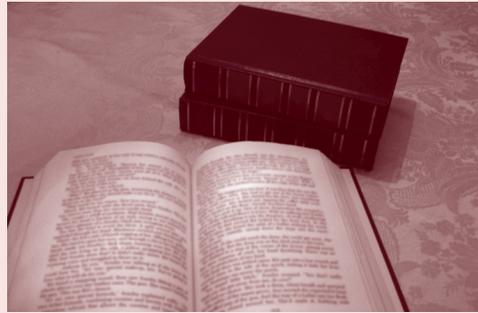


Together

Working Together



In this unit, you will read selections from the anthology *Working Together*. As the title suggests, the selections in this anthology involve getting along with others, achieving tasks as part of teams or group effort; but the selections are not limited to workplaces. They include situations from people's personal lives as well. You will read a variety of short stories, poems, non-fiction, and drama as you work through this unit. A number of your assignments will help you to become a better reader. They will show you strategies you can use to improve your understanding of what you read. At the end of the unit, you will be required to choose two major assignments that show your understanding of the ideas that come from the selections.

Please work through the lessons in the order they occur in this manual. The later assignments build on the assignments you completed in the earlier lessons.

Lesson 1 “Alfred the Great” page 41

Background to the story: “*Alfred the Great*” is about a boy who has not learned to read because he has not gone to school. He has moved to a new community to live with his mother and has decided he must go to school. The story is about his first meeting with his new grade 8 teacher.

Vocabulary list: The following words appear in the story. Look them over so that you can refer back to them if you come to them in the story and don’t know their meanings.

Balefully – with an evil or harmful look

Rowdies – rough and disorderly people

Grizzled – gray-haired

Belligerent – wanting to fight

Truant – skipping school

Obstinate – not willing to cooperate

Sheepishly – awkwardly or with embarrassment

Illiterate – not able to read or write

Fledgling – a young bird, inexperienced

Flabbergasted – speechless with surprise

Assignment 1: Asking Questions Before Reading

Turn to page 41 in *Working Together* and look at the title. Skim the first paragraph.

Worth
5 Points



Teaching Point 1: One Thing Good Readers Do: Ask Questions

Whenever you start to read a selection, it’s a good idea to focus your reading, or give it some direction, a reason to read on. You can do this by asking questions. These questions will help to hook your mind into the text (story, poem, etc.). Look at the title of the selection, skim part of the text (look very quickly at a section of the text, such as the first paragraph, or the first and last paragraph, but do not read carefully enough to get any real meaning from it), and think about what it might mean. Who or what does the selection seem to be about? Think in terms of who, what, why, when, and where kinds of questions at first. As you get better at this, your questions will change. Jot down your questions and refer to them occasionally as you read. You are looking for answers to your questions. Good readers ask questions to help them understand what they are reading.

After skimming the title and first paragraph, make a list of at least three questions that come to mind that you think might be answered as you read. Use complete sentences and end your questions with the proper punctuation.

Now, read the story all the way to the end.

Assignment 2: Responding to the Story

Write a personal response to the story. It should be about two paragraphs. Refer to the questions you asked in Assignment 1, along with your other comments, about the story. See the information below about writing a Personal Response.

Worth
15 Points



Teaching Point 2: Personal Response

You are responding personally to a selection you have read when you:

- tell what you liked or disliked about the selection, and give your reasons
- make a personal connection with the events or characters in the selection
- express your personal point of view about the selection or the ideas or characters in it
- make a judgment about something in the selection, a character's actions or maybe the ideas the author is presenting in the selection
- point out particular parts that you really liked or that caught your attention

It is very important to give details from the selection when you are responding. You do not have to “retell the story” in a personal response. You can be sure your marker has read the selection and will know what you are referring to; however, your response should clearly show that you understand the selection. The references you make to it will show your marker that you do understand.

Your marker will use the following ideas to assess your response:

- The content of your written response contains enough detail to show your understanding of the selection.
- The response shows some personal involvement with/connection to the material in the selection.
- The ideas in the response are organized well enough that the marker will easily understand your point of view.
- You may have taken some risks in presenting your personal point of view or showing how the selection affected you personally.
- Ideas in your response were supported with appropriate references to the selection.

The following response has been written for the selection “My Home Is Not Broken, It Works” on page 6 of *Working Together*. Read the selection first and then read the response. Use the assessment list above to judge how good the response is to the selection.

Boy, this woman (the author??) is really upset about what her little boy said to her. My parents are not divorced, but my cousin's parents are, and I know how hard the divorce has been on him. He got in a fight at school one day because someone said the exact same thing to him, about his home being broken. He was old enough to understand what the words meant, not like little Robbie. How mean can some people be! And his mother works so hard to keep it together. She's got three kids and that's not easy for one parent to deal with. I think she's right to be mad. I would be too. Society needs a new way to think about divorced families. They don't need any more stress.

Assignment 3: Understanding the Story

Now, answer the following questions about the story:

Worth
25 Points



1. When Gerald comes into Mrs. Brown's classroom, “he shuffled to a desk in front of the tiny room, where he slumped, arms folded, legs crossed at the ankles, and balefully eyed the girl sitting at the teacher's elbow.” At the end, “he smiled, grinning as if he had just read the first page of a Dickens novel.” We can see the change in his attitude over the course of the story. Find and put in their proper order five quotations that show us Gerald's change from a you-can't-make-me-do-anything kind of boy to a boy who is hopeful for his future.

