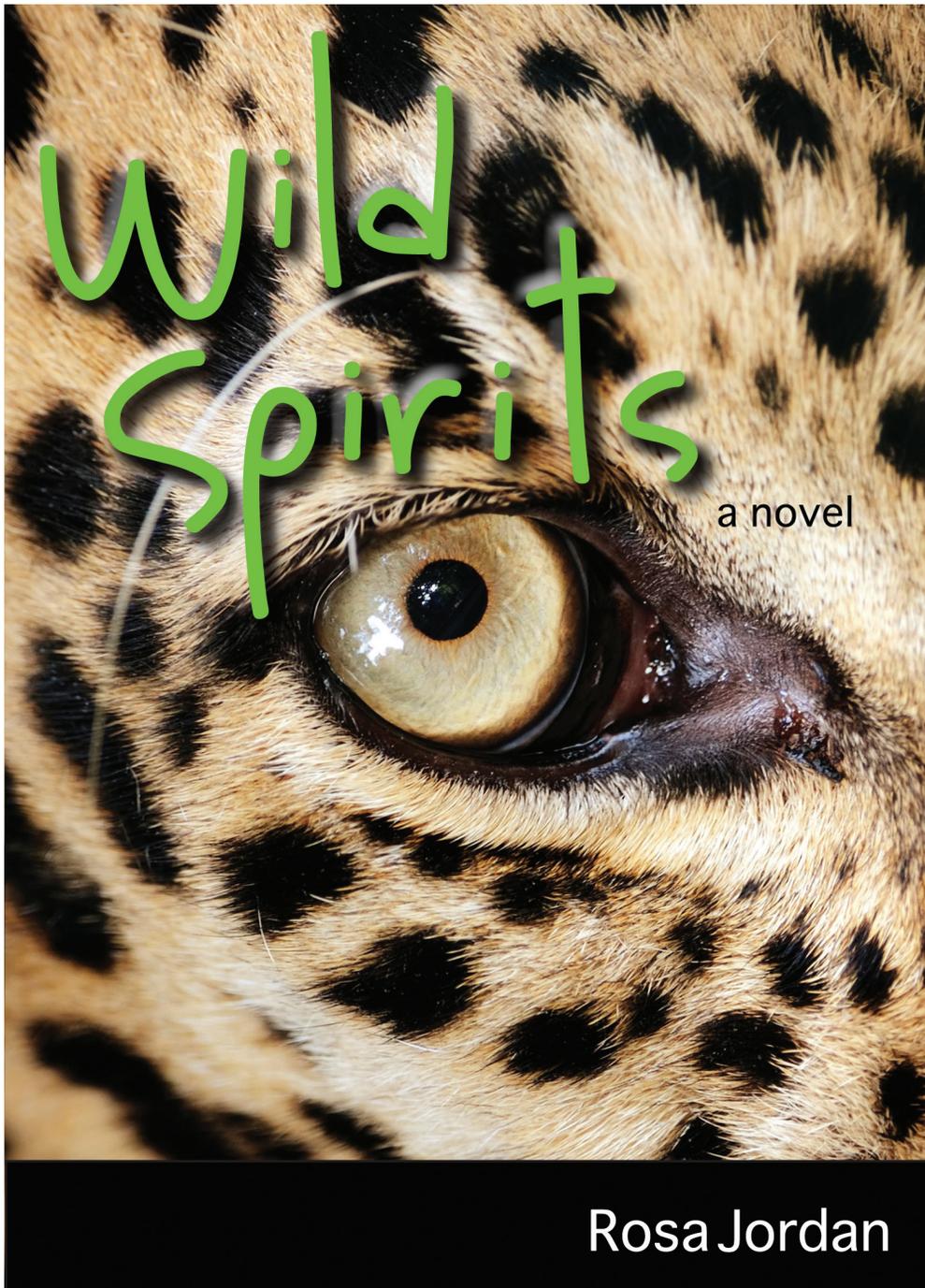


TEACHER'S GUIDE

Grades 7&8



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I INTRODUCTION

Eleven-year-old Danny Ryan and nineteen-year-old Wendy Marshall think their friendship is only about looking after two baby raccoons that Danny has rescued. But when a bank holdup upsets Wendy so much that she can hardly stand to be around people, she leaves her job as a teller, retreats to a farm, and surrounds herself with injured and orphaned wildlife, Danny, neglected at home and considered weird in a town where other boys are into hunting, finds peace on the farm, too, plus excitement, as he and Wendy adopt even more exotic animals such as llamas, bobcat, a serval, an ocelot, and a blind lynx.

Over time the two friends develop a bond that goes beyond care for the animals to caring for each other. As it turns out, Wendy rescues not just wildlife, but Danny as well. What's more, the bank robbers are still at large and still a threat, and Danny, now fourteen must act to save Wendy's life.

