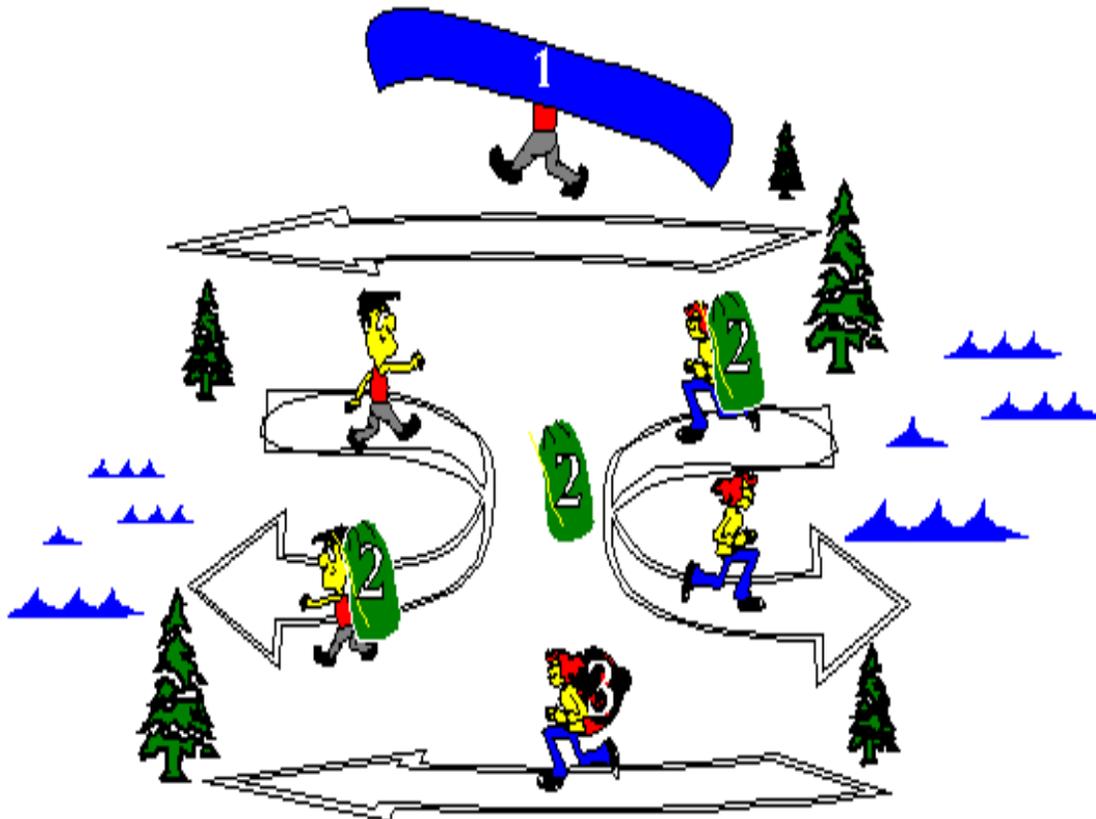


Adventure Craft

Junior English Language Arts (Grades 3,4, & 5)
Study of Fictional Text
LEARNING LOG



<http://www3.sympatico.ca/j.pledger/misc/image/portage.gi>

Name: _____

Adventure Craft Learning Log

Copyright: Barbara J. Smith

First Edition, October 2016
3600 Yonge St.
Toronto, Ontario, Canada M4N3R8

Author: Barbara J. Smith

For other access and permission to use this resource and
revise/customize it, please contact:
zpdschoolandcurriculumdesign@gmail.com

This document edition will be used as a pilot resource to support innovative schools. The intent of sharing this first version with students, staff and families, is so we can gather further input for future revisions of this living curriculum. All we ask is that if you use these materials that you give credit to the author(s) of this initial work, in your introduction.

Acknowledgement: Many thanks to Emily Walton at Headwaters Academy for providing editorial support for this initial draft.

PURPOSE of LEARNING LOG RESOURCE:

1. To support and guide English Language Arts (ELA) Curriculum
2. To support independent and paired study during station work or during home study (holiday or at-home interest/extended homework activities)
3. To add support as an enrichment or remedial resource (students can work at their own pace)
4. To provide a guide for peer teachers (older student buddies)
5. To provide a learning log (evidence of learning) built in to student resources

The ELA Challenge!



<http://www.canoeing.com/openads/adimage.php?filename=adbanner-internalnew1.jpg&contenttype=jpeg>

Trailblazer (Expert)	450 + points
Pathfinder (Apprentice)	400 - 449 points
Rookie (Novice)	< than 400 points

Challenge	Maximum Points
Word Canoe Vocabulary Quizzes	180
Perfect Semester Bonus ☺	20
Grammar Voyagers Quiz	30
Poetry Recital	20
Exaggerated Poem	20
Cinquain Poem	10
Poetry Quiz	25
On-line Comma Quiz	10
KWHLW Chart	20
Writing a Trickster Myth	120
Venn Diagram	15
Novel Symbols	30
Learning Log Challenge (complete tasks in book)	10
Classroom Work	10
TOTAL	500

Table of Contents

Page	Contents	Ontario Education Expectations
6	1. Word Canoe	ELA3A.2.4; ELA3C.3.1; ELA3C.3.2; ELA3C.3.3; ELA4B.3.1; ELA4B.3.2; ELA4C.3.2; ELA5C.3.2; ELA5C.3.3; ELA6C.3.2; ELA4C.3.3; ELA6B.3.2; ELA6C.3.2; ELA6C.3.2
15	2. Settings	ELA3B.2.1; ELA4B.1.7; ELA4C.2.2
Grammar		ELA3C.2.3; ELA3C.3.5; ELA4C.3.5
19	3. Verb Review	
20	4. Noun Review	
21	5. Pronoun Review	
22	6. Propulsive Adjectives	
Poetry		ELA3A.1.4; ELA3A.1.5; ELA3A.2.4; ELA3B.1.1; ELA3B.3.3; ELA3C.1.1; ELA3C.2.1; ELA3C.2.2; ELA3C.2.3; ELA3C.3.6; ELA3C.3.8; ELA3C.4.3; ELA4B.1.1; ELA4B.1.6; ELA4B.1.8; ELA4B.2.4; ELA4B.3.3; ELA4C.2.3; ELA4C.2.6; ELA4C.2.7; ELA4C.2.8; ELA4C.4.3; ELA5B.2.1; ELA5B.2.4; ELA5B.3.3; ELA5C.2.3; ELA5C.2.6; ELA5C.2.8; ELA5C.4.3; ELA6A.2.3; ELA6A.2.4; ELA6B.1.1; ELA6B.1.3; ELA6B.1.4; ELA6B.2.4; ELA6C.4.3
27	7. Rhyme Review	
28	8. Haiku Review	
31	9. Hyperbole, Simile and Cinquain Poems	
Sentences		ELA3C.2.4; ELA3C.3.4; ELA5C.2.4; ELA5C.3.4; ELA6C.3.4
52	10. End Punctuation	
55	11. Commas	
Myths		ELA3A.1.4; ELA3A.1.5; ELA3A.2.2; ELA3A.2.4; ELA3B.1.1; ELA3B.1.4; ELA3B.1.5; ELA3B.1.6; ELA3B.1.7; ELA3B.1.8; ELA3B.2.1; ELA3B.2.2; ELA3C.1.1; ELA3C.1.4; ELA3C.1.5; ELA3C.1.6; ELA3C.2.4; ELA3C.2.5; ELA3C.2.6; ELA3C.2.7; ELA3C.2.8; ELA3C.3.4; ELA3C.3.5; ELA3C.3.6; ELA3C.3.8; ELA4A.1.4; ELA4A.1.8; ELA4B.1.1; ELA4B.1.6; ELA4B.1.7; ELA4B.1.8; ELA4B.3.3; ELA4C.1.1; ELA4C.1.3; ELA4C.1.4; ELA4C.1.5; ELA4C.1.6; ELA4C.2.2; ELA4C.2.6; ELA4C.2.7; ELA4C.2.8; ELA4C.3.5; ELA4C.3.6; ELA4C.3.8; ELA5A.1.4; ELA5A.2.1; ELA5B.1.1; ELA5B.1.3; ELA5B.1.4; ELA5B.1.5; ELA5B.1.6; ELA5B.1.7; ELA5B.1.8; ELA5B.3.3; ELA5C.1.2; ELA5C.1.4; ELA5C.1.5; ELA5C.1.6; ELA5C.2.6; ELA5C.2.7; ELA5C.2.8; ELA5C.3.6; ELA5C.3.8; ELA6A.1.4; ELA6A.1.8; ELA6A.2.3; ELA6A.2.3; ELA6B.1.1; ELA6B.1.3; ELA6B.1.4; ELA6B.1.5; ELA6B.1.7; ELA6B.3.3; ELA6C.1.1; ELA6C.1.3; ELA6C.1.4; ELA6C.1.5; ELA6C.1.6; ELA6C.2.3; ELA6C.2.6; ELA6C.2.7; ELA6C.2.8; ELA6C.3.6; ELA6C.3.6
57	12. Reading Myths	
75	13. Trickster Writing Project	
Plays		ELA3A.1.4; ELA3A.1.5; ELA3A.2.2; ELA3A.2.4; ELA3B.1.1; ELA3B.1.4; ELA3B.1.5; ELA3B.1.6; ELA3B.1.7; ELA3B.1.8; ELA3B.2.1; ELA3B.2.2; ELA3C.1.4; ELA4A.1.4; ELA4A.1.8; ELA4B.1.1; ELA4B.1.6; ELA4B.1.7; ELA4B.1.8; ELA5A.1.4; ELA5A.2.1; ELA5B.1.1; ELA5B.1.3; ELA5B.1.4; ELA5B.1.5; ELA5B.1.6; ELA5B.1.7; ELA5B.1.8; ELA6A.1.4; ELA6A.1.8; ELA6B.1.1; ELA6B.1.3; ELA6B.1.4; ELA6B.1.5; ELA6B.1.7; ELA6B.3.3
85	14. The Lightning Thief	
93	15. Macbeth	
Novel Adventure Genre		ELA3A.1.4; ELA3A.1.5; ELA3A.2.2; ELA3A.2.4; ELA3B.1.1; ELA3B.1.4; ELA3B.1.5; ELA3B.1.6; ELA3B.1.7; ELA3B.1.8; ELA3B.2.1; ELA3B.2.2; ELA4A.1.4; ELA4A.1.8; ELA4B.1.1; ELA4B.1.6; ELA4B.1.7; ELA4B.1.8; ELA5A.1.4; ELA5A.2.1; ELA5B.1.1; ELA6A.1.4; ELA6A.1.8
98	16. Run	



First Thoughts -What I Know About

Poetry _____

What I Know About Prose _____

What I Know About Plays _____

What I Know About Myths _____

Essential Target (ET) - Identify, define & spell social & life science words & adjectives

ET - Use thesaurus to locate & use synonyms

1. Word Canoe



http://clipart-finder.com/data/mini/31-beaver_rowing_canoe.png

Each Monday students will either be a Word Trailblazer or a Word Pathfinder. Paddler's will spell words gathered from the Social Science class and Life Science.

Students will also have an opportunity to be Word Guides who dictate the words for the weekly quizzes and check classmates' work for accuracy. Students are encouraged to learn by studying in advance of quizzes and learning from mistakes, too. To help get more words into your canoe (into your head) try different strategies to see which work best for you!

- On sunny days you can do your dictations outside.

Strategies for Adding Words to your Canoe!

Make a spelling tree with your words.

o
ou
out
outd
outdo
outdoo
outdoor

Write one sentence in which you use the word correctly. (You will wind up with 20 sentences when you're done.)	Look at the word and see connections to similar words (explore; exploration)
Make a list of synonyms (same meaning) and antonyms (opposite) meaning)	Create an attractive anchor chart of words.
Find the silent or "ghost" letters.	Create an attractive word wall!
Write a story.	Predict word meanings.
Make a Word Search. Check out: http://puzzlemaker.discoveryeducation.com/WordSearchSetupForm.asp	Make a crossword puzzle. Check out: http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp
Draw a picture that shows the meaning of the words.	Find out rules for word endings ("ed", "ing"...)
Check out a thesaurus!	

Using a Thesaurus

- Take a look at what a thesaurus might pull up when you are trying to find different words to replace the word "art".

Art	Skill
	Talent
	Knack
	Ability
	Virtuosity

- A thesaurus gives you:
 - proper spelling of words.
 - the synonyms for words.
 - some antonyms for words.
 - none of the above.
 - some of the above.

- Read the following canoe terms and put them in the order you would find them in the dictionary:

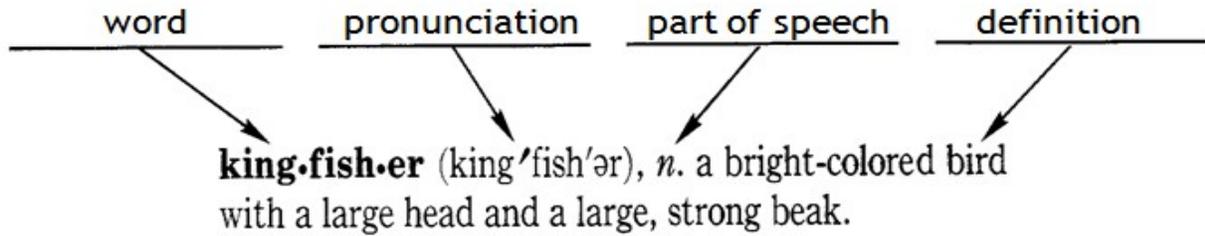
aft, air lock, aboard, aground, afloat

Dictionary Quiz

- Number the following words in dictionary order

	<u>dandelion</u>
	develop
	dynamite
	<u>dangerous</u>
	drain
	dance
	<u>dangling</u>
	dabble
	dog
	<u>danglers</u>

All dictionary entries have four main parts•



<http://img.photobucket.com/albums/v408/silverwolf42/parts.png>

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Canoe Words for Portage Mondays

Week 1 Guide	Week 2 Guide
<u>Theme: Words about Words</u> definition dictionary prefix suffix pronunciation syllables synonyms vocabulary vowels consonants	<u>Theme: Ancient Greece Life</u> Acropolis Agora Archaic Period Chiton Cuirass Delian League Democracy Ephors Helots Hellenistic Period
Week 3 Guide	Week 4 Guide
<u>Theme: Ancient Greek Life</u> philosophers Hoplite Oligarchy Olympics Polis Stadion Strategos Titans Trireme Tyrant	<u>Theme: Ancient Roman Life</u> aqueduct century cohort Consul dictator Dynasty fresco Gladius legion mosaic

Week 5 Guide

Theme: Ancient Roman Life orator
 plebeian
 praetor
 province
 quaestor
 republic
 rhetoric
 Senate
 tribune
 toga

Week 6 Guide

Theme: Ancient India Life
 monsoons
 Hinduism
 brahma
 reincarnation
 karma
 caste system
 Buddhism
 nirvana dukkha
 stupas

Week 7 Guide

Theme: Ancient Chinese Life loess
 Confucius dike
 emperor astronomer
 currency dynasty
 warlord civil service
 silk road

Week 8 Guide

Theme: Ancient Egyptian Life
 Ankh
 Colonnade
 hieroglyphics
 papyrus
 Pharaoh
 pyramid
 Sarcophagus
 Sphinx
 Rosetta Stone
 Obelisk

Week 9 Guide

Theme: Ancient Mayan Life cacao
 maize
 pok-a-tok Tikal
 Jasaw
 Mayan calendar
 merchants
 architects
 noble class
 peasants

Week 10 Guide

Theme: Middle Ages Life
 apprentice
 Baron
 Bishop
 Byzantine Empire
 Black Death
 castle
 chivalry
 Crusades
 Feudal System fief

Week 11 Guide

Theme: Middle Ages Life guild
 journeyman keep
 knight
 Magna Carta
 manor
 moat
 serf
 squire
 Vikings

Week 12 Guide

Theme: Renaissance Life
 Renaissance
 exploration
 caravel
 classical
 commission
 doublet
 Elizabethan Era
 harpsichord
 humanism
 lute

Week 13 Guide	Week 14 Guide
<u>Theme: Renaissance Life</u> Madrigal mannerism perspective playwright portrait realism Reformation Catholic Church Protestant Church triptych	<u>Theme: Early Explorer Life</u> Marco Polo cartographers navigation Columbus compass Astrolabe Amerigo Vespucci Cabot Magellan conquistador
Week 15 Guide	Week 16 Guide
<u>Theme: Early Explorer Life</u> Hernando de Soto Columbian Exchange Henry Hudson Robert La Salle diseases measles Smallpox Malaria Diphtheria Scurvy	<u>Theme: Indigenous People Life</u> Indigenous aboriginal Inuit Métis treaty displacement settlement traditional ethnicity population
Week 17 Guide	Week 18 Guide
<u>Theme: Indigenous People Life</u> migration dwellings caribou buffalo longhouses ceremonies scrapers woodland pottery lacross	<u>Theme: Indigenous People Life</u> missionaries potlatch assimilation agriculture reservations Reconciliation Commission discriminatory self-determination Inuksuit
Week 19 Guide	Week 20 Guide
<u>Theme: Industrial Age Life</u> (group determines words)	<u>Theme: Industrial Age Life</u> (group determines words)

Vocabulary Task for A Book of your Choice

Tricky Words from a novel of your choice:

Word	Meaning	Word	Meaning

ET - Form & ask hypothetical questions during drama improve.

2. Settings

Poems, myths and stories are influenced by common spaces, geographical locations, time, order or events and mood.