2. Mrs. Brown uses a kind of “reverse psychology” (she pretends he won't have the interest or ability to stick with it) on Gerald to get him to want to learn to read. Write a paragraph about how she does this. Include details from the story to show you understand what she does.

(Note: When you use words directly from the story, you must put them in quotation marks to show that they are not your own, that someone else wrote them.)

3. The story is called “Alfred the Great.” The real Alfred the Great (849-899 AD), was ruler of the Anglo-Saxon kingdom of Wessex which remains part of modern day England. He is famous for defending his kingdom against the Danes (Vikings). Alfred is the only English monarch to be called “The Great”.

- Do you suppose Mrs. Brown ever had a student named Alfred who did what she said he did?
- Is there any proof in the story to say that she really didn't, that she made Alfred up?
- Why does she tell this story? Support your answer with details from the story.

Assignment 4: Vocabulary Puzzle

The crossword puzzle on tear-out page 17 uses the words at the beginning of the lesson from the story. Complete the puzzle and send it to your marker.

Note: Sometimes the clue asks for a slightly different form of the word than the one in your vocabulary list. For example, instead of requiring the word “occasionally,” the clue might ask for the word “occasional.”

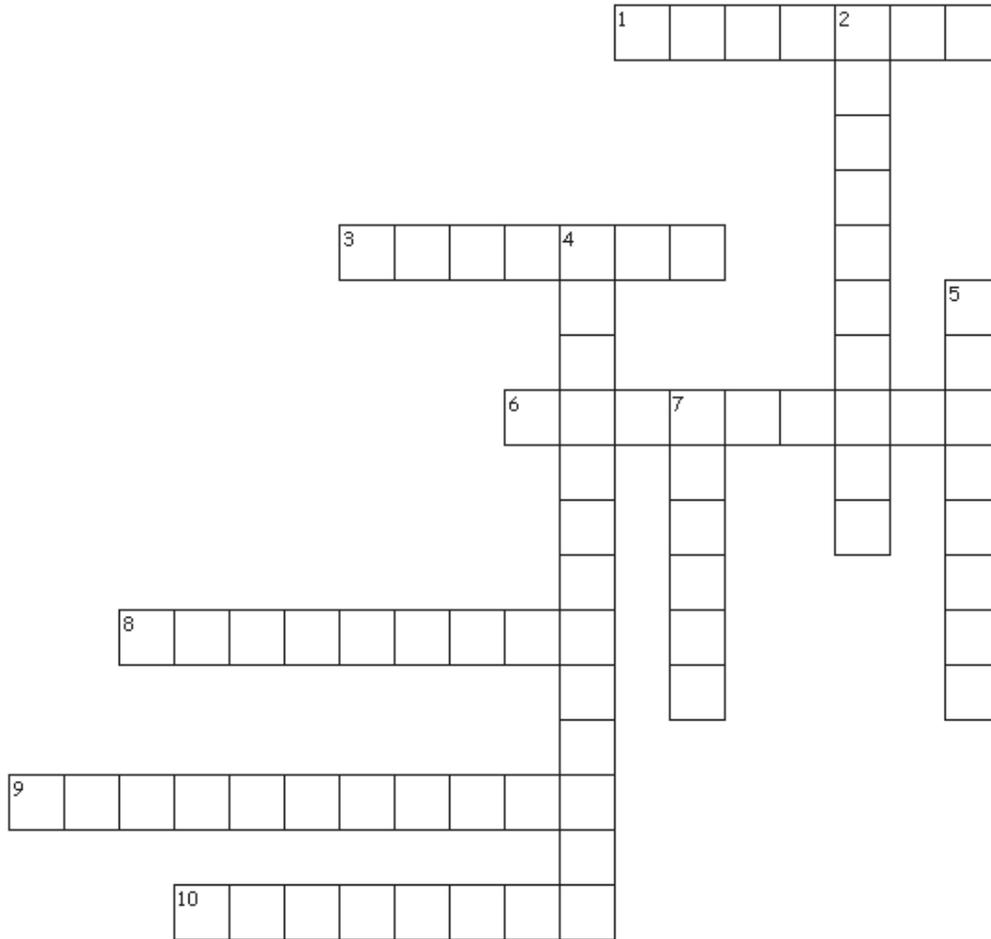
Worth
10 Points

**Submit to Your Marker**

From Lesson 1, submit the following to your marker:

Assignment 1:	Asking Questions Before Reading	5 points
Assignment 2:	Responding to the Story	15 points
Assignment 3:	Understanding the Story	25 points
Assignment 4:	Vocabulary Puzzle	10 points

"Alfred the Great" Crossword



Tear out and send to your marker

Across

1. They upset the counters in the mall when they rioted.
3. This look says, "I don't like you."
6. What you are when you refuse to eat your dinner.
8. What you are when you are very, very young.
9. What you are when you punch someone on the nose.
10. This is what a beard would look like when you are 80.

Down

2. What you are when you don't read or write.
4. What you are when you are astonished.
5. What you are when you feel silly.
7. What you are when you go to the mall instead of school.