***Note to Teacher**

There are two short sexual references on pages 16 and 204 in which the main character makes indirect references to her boyfriend's body in a sexual manner.

About the Author

Rosa Jordan's previous novels for young people, *The Last Wild Place*, *The Goatnappers*, and *Lost Goat Lane*, won or were nominated for the American Society for the Prevention of Cruelty to Animals Henry Bergh Award the Green Earth Young Adult Award, the VOYA Top Shelf Fiction for Middle Readers, the Silver Birch Award, the Red Maple Award, and the Chocolate Lily Award, Rosa grew up in the Florida Everglades, became a Canadian citizen long ago, and lives in the Monashee Mountains of British Columbia.

II CURRICULUM CONNECTIONS

Grade 7 Science: Understanding Life Systems, Interactions in the Environment Grade 7 and 8 Language

Grade 7 and 8 Language

Gr. 7 Science: Understanding Life Systems, Interactions in the Environment

Gr. 7 & 8 Language: Oral Communication 1.1, 1.2, 2.2 - 2.6; Reading 1.5

World issues such as protecting endangered wildlife and their habitats.

Gr. 7 Science: Understanding Life Systems, Interactions in the Environment

Gr. 7& 8 Language: Reading 1.2, 2.1, 2.3; Writing 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 2.7, 2.8, 3.1-3.8, 4.1; Media 3.1-4.2

Small group research and class discussion about consequences of releasing wild animals.

Gr. 7 Science: Understanding Life Systems, Interactions in the Environment

Gr. 7& 8 Language: Reading 1.2, 2.1, 2.3; Writing 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 2.7, 2.8, 3.1-3.8, 4.1; Media 3.1-4.2

Wild animal research project

Gr. 7 Science: Understanding Life Systems, Interactions in the Environment

Gr. 7 & 8 Language: Oral Communication 1.1 – 3.2; Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

Conducting an interview

Gr. 7 & 8 Language: Oral Communication 1.1 – 1.8, 2.2 - 2.6; Reading 1.1 – 1.9

Conduct a literature or information circle

Gr. 7& 8 Language: Writing 1.1 – 4.3; Media Literacy 3.1 – 4.2

Write a news or magazine article

Gr. 7& 8 Language: Media 3.1-4.2

Poster or brochure to inform and persuade

Grade 7 & 8 Language: Oral 1.1, 1.2, 2.1-2.5; Reading 1.4, 1.6, 1.9; Writing 1.3-1.5, 2.5

Class debates about hunting or about keeping wildlife in captivity and breeding.

Gr. 7 & 8 Language: Reading 4.1, 4.2

Assess your own reading of this novel.

Grade 7 & 8 Language: Media 3.1-3.4, 4.1, 4.2

Redesign the book cover

Character Education

Wild Spirits may be used to illustrate and discuss the following character traits: respect (for animals), trust (humans and animals), responsibility, honesty, and integrity, and perseverance.

III PRE-READING ACTIVITIES

- Review the features and elements of narrative text.
- Activate knowledge about endangered and exotic wildlife.
- Discuss the book cover. What might it tell the reader about the content? Discuss how this cover might encourage people to read the book or discourage them from reading it.

Chapter titles - predicting what the chapter might be about

Chapter 1 The Bank	Chapter 2 Tripod	Chapter 3 Lover Boy
Chapter 4 The Orphans	Chapter 5 The Holdup	Chapter 6 Danny's Raccoons
Chapter 7 The Witness	Chapter 8 Quitting Time	Chapter 9 Two Proposals
Chapter 10 Plans	Chapter 11 Home in the Wild	Chapter 12 Red River Ranch
Chapter 13 Hoofstock	Chapter 14 Machu and Picchu	Chapter 15 Animal Farm
Chapter 16 Full House	Chapter 17 Unlikely Friends	Chapter 18 Without Fear
Chapter 19 A Necessary Change	Chapter 20 The Bad Guys	Chapter 21 Junkyard Surprise
Chapter 22 Just Visiting	Chapter 23 Dolly Llama	Chapter 24 Fourteenth Birthday
Chapter 25 Free and Not	Chapter 26 Detective Work	Chapter 27 Return to Red River
Chapter 28 Danny's Parents	Chapter 29 Fighting Fear	Chapter 30 Radar
Chapter 31 Another Call	Chapter 32 Black December	Chapter 33 Christmas Eve
Chapter 34 Christmas Day	Chapter 35 The Animals' Christmas	Chapter 36 Danny's Christmas
Chapter 37 Email SOS	Chapter 38 Radar Chaos	Chapter 39 The Longest Trip
Chapter 40 Brave Heart	Chapter 41 Things Said and Not	Chapter 42 A New Normal

Chapter Chunks

Chunk 1: Chapters 1-10, pp.7-64

Chunk 2: Chapters 11-20, pp.65-127

Chunk 3: Chapters 21-30, pp.128-194

Chunk 4: Chapters 31-42 (end), pp.195-257

Vocabulary Building

The following word lists are suggestions for the intermediate level. There are other words in the book that might be more appropriate to meet the needs of the various reading levels in the classroom.

