

All Thirteen
Discussion Guide
Grades 3-7

Before Reading: to activate schema, build background knowledge, and set a purpose.

- Before reading, have a class discussion to activate prior knowledge about Southeast Asia and cave diving and terms that correspond
- Ask Questions, Form Ideas*: Before reading look at the title and think of questions you have. Do you know anything about the topic? What are you wondering? Try to fill out the list of questions while reading.
- Frontload vocabulary (see vocabulary list)

During Reading: to engage students, check for understanding, and make connections.

- How do people prepare for the weather in Southeast Asia? What are the climate and weather like? (Ch. 2)
- What is the story of the Sleeping Lady? (Ch. 3)
- How are stalagmite and stalactite formations formed and what are their similarities and differences? (ch. 3)
- Why do you think this part of the cave is named “The Twilight Zone”? (Ch. 3)
- Do you think barefoot gives the boys an advantage or disadvantage? (Ch. 3)
- Why were the boys trapped in the cave? How did it happen? (Ch. 4)
- Describe a Karst Cave System and how it relates to flooding. (Ch. 5)
- What does Coach Ek do to ensure everyone remains calm? (Ch. 5)
- What does the experience of “scooping booty” refer to? (Ch. 6)
- Who is the caveman and how did he obtain that name? (Ch. 6)
- How is cave diving different than open sea diving? (Ch. 7)
- The author includes cave diving rules on page 46, who do you think the author included it? (Ch. 7)
- How did meditation help the boys survive? (Ch. 8)
- What are some challenges that the rescue team is facing? (Ch. 9)
- Why do you think Vern pushed for divers not affiliated with a professional organization? (Ch. 10)
- Explain what a “snatch” rescue is and why they had to do it? (Ch. 11)
- How does a child end up stateless? (Ch. 12)
- How does water impact the rescue? (Ch. 13)

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- Why did John and Rick refuse to go back inside Tham Luang? (Ch. 14)
- What happens to a body without food and water? (Ch. 15)
- Why was there a short window to find the boys? (Ch. 16)
- Why is Rick relieved to smell human feces? What does this imply? (Ch. 18)
- How do you think the boys felt when they met the divers? Did the feeling change when they were told they weren't being rescued at that time? (Ch. 19)
- What do you think helped contribute to the boy's positive attitude? (Ch. 20)
- How does the outside world help with the survival and rescue of the boys? (Ch. 21)
- What is the importance of choosing a good cave diver as a partner? (Ch. 22)
- What responses are triggered by Saman Gunan's death? (Ch. 24)
- What happened inside the War Room? (Ch. 25)
- Why do you think John and Rick wanted the children to undergo anesthesia? Why do you think this information wasn't advertised? (Ch. 26)
- How do they get the children out? Why do you think they were so willing? If you were put in that situation, would you be as willing? (Ch. 27)
- What influence does rain have on the rescue? (Ch. 30)
- Why were the boys kept in isolation? (Ch. 31)
- Why did the boys want to become novice monks? (Ch. 31)
- What life lesson did the boys learn? (Ch. 31)

After Reading: to summarize, question, and reflect.

- **Micro-/Meso-/Macro Environment Systems: Levels of Setting***: Notice the name and the aspects of a character's environment. This may be based on the author's information or on what you can infer based on text details. Then, think about which of these is essential based on the conflicts the character is experiencing.
- **Time = Parts***: In narrative nonfiction stories, the piece will have an overall topic with subtopics. Think of each time period and ask "What's this part mostly about?" "What's the first part?" Use the chapters to help figure out the parts. What seems to be the main idea?

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If your students enjoyed this book...

- Encourage them to continue to discuss it and refer to it in other lessons and conversations.
- Let them explore more about the topic by reading other books with similar themes, structure, characters, or content.