Lesson 2 “The Friday Everything Changed” page 114

This story is set in Nova Scotia at a community school in the late 1940s or early 1950s.

DO NOT READ THE STORY YET. INSTEAD, DO ASSIGNMENT 1.

Assignment 1: Before You Start To Read

Make a list of questions and interview someone who is 55 years of age or older, maybe a parent, grandparent, aunt, uncle, or family friend who may have attended a one-room school or saw a school like this at one of Nova Scotia’s historic locations. Sherbrooke Village has a one-room school exhibit.



Interview topic: what it was like to go to school in a one-room school. Ask about things like

- how many grades in one room
- what it was like having more than one grade in the room
- what was studied
- what the teachers were like
- what the building was like
- what was in the building besides the classroom

You should have at least 7-10 questions (and you might think of more as the interview proceeds). Write your questions and the answers in interview format, that is, question followed by the answer, and so on. If you have a tape recorder, you may record your interview and submit it.

Now, read the story.

Assignment 2: Responding to the Story

Write a personal response to the story. Make references to the story to show that you fully understand the issues for both the girls and boys.



Assignment 3: Features Chart

Make a features chart in which you show the similarities and differences between the school in the story and our present day schools. Copy the chart below and add more rows to include more features. Develop five more comparisons to add to the chart.



Feature	One-room school	Present-day school
Number of grades in one classroom		
Heating system		
Water for students		
add more features		
add more features		

Teaching Point 3: Features Charts

You can use a Features Chart like the one above in a lot of reading situations where you are trying to sort out information into a format that is easier to understand. It's great for comparison/contrast situations where you are looking at the similarities and differences between two or more items. It is an excellent tool for sorting information in science and social studies texts too, and it can be a valuable tool to help you study for a test.

Assignment 4: Understanding the Story

1. Several times in the story, the narrator (the person who is telling the story; the narrator is not the author, but just another character the author has made up for the story) talks about doing something “real.”

- Write the author's name. State the narrator's name.
- What do you think the narrator means?
- Why is carrying the water so important? Explain your answer.

2. Continue the story to show what you think will happen on the next Monday when recess begins. Write at least five to ten sentences. Your writing must make sense to connect to what has already happened in the story. (Miss Ralston's home run and her decision to let the girls carry water too).

Worth
15 Points



Submit to Your Marker

From Lesson 2, submit the following to your marker:

Assignment 1:	Before You Start To Read	20 points
Assignment 2:	Responding to the Story	10 points
Assignment 3:	Features Chart	10 points
Assignment 4:	Understanding the Story	15 points

Lesson 3 "Perspective" page 110

Now, you will take a break from reading short stories to read poetry.

Assignment 1: Understanding the Poem

- As you read the poem "*Perspective*," try to visualize the scene: an old-style family farm with little mechanization, perhaps work horses instead of a tractor. Visualize the mother on the wagon with a pitchfork, tossing forkful after forkful of hay up into the hay mow where her husband catches it and sends it on farther into the mow. The "synchronism" the author writes of is in the rhythm of their moving the hay.
 - What is the narrator's problem?
 - How is the "time for a rest" decided?
 - Who is the author of the poem?
- The poem's meaning focuses in part on the changing "perspective," or point of view, of the narrator (the "I" person in the poem).
 - How does she view the decision to take a rest at the time when her parents are putting in the hay (when she is a young girl)?
 - What other possibilities occur to her as she grows older?

Worth
10 Points



Assignment 2: Responding to the Poem

Write a response to the poem. In your response,

- Tell how you feel about the decision-making issues in the poem, based on your understanding of why the father was the one who called the rest time.
- Why do you think this is such a complex issue for the narrator? (See the last 3 lines of the poem.)

Worth
10 Points



Assignment 3: Making Connections

The poem "*Perspective*" (page 100) and the story "*The Friday Everything Changed*" (page 114) have similar ideas about women's issues. The stories could have taken place in the same time period.

Worth
10 Points



In two paragraphs (minimum 8 lines each), show how the water-carrying and ball-playing issue in "*The Friday Everything Changed*" and the taking-a-rest issue in "*Perspective*" are related.

Submit to Your Marker

From Lesson 3, submit the following to your marker:

Assignment 1:	Understanding the Poem	10 points
Assignment 2:	Responding to the Poem	10 points
Assignment 3:	Making Connections	10 points

Lesson 4 “The Paper Boy” page 99

In this lesson you will look at the features of poems. Many poems are written using figurative language. Read the boxed information below about figurative language.

Teaching Point 4: Figures of Speech

Poems tend to say a lot, but use few words to do it. Poets do this by using figures of speech, such as metaphors and similes (sim-ill-ee).

A **simile** is a direct comparison between two things. The poet says that something is like something else. The words **like** or **as** are present in a simile, and the two compared items are in no way alike in any real way, only in the odd way the poet sees them. For example, from the movie *Forrest Gump*, we have “life is like a box of chocolates.” The two things compared are life and the box of chocolates, which are not alike, until you realize that the point on which they are similar is that, with a box of chocolates, you never know exactly what kind of chocolate you are getting, and in life you can’t ever know exactly what is going to happen next.

A **metaphor** is an indirect comparison between two “things.” The poet is saying that something **is** something else, not just **like** something else. For example: there is an old pop song called “Life is a highway.” This is a metaphor because two unlike things – life and a highway – are compared. What is the point on which they are similar? Highways take you to many different places and in many different directions. So can life.