There are many different ways to use the following vocabulary lists. Some suggestions include:

- student or teacher created word searches
<http://puzzlemaker.discoveryeducation.com>
- find the meaning and use in a sentence to show understanding of meaning
- find the meaning, and find another word with same or similar meaning
- make a chart showing prefix, root and suffix
- multiple meaning words

reprimanded p8	taunt p13	varmint p18
senile p22	antics p50	turnstile p72
husky p72	dawdled p73	feisty p80
ferocious p112	feral p129	quarantine p140
enthralled p149		

IV DURING READING QUESTIONS

The following questions are suggestions for reading comprehension and improving thinking skills. The questions reflect a range of Bloom's Taxonomy levels (<http://learningandteaching.dal.ca/bloom.html>). The questions can be answered in a variety of formats: written, oral, graphically, computer generated, etc.

Chunk 1

1. Start a character trait graphic organizer for Wendy (BLM 1). Add notes to it as you learn more about Wendy.
2. Who is Jesse James? p7
3. What do you think Wendy means by Jesse James-type bank robber? p7
4. How does the author show the reader that the time period has shifted? p8
5. Why did Wendy scream at the deer for it to run? p12
6. How did Wendy figure out what hunting meant? p11
7. Start a character trait graphic organizer for Danny. (BLM 1) Add notes to it as you learn more about Danny.
8. What do you think of Danny's reason for getting a llama? p14 (You may have to go find out about this feature of llamas.)
9. What does a ferret look like? Sketch one that might look like Tripod. p20
10. Do you think Mrs. Armstrong is sill for having an animal for a best friend? p22
11. What does "stepping out" mean? p24
12. Do you agree or disagree with Wendy's theory about the raccoons getting into the garbage at night? Give reasons for your answer. p29
13. Why can't wild animals be trained? p37
14. Why is it better that the raccoons only remember that people are dangerous? p39
15. Why is Danny scared of speaking about what he saw during the robbery? p45
16. Do you think Wendy should tell someone about her fears? p53 How could her fears affect her everyday life?
17. What is the setting?
18. Summarize this chapter chunk in point form.

Chunk 2

[Numbered List]

1. Have you ever felt like how Danny's feels about releasing the raccoons? How did you handle it? p66
2. Predict reasons why Wendy wants peacocks. p72 Can you draw any conclusions or make connections between peacocks and Wendy's fears?
3. What does Wendy mean when she asks, "Is the park short-handed?" p75
4. What does hoofstock mean? p75

5. How does the author show the passage of time? p79
6. Check your prediction about why Wendy wanted peacocks. Were you correct? p86
7. What does Wendy mean when she says the fawn is “imprinted” on humans? p98
8. How many and what kind of animals does Wendy have on her farm at this point in the novel? p100
9. Sketch what Wendy’s kitchen might look like after the bobcat got into the fridge? p103
10. Why could the rehabilitation people take away Wendy’s license? p111
11. What does Wendy mean by “refrigerator fetish”? p113
12. What is your opinion of Wendy’s statement about humans and wild animals not mixing? p115 (Your responses may be useful during a class discussion after reading the novel.)
13. What do you think of the name Wendy and Danny give to the farm? p126 Sketch a bird’s eye view of what you think the farm might look like.
14. Summarize this chapter chunk in point form.

Chunk 3

1. Danny shared a bit of his homelife with Wendy. How does the author evoke empathy for Danny? p131
2. What does “suck wind” mean? p133
3. Why did the Fish and Game officers need to know the approximate weight of the bobcat? p135
4. Why did they have to tranquilize the two cats? p135
5. How does the author create a picture of what the tranquilized bobcat under the camper looked like? (element of style) p137 Why does the author use various elements of style?
6. Why does the author use “...lugged the cage...” instead of “...carried the cage...”? p140 [underscore carried]
7. Why are the words “hurry” and “and” in italics? p141
8. Who or what is Pumpkin? p150
9. Why is Danny reminded that Pumpkin is half his? How does Danny react and what does this say about his character? p150
10. What is a serval and a caracal? Look them up on the internet to find out what they look like, habitat and food. p151
11. Who was the threatening phone call from? p155
12. Comment on the following excerpt:
 - i. “...if it wasn’t what the other kids were into,
 - ii. you ended up as a kind of outcast...” p161
13. Danny has just been accepted to volunteer at Red River Ranch on p173. He is very excited and happy. Have you or do you volunteer anywhere? What do/did you like about volunteering?
14. Why is Wendy annoyed with Kyle? p184
15. Summarize this chapter chunk in point form.

