dangerous.

Venom — Poison produced by certain animals.

Horde — A large, often threatening crowd or group.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: turning points and alliances. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- How does the rescue change when the dragonflies arrive?
- What happens to Calla?
- Listening task: note one specific detail related to turning points and alliances. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 133 | Return To Tarkana

Chapter 33 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- Which actions show courage or teamwork?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Disintegrating.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a news report summarizing the turning point and its consequences. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on turning points and alliances.
- Extend: challenge students to consider a competing interpretation of turning points and alliances and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain turning points and alliances, citing one precise episode detail. Success criterion: Explains why the alliance matters causally.
- **Recap & Review — Chapters 28–33:** After completing this chapter group, use its Recap & Review worksheets to revisit the Netherworld, alliances, and the rescue.

Episode 134 | The Gift of Magic

Chapter 34 • Runtime 5:16 • PREPARE & VIEW

Episode at a glance

- Back in the world of witches, Abigail discovers the true power of her extraordinary magic. Unfortunately, a powerful enemy has been searching for it too.

Learning goals

- Analyze power and responsibility using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Acolytes — Devoted followers or assistants.

Cradled — Held gently and protectively.

Heartbeat — One beat of the heart.

Vicious — Violent or deliberately cruel.

Ancestor — A family member from long ago.

Banished — Forced to leave a place.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: power and responsibility. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What happens when Abigail tries to save Calla?
- What does Baba Nana reveal about Melistra?
- Listening task: note one specific detail related to power and responsibility. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 134 | The Gift of Magic

Chapter 34 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How does Calla's situation change?
- What changed between the beginning and end of this episode? Which moment best supports your answer?
- Which detail seems important for what might happen next? Explain why, without treating a prediction as certain.

Vocabulary in action

Ask students to locate or recall a context for “Acolytes.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a short code of conduct for using extraordinary magic responsibly. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on power and responsibility.
- Extend: challenge students to consider a competing interpretation of power and responsibility and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain power and responsibility, citing one precise episode detail. Success criterion: Connects power to consequences rather than spectacle.

Episode 135 | The Final Battle

Chapter 35 • Runtime 5:00 • PREPARE & VIEW

Episode at a glance

- On the journey home, Abigail comes face-to-face with the Viken. Everything she's learned will be put to the ultimate test.

Learning goals

- Analyze culmination of character learning using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Slavering — Drooling heavily, often with hunger or aggression.

Dazed — Confused or unable to think clearly.

Frantically — In a hurried, panicked way.

Shimmered — Shone with a wavering light.

Oblivion — A state of being unconscious or unaware.

Distraction — Something that draws attention away.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: culmination of character learning. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What danger awaits the friends near the Academy?
- What happens after Abigail uses a powerful spell?
- Listening task: note one specific detail related to culmination of character learning. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 135 | The Final Battle

Chapter 35 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- How do the friends respond to the viken?
- What new danger appears before the chapter ends?
- Facilitate a structured inquiry: Compare Abigail’s response to the Viken with an earlier moment of danger. Find two skills or attitudes developed along the way.
- Teacher look-for: Demonstrates growth with evidence from two episodes. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Slavering.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a claim-evidence-reflection paragraph about how Abigail has changed. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on culmination of character learning.
- Extend: challenge students to consider a competing interpretation of culmination of character learning and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain culmination of character learning, citing one precise episode detail. Success criterion: Demonstrates growth with evidence from two episodes.

Episode 136 | Abigail's Choice

Chapter 36 • Runtime 8:20 • PREPARE & VIEW

Episode at a glance

- As Abigail recovers from her greatest challenge yet, Vor offers her a future she never imagined. Now Abigail must decide where she truly belongs.

Learning goals

- Analyze belonging and autonomous choice using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Pungent — Having a strong, sharp smell.

Ointment — A smooth medicine applied to skin.

Reckless — Acting without enough care for danger.

Gingerly — Very carefully to avoid pain or damage.

Sanctuary — A place of safety or protection.

Gratitude — A feeling of thankfulness.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: belonging and autonomous choice. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What consequences does Madame Vex give Abigail?
- What choice does Vor offer Abigail?
- Listening task: note one specific detail related to belonging and autonomous choice. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 136 | Abigail's Choice

Chapter 36 • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What has Abigail learned about friendship and belonging?
- How does Abigail's decision reflect her growth?
- Facilitate a structured inquiry: Make a values map for Abigail's possible futures: relationships, identity, opportunity, and obligation.
- Teacher look-for: Explains a choice through values, not only outcomes. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Pungent.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a decision letter from Abigail explaining what matters most to her. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on belonging and autonomous choice.
- Extend: challenge students to consider a competing interpretation of belonging and autonomous choice and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain belonging and autonomous choice, citing one precise episode detail. Success criterion: Explains a choice through values, not only outcomes.

Episode 137 | Destroy Abigail?

Epilogue • Runtime 2:31 • PREPARE & VIEW

Episode at a glance

- Melistra questions Endera about the events in the Netherworld. What Endera reveals about Abigail's magic could alter the future of Tarkana forever.

Learning goals

- Analyze consequences beyond the ending using a specific action, line, or visual detail.
- Separate what the episode establishes from a plausible inference or prediction.

High-value vocabulary

Cryptic — Mysterious or difficult to understand.

Prophecy — A prediction about future events.

Fierce — Very intense or forceful.

Disappoint — To fail to meet someone's hopes.

Obeded — Followed an instruction or order.

Bruises — Marks on the skin caused by injury.

Before viewing

- Introduce one selected high-value word with a brief student-generated example; ask students to listen for its meaning in context.
- Frame today's inquiry: consequences beyond the ending. Ask students what kinds of evidence could help answer a question about this topic.
- Invite students to make a prediction based on the episode title and what they already know about the story. Record their predictions to revisit after viewing.

During viewing

- What does Endera tell Melistra?
- How does the epilogue introduce a new concern?
- Listening task: note one specific detail related to consequences beyond the ending. After viewing, use it to confirm, revise, or reject the opening prediction.

Episode 137 | Destroy Abigail?

Epilogue • DISCUSS, PRACTICE & ASSESS

After viewing • Evidence-based discussion

- What might Endera's observation mean?
- How does the ending prepare readers for another story?
- Facilitate a structured inquiry: Separate what Endera reports, what Melistra concludes, and what remains uncertain about the future.
- Teacher look-for: Distinguishes a cliffhanger from a resolved event. Invite students to name the precise episode detail that supports their conclusion.

Vocabulary in action

Ask students to locate or recall a context for “Cryptic.” Explain how the word works in that context, then write a new sentence using it accurately.

Writing connection

- Write a sequel prediction with one supporting clue and one explicit uncertainty. Require at least one accurate episode detail and an explanation of its significance.

Adapt the lesson

- Support: provide a three-box organizer labeled “What happened / Evidence / What it suggests.” Model one observation before independent work on consequences beyond the ending.
- Extend: challenge students to consider a competing interpretation of consequences beyond the ending and defend the better-supported reading.

Exit ticket

- Exit ticket: In one or two sentences, explain consequences beyond the ending, citing one precise episode detail. Success criterion: Distinguishes a cliffhanger from a resolved event.
- **Recap & Review — Chapters 34–Epilogue:** After completing this chapter group, use its Recap & Review worksheets to revisit resolution, character growth, and unresolved questions.