Turn to the poem you just finished, “*Perspective*”. Look at line 7 in the first stanza (verse), “through the dry slither of hay.” What does the word “slither” remind you of? We generally use the word in relation to snakes moving along the ground, and the word “dry” in front of it reminds us that snakes are dry, not wet. So what has this to do with hay? The point on which they are similar is the sound of the hay as it is being thrown into the haymow, a dry, rustling sound that might remind you of the sound of a snake moving through dry grass or leaves. “Dry slither of hay” is a metaphor.

Now look farther down: “And tugging up lately in myself, / like fresh forksful of hay, / a third possibility” is a simile. The “like” is there, the “tugging up” refers to the appearance of a new idea in the narrator’s mind, moving up from somewhere below, maybe from where it has been buried, the memory, like the hay being moved up into the haymow. This is a simile.

You will come across metaphors and similes in stories as well as in poems. Look for them. They make reading a much richer, visual experience.

Assignment 1: Understanding the Poem

Worth
30 Points



Carefully read the poem “*The Paper-Boy*” (page 99). Then read it again, this time aloud. When you read, remember **not** to stop at the end of every line; pause when you come to the proper punctuation, such as period or a comma, as if you were reading a paragraph in a story.

Now, you will do a close reading of the poem. Answer each question with one or two complete sentences, unless you feel you have to add more to make your ideas clear.

1. Paper boys deliver newspapers, “the news of the world.” What time of the day does he deliver the paper?
2. You are told, “The early light accompanied him / Like a silent, obedient dog.”
 - Is this a metaphor or a simile?
 - How do you know?
 - What is the “early light”?
3. You are also told that, “He did not see it” (the early morning light).
 - What do you think this means?
 - Why didn’t he see it?
4. The news is referred to as “the waste of yesterday.”
 - Is this a metaphor or a simile?
 - Why do you think the paper boy (or maybe even the poet) thinks of news as yesterday’s waste?
5. What do the words “practiced but indifferent hand” suggest about the paper boy’s attitude to the news he was delivering?
6. Who or what is his “loyal companion”? What metaphor does the poet use to describe this “loyal companion”?
7. What does this poem tell us about the paper boy’s attitude toward his job? Refer to the poem to support your answer.

Submit to Your Marker

From Lesson 4, submit the following to your marker:

Assignment 1: Understanding the Poem 30 points

Lesson 5 “The Phantom Dog Team” page 20

DO NOT READ THE STORY YET

This short story is set in Labrador, the northern part of what is now the province of Newfoundland and Labrador. The story takes place before snowmobiles were invented when dog sleds were the main means of traveling in winter snow.

Assignment 1: Before You Read

1. Before you start to read, skim the title and the first paragraph. What do these suggest the story will be about? Refer to the story to support your answer.
2. Make a list of three or more questions you have about the story that you hope will be answered as you read *The Phantom Dog Team*.

Worth
10 Points



🍎 Teaching Point 5: The 2nd Thing Good Readers Do: Re-read

Good readers re-read when they need to gain more understanding. This happens when they lose the thread of the story or miss a point that was made earlier in the story and can't understand what is now happening. There is no point in continuing to read if you don't understand what is happening. When meaning breaks down, go back as far as necessary to pick up the thread you have lost. Every good reader has to do that now and again. Even good readers will have to read selections they find difficult and will have to work to understand.

Vocabulary: The following words appear in the story. Look them over so that you can refer back to them if you come to them in the story and don't know their meanings.

Ethereal – ghostly

Cairn – monument, marker

Reckoned – thought

Traces – leather straps of the dog team harness

Deviating – moving away from, leaving a plan or course of action

Ptarmigan – a species of bird

Assignment 2: Making a Time Line

The events of the story occur in a sequence of two or three days. Diagram a time line that shows the sequence, or the order of these events from the moment Bill and Jane left their home and returned to it several days later. Your time line should look like the sample that follows.

Worth
10 Points



English 7

- Put in the necessary divisions to show what they did on each day and at what time of the day.
- Pay attention to time words in the story to help you.
- Be neat, and draw a longer line on your paper to give you enough space to enter the events.

Day 1	Day 2	Day 3
Bill & Jane leave home in early a.m.		

Assignment 3: Drawing a Map

There is a lot of detail in the story about the direction Bill and Jane took on their trip and the kind of landscape they traveled over. Draw a map showing what you think the area looked like.



- Be sure to include the area described as the summer house on the coast.
- Pay attention to the distances and place names given in the story so that you can represent them in the proper places relative to one another.
- Be neat, colour your map, and write the place names neatly.
- Mark in the trail you think Bill and Jane took on their trip.

Assignment 4: Figures of Speech

The story contains a lot of descriptive detail that makes it more interesting to read. Two metaphors appear in the following quotations:

“darkness curtained the rocky slopes”

“first searching fingers of icy wind”

Re-write the following sentences to state the things compared and the points on which they are similar.

1. Darkness is compared to a _____. The point on which darkness and _____ are similar is _____.

2. Icy wind is compared to _____. The point on which icy wind and _____ are similar is _____.

(Hint: In each statement, the word you put in the first blank will be the same as the word you put in the second one.)