Common Spaces

- inside a neighborhood
- inside a house/apartment
- inside a room
- inside someone's imagination

The stuff inside a space helps make a setting.

- What are 8 items that help make up the setting of our school?

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

- Step outside and make a list of things you could include in a setting.



<http://www.theflesherton.ca/wp-content/uploads/2015/04/Kimbercote1-620x310.jpg>

Geographical Locations

The city, province/state, country, world or universe maps can provide millions of location options (Proper Nouns) to spice up your writing!

- Streets, Buildings/Stores
- Cities (Montreal, Paris, Sydney, Moscow)
- Provinces/States (Newfoundland, Manitoba, Maryland, California)
- Countries (Canada, England, USA, China, Zambia...)
- Continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica)
- Planets (Earth, Mars, Saturn, stars...)
- Places you make up (fictional stories)

Time is Setting, Too!

- Look at time clues to spice up your writing:
 - Morning, afternoon, evening (sunrise, sunset...)
 - _____ o'clock
 - clues from the past
 - clues from the present
 - clues for the future

Ordering Your Events

- Think about the best time for things to happen in a story?
- How much can the setting change throughout a story?
- Beginning setting
- Mid-story setting
- Ending setting

Mood Makers as Setting

Mood is the atmosphere created in the poem, myth or story.

- Examine clues that help make the setting play a big role in the story:

- weather
- feelings
- unusual or out of the ordinary things
- choice of words (formal, simple)
- fashion
- struggle or 'conflict'

Overview of **Conflict** Types

1. Person vs. Person
2. Person vs. Self
3. Person vs. Society
4. Person vs. Nature
5. Person vs. Supernatural
6. Person vs. Technology

<https://www.youtube.com/watch?v=KW5rhvmAu0c>

- In pairs begin each sentence with "what if" about what two living things that the rest of the group decides.
- How many sentences can each pair come up with - without repeating ideas.
- After, talk about how not knowing what you were presenting added tension or conflict to the mood and what role laughter helped everyone to take risks?

How well did you form & ask hypothetical questions during drama improv?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Grammar Voyageurs

3. Verb Review

- Based on the following examples, create a definition for "verb"

She *jumped* over the line.

He *is* going to college.

The students *were studying* in the library.

What do you think verbs do for a sentence?

Choose a link to demonstrate what you know about verbs.

- http://www.sheppardsoftware.com/web_games_vocab.htm
- <http://www.sheppardsoftware.com/grammar/verbs.htm>
- <http://owl.english.purdue.edu/owl/resource/730/1/>
- <http://www.instructorweb.com/lesson/verblesson.asp>
- <http://www.bbc.co.uk/skillswise/words/grammar/sentencebasics/verbsubjectagreement/game.s.html>
- <http://aliscot.com/bigdog/verbs.htm>
- <http://www.5min.com/Video/A-Verb-in-English-Grammar-439255131>

Now take this quiz and show your results to your teacher!

- http://aliscot.com/bigdog/sv_exercise.htm (quiz)
- <http://english-zone.com/grammar/find-a-noun1.html>

4. Noun Review

- Based on the following examples, create a definition for a noun

The *city* is near *Regina*.

Jerome is going to graduate from *college*.

In *November*, we salute the *courage* of *veterans*.

What does a noun do?

Choose a link to demonstrate what you know about nouns.

- <http://www.sheppardsoftware.com/grammar/nouns.htm>
- <http://owl.english.purdue.edu/owl/resource/730/1/>
- <http://www.chompchomp.com/terms/noun.htm>
- <http://www.5min.com/Video/10-Peculiar-Collective-Nouns-516945956>
- <http://www.youtube.com/watch?v=MZcka8Zg-uc>
- <http://www.writingcentre.uottawa.ca/hypergrammar/nouns.html>

Now take this quiz and show your results to your teacher!

- <http://www.softschools.com/quizzes/grammar/noun/quiz295.html>
- <http://www.yourdictionary.com/grammar/nouns/noun-quiz.html>

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

5. Pronoun Review

- Based on the following examples, state what you think the job of a pronoun is.

She will buy the groceries for *them*.

It is going to be an amazing day!

I am going to see *you* tomorrow.

What is the job of a pronoun?

Choose a link to demonstrate what you know about pronouns.

- <http://owl.english.purdue.edu/owl/resource/730/1/>
- <http://www.grammarbook.com/grammar/pronoun.asp>
- <http://videos.howstuffworks.com/discovery/29516-assignment-discovery-pronouns-video.htm>

Now take this quiz and show your results to your teacher!

- <http://www.softschools.com/quizzes/grammar/pronoun/quiz227.html>
- <http://www.bbc.co.uk/skillswise/words/grammar/interestsentences/pronouns/quiz.shtm>

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

6. Propulsive Adjectives

Adjectives add a driving force to a sentence or phrase by putting added muscle in to further describe nouns. The canoeists may paddle the boat through the creek, but it is the "current Olympic" paddlers in the boat, that gives the reader a more precise sense of the power and probable speed being generated by the craft.

Based on the examples, record what you think an adjective does best.

The shiny paint was left near the sturdy easel.

The infamous Michelangelo painted the rounded ceiling of the beautiful chapel.

With persistent effort and genuine commitment, you can improve your craft.

What do you think an adjective does best?

Choose a link to demonstrate what you know about adjectives.

- <http://www.chompchomp.com/terms/adjective.htm>
- <http://owl.english.purdue.edu/owl/resource/730/1/>
- <http://www.writingcentre.uottawa.ca/hypergrammar/adjective.html>
- <http://www.bbc.co.uk/skillswise/words/grammar/interestsentences/adjectives/quiz.shtml>
- <http://www.softschools.com/quizzes/grammar/adjective/quiz219.html>
- <http://eslus.com/LESSONS/GRAMMAR/POS/pos6.htm>

Grammar Voyagers Quiz (30 points)

- Fill in a missing adjective. (up to 3 points)

(a) The _____ portage was challenging for the
_____ canoeists.

(b) Jeremy is _____ about losing his _____ hat.

(c) Jasmine demonstrates _____ talent when she negotiates the rapids.

- Circle at least 5 adjectives in this passage. (5 points)

Why the Apples Are So Good - European settlers introduced apple trees to Canadian soil, with the apple packing industry beginning here in the 1840s. Production is concentrated along the southern shore of Georgian Bay where protection by the large, deep body of water reduces the chances of late Spring and early autumn frosts. Beside the shore the towering Niagara Escarpment that forms the Blue Mountains and is the slope that makes this Canada's busiest ski area confines warm lake air to small areas creating micro-climates ideally suited to apple growing. The soil conditions, ideal for viniculture in Niagara at the southern end of the Escarpment are equally supportive of apple growing in the Georgian Bay region. <http://www.applepietrail.ca/>

- Put round brackets around the adjectives in these sentences gathered from <http://www.applepietrail.ca/>. (12points)

(a) Welcome to Ontario's Apple Country - a special place where the moderating effects of Georgian Bay and the Niagara Escarpment create perfect conditions for growing amazing apples - and baking perfect apple pies!

(b) Travelling the quiet country roads of the Blue Mountains, enjoy the sweet aroma of blossoms in the spring; ripening fruit in the summer; brilliant colours in the fall and crisp sheets of white in the winter.

(c) By the warmth of the wood fired kitchen oven, generations of bakers refined and traded their recipes creating a heritage of apple pie second to none.

- Put () around the adjectives in the following: (10 points)

(a) The committed student attacked the difficult words so he could win the spelling bee.

(b) She was prepared to use a strong voice to spell each letter in the complex words.

(c) After the exciting competition, the students rushed off to dance class.

(d) "Boom" called out the enthusiastic dance teacher as he played the rap music on the CD player.

- Create a sentence with at least one adjective in it.
- Share it with your fellow classmates.

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Poetry Portage

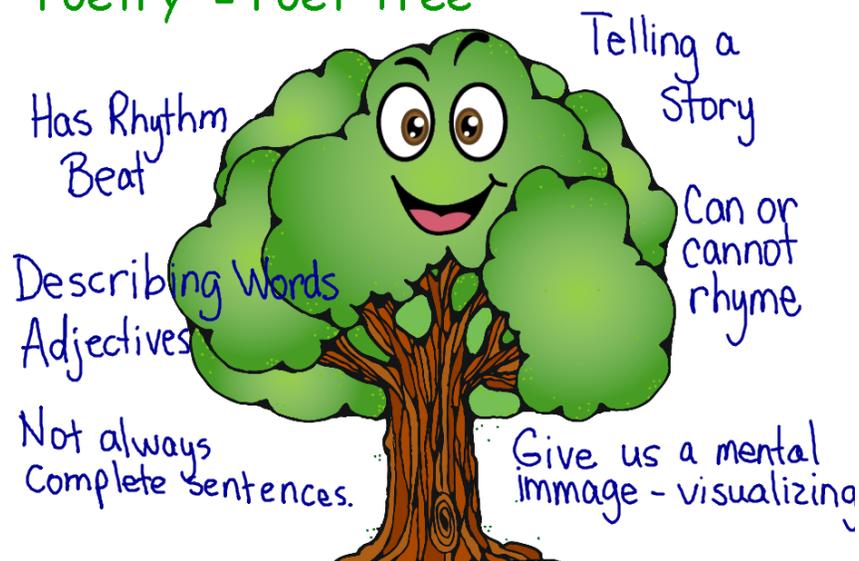
Poetry is a way to express various feelings. Poets do not use sentences; they use words and phrases to share ideas in many different poetic styles. Poems may use some punctuation, but many poems do not.

Prose uses sentences, so poetry is not prose.

This poetry portage will focus on analyzing and writing **descriptive poems**. Learning about and expanding your **adjective** bank will help improve descriptive poems. Many poets use **sensory words** to appeal to the reader's sense of sight, sound, smell, taste and touch.

Descriptive words help paint an **image** in your mind. Many words can describe settings that contribute to the **mood** and **tone** of a poem. This poetry portage will also focus on exaggerated descriptions (**hyperboles**).

Poetry = Poet Tree



[http://1.bp.blogspot.com/-](http://1.bp.blogspot.com/-IzPVKplnrRQ/T43cM6AWjPI/AAAAAAAAADWQ/iaSgTtEhRno/s1600/poet+tree.png)

[IzPVKplnrRQ/T43cM6AWjPI/AAAAAAAAADWQ/iaSgTtEhRno/s1600/poet+tree.png](http://1.bp.blogspot.com/-IzPVKplnrRQ/T43cM6AWjPI/AAAAAAAAADWQ/iaSgTtEhRno/s1600/poet+tree.png)

7. Rhyme Review

- Read through this poem about Martin Luther King and highlight the words that rhyme:

His Dream Lives On

Today is a day we all sing
In honor of Martin Luther King

Wherever people fight to be free
His name is remembered with dignity

When black people weren't treated right
He stood strong to lead the fight

He fought with love, not guns or darts
He changed peoples' minds and their hearts

But some people didn't like his words
He was taken away, to a better world

Yet his dream lives on, that all can be free
When we knock down the walls between you and me

Martin Luther King's life did not last
But his dream and his spirit are free at last



© ClassroomJr.com. All Rights Reserved.

<http://www.classroomjr.com/kids-poems-for-black-history-month/mlk-black-history-poem>



Writing a Descriptive Poem Using Sensory Images

Using pictures or photographs, complete the following

I See

I Hear

I Smell

I Touch

I Taste

8. Haiku Review

- Read the following haiku and circle the sensory words.

River paddles down
Canoe skin, metal,
bobbing Orange red on
blue

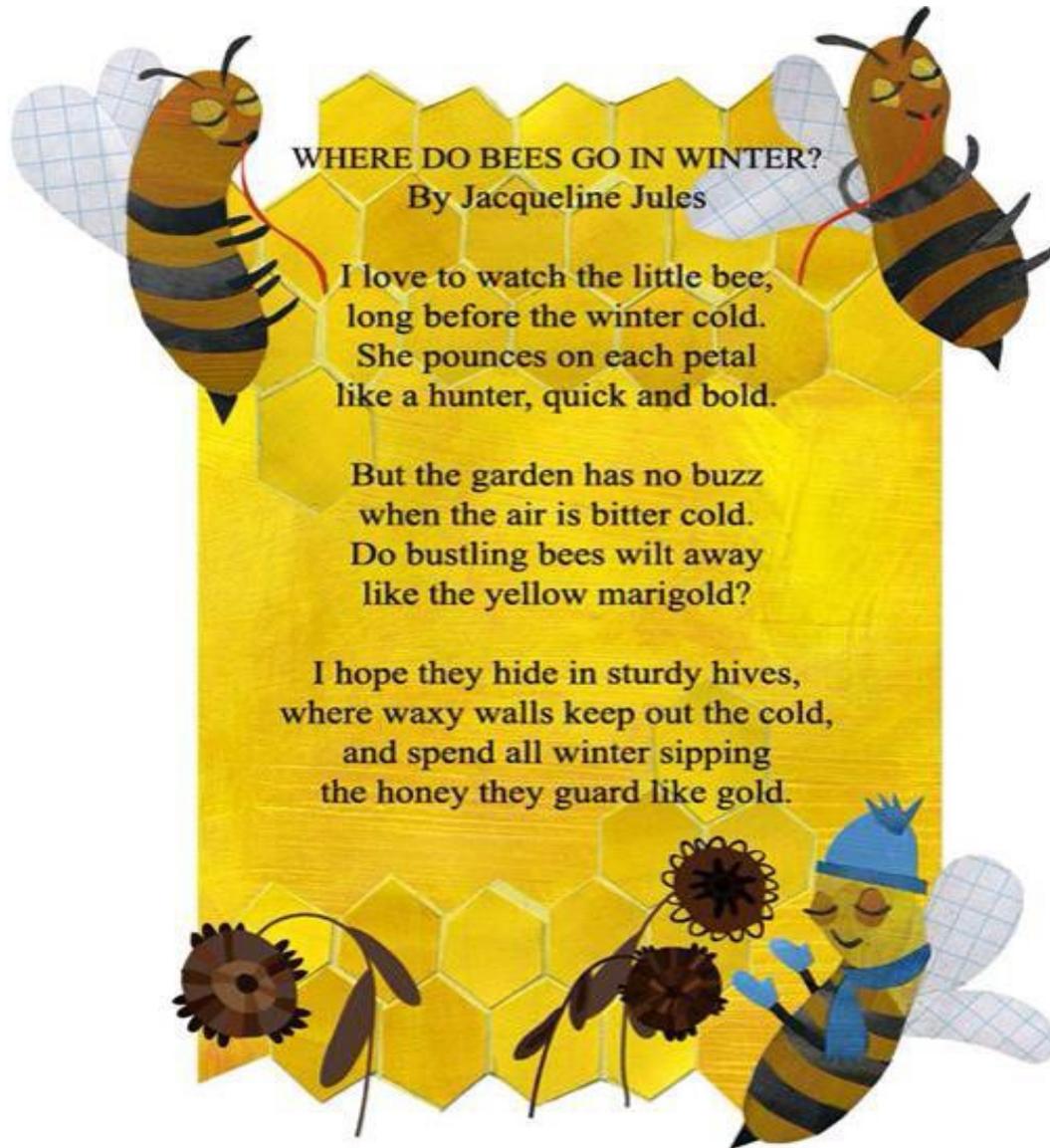
Copyright © Earl Schumacker | Year Posted 2014



Descriptive poems use adjectives.

- Read the following poem and put round brackets on each adjective.

<https://s-media-cache-ak0.pinimg.com/originals/37/4c/c4/374cc4697af3cab9cfa0eaf4c9544eb1.jpg>



- Put a star above the adjectives you think are better than others

9. Hyperboles, Similes and Cinquain Poems

(a) HYPERBOLES

- Exaggerating, or using hyperboles, is a fun way to write poetry.

HYPERBOLE

The king's nose was three feet long!



My dad can lift over two tons!



That food was so hot my ears were smoking!



That boy runs faster than a car!

I'm so tired I could sleep a year.



I'm 20 feet tall this month.

I must have walked a hundred miles!



He cried so long that he made a lake!

I'm so hungry I could eat a horse!



You have a million toys at your house!

Exaggeration makes something greater than it really is. You overstate something by claiming it may be bigger, better, faster, or smellier. **Hyperbole** is an outrageous exaggeration that emphasizes a point, and can be ridiculous or funny.

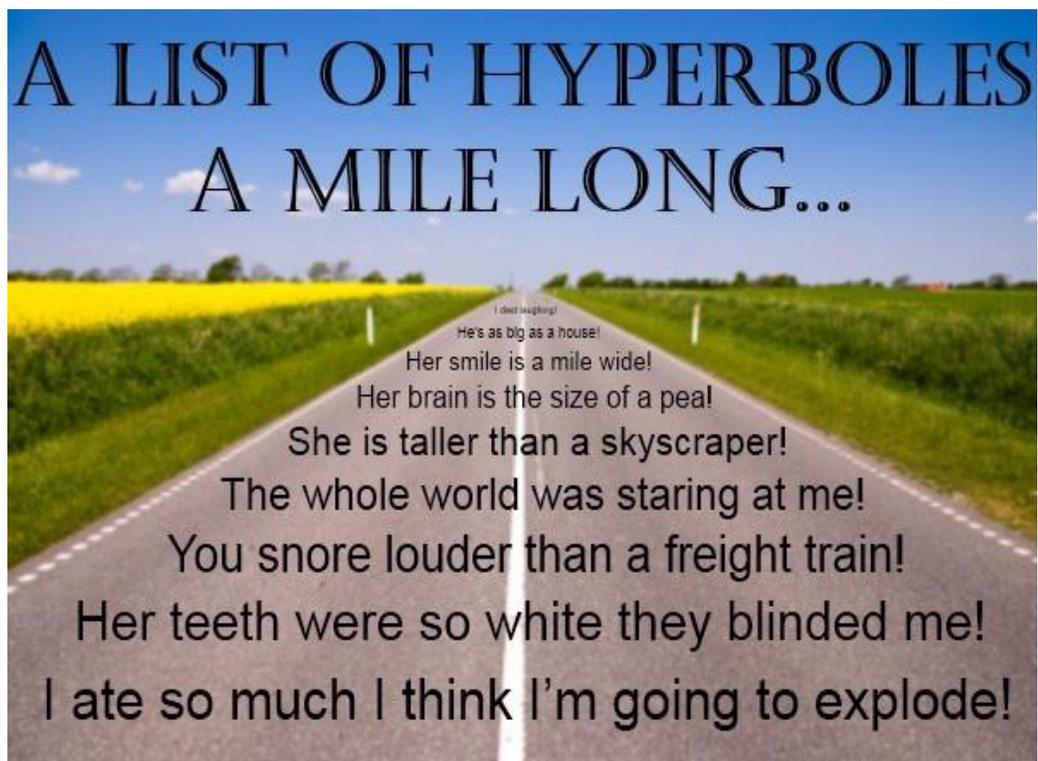
- Read the following examples of hyperboles:

You snore louder than a freight train.