Chunk 4

1. Why did Wendy accuse Danny of giving out her phone number so harshly? p196
2. Predict how the robbers got Wendy's phone number. p200
3. Have you ever been betrayed the way Wendy feels betrayed by Danny? How did you cope? How did the situation get resolved? p200
4. How do Wendy and Danny mend their relationship? p210
5. When you've had an argument with a friend, how do you smooth out your relationship?
6. Who did Butch get money from? p221 How do you know? Use evidence from the text to back up your response.
7. Who did Danny get the saddlebags from and why did he want them? p220
8. What are panniers? p223
9. What are ocelots? p225 Do an internet search to find some information about them.
10. Wendy has accepted another animal to her farm, but she has to go and get it. What does this say about her character? p228-229
11. Why does Radar pee all over everything? p231
12. What does Danny mean by "sprongs"? What kind of movement is that? p233
13. How does the author create the feeling of action and danger? p240
14. What does weaned mean? p243
15. Danny has been thinking about his career and has some plan laid out already. What do you think of his plans? Do you have any ideas yet about what you'd like to do after you finish school? p250
16. Why did Danny have such a negative reaction to what Kyle said about foster kids? p256
17. "Sometimes new normals are better than old ones..." p263. What does Danny mean by that? Are there any hidden meanings the author might be aiming at?
18. Summarize this chapter chunk in point form.

V POST READING/CURRICULUM CONNECTIONS ACTIVITIES

World issues such as protecting endangered wildlife and their habitats. These issues reflect big ideas/questions that involve respect for the environment, personal and collective responsibility (e.g., polar bear habitat).

Gr. 7 Science: Understanding Life Systems, Interactions in the Environment
Gr. 7 & 8 Language: Oral Communication 1.1, 1.2, 2.2 – 2.6
Reading 1.5

Conduct a literature or information circle to discuss the questions, issues, and perspectives, that this book addresses as well as issues that exist in our community, city, and the world at large.

Gr. 7 & 8 Language: Oral Communication 1.1 – 1.8, 2.2 – 2.6
Reading 1.1 – 1.9

Write a news or magazine article related to the wildlife rescue theme, or about Wendy’s farm, etc.

Gr. 7 & 8 Language: Writing 1.1 – 4.3
Media Literacy 3.1 – 4.2

Small group research and class discussion about consequences of releasing wild animals not native to a particular area (p152). Create a brochure or write a newspaper article to demonstrate understanding.

Gr. 7 & 8 Language: Reading 1.2, 2.1, 2.3
Writing 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 2.7, 2.8, 3.1 – 3.8, 4.1
Media 3.1 – 4.2

Research project (small group or individual) –choose a wild animal to research and report to the class in an appropriate format (e.g., video, powerpoint, brochure)

Gr. 7 & 8 Language: Reading 1.2, 2.1, 2.3
Writing 1.3, 1.4, 1.5, 1.6, 2.1, 2.6, 2.7, 2.8, 3.1 – 3.8, 4.1
Media 3.1 – 4.2

“Humans and wild animals don’t mix, and when they do, the result is often a disaster for the animals.”
Wendy said on p115

Do you agree? Why/Why not?

Class discussion prior to research project about animals in captivity or provincial/federal laws about wild animals

Develop questions and script for conducting an interview with Wendy, Danny and/or another character in the story. Videotape the interview(s) to create a media work. This could also be a forum for a televised debate relating to issues such as captivity of or endangerment of wild animals. (BLM 2)

Gr. 7 Science: Understanding Life Systems, Interactions in the Environment

Gr. 7 & 8 Language: Oral Communication 1.1 – 3.2

Writing 1.1 – 4.3

Media Literacy 3.1 – 4.2

Create a piece of media such as a poster or brochure to inform and persuade people not to keep wild or exotic animals.

Gr. 7 & 8 Language: Media 3.1-4.2

Gr. 7 & 8 Visual Arts

Class discussion/debate (p158)

Class debates about hunting or about keeping wildlife in captivity and breeding. Each group needs to research information to provide support for their argument.

Grade 7 & 8 Language: Oral 1.1, 1.2, 2.1 – 2.5

Reading 1.4, 1.6, 1.9

Writing 1.3 – 1.5, 2.5

Assess your own reading of this novel. Did you find it easy or hard to read? What activities/strategies and/or discussions helped you to better understand the story? (i.e. pre-reading, during reading, post-reading). What might have made it easier/harder to get through? Jot down your thoughts to be ready for an oral discussion with the teacher.

Gr. 7 & 8 Language: Reading 4.1, 4.2

Look at the book cover again. How do you feel about it? Do you like it? Re-design the book cover to make it more appealing using a graphics program, PowerPoint or other visual media. Present the finished work as a Gallery Walk in the classroom.