Assignment 5: Responding to the Poem

Worth
10 Points



Write a response to the story.

- Include your questions and the answers if you found the answers to them in the story.
- Your response should be at least three or more paragraphs.
- You might want to focus too on the fact that Bill and Jane left their 10 and 12-year-old children at home by themselves.
- Review page 14 of this guide on writing a personal response. After reading Teaching Point 2: Personal Response check the personal response you just completed to be certain you have included as many details as possible.

Submit to Your Marker

From Lesson 5, submit the following to your marker:

Assignment 1:	Before You Read	10 points
Assignment 2:	Making a Timeline	10 points
Assignment 3:	Drawing a Map	10 points
Assignment 4:	Figures of Speech	10 points
Assignment 5:	Responding to the Story	10 points

Lesson 6 "Four Men and a Box" page 27

DO NOT READ YET

Assignment 1: Before You Start To Read

Before you start to read, make a list of six facts you know about jungles. Think about where jungles are found and the characteristics, qualities, or features peculiar to a jungle.

Worth
5 Points



Vocabulary: The following words appear in the story. Look them over so that you can refer back to them if you come to them in the story and don't know their meanings.

Gaunt – very thin

Monotony – being all the same, with no variety

Intangible – not able to be seen or touched

Spectacled – wearing glasses

Enticed – lured or persuaded

Optimism – believing that good things will happen

Impenetrable – unable to be got through, will not let something pass through

Tormented – bothered badly, tortured

Incredible – unbelievable

Dogged – determined, not willing to give up (pronounced dog ged)

Now, read the story. As you read, observe the personalities of the four men and the things that hold them together in a group.

Assignment 2: Character Analysis

1. Reproduce and complete the following chart showing the four men and who they are. Go through the story to find the necessary details.

Worth
20 Points



Trait	Barry	McCready	Johnson	Jim Sykes
Employment description				
How they changed as they journeyed through the jungle				
How they reacted when they discovered the box contained nothing of worth				

2. The older man, Markgraff, who died in the jungle, sounded like an interesting man who was a good judge of other people. In three paragraphs, write about the following:
- why he chose these men to be part of his expedition into the jungle
 - why he gave them a heavy box with nothing of monetary value (having to do with money) in it
 - his understanding of the difference between something “precious” and something that has “worth”

Assignment 3: Responding to the Story

Write a response to the questions you asked before you started to read the story.

- Were your questions answered as you read, or not?
- How did you feel about the fact that the story was more concerned with the men’s feelings and attitudes as they struggled through the jungle than it was with the things that actually happened to them as they traveled?

Worth
10 Points



Assignment 4: Word Analogies

Worth
5 Points



Teaching Point 6: Word Analogies

Analogies are a kind of comparison. We say that something is to something else as another thing is to yet another thing. Sound confusing? Here are some examples:

- heart is to pump as stomach is to digest (in this analogy, the body part is related to its function: hearts pump blood and stomachs digest food)
- pork is to pig as veal is to calf (here, pork is what we call the meat we get from pigs, and veal is the meat that comes from baby beef, or calves)
- plank is to piece as loaf is to slice (a plank is a long board made of wood; loaf refers to bread, so a slice of bread [part of the loaf] is the same idea as a piece of a plank).

Analogies are great to help you to think about the relationships between words. They can be synonyms (have the same or similar meanings), antonyms (have opposite meanings), or part-of-speech relationships (noun-verb, adjective-noun, etc.). They can be more complex.

Now, choose the correct term in the following analogies and rewrite the complete analogies on your answer paper. You may want to use your dictionary.

1. Gaunt is to thin as obese is to (wiry, fat, hairless, lame).
2. Ears are to hearing aids as eyes are to (canes, shades, braces, spectacles).
3. Happy is to sad as dogged is to (hard-working, beautiful, lazy, determined).
4. Cheerful is to pleasant as tormented is to (agonized, happy, hurt, lucky).
5. Optimism is to (cheer, delight, gloom, hate) as life is to death.

Submit to Your Marker

From Lesson 6, submit the following to your marker:

Assignment 1:	Before You Start To Read	5 points
Assignment 2:	Character Analysis	20 points
Assignment 3:	Responding to the Story	10 points
Assignment 4:	Word Analogies	5 points

Lesson 7 “The Friends of Kwan Ming” page 108

Background to the story: In the 19th and early 20th centuries, many Chinese came to North America, the “New World,” to escape the grinding poverty and misery of their own country, just as families from all over Europe did the same. North America was the land of milk and plenty, they believed, and there they would find their fortune. Generally, the men came first and, if they were successful, sent for their families later. However, what many found in the New World was not fortune, but racism and employers who considered them second-class citizens and took advantage of them. No recognition was given to their culture, a far older one than our own.

Canada’s immigration record was not very good. In the early days, most Chinese settled in Vancouver, and today there is a thriving Chinese community in that and other cities across the country.

If you are interested in learning more about this, you can go to the Internet. Use search words, like Chinese, immigrants, Canada, North America.

Now, read the story.

Assignment 1: Responding to the Story

Write a response to the story “The Friends of Kwan Ming”. In your response, comment on your opinions about the three men’s arrival in the New World and their job search, and Kwan Ming’s boss and his treatment of Kwan Ming. Your response should show clearly that you understand why Kwan Ming’s situation had a happy ending. Remember to support your opinions with references to the story.