My cat is as big as a house.

I can run faster than the speed of light.

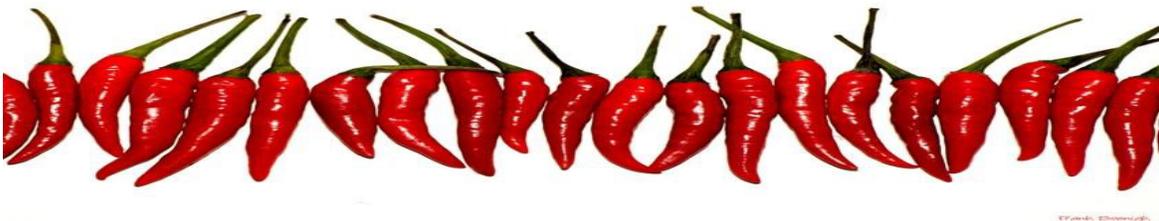
You could have knocked me over with a feather.



- Let's read a poem about the world's hottest hot pepper.

I Ate a Spicy Pepper

I ate a spicy pepper
From my brother on a dare.
The pepper caught my head on
fire And burned off all my hair.
My mouth erupted lava
And my tongue began to melt.
My ears were shooting jets of steam.
At least that's how they felt.
I ricocheted around the room.
I ran across the ceiling.
I dove right in the freezer
To relieve the burning feeling.
I drank a thousand soda pops
And chewed a ton of ice
To try to stop the scorching
Of that spicy pepper's spice.
At last, the flames extinguished,
I admitted to my brother,
"That pepper was the best one yet.
May I please have another?"



<https://joyerickson.files.wordpress.com/2012/02/spicy.jpg>

- Draw an image of something you could exaggerate.
- Then create an exaggerated haiku about our community.

- Find hyperbole's, adjectives, interesting nouns and powerful verbs

New Computer

We have bought a new computer
that's the fastest ever seen.
It has terabytes of mem'ry
and a forty-eight inch screen.
It has all the latest gizmos
and accessories galore.
It has every last peripheral
they carried at the store.
It has disk drives by the dozen
it has twenty-seven mice,
and it even has a microwave
included in the price.
It can teach you how to mambo.
It can play the violin.
It can calculate the distance
from Botswana to Berlin.
It can speak in seven languages
with scholarly finesse,
then defeat the world's grandmasters
in a tournament of chess.
It can conjure anti-gravity,
or build a time machine.
Our computer is undoubtedly
the fastest ever seen.
When we went and bought it yesterday
we thought it pretty neat,
but today our new computer
is already obsolete

The New Computer

Hyperbole	Descriptive Adjective	Interesting Nouns	Powerful Verbs

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Write your own DRAFT of an Exaggeration Poem (20 points)

Step 1: Pick something to write about.

Step 2: Pick one part of the thing you will write about.

Step 3: Make a list of ideas and turn them into a 2-stanza poem.

Step 4: Exaggerate and use hyperboles in at least 3 lines.

Title Choices:

Title Choice:

Print draft below and make changes to each

Self	Exaggerated Poem	Teacher
	Use of powerful descriptive adjectives	
	Included at least three hyperboles	
	Creative title	
	Changes made to each line in stanza	
	Draft written on every other line (make room for edits)	
TOTAL =		/20

(b) Simile

Similes compare two different things using "like" or "as" in phrases or sentences. (You can remember the word 'simile' because it looks like the word "similar".)

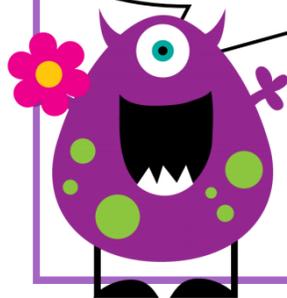
Examples of Similes

simile
a comparison between
two things that uses
LIKE or **AS**



http://images.digopaul.com/wp-content/uploads/related_images/2015/09/10/simile_3.jpg

I'm as hungry as a horse.
I'm cuter than a puppy.
I'm like a silly clown.



SIMILE

© Addie Williams 2012

<https://missgraysclassroom.files.wordpress.com/2016/12/simile.png>

- Check off the similes you have heard before:
 - As blind as a bat
 - As annoying as nails scratching against a chalkboard.
 - I was standing perfectly still, like a statue.
 - The cafeteria stew was as tasteless as mud.
 - By tomorrow, our house will be as clean as a whistle.
 - “...and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.” (Martin Luther King, Jr.)

Why use similes in poems?

Similes can make our language more descriptive and enjoyable. Writers, poets, and songwriters make use of similes often to add depth and emphasize what they are trying to convey to the reader or listener. Similes can be funny, serious, mean, or creative.

- In pairs, explain the simile:

“When it’s time for dinner, I’m **as hungry as** a tiger!”

Do you like this fun poem full of similes?

Yes no ?

I am **as quick as** a cheetah.

My **eyes** are **as blue as** the ocean.

My **ears** can hear like a rabbit.

My **brain** is **as smart as** a scientist.

My **nose** can smell like a bear.

My **heart** is **as big as** an elephant.

<https://1.bp.blogspot.com/-5hR084A286U/V0w1UCWGNHI/AAAAAAAAAIV8/oM43HkjFu8sn-dPMqLv9f9IsGqDHHA8-ACLcB/s1600/6a0120a8cae999970b01b8d068578d970c.png>

- Read this poem.
- Number the Lines.
- Then answer the questions that identify similes and imagery inside the poem.

Gathering Leaves

In autumn the falling leaves
 Run races on the paths,
 Tumble head over heels
 And catch against the tufts of grass

I gather them in a heap
 With a stiff bush and a rake,
 Though they are light as feathers
 And do the best of escape

Then splash right into the heap
 And the leaves wash over me
 With along swishing sound
 Like a wave of the sea

In line 7, what are "light as feathers"?

- A. tufts
- B. paths
- C. leaves
- D. waves

Which phrase below contains an example of a **simile**?

- A. Tumble head over heels
- B. Like a wave of the sea
- C. With a stiff brush and a rake
- D. A long swishing sound

- Write 1 simile about yourself. Remember to use "like" or "as."
-
-

- Create an acrostic poem on poster paper made up of similes using the initials of your first name:

Bouncy like a beach ball

Runs like a gazelle

Yellow hair as shiny as sunshine

Not as tall as a giant

Nice and sweet like a sugar cookie



<http://1.bp.blogspot.com/-Q1MkfZsz-B8/Vg1bwAcwoDI/AAAAAAAAABiE/lxpGGcypv5w/s1600/two%2Bpeas%2Bin%2Ba%2Bpod.jpg>

(c) Cinquain Poems

A cinquain poem is a shape poem. The origin of cinquain means "five."
The pattern for a cinquain poem is as follows:

First Line: one-word indicating topic

Second Line: Two **powerful adjectives** that describe the topic

Third Line: Three action **ing' verbs** that link to the topic

Fourth Line: phrase that build on the mood **or feeling** about the topic

Fifth Line: A detailed word about the topic.

- Take a look at the following example:

Apple
Juicy, sweet,
Grows, ripens, harvested
Keeps children healthy
Nutritious!

<https://extension.illinois.edu/apples/cinquain.cfm>

Some experts suggest that cinquain poems are organized using patterns of syllables. For instance, in England, one school defines a cinquain in the following way:

First Line 1:	2 syllables
Second Line:	4 syllables
Third Line:	6 syllables
Fourth Line:	8 syllables
Fifth Line :	2 syllables

An example of a Cinquain Poem:

My mum
Is so caring
She is always helpful
She is so beautiful and kind
Love you.

Adapted from <https://www.youngwriters.co.uk/types-cinquain>

- Write a cinquain poem and read it aloud (up to 10 points):

How well did you write cinquain poems?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Beginning a Life-long Anthology of Favourite Poems

- Put a star beside the poem you would like to submit for a class poetry anthology.
- Write a poem of your choice in your Learning Journal.

How well did you identify hyperboles?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

How well did you identify similes?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Extension:

*Memorize free verse poetry & identify flashback & foreshadowing in poetry & musical lyrics

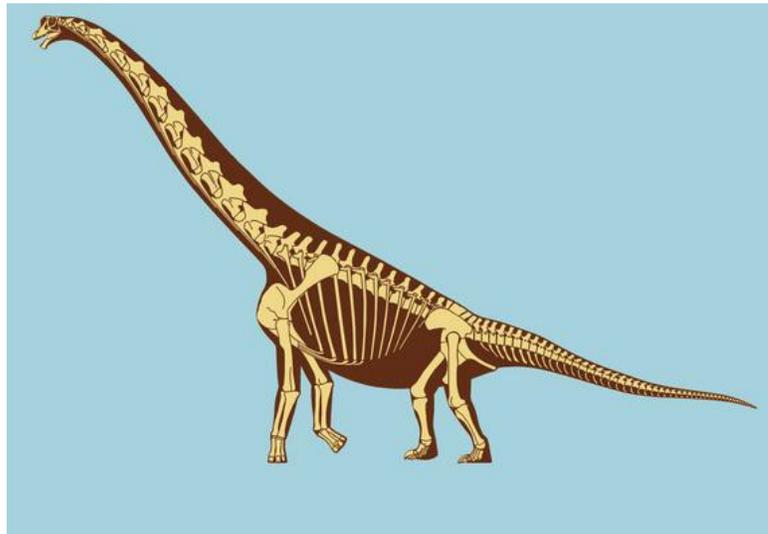
- Try choral reading the following poem:

Brachiosaurus Brak-ee-uh-sawr-us "ArmLizard" by Jack Preluctsky

Brachiosaurus had little to do
but stand with its head in the treetops and chew, it nibbled the
leaves that were tender and green, it was a perpetual eating
machine.

Brachiosaurus was truly immense,
its vacuous mind was uncluttered by sense, it hadn't the
need to be clever and wise,
no beast dared to bother a being its size.

Brachiosaurus was clumsy and slow,
but then, there was nowhere it needed to go, if
Brachiosaurus were living today,
no doubt it would frequently be in the way.



<http://www.livescience.com/images/i/000/033/754/i02/Brachiosaurus-color-121126-02.jpg?1353958359?interpolation=lanczos-none&downsize=640>.*

Poetry Recital (20 points)

1. You will be reciting a poem like an expert to your classmates at the

upcoming Poetry Recital on: _____.

2. Choose a poem from your anthology with 3 or 4 stanzas that you

3. know you can have fun with.

4. Pick a poem you enjoy. The more you like the poem, the more fun you can have.

5. When you recite your poem, use your outside voice for all to hear!

6. You may add an accent for effect, and hand and body movement, too!

7. At the end of your poem the audience should get an idea of your point of view based on what you chose to read and how you read it!

8. You are also encouraged to wear a costume to help everyone see you in character.

9. Practise with a partner MANY times, so the words flow off your tongue!

10. Memorize your poem for best results!

• Listen to some oral poems read on-line:

- <http://www.poetryfoundation.org/resources/children/video>
- <http://www.poetryfoundation.org/features/video/series/detail/74646>

...

Self	Speaking Technique	Teacher
	stressed key words in poem	
	volume good for audience to hear	
	pace was good for all to follow	
	costume/props suited poem	
	poem was memorized (you crushed it!)	



Audience Ask?

- Did I infer my point of view?
- What do you think it was?

Describe different points of view you think might have been inferred during two readings of poems during the poetry recitals!

Maybe someone can take your photo of your presentation and place it here:



<http://www.550990.com/upload/photo/00/15/33/64/153364.jpg>

Poetry Quiz

- Read the poem, *The Sea*, and respond to the questions:

The Sea by James Reeves

The sea is a hungry dog,
Giant and grey.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And 'Bones, bones, bones, bones! '
The giant sea-dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides over the cliffs,
And howls and haulers long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet,
he scarcely snores.

1. What words does the author use to create the setting in this poem? (4 points)

2. What features below provides the best evidence that "The Sea" is a poem? (1 point)

- A. it is about the sea
- B. it has rhythm
- C. it does not contain rhyme
- D. it contains imagery

3. How is the sea different in late spring than it is the rest of the year? (1 point)

- A. rougher
- B. deeper
- C. calmer
- D. more blue

4. What are 2 tools the poet use (alliteration, imagery, hyperbole...)
Give examples as proof (4 points)

5. What happens when the sea is not calm? (1 point)

- A. it howls
- B. it plays no more
- C. Puts its head between its paws
- D. Scarcely snores

6. What was the author's purpose for writing this poem? (1 point)

- A. to persuade
- B. to inform
- C. to frighten
- D. to entertain

7. Name 4 descriptive adjectives, 2 powerful verbs and 2 interesting nouns.

Descriptive Adjectives	
Interesting Nouns	
Powerful Verbs	

8. Draw an image of the poem and label it (5 points)

Teacher Telegram

Dear Ms. Rogers,

Dear _____,

Sincerely,

10. Kevlar Sentences

KEVLAR. A synthetic material five times stronger than steel; used in making aircraft tires and canoes of exceptional lightness and strength

- <http://www.paddling.net/guidelines/showArticle.html?73>

Just as a canoe can be made of material five times stronger than steel, sentences can be revised to be much stronger, too. Great writers know how to use and punctuate 4 different types of sentences:

Sentence Type	Example	Improved Sentence
Assertive	The campers paddled to the portage.	The powerful campers propelled their durable canoes through the reeds to the edge of the rigorous portage.
Interrogative	When is the best time to go canoe tripping?	When is it the ideal season for a canoe expedition?
Exclamatory	The guide tripped on a root and	The surprised guide stumbled on a protruding root and smashed the wooden canoe!
Imperative	Stay low in the canoe so you won't tip.	Kneel down in a canoe to prevent it from capsizing.

- Imagine you are going on a canoe ride and record 4 different types of sentences about your experience

Sentence Type	Imaginary Canoe Trip
Declarative	
Interrogative	
Exclamatory	
Imperative	

- Take a closer look at the difference between the first sentences and the improved sentences.
- What words improved the sentences?

- Where can you find synonyms to replace weaker words with stronger (more Kevlar-like) words?

Use a _____.

TECH TIME:

Now take this quiz for fun and show your results to your teacher!

- <http://www.softschools.com/quizzes/grammar/punctuation/quiz272.html>
- <http://www.dailygrammar.com/emails/Quiz%20331-335.htm>

Need Extra Help?

If you are stuck you can explore the following websites and your *Painless Grammar* resource:

- <http://www.worksheetworks.com/english/partsofspeech/sentences/identify-types.html>
- <http://www.rhlschool.com/eng3n21.htm>
- <http://www.articlesbase.com/videos/5min/239404560>
- <http://www.schooltube.com/video/06a0af78c0d9eeef43fb/types-of-sentences>
- <http://www.oswego.org/ocsd-web/quiz/mquiz.asp?filename=msmith5commas>

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Interrogative (asks a question)

Declarative (makes a statement)

Imperative (gives a command or makes a request)

Exclamatory (expresses strong feelings)

Record the sentence type beside each example:

Trailblazers is a special course at Inspiration Academy.

What country would you like to represent at the United Nations?

Commit.

You are going to graduate from college!

Extensions

*use appropriate subject-verb agreement in sentences



11. Commas

In addition to end punctuation, sentences require proper punctuation when commas are needed to separate lists, or ideas. Based on the following examples, create a definition for a comma. You and your partner can work out the wording together if you like.

Examples:

You will need your **laptop, a pen, a** highlighter and a pencil.

You may want to come to school Friday **morning, but** this day you may sleep in.

Jalen, who played with the "Fab 5", **is** a great reader.

Dear Dr. **Drew,**

You will graduate from high **school, and** you will graduate from university.

June **28, 2018, will** be the graduation day for students at Inspiration Academy.

Your teachers will **help, however,** you will have to step up and ask for **help, too.**

View the following websites and put a * beside the ones that you think can help you learn the most!

- <http://grammar.ccc.commnet.edu/grammar/commas.htm>
- <http://www.youtube.com/watch?v=JgTv80GnZFo&feature=related>
- <http://www.youtube.com/watch?v=yQ5YhxLsFSU&feature=related>
- <http://owl.english.purdue.edu/owl/resource/607/02/>
- <http://www.grammarbook.com/punctuation/commas.asp>
- <http://www.youtube.com/watch?v=Ua197s8d2TA&feature=related>

- Now take this *On-Line Comma Quiz* and show your results to your teacher! (up to 10 points).

You must score 8 out of 10 to move on.