Grade 7 & 8 Language: Media 3.1 – 3.4, 4.1, 4.2

Alter the story; change one event and make a written, point form outline showing how the storyline would change with your alteration.

Using your chapter chunk summaries, create a comic strip of the main events in this book (BLM 3). Use an online program, Comic Life or other graphics software for the finished product.

Create a CD cover with song titles. The song titles can be the main idea in each chapter. (BLM 4)

Character Education

Wild Spirits may be used to illustrate and discuss the following character traits:

- respect (for animals)
- trust (humans and animals)
- responsibility
- honesty, and integrity
- perseverance

VI APPENDIX

BLM 1

Character Traits Map

Appearance (Looks):	Character:	Says:
Feelings:	sketch	Actions:

BLM 2

The “Q” Chart

The Q-chart below gives a framework for creating questions. Start your question with a word from the first column and add a verb from the top row. The combination you choose will drive your questions.

Discussion questions should lie within the “Predict” and the “Synthesis and Application” boxes. For example, “When would...?” or “Why might...?” are good beginnings for discussion questions. Avoid starting discussion questions with starters such as “What did...?” or “How can...?”

	Is	Did	Can	Would	Will	Might
What						
Where						
When						
Who						
Why						
How						

Source: Jan, McLellan. ReadIt...Understand It...Communicate It. Ontario: JEMCON Publishing, 2000.

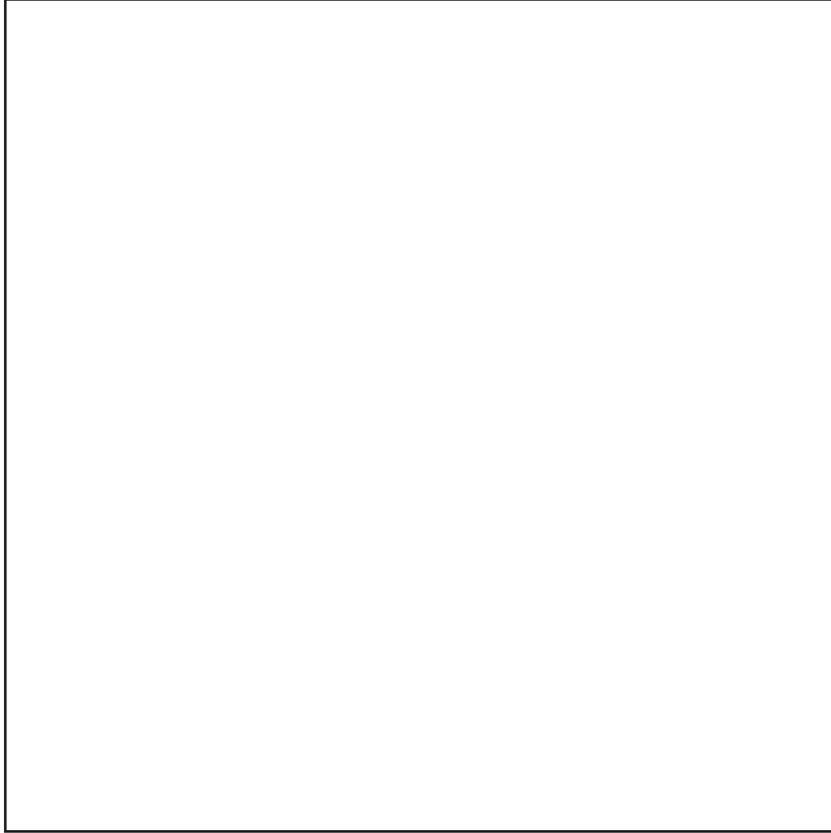
Comic Strip Graphic Organizer

A graphic organizer consisting of nine empty, rounded rectangular boxes arranged in a 3x3 grid. Each box is defined by a double-line border and is intended for drawing or writing a panel of a comic strip.