Worth
10 Points



Assignment 2: Vocabulary Development

On page 109, at the beginning of the second paragraph, the author writes, “Every night Kwan Ming trudged back to the inn.” Instead of the word “trudged,” he could have used “walked,” but “trudged” gives the reader a better image of how he walked. He did not walk quickly and with purpose, but slowly as if it were an effort to do so. You get a picture of a man who is perhaps slouched over, rather than straight-backed with his head high. Using strong verbs like “trudged” makes an author’s writing more interesting to read because it helps us to visualize the characters and what they are doing.

Worth
15 Points



Teaching Point 7: The 3rd Thing Good Readers Do: Visualize

Good readers make pictures in their heads as they read. They “visualize,” that is make up images in their minds of the characters in stories, or they “see” in their minds the scenes that unfold in stories as they read them. This means that they pay attention to the kinds of details that help them to form images, or pictures, in their heads as they read. This makes the reading experience much more enjoyable, and it helps the reader to better remember what he or she is reading.

1. Think of two other verbs that mean the same as “walked” but give us a particular image of how the character walked. Write a sentence for each, and then draw a sketch of what the walking looks like in your mind’s eye. You should use a thesaurus if you wish (dictionary of synonyms; you can find one online) and a dictionary to check the meaning of the words you choose.
2. Re-read the story to find at least three additional sentences where the author has used a strong verb that is more descriptive than an ordinary verb would be. Then,
 - write these sentences on your answer paper
 - underline the verb in each
 - explain what ordinary verb they replace and why they are more effective than the ordinary verb
3. Re-write the following sentences replacing the underlined verbs with strong verbs.
 - a. Jim ate his dinner in a hurry because he wanted to ride his new bike.
 - b. “Get out of my way, you idiot!” I said to my brother as I went to the door to see who was there.
 - c. The dog Toddy smelled my boots when I walked through the door.
 - d. The smell of Mum’s freshly baked bread came through the air into the living room and interrupted the video game I was absorbed in.

Assignment 3: Story Characteristics

This story has characteristics of a fairy tale or fable that is meant to teach a lesson or moral to the reader. Another characteristic is fantastic (unrealistic) elements that simply do not happen in real life. List two or three things about this story that make it like a fairy tale.

Worth
5 Points



Submit to Your Marker

From Lesson 7, submit the following:

Assignment 1:	Responding to the Story	10 points
Assignment 2:	Vocabulary Development	15 points
Assignment 3:	Story Characteristics	5 points

Lesson 8 “Running Lava Falls” page 94

“Running Lava Falls” is a non-fiction selection, meaning that the events that are described in the story actually happened. This selection is an autobiographical piece, about something that happened to the writer, China Galland. In it, she and a group of her friends navigate their raft over a dangerous area of white-water rapids known as Lava Falls.

Vocabulary: The following words appear in the selection. You may refer to these words if you come to them in the selection and don’t know their meanings.

Obstacle – an object or something that is in the way, preventing passage

Capsized – turned over, upside down
Morbid – thinking about the possibility of death

Turbulence – violent disorder, disruptive movement

Pummeling – pounding

Vortex – whirling mass or water, whirlpool

Catapulting – throwing or hurling, as if from a slingshot

Frenzy – a brief fury, state of madness, disorder

Maneuverable – able to be moved about

Vulnerable – easily able to be hurt, either physically or emotionally

DO NOT READ THE SELECTION YET

Teaching Point 8: Using K-W-L Charts to Focus Learning

The K-W-L chart is a three-column chart you can use to give direction to your reading in non-fiction (selections that are about real people and events) areas. The letters stand for what you do to focus your reading. “K” stands for what you already Know about the topic you are going to read about. “W” stands for what you Want to Learn about the topic. This takes the form of questions you make up about the topic to help you read for particular information. Both the “K” and “W” columns are completed before you start to read the selection. “L” stands for what you Learn as you read. After you have finished reading the selection, you go back to your K-W-L chart and complete the “L” column. Make the chart as long as required.

This is how it works:

- Brainstorm as much information as you can remember about the topic and write it in the K-column.
- Group the ideas in the K-column according to the kind of information they represent so that all related information is together.
- Look at what you know in each group, and then ask what more you would like to know about those groups.
- Write your questions in the W-column. These will help you to set a purpose for reading and direct it.
- Do your reading or research to find the answers.
- Record your findings in the L-column.

K-W-L Chart		
Topic: _____		
What I Know	What I Want to Learn	What I Learned

Assignment 1: K-W-L Chart



Before you start to read, make a K-W-L chart like the one above on your answer paper. Read the boxed information below about K-W-L charts before you do.

- Complete the first two columns of the chart.
- Think about everything you know about white water rafting, or rafting of any kind. Perhaps you or someone you know has taken a rafting trip on Nova Scotia's Shubenacadie River. Put everything you know about this in the first column.
- Now, brainstorm some questions about what you would like to learn about the topic and write them in the second column.
- Now, read the selection. Read carefully to follow the sequence (order) of what happens as the raft enters the rapids until they are out of them a few seconds later.

Assignment 2: Responding to the Selection



Write a response of two or three paragraphs to this selection. Each paragraph should have a minimum of five or six sentences.