You may need to try this quiz a few times!

http://www.grammarbook.com/grammar_quiz/commas_1.asp

GOT IT!

- Step outside and make a list of adjectives and nouns using commas to separate each idea.
- Place the phrases inside a giant comma that can be decorated with natural materials.
- Post these comma trees on a bulletin board.

Extension:

- What is the difference between a contraction and an apostrophe?



Myths



<http://In/cmc/exhibitions/aborig/grand/images/ghraven.gif>

ET - Examine setting, conflict (person vs. self) in myths.

12. Reading Myths

The Raven in many indigenous communities is considered a cultural hero, trickster, and transformer. According to the Canadian History Museum:

Raven put the sun and moon in the sky, created the rivers and lakes, brought plants and animals to the land, and released humans into the world by opening a giant clam shell. He gave the people fire, and brought light to the earth by stealing it from the Spirit of the Sky World, who kept it in a tiny box within a series of bigger boxes. Capable of doing both helpful and harmful deeds, Raven taught humans important skills, as well as causing them trouble by performing mischievous antics...

(<http://www.historymuseum.ca/cmc/exhibitions/aborig/grand/gh01eng.shtml>)

Extension:

As a special tribute to the Raven, Architect Douglas Cardinal designed the Grand Hall of the Canadian History Museum in the shape of a gigantic canoe. He was inspired by the myth of Raven's magic canoe – a vessel that could shrink to the size of a pine needle or become as large as the entire universe.

- For 20 points, interview the person beside you and record their responses to the following questions about myths:

KWHLW CHART		
INTERVIEW?'s	Class neighbor	Me
What do I know?		
What do I want to learn?		
How will I find out?		
What have I learned?		
What do I still want to know?		
TOTAL POINTS		20



Myths...

- in Greek, means 'mythos' or 'to tell a story'.
- were passed on as oral stories (before books were invented).
- are something made up (untrue) but may be something believed by the person telling the story (i.e. can be linked to religious or cultural beliefs)

Myths	Legends	Folktales
Can explain natural events and usually involve gods or goddesses Purpose: teach lessons promoting wisdom, and entertain.	Based on historical fact about a person or event, but untrue (Robin Hood) Purpose: share adventure	Stories of ordinary people and nature Purpose: entertainment

Myths can also:

- have conflicts (person vs. self; person vs. person; person vs supernatural; person vs the environment)
- involve some supernatural power.
- include historical facts

There are many different types of myths:

- Nature Myths
- Hero and Heroine Myths
- Creation Myths
- Disaster Flood Myths (Fire, Flood...)

Nature Myths - Different cultures can have their own myths about the same thing. Myths about bees, for instance, is a common 'nature myth'; the fascination with how bees do things goes back about 20,000 years when people made hives for bees to live in. Bee myths are distinct in Africa, Australia, Brazil, and Thailand.

- Read the topic sentence of each bee myth and make a prediction.
- Draw and label an image to show the myth visually.

African Bee Myth

Bee was a kindly creature. One night, Mantis needed to cross a great, flooded river to reach his family, and asked Bee for help. Bee offered to carry Mantis on her back. She flew over the raging waters but was beaten down by a strong wind. Bee was dangerously close to the waves when she saw a magnificent flower floating on the water. Bee dropped Mantis onto the flower, fell beside her, and died of exhaustion. When the sun rose, curled up on the flower was the first human being – bee's sacrifice.

After reading the first sentence I predicted: _____

Image goes here:

African Bee Myth

Australian Bee Myth:

Two Numerji brothers went on walkabout. They came across some bees collecting the sweet nectar from flowers. The brothers wondered how they could follow the bees back to their nest. The older brother had a bright idea. He attached a thread of sticky spider web to a bee. This made the bee easy to follow, and the younger brother ran after it. He tracked the bee to a hollow tree. There he found a delicious honeycomb – or sugarbag as Aboriginal Australians still call it today.

After reading the first sentence I predicted: _____

Image goes here:

Australian Bee Myth

Brazil Bee Myth

In the beginning, honey was found in huge pots on the ground, and people ate as much as they liked. The gods looked down and were greatly displeased. "Those humans are becoming fat and lazy," they said. The gods commanded the bees to build honey comb high in the tall jungle trees. Now people had to work hard to climb up and get the honey.

After reading the first sentence I predicted: _____

Image goes here:

Brazilian Bee Myth

Thailand Bee Myth

Long, long ago, elephants did not have trunks. One day a terrible forest fire swept over the land. To escape the smoke, the honey bees hid inside the elephants' mouths. The elephants trumpeted angrily, but the bees would not come out. The elephants blew so hard, their mouths stretched out into trunks. In desperation, the elephants breathed in the stinging smoke and the bees finally buzzed off. Since then, bees have always built honeycomb in hollow trees, because it reminds them of elephant trunks.

After reading the first sentence I predicted: _____

Image goes here:

Thailand Bee Myth

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

- Select two of the bee myths and compare them.
- Use the Classroom Chat question to guide your discussion

Classroom Chat

Myth 1:

Myth 2:

Connections to the current events:

How does author use mood?

How does the author use the opening paragraph to hook?

Do you think the main character had a 'person vs self' conflict?

Point of view authors and what if's ?'s - alternative

INFER- READING BETWEEN THE LINES - anything being implied?

Hero and Heroine Myths

Most myths have a hero or heroine who is brave, clever or strong. Some examples of heroes include: Perseus, Maui, Sigurd, Jason and Beowulf. Heroines include: Athena and Demeter, Atalanta, Helen and Ariadne.

In these myths, the heroes or heroines may:

- have special skills when they are young
- go on a quest or journey to find something
- need to complete a strenuous task such as defeat a nasty creature
- be a good role model (well liked)
- have a weakness
- bring gifts to people
- struggle with themselves (person vs. self conflict)
- die in a memorable way

Maui, for instance, is a New Zealand Maori hero who was able to trick the fire goddess to get fire for his people.

Who is a modern-day hero or heroine in movies or television programs?

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Stereotypes - According to Wikipedia:

A **stereotype** is an idea or belief many people have about a thing or group that is based upon how they look on the outside, which may be untrue or only partly true. **Stereotyping** people is a type of prejudice because what is on the outside is a small part of who a person is. Stereotypes might be used as reasons to discriminate against another person, or sometimes for a humorous effect in many television programmes.

(<https://simple.wikipedia.org/wiki/Stereotype>).

- Do you think myths contribute to stereotyping heroes or heroines?

The Creation of Turtle Island (Adapted from <http://www.native-art-in-canada.com/turtleisland.html>)

The Ojibwa and some other First Nations people, refer to the world as Turtle Island. Different people have different ways of telling the story of how this part of the world was created... But this is what I was told about how the world came to be... Kitchi-Manitou...created the universe and everything in it...

<One day> he looked around and saw that Mother Earth, *Muzzu-Kummik-Quae* seemed to be well. The animals that wandered the land, that swam in the seas and flew in the air held each other in balance as did the trees, the grasses and the thorns.

But on closer look, Manitou realized that something else was possible. He had another vision. He realized that there was one more thing that he could create. He could put on the world a special creature who, like himself, could dream.

All other animals Manitou had simply "declared" into existence. But he wanted these new beings to be able to have visions - to see new possibilities for themselves and others so he knew he had to pass on his own spiritual essence... Kitchi Manitou, the greatest of spirits, the most powerful being in the universe had to ask a woman for help...He asked if she would love and nurture his children. Sky Woman agreed...Sky Woman became pregnant with the children of Kitchi Manitou.

Sky Woman went down to Mother Earth to make preparations for the birth herself. She bent trees for a lodge. Tanned hides to cover it. Dried meat for the winter. Many animals passed by to ask what she was up to. She explained that she was carrying Manitou's children and was preparing a home for them. The word spread across the world. Most creatures were happy and excited that Manitou had given them the gift of his children. But not the Water Manitous. They were mad!

...every life form that lived on Mother Earth needed water and the supply of water was controlled by the Water Manitous. They knew that Kitchi Manitou was the most powerful of spirits and if his children walked the Earth their powers over the water would be diminished. Actually, the Water Manitous weren't just mad. They were enraged!

In retaliation they used their powers to cause a great flood that spread across the entire world. As the waters rose and destroyed her encampment Sky Woman retreated to the Moon. She looked down in dismay. Water covered the land, her man was gone who knows where, and she - pregnant with his children -was left to handle the chaos by herself...

But like every woman, Geezhigo-Quae had a mind of her own. She wasn't helpless. She knew that she could influence her own destiny. She could have a say in how things turned out. She made a plan. Although the world was inundated with water below her, Sky Woman could see a few animals that were not under the total control of the Water Spirits. That was because although they breathed air, they knew how to swim!

The first creature she called to her aid was the giant turtle. But she asked other creatures to help her, too. The loon, the beaver, even the little muskrat were among her assistants that day.

What she told them was this. "I don't have all the powers of creation that Kitchi Manitou has. But I'm a woman and I have a special gift. I have the power to re-create. I can re- create Manitou's world, but I can't do it by myself. I need your help. I need you to dive deep. I need you to dive deep enough that you can bring me a handful of the original soil made by Manitou. The soil will be the seed I use to re-create the Earth."

All day long the animals took turns trying. The giant sea turtle went first because he was the biggest. He tried and tried but couldn't descend to the bottom of the rising waters. When he came to the surface for the last time he invited Geeshigo-Quae to come down from the Moon and sit on his back so that she could direct the operations.

All afternoon the loon and the beaver took turns diving but they just couldn't get to the bottom of the murky depths. At the end of the day it was only the little muskrat who hadn't given it a try. Not because he didn't want to help, but because everyone knew that muskrats don't really dive deep. Muskrats live in shallow sloughs, or at the edge of rivers and lakes. You'll never see them swimming in the deepest water.

But if you look at your own life, you'll see that there are times when you just have to give up your old story about what you can or cannot do. Sometimes in your life you have to burst from the confines of your story and grow into a more capable person.

That day, long ago, the muskrat decided that with no one else available to help it was up to him to do the job. He took a deep breath. Then another. And another. Then in an instant he disappeared below the surface. Sky Woman and her friends waited. They waited and waited... but the muskrat didn't return. The sun dipped below the horizon. They waited. The moon cast a sad blue glow across the water. They waited. It was a long night.

As the sky grew light Geezhigo-Quae scanned the waves. She strained to catch sight of the muskrat. Suddenly she gasped. She pointed across the water. Something floated in the distance. The turtle swam quickly towards it and as they got close Sky Woman realized it was the muskrat...but he was dead. She pulled him from the water, sad that he'd given his life trying to help her build a home for her children. She cradled him in her arms and saw that one of his paws was clutched tightly. Gently she pried it open. There was the soil from Manitou's world! The little muskrat did it! He did what the bigger animals couldn't. He did what no other muskrat had done before. Geezhigo-Quae was so happy. Now she could create a home for Manitou's children!

To thank the muskrat she bent over and breathed life back into him . . . which is why we still have muskrats today. Then she took the soil and breathed into it the characteristics that would allow it to provide nourishment, shelter, teachings and incentive to the beings that would live upon it. That soil she rubbed on the turtle's back. She rubbed the soil round and round. As she did so the Muzzu-kummick-quaе again took shape above the water. Geezhigo-Quae continued to move over the new soil. She walked in wider and wider circles. And the Earth was re-created. Forever after the Ojibwa called this land Turtle Island.

Then Sky Woman gave birth. Eventually Kitchi Manitou returned and was grateful to Geezhigo-Quae for her strength and her compassion.

He decided that she must have a new name . . . a name that would always be voiced with honor and respect. Thereafter she was known as Nokomis - the Great Mother, creator of the Anishinabeg, the Good Beings. The children of Kitchi Manitou and Nokomis had children...and the children had children. As time went on and people spread across the land they sometimes called themselves Ojibwa, sometimes Chippewa, or Ottawa, Pottawatomi and Mississauga.

- Use the Classroom Chat questions to guide a discussion about Turtle Island:

Classroom Chat

Connections to the current events

--	--

How does author use mood?

--	--

How does the author use the opening paragraph to hook?

--	--

Do you agree with main character decisions /author?

--	--

Point of view authors and what if's ?'s - alternative

--	--

- Read and re-tell the Myth of Kakabeka Falls using the words: "setting", "characters", "conflict" and "theme".

The Myth of Kakabeka Falls <http://www.thunderbaynet.com/history.html>

The peace-loving grand old leader of the Ojibway tribe, Chieftain White Bear, was interested only in the safety of his people. Chief White Bear was greatly disturbed to learn that large numbers of the Sioux were approaching his tribe's encampment at the mouth of the Kaministiquia River, with the intention of destroying his tribe. Too old to go to battle himself and not knowing how to stop the enemy, the old Chief was worried. Seeing her father's dilemma, Princess Green Mantle came up with a plan. She hurriedly left the camp and paddled up the Kaministiquia River. She had been up the river in a canoe with her brother many times and knew of the Great White Falls. She left her canoe at the bottom of the falls and ran until she was well above the waterfall. Soon she was within sight of the Sioux Camp.

She walked into the camp of her tribes biggest enemies. They pounced upon her and captured her. Pretending to have lost her way, she fooled them into thinking she was very scared. Green Mantle was taken before the Sioux Chieftains and they decided to kill her. Bargaining with them she continued her plan and told them that if they would spare her life she would take them to her father's camp. The Sioux Chiefs were happy with this and the following morning the Princess was placed in her canoe and the Sioux followed in theirs. Green Mantle had suggested the Sioux should tie their canoes together to form a chain so that they would not get separated. But, she had not told them about the falls and as they turned the bend of the river, they plunged headlong into the great gorge, killing all.

Princess Green Mantle of course lost her life but her tribe were saved from the hands of the most feared of all Native tribesmen. The Great Manitou looked kindly upon the brave little maiden, and if you take the trouble to walk down the viewing pods, the monument of Green Mantle can be observed in the mist as memory of the Princess who gave her life for her people.

Other Ontario Myths

<http://www.frontenacarchbiosphere.ca/explore/fab-heritage/myths-and-legends>

- Read through the following heroine myth and describe
 - (a) the problems she had to overcome
 - (b) what helped her along the way

Atalanta and the Wild Boar

When Atalanta was born, her father was disappointed the child was not a boy. Atalanta was taken into the mountains to die, but a she-bear looked after her. Growing up in the wilds she became an expert hunter and a fast runner. There was a competition to kill a huge wild boar and Atalanta joined in the hunt. The boar ambushed the hunters, killing many of them, but Atalanta wounded it with an arrow. She won the skin of the boar for being the first to hit it. She refused to marry anyone unless he could outrun her in a 100 meter race. Many young men tried until a Prince named Melanion beat her by throwing golden apples in front of her.

Problems	Helpers

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Creation Myths

Myths that share a theory about the beginning of time or the universe are called *Creation Myths*.

- Read the following *Creation Myths* from China and India and describe what ideas were surprising.

The Cosmic Egg (Chinese Myth)

In the beginning there was a huge egg that held all the opposites — hot and cold, light and dark, wet and dry. Also inside was Phan Ku, a giant who was covered in hair. He had horns on his head and tusks sprang from his mouth. Phan Ku broke out of the egg and separated the opposites through all the world. Every day he carved out the mountains and oceans with his chisel and mallet. And every day, for 18,000 years he grew three metres taller. When Phan Ku died his skull became the sky, his breath, the wind, his flesh, soil, and his blood, rivers. The fleas in his hair became human beings

The Tree of Life (Indian Myth)

In the beginning there was only water. Life came from the water when a mighty tree emerged and grew up to the sky. But there was a worm inside the tree and it slowly devoured the tree from the inside out. The wood dust fell into the water and gradually formed into the world.

In the Cosmic Egg Myth, I was surprised by...

In the Tree of Life Myth, I was surprised by...

Disaster Myths

Natural Disasters make for interesting myths. When there have been stories of huge floods or fire, myths sometimes explain them as punishment for people who die and survival for people who live their lives in good ways.

- Read the following Aztec Myth and then draw and label an image that comes to mind.

The Aztec Ark (Aztec Myth)

When the people on Earth became wicked, the god of the rain, Tlaloc, became angry and made it rain heavily. But Tlaloc saw that there were two good people, named Tata and Nena. So he warned Tata and Nena that a great flood was on the way. He told them to make an ark by hollowing out a huge tree trunk. The rain got heavier and Tata and Nena worked quickly to make a hollow log. Just as the flood hit, they climbed inside and were swept away. Eventually the rain stopped and the land appeared again. The Aztec ark had saved Tata and Nena.

How well did you examine setting, conflict (person vs. self) in myths?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Extension:

*Develop & present your own oral story and share with your classmates.

ET - Write single paragraphs & use commas effectively.

ET - Write a trickster myth & compare a character to self.

ET - Speak persuasively using technology (presenting PP).

13. Writing Myths: The Trickster Writing Project

Many myths feature the 'trickster'.