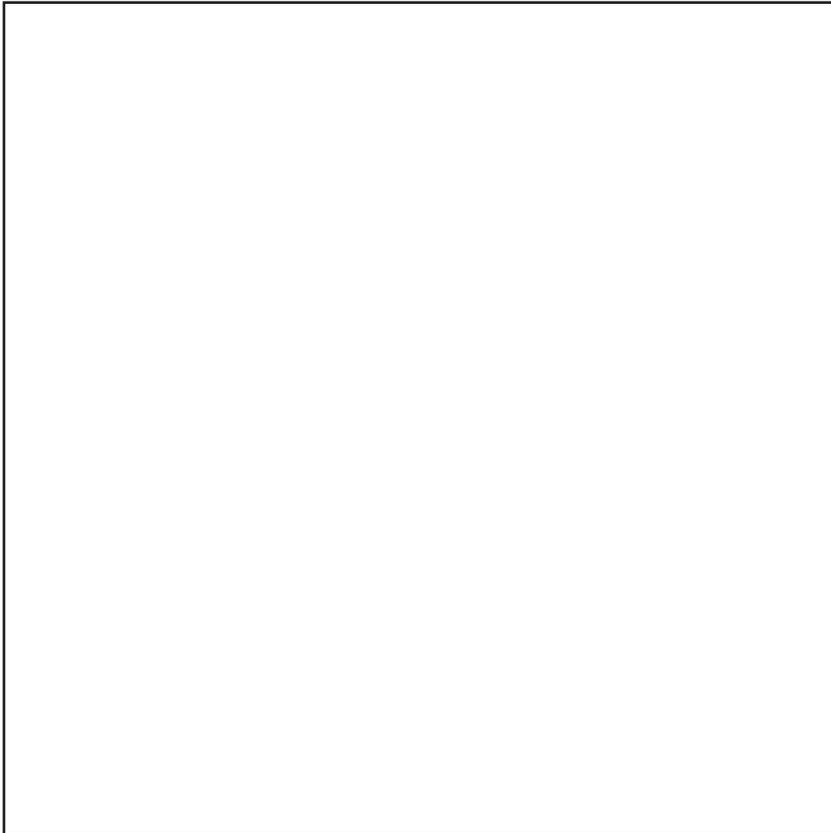
CD Jacket Outline (not to scale)