- If you have any personal experience with boating or rafting, now is the time to write about it.
- What did you think of the dangerous adventure this young woman and her friends were undertaking?
- What part of the selection was the most interesting to you?
- Did the selection raise any questions in your mind about the situation or rafting in general?

Teaching Point 9: The 4th Thing Good Readers Do: Use Their Prior Knowledge

Good readers try to make a personal connection with what they read. Think back to the first story you read “Alfred the Great.” When Gerald attempts to read his first book about the fat cat, his delighted response was “He sound like my cat.” Many times, readers will say that they had an experience like the one they are reading about, or they know someone who has, or they have read something that presented a similar experience. It is much easier to read about something you already know a little bit about; however, that isn’t always possible. There are many things a reader may not yet have experienced, but whenever possible, think about how the selection you are reading might connect with, or relate to you.

Assignment 1 (continued)

Now, return to Assignment 1 and complete the third column of the K-W-L chart. What did you learn about the topic?

Assignment 3: Word Search

Complete the word search containing the words in the vocabulary list at the beginning of this lesson. Use the tear-out page that follows with the word search grid for the selection. Neatly circle the entire word as you find it.

Worth
10 Points



Submit to Your Marker

For Lesson 8, submit the following:

Assignment 1:	K-W-L Chart	10 points
Assignment 2:	Responding to the Selection	10 points
Assignment 3:	Word Search	10 points

"Running Lava Falls" Word Search

T F R E N Z Y E S P E P R X N
P U P G B N S U U D L D B V T
X K R V Z R A M M I B P F U D
A S H B E L M D Y B A O T L D
M S A N U E Z F R R R Z N N J
J D B S L L R B N O E D I E X
Z Y E I N Q E E M M V R C R I
S F N Z Z C X N E V U M X A F
S G Z I I E M I C D E O F B K
E L C A T S B O W E N Y F L I
Q F T R P F P Q Q B A X P E T
Y S O U I Q M A K J M I I J D
E V P I E Q U K C K Z T L N G
K N P F P C Q K O U D G F K S
C A T A P U L T I N G M Z C Z

Tear out and send to your marker

CAPSIZED
MANEUVERABLE
PUMMELING
VULNERABLE

CATAPULTING
MORBID
TURBULENCE

FRENZY
OBSTACLE
VORTEX

Lesson 9 "From Behind the Red Line" page 101

Carefully, read the paragraph in italics at the beginning of the selection. This is an autobiographical piece, a memoir, of Tod Hartje's experience when he was sent to Russia; at that time it was part of the Union of Soviet Socialist Republics (USSR), a communist country.

Vocabulary: The following words appear in the story. Look them over so that you can refer back to them if you come to them in the story and don't know their meanings.

Caviar – an expensive food made of roe, or fish eggs, a delicacy

Obligatory – required, necessary

Prevalent – present, can be seen or felt everywhere

Demeanor – behaviour, conduct, the way a person looks

Collective – a group working together, in the old communist era of the Soviet Union, the group where no one was any more important

than any other, or (in theory) received any more than any other

Admonished – scolded

Paradoxically – a contradiction, saying one thing but doing or even saying the opposite

Initiative – drive, get-up-and-go, taking on a task without being asked

Dictum – statement of the way things have to be done

Exhortation – begging or pleading

Assignment 1: Features Chart

Much of author, Tod Hartje's, writing is a comparison of the Soviet way of playing hockey and managing a team with his understanding of North American hockey.



On your answer paper, make a features chart like the one that follows and complete it with the facts that Hartje learned about Soviet hockey while he was a member of the Soviet team. You should be able to find at least five or six different features on which you can compare the two. Make your blocks big enough that you can write one or two sentences in each one.

Feature	Soviet Hockey	North American Hockey
Nutrition		
??		
??		
??		
??		
??		

Assignment 2: Understanding the Selection

Worth
20 Points



1. At the top of page 102, Hartje refers to the man who manages the team's diet as the "team malnutritionist."
 - a) What does this mean?
 - b) Why does he use this term when he refers to him?
 - c) Give references from the selection to support your answer.

2. At the bottom of the same page, he writes, "No individual was to stand apart from the others."
 - a) What do you think he means by this?
 - b) How would a Wayne Gretzky or other North American hockey superstar feel in a team like this?

3. In your opinion why were the fans in the stands so interested in Tod Hartje? How did they react to him and his playing?

4. In your opinion why were there so many differences between the way the Soviets played hockey and the way the game is played here in North America?

Assignment 3: Responding to the Selection

You may be a hockey player yourself, or you may not know anything about the game.

Worth
10 Points



- a) Write a response to "From Behind the Red Line" in which you state your attitude toward the game and why you feel that way.

- b) Write a response to Tod Hartje's memoir, to provide your view of the Soviet game.

Submit to Your Marker

For Lesson 9, submit the following:

Assignment 1:	Features Chart	20 points
Assignment 2:	Understanding the Selection	20 points
Assignment 3:	Responding to the Selection	10 points

Lesson 10 "Body Politics" page 50

"Body Politics" is a short drama, or play, presented as an edited teleplay from an episode of Degrassi High. As you would expect, the plot line is set in a high school, and the situation is one familiar to most young people. The play has an overall narrator, one of the characters, Lucy, who is making a video-tape to send to her friend in the Caribbean. The incidents of the play are interrupted by her occasionally talking into her video camera as she tells her friend what is happening.