"Tricksters are among the most entertaining characters in world mythology. Usually male, they delight in breaking rules, boasting, and playing tricks on both humans and gods. Most tricksters are shape-changers who can take any form, though they often appear as animals...Operating outside the framework of right and wrong, tricksters do not recognize the rules of society. Their characters and actions are far from simple, however...Sometimes they appear to be clownish, clumsy, or foolish, although they usually possess amazing powers of survival. A trickster may come to a sorry end in one story but then, after being miraculously brought back to life, reappear in other tales." (<http://www.mythencyclopedia.com/Tr-Wa/Tricksters.html#ixzz4DgkQnyl>)

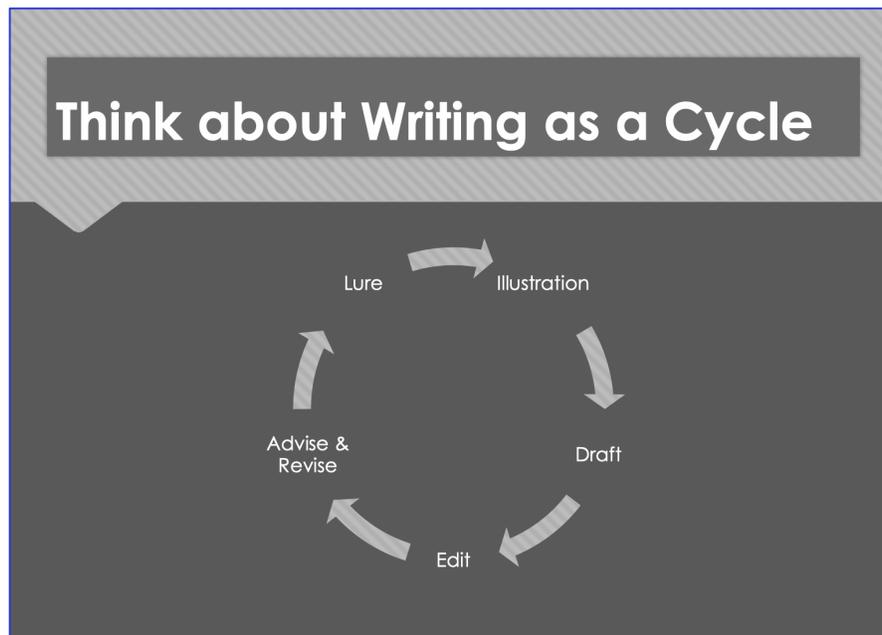
Some famous tricksters include:

- Prometheus myth from Greece
- the Anansi stories from Africa
- Coyote stories from North America.

It's time to write our own trickster story!



Check out this IDEAL Writing Cycle:



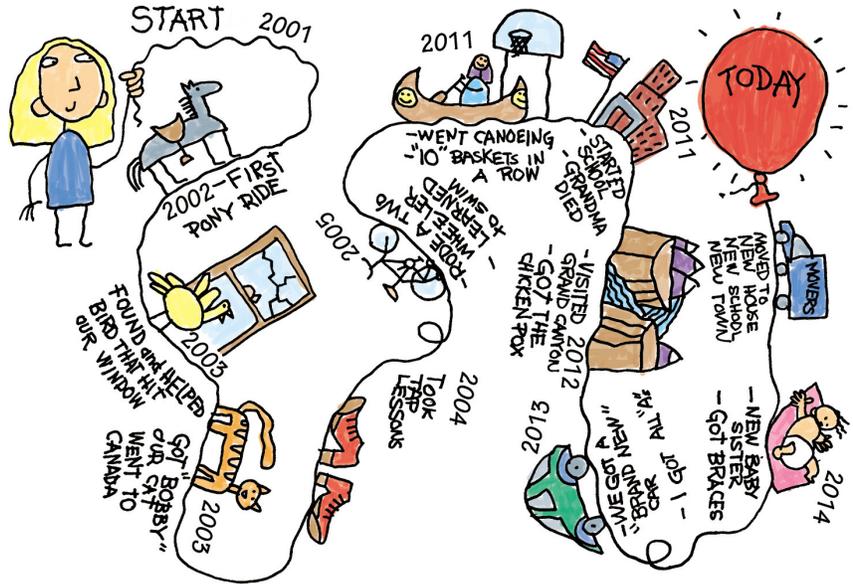
- Write your own myth with a naughty animal as a trickster using IDEAL Writing (Illustrate and outline, Draft sentences, Edit image and sentences, advise and revise, and, Lure the polished text,
- You might have an IDEAL Writing Anchor Chart Poster posted in classroom to remind you of each phase 😊)

Phase 1 - ILLUSTRATE and outline

- Draw several images that will help you think about your story.
- Label your drawing with as many details as possible.
- Edit your drawing by adding more images and details.
- Label these images.
- Use the images and labels to organize an outline for your myth.

Now it's time to get busy!

- Illustrate and label your starter images on a piece of large poster paper.
- Pair and share your ideas with another student.
- Edit illustration to add more detail to your images and labels.

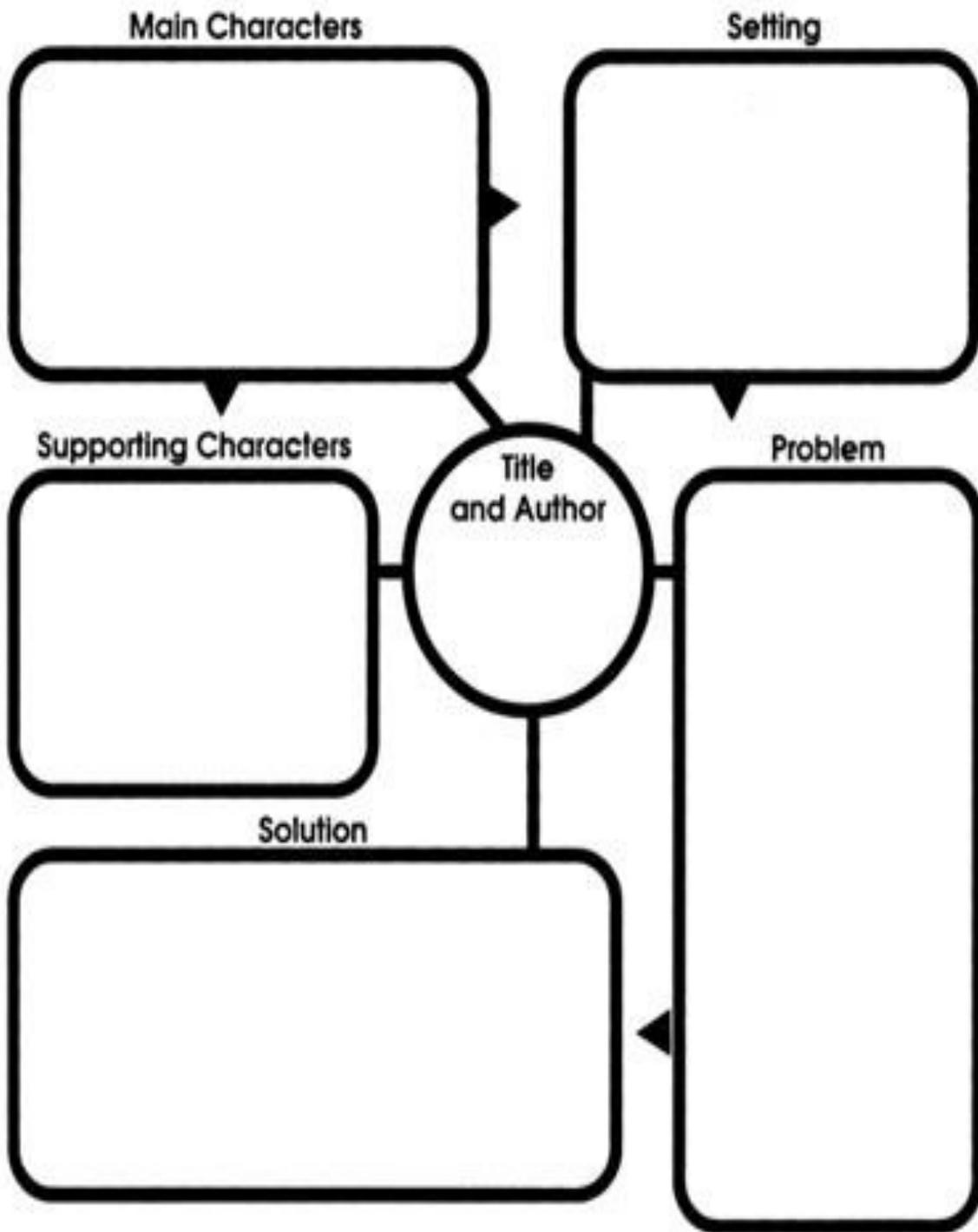


- Show your teacher who will fill in the following feedback form:

Illustrate and Label Criteria	Points (up to 10)
detailed images were creative	
images labeled with use of creative language	
images were edited well	
trickster was featured in the illustration	
completed task with care in a timely manner	

*When you have reached at least 8 points, you can make your outline for your myth.

- Fill in the following outline using labels from your illustration:



- Give yourself a self-assessment score below (left side)
- Then show your teacher who will fill in points on the right side for the 'teacher' perspective:

Self Scoring (up to 10 points)	Criteria	Teacher Scoring (up to 10 Points)
	detailed character and sub-characters listed	
	detailed settings listed	
	described an interesting problem featuring the trickster as a helper	
	drafted some creative solutions for the story	
	completed task with care in a timely manner	
TOTAL POINTS		Out of 20 possible points

- When you have reached at least 16 points, you can move on to Phase 2 - writing your first sentences in your draft.

Phase 2 - Draft Sentences

When you write your first set of sentences for a paragraph, make sure your myth:

- has an element of surprise (i.e. Supernatural)
- generates a problem that teaches a lesson
- includes a setting that adds to the myth
- includes entertaining character and sub-characters
- has a beginning, middle and end with events that flow
-

- Write your first draft of your myth (one paragraph in length) using every other line!

A series of horizontal lines for writing, alternating between white and light gray background colors. The lines are evenly spaced and extend across the width of the page.

- How well do you think you did on your first set of sentences? (Circle whether you think you did them like a trailblazer, a pathfinder or a rookie).

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Extensions:

- Create a three or five paragraph draft on a separate sheet of (must be double-spaced)
- Write a 500-word short essay about myths using independent clauses, with conjunctions & semi-colons

Phase 3 - Edit Image and Sentences

Word Alert - Take a look at the word choices and use a thesaurus to make changes so you can score points on the Word Alert Chart

WORD ALERT CHART	
List 3 Powerful Nouns	3 Powerful Adjectives
List 3 Powerful Verbs	List 1 hyperbole or simile
	Teacher Score: /10 points

- When you have at least 8 points you can move on to Phase 4 - "Advise and Revise" for editing your draft!

Phase 4 - Advise and Revise

(a) **Speak and Listen Task** - You and a classmate will take turns reading your myths.

- Find ways to make changes to most sentences.
- Read your draft out loud (slowly), so you or your partner can edit as you read.
- Then your partner will read your draft out loud to find more places to edit.

(b) Self-Score Your Draft! - The edited draft is the phase that can score the most points. Look at your draft and the criteria to make sure your draft can score at least 48 out of a possible 60 points!

Student Self Score	Criteria (2 points – mastered; 1 point almost; NY – not yet).	Teacher Score
SUBSTANCE: This myth...		
	shared at least three events	
	includes at least 3 interesting setting details	
	has entertaining characters, including an interesting 'trickster'.	
	does not appear to use stereotypes	
	develops an original idea	
ORGANIZATION: This myth...		
	demonstrates how ideas flow in a nice sequence	
	uses transition words to link sentences (ie. First, then, next, before...)	
	includes word choices listed in WORD ALERT Chart	
	has a clear and captivating introductory sentence	
	has a clear and captivating concluding sentence	
REVISE, REVISE, REVISE. This myth...		
	has at least one change made to each sentence	
	uses accurate punctuation (capitals, commas, periods, question marks...)	
	completed the 'Speak and Listen' part of revision	
	is double-spaced	
	has been reviewed by a teacher	
TOTAL =		out of 60 points

Extension:

*Use track changes function on computer to provide evidence of editing in writing

Phase 5 - Lure the Reader to Your Writing

- Record your polished copy on every line and submit it to the teacher for up to 20 more points!

Writing Checklist - FINAL COPY

GREAT POLISH – This myth... 2 = strong writing skill; 1 = developing skill
 NY = Rookie (not yet = did not see evidence)

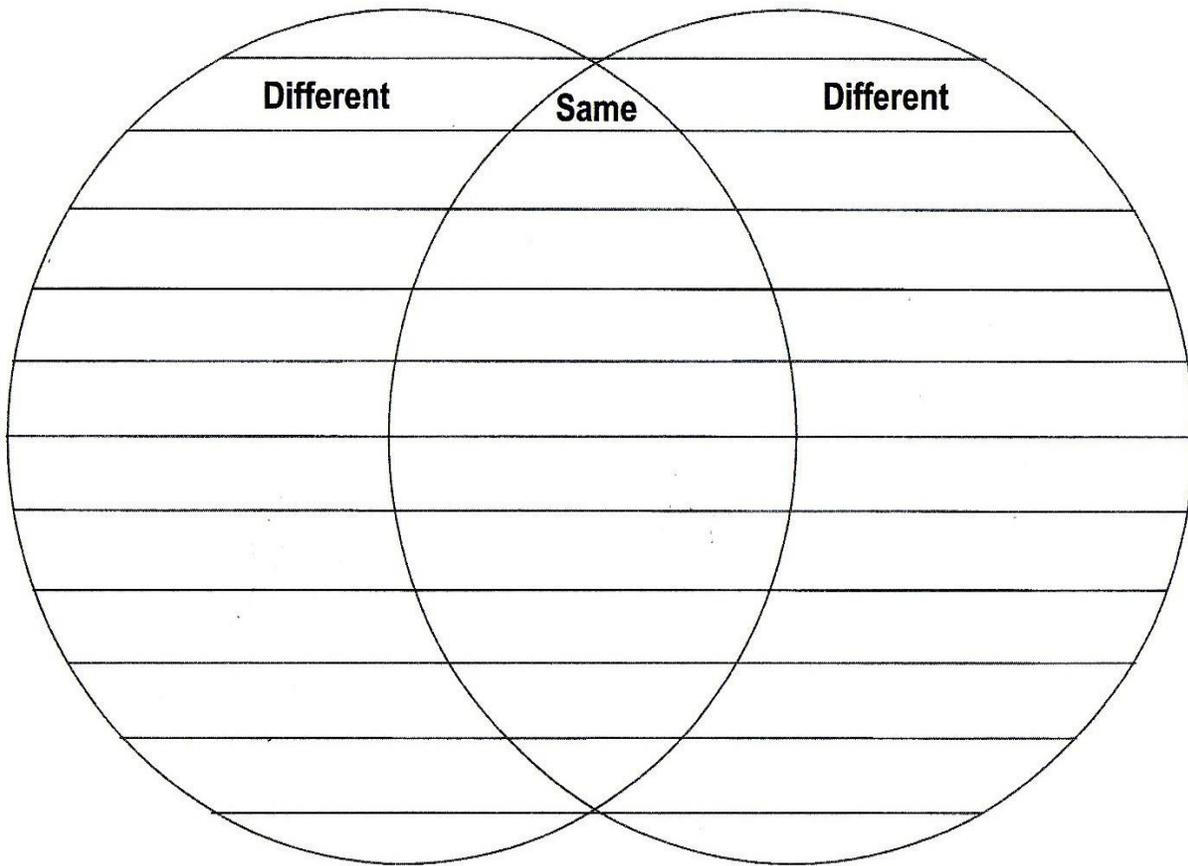
included a captivating title	
used accurate punctuation (commas, periods, question marks...)	
did not use run-on sentences, repeated words or contractions	
used words properly (grammar; homonyms; no slang...)	
used accurate spelling and use of capitals	
TASK COMPLETION – The writer...	
stayed on task and completing work in a timely manner	
helped others stay on task	
read writing aloud to partner and made changes to draft	
made changes when writing was read aloud	
included a final copy on EVERY LINE (Is ready for publishing)	
TOTAL	/20

How well did you write single paragraphs & use commas effectively?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Brainstorm ways to share your myth on a bulletin board in the classroom.
- Create a PP to share your myth to a group of younger students.

How well did I speak persuasively using technology (presenting PP)?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Create a Venn Diagram to compare your trickster character to you.
- How is your character the same or different from you?



How well did I compare my trickster character to myself?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

Padding Playwrights

14. The Lightning Thief (adaptation of Rick Riordan's novel)

- Read through the adaptation of the first part of *The Lightning Thief* (a Reader's Theatre Play adapted by Mary G. Milligan).
- Select key words from each part and place them on cards.
- Print out the sentences below and put them on the back of the cards.
- Five people will need to practice reading their parts.
- Using the cards (in the right order) the readers will perform the *Reader's Theatre* by holding up their word cards - with key words/phrases - and read the back with good strong voices!

Narrator 1 – Mr. Brunner

Narrator 2 – Percy Jackson

Narrator 3 – Nancy Bobofit

Narrator 4 – Mrs. Dodds

Narrator 5 – Grover

NARRATOR 1: This scene from Rick Riordan's *The Lightning Thief* is taken from Chapter 1, "I Accidentally Vaporize My Pre-Algebra Teacher." Percy Jackson is a twelve-year-old boarding student at Yancy Academy, a private school for troubled kids in upstate New York.

PERCY JACKSON: My name is Percy Jackson. Am I a troubled kid? Yeah. You could say that. I could start at any point in my short miserable life to prove it, but things really started going bad last May, when our sixth-grade class took a field trip to Manhattan.

NARRATOR 2: Percy's class is heading to the Metropolitan Museum of Art to look at the ancient Greek and Roman collection. There are two teachers on the field trip. Mr. Brunner, the Latin teacher, is leading the trip. He is a middle-aged man in a motorized wheelchair with thinning hair, a scruffy beard and an awesome collection of Roman armor and weapons.

PERCY JACKSON: Mr. Brunner expects me to be as good as everybody else, despite the fact that I have dyslexia and attention deficit disorder and I have never made above a C- in my life. No – he doesn't expect me to be as good; he expects me to be better.