BLM 4

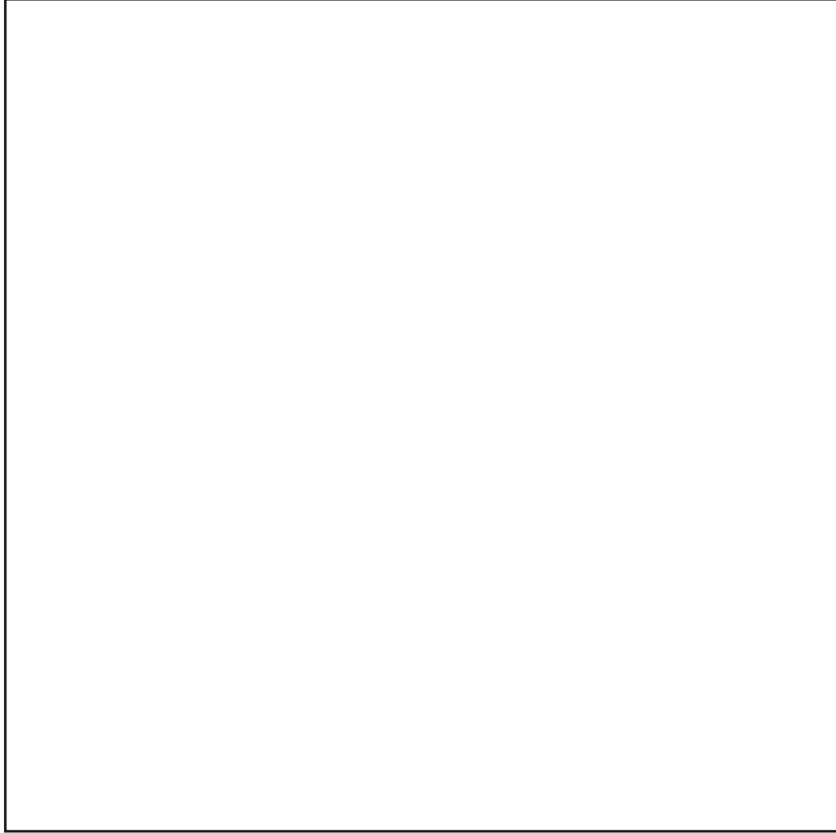
Front outside



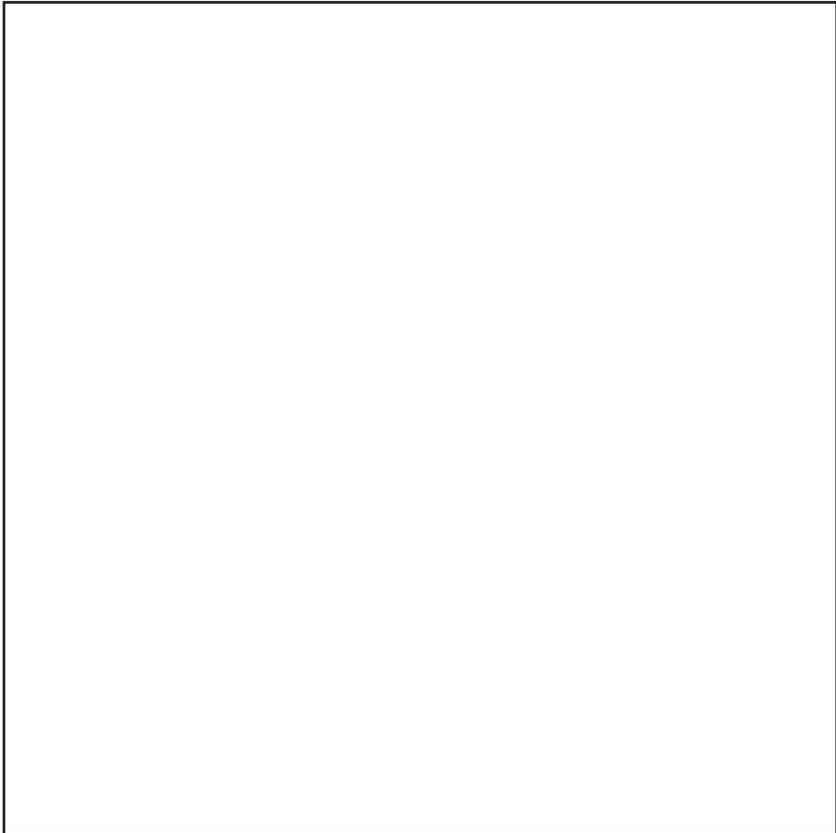
Back outside



Back inside



Front inside



VII ASSESSMENT TOOLS

Interview Questions Simple Rubric

	1	2	3	4
1. All questions are open ended (not yes-no)				
2. Questions are not prying (into the subject's personal life).				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview.				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

This section to be completed by teacher _____

	1	2	3	4
1. All questions are open ended (not yes-no).				
2. Questions are not prying (into subject's personal life).				
3. Questions are polite and respectful.				
4. Your questions suggest a focus for the interview.				
5. Questions are broad, not extremely limited.				
6. The interview should last an acceptable length of time.				

Source: chnm.gmu.edu/fairfaxtah/lessons/documents/questionsrubric.pdf

Podcast Rubric

Skill	Level 1	Level 2	Level 3	Level 4
Introduction/ Lead	<ul style="list-style-type: none"> no intro intro gives no info about topic doesn't engage listener 	<ul style="list-style-type: none"> trite or overdone gives little info about topic minimally engages listener 	<ul style="list-style-type: none"> somewhat catchy gives some important info about topic engages listener toward end 	<ul style="list-style-type: none"> catchy and clever gives important information about topic engages listener immediately
Topic/Depth of Podcast	<ul style="list-style-type: none"> podcast has no topic podcast doesn't engage listener podcast is completely off-topic 	<ul style="list-style-type: none"> irrelevant or inappropriate topic topic minimally engages listener (adds no new info or is off topic) podcast minimally addresses topic, has only one perspective when more are available, or offers little information 	<ul style="list-style-type: none"> relevant topic but more frivolous topic somewhat engages listener (covers well-known ground, adds little new info) podcast addresses topic but doesn't delve into all angles or perspectives (surface-level) 	<ul style="list-style-type: none"> important and relevant topic topic engages listener (is important to or educates listener) clear focus for topic podcast addresses topic thoroughly, delves into all angles or perspectives of topic
Sources for Podcast	<ul style="list-style-type: none"> podcast has no quotes at all 	<ul style="list-style-type: none"> podcast involves few or no appropriate and informative sources podcast includes few or no stakeholders podcast has no quotes from "expert" sources 	<ul style="list-style-type: none"> podcast involves some variety of appropriate and informative sources podcast includes some, but not all, stakeholders from all angles podcast has quotes from some "expert" sources, but quotes are not best choices 	<ul style="list-style-type: none"> podcast includes a wide variety of appropriate and informative sources podcast includes stakeholders from all angles podcast has appropriate quotes from all "expert" sources (best sources for podcast)
Conclusion	<ul style="list-style-type: none"> no final summary or conclusion 	<ul style="list-style-type: none"> conclusion is too abrupt or offers no summary information 	<ul style="list-style-type: none"> conclusion somewhat wraps up podcast, but does not summarize key information 	<ul style="list-style-type: none"> conclusion effectively wraps up podcast, summarizing key information
Professionalism	<ul style="list-style-type: none"> podcaster is unprofessional or garbled podcaster clearly has no script (is impromptu) no source quotes sections have no organization 	<ul style="list-style-type: none"> podcaster is not very clear and does not know topic or script podcaster has not rehearsed pieces of podcast prior to recording source quotes are not clear or are not part of podcast sections show little organization 	<ul style="list-style-type: none"> podcaster is mostly clear but it is clear podcaster is merely reading off script podcaster has rehearsed some pieces of podcast prior to recording source quotes are mostly clear but need some editing sections show some organization 	<ul style="list-style-type: none"> podcaster is clear and well-spoken (not reliant on script) podcaster has clearly rehearsed podcast prior to recording source quotes are clear and well-edited sections are organized clearly and cohesively