DO NOT READ THE PLAY YET

Assignment 1: Before You Start To Read

Before you read the play, on your answer paper, write a paragraph or two telling what you know about the Degrassi High program. If you do not know the television series, write about the kinds of daily events that occur in your or any junior or senior high school. Think about the characters and the kind of situations they may become involved in daily.

Worth
5 Points



Now, turn to page 50 to the cast of characters. Read through the list to become familiar with the characters and each role in the play.

When reading the play, you may want to have someone read it with you to read the parts aloud, putting expression into your voice. Don't forget to pay attention to the stage directions (in italic print); they often give you important information about how a character looks or acts. When you see V/O in parentheses after Lucy's name, it means "Voice Over". This indicates she is talking into her video camera.

Assignment 2: Understanding the Play

Worth
20 Points



1. There are three plot lines in the play:
 - a) the boys' and girls' sports teams
 - b) Lucy's wanting to go to the school dance
 - c) the tension between Michelle and Alexa, who used to be best friends

Write a paragraph for each plot line, retelling the basic story of each and how it ended.

2. If you could speak to Degrassi High's principal about his decision to not let the girls have a good practice time or equipment, what would you say to him? Write a paragraph (minimum ten lines) with your ideas.

Teaching Point 10: The 5th Thing Good Readers Do: Retell

A good way to know if you understand a story or part of it is to try to retell it in your own words. Teachers will often ask students to “tell what happened” in a story or after a particular part of a story. Being able to do this shows that you understand the story, or comprehend it. Reading is not just looking at the words; it is making meaning from those words.

Assignment 3: Responding to the Play



The situations of the plot lines are common ones in a middle or high school setting. In your response, write about your feelings or ideas about:

- the attitudes of the boys and the girls in their dispute over the gym
- girls feeling that boys get all the attention in their school
- the age-old problem of waiting to be asked to the school dance, or worrying about being turned down if you ask someone
- the loss of friends

Name the characters you are referring to in your response and give details from the play that support your ideas. Remember to connect your ideas about the play with your own experience or observations.

Submit to Your Marker

For Lesson 10, submit the following:

Assignment 1:	Before You Start To Read	5 points
Assignment 2:	Understanding the Play	20 points
Assignment 3:	Responding to the Play	10 points

Lesson 11 Final Activities for Unit 1

You will do Number 1 and **either** Number 2 **or** Number 3.

Worth
35 Points



1. Vocabulary Activity

Balefully	Ptarmigan	Vortex
Rowdies	Gaunt	Catapulting
Grizzled	Monotony	Frenzy
Belligerent	Intangible	Maneuverable
Truant	Spectacled	Vulnerable
Obstinate	Enticed	Caviar
Sheepishly	Optimism	Obligatory
Illiterate	Impenetrable	Prevalent
Fledgling	Tormented	Demeanor
Flabbergasted	Incredible	Collective
Ethereal	Dogged	Admonished
Reckoned	Obstacle	Paradoxically
Deviating	Capsized	Initiative
Cairn	Morbid	Dictum
Traces	Turbulence	Exhortation

From the above list of words, complete the following activities.

Teaching Point 11: About Words

To complete the following exercises, first read the information about the following:

Syllables: These are groups of letters (vowels and consonants) within a word that make the speech sounds you hear when the word is spoken. Some words have one syllable, some two, others three or more. You can break words into chunks, or syllables, by listening to the number of different sound groups you hear. For example,

- break – one syllable
- butter – two syllables: but – ter
- unhappy – three syllables: un – hap – py

Prefixes: A prefix is a letter group attached to the front of a base word to make a new word with a different meaning. For example,

- pre – meaning before and added to determine = predetermine, meaning to make up the mind, or determine beforehand
- anti – meaning against and added to aircraft = anti-aircraft, meaning against aircraft
- re – meaning again and added to tell = retell, meaning to tell again

Suffixes: These are letter groups added to the end of a base word to change the way the word is used in a sentence. For example,

- -ment – added to the word root govern = government, which then can be used as the subject or object in a sentence (A new government was formed last week.)
- -al – added to nation = national, a word that describes a noun (Lacrosse is our official national sport.)

Singular: Nouns (the subjects or objects of sentences) are referred to as singular when they mean only one of whatever the named item is.

Plural: This refers to nouns which have had -s or -es added to them to make them mean more than one. For example,

Singular	Plural
Cow	Cows
Baby	Babies
Friend	Friends
Emotion	Emotions
Fox	Foxes

a) Make 4 columns on your answer paper and label them as follows:

One Syllable	Two Syllables	Three Syllables	Four Syllables

Place all the words in the proper columns. Say the words aloud and count the number of syllables as you say each word to help you decide which column each should be placed in.

- b) Four words have different prefixes at the beginning of them that mean “not.” Write the words and tell how the prefixes change their meaning.
- c) One word begins with a letter that you do not say when you pronounce the word (a silent letter). What is the word?
- d) Three words are adjectives (words that describe nouns) that have been changed into adverbs (words that describe verbs, adjectives, and other adverbs) by adding the suffix “-ly” to them. Write them on your answer paper.
- e) Find the two plural nouns. Write them and their singular forms.