NARRATOR 3: The other teacher chaperone is Mrs. Dodds. She is a little math teacher from Georgia who always wears a black leather jacket, even though she is fifty years old. Mrs. Dodds came to Yancy halfway through the school year, when the last math teacher had a nervous breakdown.

PERCY JACKSON: From her first day, Mrs. Dodds would point her crooked finger at me and say –

MRS. DODDS: Now, honey

PERCY JACKSON: – real sweet, and I knew I was going to get after-school detention for a month.

NARRATOR 4: Among the twenty-eight students on the field trip are Nancy Bobofit, a freckly, redheaded bully and Percy Jackson's best friend, Grover Underwood, a scrawny kid with acne and the start of a wispy beard on his chin. NARRATOR 5: The class is gathered on the front steps of the museum eating lunch when Nancy Bobofit dumps her half-eaten lunch in Grover's lap.

NANCY BOBOFIT: Oops

PERCY JACKSON: I don't remember touching her, but the next thing I know, Nancy is sitting on her butt in the fountain, screaming

NANCY BOBOFIT: Percy pushed me!

NARRATOR 1: Mrs. Dodds materializes next to them. NARRATOR 2: Some of the kids are whispering

NARRATOR 3: Did you see —

NARRATOR 4: —the water—

NARRATOR 5: —like it grabbed her—

PERCY JACKSON: I don't know what you're talking about.

NARRATOR 1: As soon as Mrs. Dodds is sure Nancy is okay, Mrs. Dodds turns on Percy.

MRS. DODDS: Now, honey—

PERCY JACKSON: I know. A month erasing workbooks.

MRS. DODDS: Come with me

GROVER: Wait! It was me. I pushed her.

MRS. DODDS: I don't think so, Mr. Underwood.

GROVER: But—

MRS. DODDS: You —will—stay—here.

PERCY JACKSON: It's okay, man. Thanks for trying.

MRS. DODDS: Honey, now!

NARRATOR 2: Percy follows her deeper into the museum. When he finally catches up to her, they are back in the Greek and Roman section.

NARRATOR 3: Except for them, the gallery is empty.

MRS. DODDS: You've been giving us problems, honey.

PERCY JACKSON: Yes, ma'am.

MRS. DODDS: Did you really think you would get away with it?

PERCY JACKSON: I'll try harder, ma'am.

NARRATOR 2 & 3: Boom! Thunder shakes the building.

MRS. DODDS: We are not fools, Percy Jackson. It was only a matter of time before we found you out. Confess, and you will suffer less pain. Well?

PERCY JACKSON: Ma'am, I don't...

MRS. DODDS: Your time is up!

NARRATOR 4: Then the weirdest thing happens. Her eyes begin to glow like barbecue coals. Her fingers stretch, turning into talons. Her jacket melts into leathery wings. She's not human. She's a shriveled hag with bat wings, claws and a mouth full of yellow fangs.

NARRATOR 5: Then things get even stranger. Mr. Brunner, who'd been out in front of the museum a minute before, wheels his chair into the doorway of the gallery, holding a pen in his hand. Tossing it to Percy he shouts –

MR. BRUNNER: What ho, Percy!

NARRATOR 1: Mrs. Dodds lunges at Percy.

NARRATOR 2: Percy snatches the ballpoint pen out of the air, but when it hits his hand, it isn't a pen anymore. It is a sword—Mr. Brunner's bronze sword, which he always uses on tournament day.

NARRATOR 3: Mrs. Dodds spins toward Percy snarling –

MRS. DODDS: Die, Honey!

NARRATOR 4: She flies straight at Percy. He swings the sword.

NARRATOR 5: The metal blade hits her shoulder and passes clean through her body as if she is made of water. Hiss!

NARRATOR 1: Mrs. Dodds is a sand castle in a power fan. She explodes into yellow powder, vaporizing on the spot, leaving nothing but the smell of sulfur and a dying screech and a chill of evil in the air.

PERCY JACKSON: I am alone. There is a ballpoint pen in my hand. Mr. Brunner isn't there. Nobody is there but me. My hands are still trembling. Had I imagined the whole thing? I go back outside. Grover is sitting by the fountain with Nancy Bobofit, still soaked from her swim in the fountain.

NANCY BOBOFIT: I hope Mrs. Kerr whipped your butt

PERCY JACKSON: Who?

NANCY BOBOFIT: Our teacher. Duh!

PERCY JACKSON: We have no teacher named Mrs. Kerr. What are you talking about? Grover, where is Mrs. Dodds?

GROVER: Who?

PERCY JACKSON: Not funny, man. This is serious.

NARRATOR 2 & 3: Boom! Thunder booms overhead.

MR. BRUNNER: Mr. Jackson, that would be my pen. Please bring your own writing utensil in the future.

PERCY JACKSON: Sir, where's Mrs. Dodds?

MR. BRUNNER: Who?

PERCY JACKSON: The other chaperone. Mrs. Dodds. The pre-algebra teacher.

MR. BRUNNER: Percy, there is no Mrs. Dodds on this trip. As far as I know, there has never been a Mrs. Dodds at Yancy Academy. Are you feeling all right?

- List five actions you would like to see happen in this play next:

1.	
2.	
3.	
4.	
5.	

- Read aloud the following summary of the book and underline problems in one paragraph (the teacher will assign everyone a different paragraph) that you think will need to be solved along the way.

Story Spoiler Alert

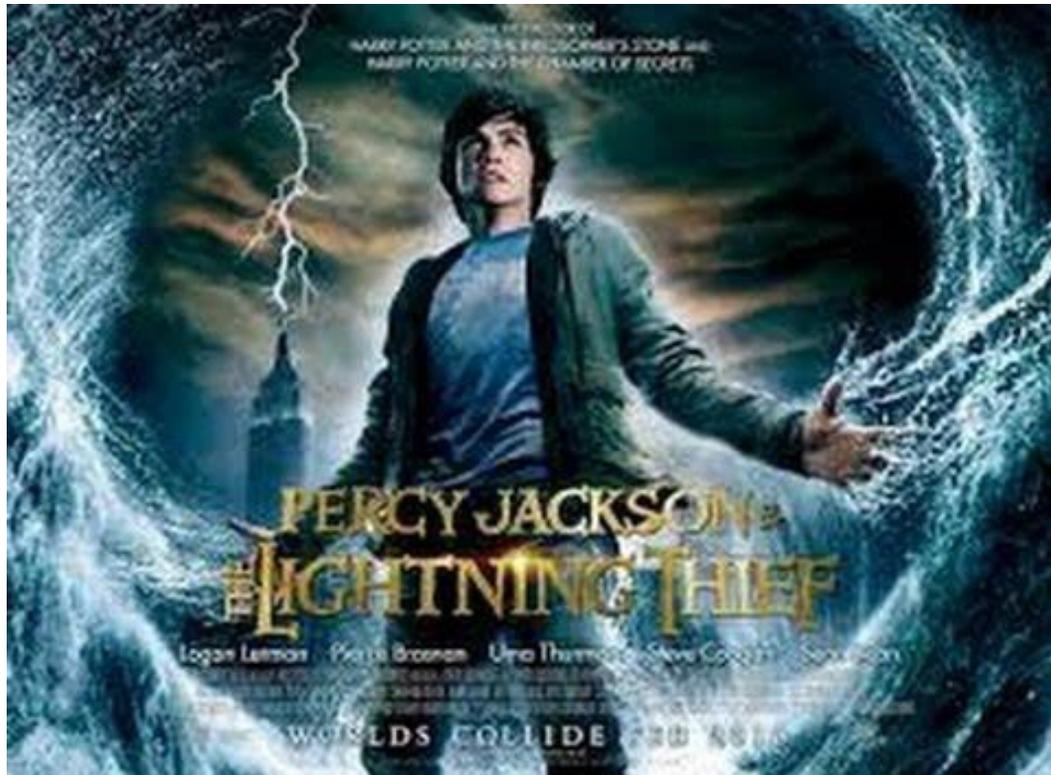
Meet Percy Jackson. He is twelve years old, and he decides to tell us the story of his past year. On the first day of summer, just after his sixth-grade year, Percy discovers that something is wrong with him. Or rather, something is right with him. He learns that he is a half-blood: half-human, half-god. He is taken to Camp Half-Blood in New York, a camp for kids just like him that is safe from monsters that like to attack half-bloods

At camp, Percy learns more information about himself: his father is Poseidon, god of the Sea and brother to Zeus and Hades. When Zeus's master bolt (the thing that allows him to create lightning whenever he wants) is stolen, Poseidon is blamed for the theft. Zeus tells Poseidon that the master bolt must be returned to Mount Olympus by the summer solstice, or else he will declare war on Poseidon. Poseidon is miffed that his brother Zeus would even accuse him of such a thing.

Percy sets out on a quest to retrieve Zeus's master bolt, which is believed to be in Hades's captivity in the Underworld. Helping Percy are Grover, his BFF, and Annabeth, a smart demi-goddess and daughter of Athena. The three take a bus, a train, a truck, and a taxi cab to make their way across America, from New York to Los Angeles, where the gates of the Underworld are located. They stop in St. Louis, Denver, and Las Vegas along the way. During their quest, they battle vicious monsters like Medusa, they find disaster on the observation deck of the Gateway Arch, they are tricked by the god of war (Ares), they nearly lose their memories in an enchanted Vegas casino, and they are almost stretched to death.

Once in the Underworld, Percy finds that Hades does not have Zeus's master bolt, and he is missing his own symbol of power: the helm of darkness. Hades accuses Percy of stealing both the master bolt and the helm of darkness for his father, Poseidon. He accuses Poseidon of being power-hungry. To make things worse, the master bolt magically appears in Percy's backpack while he is talking to Hades. After escaping Hades's wrath, Percy, Annabeth, and Grover encounter Ares, the god of war, on the Santa Monica beach.

Percy questions Ares and discovers that Ares stole the master bolt and helm of darkness from the original thief (whose name we don't yet know). Ares has been tempted by the possibility of sparking one of the biggest wars of all time between the Big Three: Hades, Zeus, and Poseidon. Percy and Ares battle it out on the beach, and Percy wounds Ares, winning the helm of darkness. Ares curses Percy.



Percy returns the helm of darkness to Hades and takes a plane to New York City where he finds Mount Olympus on the 600th floor of the Empire State Building. Percy meets Poseidon and Zeus for the first time and tells them everything that he knows and suspects. He tells them that he believes Kronos, king of the Titans who ruled in the age before the Greek gods, is getting ready to wage war on the Olympians (the Greek gods and goddesses). Percy has been having dreams about Kronos in which Kronos talks to him. Zeus doesn't want to hear it. Poseidon tells Percy that he is proud of him and that he must make a choice when he goes home to his mom's apartment in Queens, NY.

That summer at Camp Half-Blood, Percy has a great time living the life of a hero. He procrastinates making a decision about whether he will stay at Camp Half-Blood year round, or whether he will go home and live with his mom in Queens. On the last day of camp, Percy is lured into the woods by his friend, Luke. Luke confesses to Percy that he was the original thief of the master bolt and the helm of darkness. He tells Percy that ...Kronos is

planning to defeat the Olympians. Luke vanishes, leaving a deadly scorpion to sting Percy. Percy nearly dies from this scorpion bite, but is rescued by wood nymphs who take him to safety. Percy's teacher, Chiron, nurses him back to health. Percy decides to go home and live with his mother for his seventh-grade year.

<http://www.shmoop.com/percy-jackson-lightning-thief/chapter-1-summary.html>

What surprised you in this story?

-
- There are several books in the Percy Jackson series.
 - After reading the first of the play and the 'spoiler' summary, would you be interested in:

- (a) reading *The Lightning Thief* novel?
- (b) reading another novel in the same series?

-
- Explain why or why not?

ET - Examine setting, conflict (person vs. self) in plays.

15. Macbeth - Shakespearian Play *written around 1605 -1606

SETTING OF PLAY:

Scotland, 11th century - with a few scenes in England

Only play William Shakespeare wrote in a Scottish setting

*used a real historical figure as Macbeth reigned over Scotland from 1040 to 1057



<http://a1.mzstatic.com/us/r30/Purple/v4/37/33/7c/37337cf1-92c7-d322-b501-f1de566e7e89/screen480x480.jpeg>

Many scenes in Shakespeare's Macbeth relate to real locations

- You, or you and a partner, will draw a location from a scene in the play that will be photographed for a class slide show.
- Write a 1-2 minute script sharing what happens in this setting.
- You will be recorded saying your script and this will then be played back when the slide show appears in order of the real play.

Act I:

Camp near Forres Heath near Forres Palace at Forres MacBeth's Castle

Act II:

The Court of Macbeth's Castle

Act III:

Forres Palace Heath

Act IV:

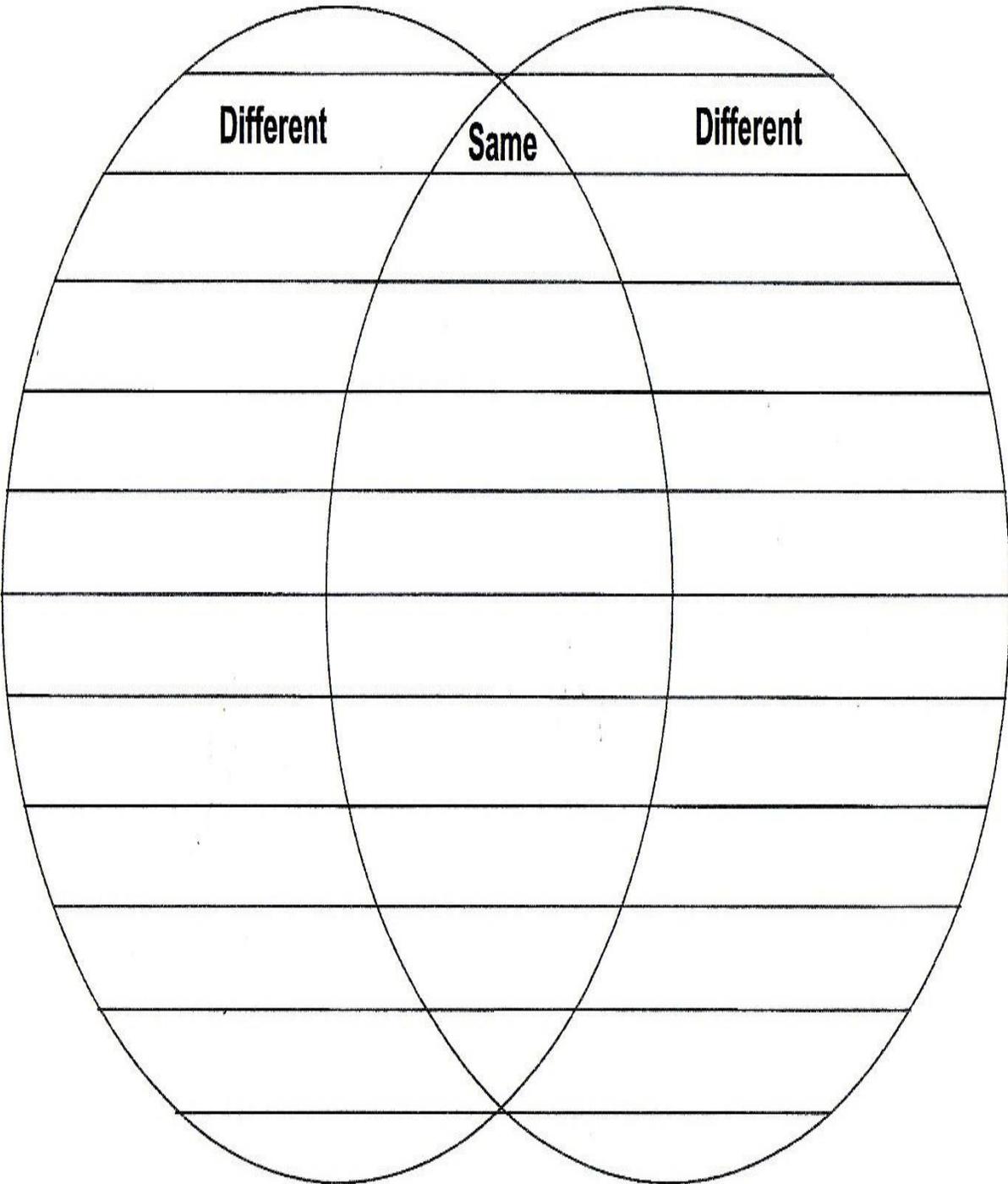
Cavern McDuffe's castle (Fife) England (King's Palace)

Act V:

Dunsinane Hill Near Birnam wood
Field

Unlike the Percy Jackson movies that help propel the message through special effects, Shakespearian plays did not have the massive sets or technology to build upon the story. Shakespeare had to rely on words to convey the setting and mood. The audience had to imagine the castles and palaces.

- Using a Venn Diagram, compare the settings in the two plays (for up to 15 points):



- Use the following question starters to create 3 questions you have about this Shakespearian play:

Who would...? Who could...? Who might?
 What would...? What could...? What might...? What if...?
 When would...? When could...? When might...?
 Where would...? Where could...? Where might...?
 Why would...? Why might...? Why does...?
 How would...? How could...? How might...? How did...? How can...?
 Which would...? Which could...? Which might...? Which is...?

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

- Use the Classroom Chat questions to guide a discussion about Macbeth.
- Before beginning this reader's forum or book club, discuss ways groups can chat about books in respectful ways

- List them below:

Classroom Chat

Connections to the current era:

--	--

How does author use mood?

--	--

How does the author use the opening paragraph to hook?

--	--

Do you agree with main character decisions /author?

--	--

Conflict: What evidence of 'person vs. self' conflict did you find?

--	--

Text Safari - Track patterns in text?

--	--

INFER- READING BETWEEN THE LINES - anything being implied?