Source: my-ecoach.com/online/resources/3654/podcast_rubric.doc

Group Oral Presentation Rubric

Skill	Level 1	Level 2	Level 3	Level 4
Participation of group members	Only 1 or 2 group members participate	Some group members participate	All group members participate	All group members participate equally
Audibility	Only 1 or 2 group members can be understood	Some group members are difficult to understand	Most group members speak clearly and are easy to understand	All group members speak clearly and are easy to understand
Organization of presentation	Presentation is difficult to follow; Information is lacking and/or unorganized	Presentation is somewhat easy to follow; Information is somewhat organized	Presentation is easy to follow and information is organized	Presentation is highly organized and information is presented in an effective manner
Preparedness	Some of the group is ready when called; presentation materials not organized	Most of group is ready when they are called; some presentation materials are not organized	Most of group is ready when they are called; presentation set-up does not take long	Whole group is ready when they are called; presentation set-up is quick and efficient

Class Debate Rubric

Skill	Level 1	Level 2	Level 3	Level 4
Information	Information had several inaccuracies or was usually unclear	Most information was accurate and clear, but not usually thorough	Most information was accurate and clear	All information was accurate and clear
Rebuttal	Counter-arguments were not accurate or relevant	Most counter-arguments were accurate and relevant, but several were weak	Most counter-arguments were accurate, relevant, and strong	All counter-arguments were accurate, relevant, and strong
Organization	Arguments were illogical and did not follow a premise	Arguments were logical, but did not always follow a premise	Most arguments were logical and clearly followed a premise	All arguments were logical and clearly followed a premise
Understanding of Topic	The team did not exhibit an adequate understanding of the topic	The team understood the main points of the topic and presented those well	The team clearly understood the topic and presented with ease	The team clearly understood the topic fully and presented convincingly
Respect for Other Team	Language, responses, and body language were consistently disrespectful	Showed moderate respect for other team in language, responses, and body language	Showed respect for other team in language, responses, and body language	Showed high respect for other team in language, responses, and body language

file:///Andromeda/Desktop%20Folder/favorites/Education/...tro_project/content/html/information/debate_rubric.html

Persuasive Poster Rubric

	1	2	3	4
Position Statement	Statement of position cannot be determined	Position is stated, but is not maintained consistently throughout work	Position is clearly stated and consistently maintained. References to the issue(s) at hand are missing	Position is clearly stated and consistently maintained. Clear references to the issue(s) are stated
Supporting Information	Evidence is unrelated to argument	Argument is supported by limited evidence	Evidence clearly supports the position; but there is not enough evidence	Evidence clearly supports the position; evidence is sufficient
Aesthetic Qualities	There is a total lack of structure	Page layout contains most necessary elements. Elements are not neatly spaced on page or not well organized	Page layout is attractive and neat. Material could be presented in a more organized manner	Page layout is attractive, neat and well organized
Sentence Structure	Work pays little attention to proper sentence structure	Work contains structural weaknesses and grammatical errors	Sentence structure is generally correct. Some awkward sentences do appear	Sentence structure is correct
Punctuation & Capitalization	There are four or more errors in punctuation and/or capitalization	There are two or three errors in punctuation and/or capitalization	There is one error in punctuation and/or capitalization	Punctuation and capitalization are correct

Source: www.district2.nbed.nb.ca/mentors/Lessons%20k5/SBPersuasive%20Poster%20Rubric.doc

VIII RELATED RESOURCES

Information Relating to the Author:

<http://www.definingcanada.ca/2010/06/21/qa-with-rosa-jordan-author-of-wild-spirits-part-1/>

<http://www.definingcanada.ca/2010/06/28/qa-with-rosa-jordan-author-of-wild-spirits-part-2/>

<http://rosajordan.com/>

National Geographic

<http://animals.nationalgeographic.com/animals/mammals/ocelot.html>

World Wildlife Federation

<http://wwf.ca/>

Websites for organizations' awards that the author has been nominated for:

<http://www.aspca.org/>

<http://www.animals-shelter-me.com/ASPCA.html>

http://www.newtonmarascofoundation.org/programs/a_ge.cfm

Silver Birch

<http://birch.bibliocommons.com/>

Chocolate Lily

http://www.chocolatelilyawards.com/?page_id=2

Blooms Taxonomy

<http://learningandteaching.dal.ca/bloom.html>

Ideas for integrating IT

<http://www.ideastoinspire.co.uk/index.html#3>

<http://www.ideastoinspire.co.uk/index.html#4>

Comic Life software for creating graphic novels

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Language*. Ministry of Education of Ontario, 2006.

Ministry of Education of Ontario. *The Ontario Curriculum Grades 1 – 8: Science*. Ministry of Education of Ontario, 2007.