--	--

How well did I examine setting, conflict (person vs. self) in plays?

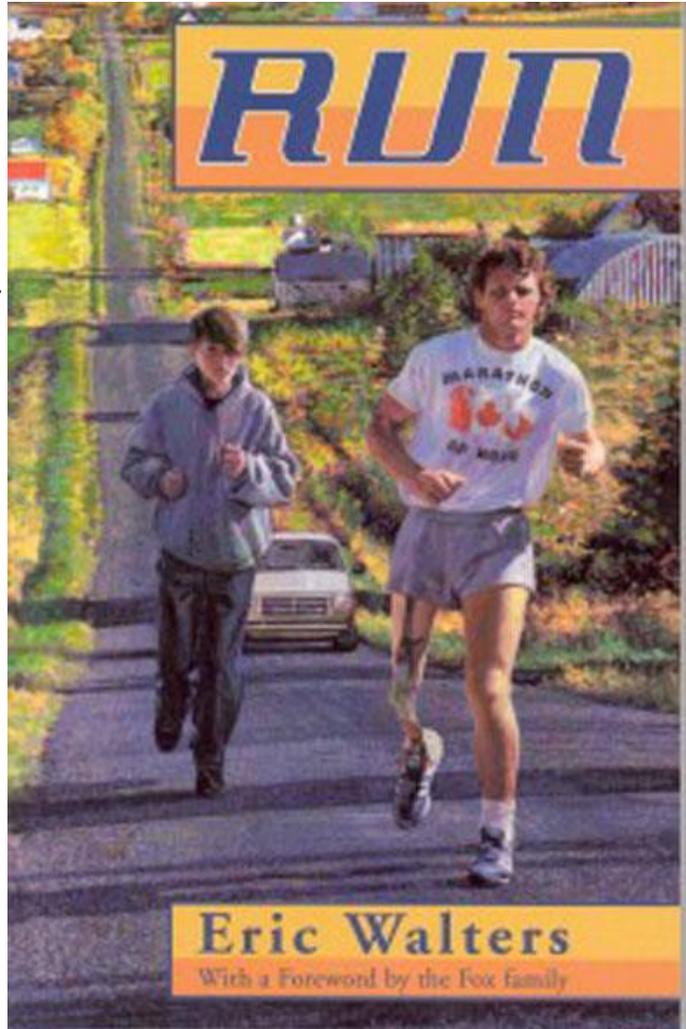
Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

ET - Examine setting, conflict (person vs. self) in adventure stories.

16. Novel Genre:
Adventure

Judging a Book by its' Cover

- Take a look at the cover of the book and make a list of three things you might find out when reading it!



1.

2.

3.

- Read aloud the first chapter.

Junior SYMBOLS in TEXT Poster

Your novel, short story or article is also your notebook! Be like a college student.

Write in your novel. This will be part of your home library!

* Use the following symbols to represent your response to the written text!

F = Fact

O = Opinion

I = Infer (Inference, Guess, Imply)

 Circle - key words that stand out

Underline great quotes

Highlight words you need to look up in a dictionary

? = beside messages that are puzzling

☐ = things you agree with

PN = three interesting proper nouns

CN = three interesting common nouns

V = powerful verbs

ADJ = descriptive adjectives

 = make connections with something outside of text

 = ***ADD in your own commentary/response in the margins!***

.......... = figurative language (imagery, antonyms, similes, hyperbole)

How do you predict the characters will act towards one another?

What kind of settings do you think the author will use in this historical fiction novel?

Setting Alert

- Complete the following chart about each setting in the novel:

Setting	Location	Description
1		
2		
3		
4		
5		
6		

Belonging Somewhere

Winston felt like he wasn't wanted when he noted (sarcastically):

"It seemed like my mom was working hard to get rid of me, while my father was working just as hard not to take me. It felt special to be so wanted"?

How do families make each other feel like they belong?

-
- Have you ever been the first or last chosen when people choose teams for a game? **Yes**, ... **No** (circle one)

How do you think it makes people feel when they are not chosen? Why?

What would you recommend that a physical education coach do instead of letting students choose their own teams?

How can people help new community members feel like they belong?

Have you been in a similar setting to this story? Explain. OR, Explain which settings you might like to visit someday?

How do predict the characters will treat each other?

What kinds of settings do you think this author will use in this historical fiction novel?

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Music Sets a Mood, too.

- Have a listen to Frank Sinatra music (and the lyrics)
<https://www.youtube.com/watch?v=6E2hYDIFDIU>

What do you think about Frank's music?

What do you prefer to listen to on the car radio?

Why do you think the author added to Frank Sinatra's music?

-
- Draw a picture of Winston and label it with your own adjectives or adjectives from the book. Be prepared to back up your claims with proof from a page in the book!

- Part way through the novel, take a time out for a Classroom Chat:

Classroom Chat

Connections to the current era:

--	--

How does author use mood?

--	--

How does the author use the opening paragraph to hook?

--	--

Do you agree with main character decisions /author?

--	--

Story elements - do they remind you of anyone or anywhere?

--	--

Point of view authors and what if's ?'s - alternative

--	--

Text Safari - Track patterns in text?

--	--

INFER- READING BETWEEN THE LINES - anything being implied?

--	--

Giving Advice

In the novel, *Run*, the author has Winston's dad giving out quite a bit of advice. For instance, he mentioned:

"There are times to speak, and other times to stay quiet."

- Make a list of times it is good to speak and times to be quiet?

When to Speak Up	When Not to Speak Up

Advice on Making Mistakes...

"The only people who don't make mistakes are those who are too timid to try new things. Stay bold, take chances . . . Little people make little mistakes. Big people make big mistakes." (Winston's father)

Does this quote make sense? Why or why not?

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

Projecting Mood

What kinds of things does Winston say to project his mood?

"It can't be done!"

Not many people were convinced Terry could run across Canada. It was quite the promise!

Have you ever tried to defy the odds and do something folks did not think you could do? If so, explain what happened; If, not share a big idea you'd like to try some day!

- Take a look at the list of **antonyms** and indicate which side (right or left) you think is the best way to handle disappointment

Victim - Survivor
Selfless - Selfish
Ability - disability
Struggle - comfort
Persistent - defeated
Determined - procrastinating
Integrity - dishonest
Dreamer - realist

If you were going to run across Canada what would you miss?

Towards the end of the story Winston's dad said: "There's something in that kid's eyes." What do you think he saw in Terry's eyes?

How do events like the Terry Fox Run help people with cancer and other health-related problems?

What role did Doug play in the *Marathon of Hope*?

Do you know people like Doug? If so, describe one of them and what s/he did.

- Choose one quotation from the following to explain an important lesson shared in this story during a class discussion

“By running like this I let people know that cancer can be beaten . . . that life can go on . . . that you define people by their ability and not their disability.”

“If you look at him—and you have to look very closely—you can see a slight twinge on his face when that artificial leg hits the ground. I know it must hurt. I also know he doesn’t want people to see that in his face.” (Winston’s father)

“He’s a hero. Terry would tell you different. He’d tell you he’s no hero. I’m telling you he is.”

“It wasn’t something that I was proud of.” How does that tell you that he is beginning to change?

“I think that people didn’t even consider that somebody could lose a leg and still want to be athletic, want to play sports and compete.” (when Terry shows Winston his artificial leg)

“I had to convince myself [the Marathon of Hope] was possible before I talked to anybody else about it.”

“A poor workman blames his tools.” (Terry to Winston)

“You should play to win. I’m playing to win.”

“They should want to read about it. What he’s doing is important! He’s going to do it,” (Winston)

“I’m running *to* something. I’m running to my home in Port Coquitlam [British Columbia], running to help all those people, all those kids, who can’t run. I’m running to raise money to find a cure for cancer.”

“Besides, we both know that you can’t run away from your problems.” (Terry to Winston)

“Whether it’s true or not doesn’t change the fact that it is wrong. You just shouldn’t be writing about it.”

“Don’t think of it as twelve miles. Just take it one step at a time . . . one corner at a time . . . one mile at a time. That’s the way Terry does it.”

“I need you to know that I had to stop running right now, but I haven’t quit. And I need you not to quit either.”

How well did I do on this task?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not yet)

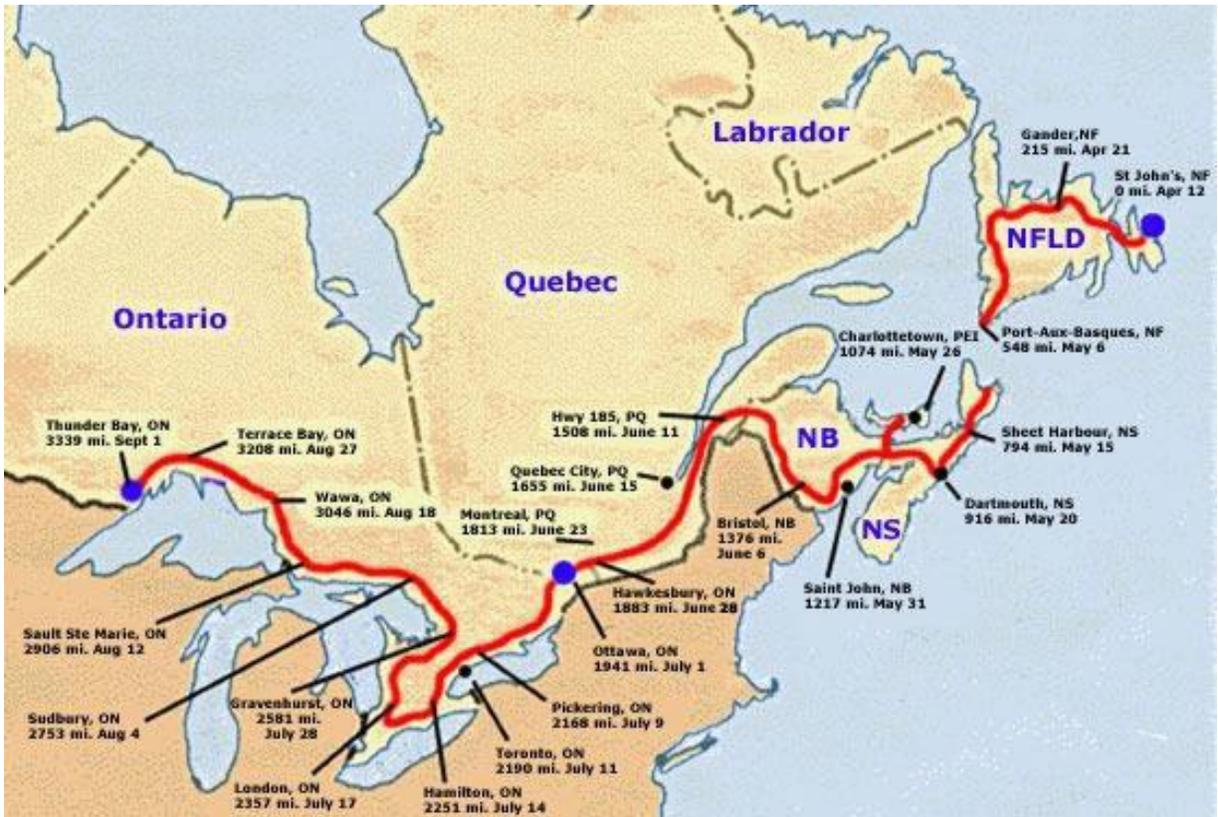
What surprised you at the end of the story?

After running 5373km in 143 days (13,432 laps around a track!), Terry is forced to quit running. **What did Terry teach us?**

- What conflicts did Terry have with himself in this story?
- Draw and label an image to show one or more conflicts.

How well did I examine setting, conflict (person vs. self) in adventure stories?	Trailblazer (Expert)	Pathfinder (Apprentice)	Rookie (Not Yet)

- Check out Terry's legacy on his Foundation's website:
www.terryfoxrun.org.



<http://amazingstuff.co.uk/wp-content/uploads/2013/06/Map-of-Terry-Fox-Run.jpg>

Extension:

- *Use an illustration & flow chart to outline story events for novel
- *Examine plot, inference & conflict (person vs. supernatural) in mystery stories.

Final Thoughts about ELA

What I Know About...

Poetry _____

What I Know About **Prose** _____

What I Know About **Plays** _____

What I Know About **Myths** _____

Teacher Telegram

Dear Ms. Rogers,

Student -- Please add a note back. (what you liked, any ideas for improving the activities...)

Dear _____,

Sincerely,

Learning Log	Points
kept in neat condition	
easy to read responses	
thought and care put into responses	
diagrams were neatly prepared	
self-assessments were completed for required tasks	
TOTAL (up to 10 points)	

Classroom Work	Points
worked well on task with other students during paired activity	
worked on own without disruption	
helped others when needed	
contributed well to classroom discussions	
opted to do optional activities	
TOTAL (up to 10 points)	

Appendix A: Ontario Ministry of Education and Training ELA Expectations

Grade 3 ENGLISH LANGUAGE ARTS

3A. GRADE 3 ORAL COMMUNICATION

ELA3A.1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details

ELA3A.1.5 distinguish between stated and implied ideas in oral texts

ELA3A.2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions

ELA3A.2.4 choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience (e.g., use alliteration for emphasis...)

3B. READING

ELA3B.1.1 read a variety of literary texts (e.g., traditional Aboriginal stories, poetry, chapter books, adventure stories)

ELA3B.1.4 demonstrate understanding of a variety of texts by identifying important ideas and some supporting details; retell a story giving details about specific elements of the text such as setting, characters, and theme

ELA3B.1.5 make inferences about texts using stated and implied ideas from the texts as evidence

ELA3B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them

ELA3B.1.7 identify specific elements of texts and explain how they contribute to the meaning of the texts

ELA3B.1.8 express personal opinions about ideas presented in texts

ELA3B.2.1 identify and describe the characteristics of a variety of text forms, with a focus on literary texts such as an adventure story

ELA3B.2.2 recognize a few organizational patterns in texts of different types, and explain how the patterns help readers understand the texts

ELA3B.3.1 automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts

ELA3B.3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues;
- syntactic (language structure) cues;
- graphophonic (phonological and graphic) cues

ELA3B.3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

3C. GRADE 3 WRITING

ELA3C.1.1 identify the topic, purpose, audience, and form for writing

ELA3C.1.4 sort ideas and information for their writing in a variety of ways

ELA 3C.1.5 identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers...and organizational patterns

ELA3C.1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and gather new material if necessary

ELA3C.2.1 write short texts using a variety of forms

ELA3C.2.2 establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience

ELA3C.2.3 use words and phrases that will help convey their meaning as specifically as possible

ELA3C.2.4 vary sentence structures and maintain continuity by using words that indicate time and sequence to link sentences

ELA3C.2.5 identify their point of view and other possible points of view on the topic, and determine if their information supports their own view

ELA3C.2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features

ELA3C.2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies

ELA3C.2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

ELA3C.3.1 spell familiar words correctly

ELA3C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

ELA3C.3.3 confirm spellings and word meanings or word choice using several different types of resources

ELA3C.3.4 use punctuation to help communicate their intended meaning, with a focus on the use of: commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences

ELA3C.3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles

ELA3C.3.6 proofread and correct their writing using guidelines developed with peers and the teacher

ELA3C.3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

ELA3C.4.3 select pieces of writing that they think show their best work and explain the reasons for their selection

4A. GRADE 4 ORAL COMMUNICATION

ELA4A.1.4 demonstrate an understanding of the information and ideas in a variety of oral texts by summarizing important ideas and citing important details

ELA4A.1.8 identify the point of view presented in oral texts and ask questions about possible bias

4B. READING

ELA4B.1.1 read a variety of texts from diverse cultures, including literary texts (e.g., myths, plays, short stories, chapter books...poetry

ELA4B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

ELA4B.1.7 analyse texts and explain how specific elements in them contribute to meaning

ELA4B.1.8 express opinions about the ideas and information in texts and cite evidence from the text to support their opinions

ELA4B.2.4 identify various elements of style - including alliteration, descriptive adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning

ELA4B.3.1 automatically read and understand high-frequency words, most regularly used words, and words of personal interest or significance in a variety of reading contexts

ELA4B.3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues
- syntactic (language structure) cues

ELA4B.3.3 read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

4C. GRADE 4 WRITING

ELA4C.1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., a cinquain or shape poem...)

ELA4C.1.3 gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources

ELA4C.1.4 sort and classify ideas and information for their writing in a variety of ways (e.g., by underlining key words and phrases; by using graphic and print organizers such as mind maps, concept maps, timelines, jot notes, bulleted lists)

ELA4C.1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers (e.g., a Venn diagram...)

ELA4C.1.6 determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary

ELA4C.2.2 establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood such as amusement

ELA4C.2.3 use specific words and phrases to create an intended impression (e.g., comparative adjectives such as faster; words that create specific effects through sound, as in alliteration for emphasis: rotten rain)

ELA4C.2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features

ELA4C.2.7 make revisions to improve the content, clarity, and interest of their written work, using several types of strategies

ELA4C.2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

ELA4C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

ELA4C.3.5 use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: common and proper nouns; verbs in the simple present, past, and future tenses; adjectives

ELA4C.3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task; a posted class writing guideline)

ELA4C.3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

ELA4C.4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

Grade 5

5A. ORAL COMMUNICATION

ELA5A.1.4 demonstrate an understanding of the information and ideas in oral texts by summarizing important ideas and citing a variety of supporting details

ELA5A.2.1 identify a variety of purposes for speaking

5B. READING

ELA5B.1.1 read a variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, play, novels)...

ELA5B.1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts

ELA5B.1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs, theme and supporting plot details in short stories, myths...)

ELA5B.1.5 use stated and implied ideas in texts to make inferences and construct meaning

ELA5B.1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them

ELA5B.1.7 analyse texts and explain how various elements in them contribute to meaning

ELA5B.1.8 make judgments and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their views

ELA5B.2.1 analyse a variety of text forms and explain how their particular characteristics help communicate meaning, with a focus on literary texts such as short stories

ELA5B.2.4 identify various elements of style - including word choice and the use of similes, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning

ELA5B.3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues;
- syntactic (language structure) cues;
- graphophonic (phonological and graphic) cues

ELA5B.3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., read a poem aloud with appropriate phrasing and emphasis)

ELA5C.1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

ELA5C.2.3 use some vivid and/or figurative language and innovative expressions to add interest (e.g., some comparative adjectives; similes...)

ELA5C.2.4 vary sentence types and structures, with a focus on using pronouns to make links within and between sentences

ELA5C.2.6 identify elements of their writing that need improvement, using feedback from the teacher and peers, with a focus on specific features

ELA5C.2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies

ELA5C.2.8 produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions

ELA5C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

ELA5C.3.4 use punctuation appropriately to help communicate their intended meaning, with a focus on the use of: a comma before and or but in compound sentences to join principal clauses...

ELA5C.3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., courage, hope...)

ELA5C.3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)

ELA5C.3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

Portfolio

ELA5C.4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choices

Grade 6 (Extensions)

6A. ORAL COMMUNICATION

ELA6A.1.4 demonstrate an understanding of the information and ideas in increasingly complex oral texts in a variety of ways

ELA6A.1.8 identify the point of view presented in oral texts, determine whether they agree with the point of view, and suggest other possible perspectives

ELA6A.2.3 communicate orally in a clear, coherent manner, using appropriate organizing strategies and formats to link and sequence ideas and information

ELA6A.2.4 use appropriate words and phrases from the full range of their vocabulary including inclusive and non-discriminatory language, and stylistic devices appropriate to the purpose and context, to communicate their meaning accurately and engage the interest of their intended audience

6B. READING

ELA6B.1.1 read a wide variety of texts from diverse cultures, including literary texts (e.g., poetry, myths, novels, plays)

ELA6B.1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex texts

ELA6B.1.4 demonstrate understanding of increasingly complex texts by summarizing and explaining important ideas and citing relevant supporting details; main theme and important details in poems, plays

ELA6B.1.5 develop interpretations about texts using stated and implied ideas to support their interpretations

ELA6B.1.7 analyse increasingly complex texts and explain how the different elements in them contribute to meaning

ELA6B.2.4 identify various elements of style - including voice, word choice, and the use of hyperbole, strong verbs - and explain how they help communicate meaning (e.g., hyperbole provides drama and emphasis in a persuasive article)

ELA6B.3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:

- semantic (meaning) cues;
- syntactic (language structure) cues;
- graphophonic (phonological and graphic) cues

ELA6B.3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose

6C. WRITING

ELA6C.1.1 identify the topic, purpose, and audience for a variety of writing forms

ELA6C.1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources

ELA6C.1.4 sort and classify information for their writing in a variety of ways that allow them to view information from different perspectives and make connections between ideas (e.g., by underlining key words or phrases.)

ELA6C.1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a structured, multi- paragraph piece of writing, using a variety of strategies

ELA6C.1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and adequate for the purpose, and do more research if necessary

ELA6C.2.3 use some vivid and/or figurative language and innovative expressions to enhance interest (e.g., strong verbs; concrete, specific nouns; unusual adjectives; unexpected word order)

ELA6C.2.6 identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on supporting details and precise language

ELA6C.2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies

ELA6C.2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations

ELA6C.3.2 spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

ELA6C.3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose

ELA6C.3.4 use punctuation appropriately to communicate their intended meaning in longer and more complex sentences, with a focus on the use of: commas to separate words in a list or after an introductory word or phrases

ELA6C.3.6 proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task)

ELA6C.3.8 produce pieces of published work to meet identified criteria based on the expectations

ELA6C.4.3 select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

Appendix B: Alberta English Language Arts Expectations

GRADE 3

AELA3.1.2 Clarify and Extend

- ask for the ideas and observations of others to explore and clarify personal understanding
- experiment with arranging and recording ideas and information in a variety of ways
- ask questions to clarify information and ensure understanding

AELA3.2.1 Use Strategies and Cues

- share ideas developed through interests, experiences and discussion that are related to new ideas and information
- identify the different ways in which oral, print and other media texts, such as stories, textbooks, letters, picture books and junior dictionaries, are organized, and use them to construct and confirm meaning
- apply a variety of strategies, such as setting a purpose, confirming predictions, making inferences and drawing conclusions
- identify the main idea or topic and supporting details in simple... passages
- read silently with increasing confidence and accuracy
- monitor and confirm meaning by rereading when necessary, and by applying knowledge of pragmatic, semantic, syntactic and graphophonic cueing systems
- attend to and use knowledge of capitalization, commas in a series, question marks, exclamation marks... to read accurately, fluently and with comprehension during oral and silent reading
- apply phonic rules and generalizations competently and confidently to read unfamiliar words in context
- apply word analysis strategies to segment words into parts or syllables, when reading unfamiliar words in context
- associate sounds with an increasing number of vowel combinations, consonant blends and digraphs, and letter clusters to read unfamiliar words in context
- use picture books, junior dictionaries and spell-check functions to confirm the spellings or locate the meanings of unfamiliar words in oral, print and other media texts

AELA3.2.3 Understand Forms, Elements and Techniques

- identify distinguishing features of a variety of... texts
- discuss ways that visual images convey meaning in... texts
- include events, setting and characters when summarizing or retelling oral, print or other media texts
- identify ways that messages are enhanced in oral, print and other media texts by the use of specific techniques

AELA3.2.4 Create Original Text

- experiment with ways of generating and organizing ideas prior to creating oral, print and other media texts
- use sentence variety to link ideas and create impressions on familiar audiences
- experiment with a variety of story beginnings to choose ones that best introduce particular stories
- add sufficient detail to oral, print and other media texts to tell about setting

AELA3.5.1 Respect Others and Strengthen Community

- describe similarities between experiences and traditions encountered in daily life and those portrayed in texts
- retell, paraphrase or explain ideas in oral, print and other media texts
- identify and discuss similar ideas or topics within stories from oral, print and other media texts from various communities
- use appropriate language to acknowledge and celebrate individual and class accomplishments
- demonstrate respect for the ideas, abilities and language use of others

GRADE 4

AELA4.2.2 Respond to Texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as...plays, novels, video programs, adventure stories...,poetry
- identify and discuss favourite authors, topics and kinds of oral, print and other media texts
- discuss a variety of oral, print or other media texts by the same author, illustrator, storyteller or filmmaker
- retell events of stories in another form or medium
- make general evaluative statements about oral, print and other media texts
- compare similar oral, print and other media texts and express preferences, using evidence from personal experiences & texts
- develop own opinions based on ideas encountered in oral, print and other media texts
- explain how alliteration (is> used to create mental images
- explain how language and visuals work together to communicate meaning and enhance effect

AELA4.4.1 Enhance and Improve

- identify the general impression and main idea communicated by own and peers' oral, print and other media texts
- use pre-established criteria to provide support and feedback to peers on their oral, print and other media texts
- revise to ensure an understandable progression of ideas...
- write legibly, using a style that demonstrates awareness of alignment, shape and slant
- use special features of software when composing, formatting and revising texts

AELA4.4.2 Attend to Conventions

- identify correct noun-pronoun agreement, and use in own writing
- use phonic knowledge and skills and visual memory, systematically, to spell multisyllable words in own writing
- identify and apply common spelling generalizations in own writing
- apply strategies for identifying and learning to spell problem words in own writing
- use commas after introductory words in sentences and when citing addresses in own writing

GRADE 5

AELA5.2.2 Respond to Texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry...
- express points of view about oral, print and other media texts
- make connections between fictional texts and historical events
- describe and discuss new places, times, characters and events encountered in oral, print and other media texts
- write or represent the meaning of texts in different forms
- describe and discuss the influence of setting on the characters and events
- support own interpretations of oral, print and other media texts, using evidence from personal experiences and the texts
- explain how simile and hyperbole are used to create mood and mental images
- alter sentences and word choices to enhance meaning and to create mood and special effects

AELA5.2.3 Understand Forms, Elements and Techniques

- identify and discuss similarities and differences among a variety of forms of oral, print and other media texts
- identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
- identify examples of apt word choice and imagery that create particular effects
- experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning

AELA5.2.4 Create Original Text

- use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts
- experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes
- use structures encountered in texts to organize and present ideas in own oral, print and other media texts
- use own experience as a starting point and source of information for fictional oral, print and other media texts

AELA5.4.1 Enhance and Improve

- develop criteria for evaluating the effectiveness of oral, print and other media texts
- use developed criteria to provide feedback to others and to revise own work
- revise to add and organize details that support and clarify intended meaning
- edit for appropriate use of statements, questions and exclamations
- write legibly, using a style that is consistent in alignment, shape and slant
- apply word processing skills, and use publishing programs to organize information
- extend word choice through knowledge of synonyms, antonyms and homonyms and the use of a thesaurus
- distinguish different meanings for the same word, depending on the context in which it is used
- experiment with words, phrases, sentences and multimedia effects to enhance meaning and emphasis

GRADE 6

AELA6.2.2 Respond to Texts

- oral, print & media texts from a variety of cultural traditions & genres, such as myths... & dramatic performances
- explain own point of view about oral, print and other media texts
- discuss common topics or themes in a variety of oral, print and other media texts
- summarize oral, print or other media texts, indicating the connections among events... and settings
- make judgements and inferences related to events, characters, setting and main ideas of oral, print and other media texts
- explain how metaphor <is>... used to create mood and mental images
- experiment with sentence patterns, imagery and exaggeration to create mood and mental images
- discuss how detail is used to enhance... setting, action and mood in oral, print and other media texts

AELA6.2.4 Create Original Text

- use literary devices, such as imagery and figurative language, to create particular effects
- determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts

AELA6.4.3 Present and Share

- use various styles and forms of presentations, depending on content, audience and purpose
- emphasize key ideas and information to enhance audience understanding and enjoyment
- demonstrate control of voice, pacing, gestures...; arrange props & presentation space to enhance communication
- identify the tone, mood and emotion conveyed in oral and visual presentations
- respond to the emotional aspects of presentations by providing nonverbal encouragement and appreciative comments

Appendix C – Common Core State Standards (US) Expectations

GRADE 3 Common Core State Standards for ELA

W.3.2d Provide a concluding statement or section.

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3.2a Capitalize appropriate words in titles.

L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

L.3.2f Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.

L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification

GRADE 4 Common Core State Standards for ELA

W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3 d Use concrete words and phrases and sensory details to convey experiences and events precisely. RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.1 Refer to details and examples in a text when explaining what text says explicitly and when drawing inferences from the text.

RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.

RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RL.4.5 Explain major differences between poems, drama, & prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) & drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

RL.4.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

L.4.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).

L.4.2f Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.

L.4.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

GRADE 5 Common Core State Standards for ELA

RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language

RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2a Use punctuation to separate items in a series.

L.5.2b Use a comma to separate an introductory element from the rest of the sentence.

L.5.2c Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

L.5.2e Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4a Use context (e.g., comparisons in text) as a clue to the meaning of a word.

L.5.4b Use grade-appropriate Greek and Latin affixes and roots as clues to meaning of a word (e.g., *photosynthesis*).

L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.5.6 L.5.5a Interpret figurative language, including similes in context.

L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms) to better understand each of the words.

Appendix D: Alberta & Common Core State Standards

Activities	Alberta Expectations	Common Core State
Word Canoe	AELA3.2.1; AELA4.4.2	L.3.2e; L.3.2f; L.3.2g; L.4.2e; L.4.2f; L.4.2g; L.5.2e; L.5.3; L.5.4; L.5.4a; L.5.4b; L.5.4c;
Setting	AELA3.2.3; AELA6.4.3	RL.4.3; RL4.5
Grammar Voyagers	AELA4.4.2	
• Propulsive Adjectives		
Poetry – Descriptive	AELA5.2.2; AELA6.2.4; AELA6.4.3	RL.3.5; RL.4.5; RL.5.4; RL5.5; L.5.5a
• Hyperbole		
• Cinquain Poem		
Kevlar Sentences	AELA4.4.2	L.3.2; L.3.2a; L.5.2; L.5.2a; L.5.2b; L.5.2c
• End Punctuation		
• Commas		
Myths	AELA3.1.2; AELA3.2.1; AELA3.2.4; AELA3.5.1; AELA4.2.2; AELA4.4.1; AELA5.2.2; AELA5.2.3; AELA5.2.4; AELA5.4.1; AELA6.2.2; AELA6.2.4	W.3.2d; W.3.4; W.3.5; W.3.6; SL.3.4; SL.3.6; W.4.3a; W.4.3d; RL.4.2; RL.4.1; RL4.2' RL4.3; RL4.6; W.4.4; RL.4.5
• The Trickster Writing Project		
Paddling Playwrights	AELA3.1.2; AELA3.2.1; AELA3.5.1; AELA5.2.3	RL.3.5; SL.3.4; SL.3.6; RL.4.1; RL4.2; RL4.3; RL4.6; RL.4.5; RL5.5
• The Lightning Thief		
• Macbeth		
Novel Genre: Adventure	AELA3.1.2; AELA3.2.1; AELA3.5.1; AELA5.2.3; AELA6.2.2	RL.3.5; SL.3.4; SL.3.6; RL.4.1; RL4.2; RL4.3; RL4.6; RL.4.5; RL5.5
Run		

Appendix E: Growing Glossary of Poetic Vocabulary Terms

Alliteration - Repeating the consonant sounds at the beginnings of nearby words, such as the "p" sound in the words "My puppy makes pizza" in the poem My Puppy Makes Pizza.

Allusion - making an indirection reference or mention without calling the name of it such as another publication or text.

Cinquain - A five-line poetic form in which the lines have 2, 4, 6, 8, and 2 syllables, in that order.

Close Rhyme - A rhyme of two words that are next to one another or close to one another, such as "Humpty Dumpty," "tighty- whitey," "fat cat," or "fair and square." Not to be confused with Near Rhyme.

Couplet - Two lines of poetry, one after the other, that rhyme and are of the same length and rhythm. For example, "I do not like green eggs and ham. / I do not like them Sam I Am."

End Rhyme - Rhyming words at the ends of the lines of a poem. See also internal rhyme.

Exaggeration (see hyperbole) -To overstate something; to claim that it is bigger, better, faster, smellier, etc. than is actually true. When Larry Made Lasagna is an example of an exaggeration poem.

Haiku - A short, unrhymed Japanese poetic form with three lines of five syllables, seven syllables, and five syllables. See How to Write a Haiku.

Hyperbole - Pronounced "hi-PER-buh-lee." An extreme and obvious exaggeration, not meant to be believed or taken literally. For example, "he has million-dollar hair" or "this test is taking forever."

Imagery - The use of vivid or figurative language to represent objects, actions, or ideas. Language and poetic techniques used to create mental pictures and cause emotions in the reader

Nursery Rhyme -A short, rhyming poem for young children, often telling a short story or describing an interesting character like Mother Goose rhymes

Oral Tradition - The spoken preservation of a people's cultural history and ancestry, from one generation to the next, often by storytellers.

Pattern - the consistency in design or organization that can serve as a model for making something

Perfect Rhyme - Two words that have exactly the same vowel and consonant sounds at the ends, starting with the first vowel of the last stressed syllable. For example, green/bean, dummy/tummy, and cavity/gravity are all perfect rhymes.

Poem - A written composition, often using rhythm, rhyme, metaphor, and other such artistic techniques to express an idea, feelings, or a story.

Poet - A person who writes poems.

Poetry - Literature written in verse, as opposed to prose, often written in metrical lines.

Prose - Ordinary writing or spoken language, usually written in sentences and paragraphs, as opposed to rhythmical lines

Quatrain - A four-line poem or stanza

Recite - To repeat or utter aloud something rehearsed or memorized, especially before an audience

Refrain - A phrase, line, or stanza that is repeated throughout a poem, often after each stanza

Repetition - Using the same word, phrase, line, or stanza two or more times in a poem

Rhymes -Having the same sound at the end of two or more words such as pine / fine, nickel / pickle, and ability / fragility. Poems, songs, nursery rhymes and hip hop use this technique to make it easy to remember the words. Poems use the repetition of the **same or similar sounds** at the end of two or more words most often at the ends of lines.

Rhyme Scheme -The pattern of end rhymes in a poem, written out as letters, such as AABB or ABAB.

Rhythm -The sound and feel created by the pattern of accented and unaccented syllables, usually repeated, in a poem.

Sensory -Relating to the 5 senses or sensations from seeing, hearing, tasting, touching and smelling.

Stanza -A group of lines in a poem, separated by space from other sections, much like a paragraph in prose.

Syllable -A part of a word, usually a vowel and its surrounding consonants, that makes a single sound when spoken. All words have at least one syllable. One syllable words are spoken with a single movement of the mouth (coat). Two syllable words are spoken in two separate sounds of the mouth (bottle).

Synonym -A word that has the same, or nearly the same, meaning as another word.

Tanka - A 5-line, 31-syllable unrhymed traditional Japanese poetic form, with five syllables on the first and third lines, and seven syllables on the second, fourth, and fifth lines.

Theme - The main idea, topic, or subject of a poem.

Tone - the feeling **the author** creates in a story, or poem. It can be serious, funny, angry, etc.

Verse - A section or line of a poem