



Joy of Apex

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Working Group:

Nunavut Arctic College

Cindy Cowan

Dan Page

Ellen Hamilton

Inhabit Media Inc.

Neil Christopher

Louise Flaherty

Rebecca McAllister

Sarah Young

Jessie Hale

Ellen Ziegler

Laura Legge

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Joy of Apex

Junior Novel Study



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o Analyze text features to make predictions about what is going to happen in <i>Joy of Apex</i> .	
o Identify three personal learning goals for the book study in the areas of reading, writing, and oral communication. They will identify the steps they are going to take to achieve their goals, and consider possible challenges that may arise and how they will overcome them.	
o Begin working on their personal portfolios by creating a collage about their family. Portfolio entries will be around the topics of study— Family, Growing Up, and Friendship—and will give the reader a clear picture of what the person is like. All entries will be combined in a Duo-Tang.	
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o Read Chapter One, “End of Summer,” using the shared reading technique.	
o Explore new vocabulary as it is presented in the chapter.	
o Learn about nouns.	
o Learn about first - person narratives and character development by creating character maps around <i>Joy</i> .	
o Participate in active class discussions.	
o Write independent journal reflections.	
o Begin a project on their cultural heritage to add to their personal portfolio.	
• For homework, students will ask their family members about their cultural heritage to assist them as they complete this aspect of their personal portfolios.	

Lesson 222

- In this lesson, students will work to achieve the following objectives:
 - Read Chapter Two, “Academia,” using the shared reading technique.
 - Explore new vocabulary as it is presented in the chapter.
 - Learn about adjectives.
 - Participate in an inference activity, using clues in the text to figure out what the author wants the reader to think.
 - Take part in active class discussions.
 - Discuss the setting of the story and learn how setting can influence plot.
 - Complete all work for their cultural heritage project, adding it to their personal portfolio.

Lesson 334

- In this lesson, students will work to achieve the following objectives:
 - Read Chapter Three, “The Birthday Party,” using the shared reading technique.
 - Explore new vocabulary as it is presented in the chapter.
 - Learn about figurative language.
 - Participate in a plot activity, sequencing chapter events in a flow chart.
 - Take part in active class discussions.
 - Write independent journal reflections.
 - Discuss the act of growing up, writing a personal narrative around the events in their own lives that have helped them define their own maturation process. These narratives will be added to their personal portfolios.
- For homework, students must complete any unfinished work on their personal narratives and read Chapter Four, pages 48–53.

Lesson 444

- In this lesson, students will work to achieve the following objectives:
 - Review the take-home reading assignment.
 - Read Chapter Four, “Halloween,” using the shared reading technique.
 - Explore new vocabulary as it is presented in the chapter.
 - Learn about verbs.
 - Participate in a compare-and-contrast activity, in which students will compare Joy’s feelings and actions in different situations in the book.
 - Write independent journal reflections.
 - Create a visual depiction of the story of the Qallupilluq, a monster featured in Inuit legends.

- o Discuss and write about their family traditions. Students should write well-organized paragraphs about their Halloween traditions before discussing other family traditions.
- For homework, students will find two to three examples of their family traditions (e.g., artifacts, pictures, etc.). They will write a few sentences explaining each item and their tradition. They will also read Chapter Five, pages 62–66.

Lesson 554

- In this lesson, students will work to achieve the following objectives:
 - o Review the take-home reading assignment.
 - o Read Chapter Five, “End of the World,” using the shared reading technique.
 - o Explore new vocabulary as it is presented in the chapter.
 - o Learn about adverbs.
 - o Participate in a role-playing activity, in which students will discuss events of the chapter, including the marital separation, from the perspective of a character in the book.
 - o Contribute to active class discussions.
 - o Write independent journal reflections.
 - o Write a creative story describing a recent change their family has gone through.
- For homework, students must complete any unfinished work on their creative stories. They must also read Chapter Six, pages 72–76.

Lesson 664

- In this lesson, students will work to achieve the following objectives:
 - o Review the take-home reading assignment.
 - o Read Chapter Six, “Trouble,” using the shared reading technique.
 - o Explore new vocabulary as it is presented in the chapter.
 - o Learn about synonyms.
 - o Participate in an activity about mood, finding examples of different moods in the chapter and recording written explanations.
 - o Complete short - answer questions about the assigned reading.
 - o Write independent journal reflections.
 - o Learn about the following forms of bullying: verbal harassment, gossip, exclusion, and physical threats.
 - o Discuss bullying and conflict management within schools by interviewing their principal or other teachers in the school.
- For homework, students will complete their bullying posters. They will also read all of Chapter Seven, pages 82–90.

Lesson 7	75
<ul style="list-style-type: none"> • In this lesson, students will work to achieve the following objectives: <ul style="list-style-type: none"> o Review the take-home reading assignment and discuss Chapter Seven, "Two Against One." o Explore new vocabulary as it is presented in the chapter. o Learn about homonyms. o Discuss sibling dynamics and the personal characteristics of Alex, Joy, and Alla. Students will consider how these characteristics may be influenced by birth order. o Participate in active class discussions. o Write independent journal reflections. o Discuss friendship as a class and individually write friendship pacts that list the things they vow to do as friends. • For homework, students will complete any unfinished work in their personal portfolios. They will also read all of Chapter Eight. 	
Lesson 8	83
<ul style="list-style-type: none"> • In this lesson, students will work to achieve the following objectives: <ul style="list-style-type: none"> o Review the take-home reading assignment and discuss Chapter Eight, "Christmas." o Explore new vocabulary as it is presented in the chapter. o Learn about constructing sentences. o Learn about the climax and resolution of a story and distinguish where these happen in <i>Joy of Apex</i>. o Answer a series of short - answer questions about the chapter. o Write an independent journal reflection on the journey the Magnussen family has taken throughout the story. Students will also address what they have learned throughout the unit. o Put their personal portfolios on display, then rotate around the room and view the work of their peers, evaluating four portfolios. o Revisit the goals they set at the beginning of the unit to determine if they were met, and if not, how they can be met in the future. 	
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General Accommodations and Modifications

Outlined below are some useful learning strategies that may assist those students who struggle with their learning, or demonstrate some difficulty with everyday classroom tasks. Students, teachers and parents must work together to maximize the student's learning potential and to create a positive, productive and successful classroom community.

Environmental Accommodations

- Arrange seating to reduce distractions.
- Provide the student with an area to keep supplies, books, and so on, away from students' work area.
- Allow breaks between tasks.

Adaptations to Lesson Presentation

- **Note:** Remember that we learn in different ways and we cannot expect that all students will respond in the same way to a specific teaching strategy. (Some different learning styles include auditory, visual, kinesthetic, and tactile.)
- Give a structured overview before the lesson.
- Provide verbal and written instruction.
- Establish routines that enable the student to check understanding with a peer.
- Provide frequent repetition of important tasks.

Adaptations to Assignments, Projects, and Tests

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for completion of assignments.
- Provide additional time for reading assignments.
- Provide assistance with note - taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Enable students to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio or video - taped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of class work and/or homework.
- Credit for class participation, effort, and attendance.

Unit Description

This novel study is geared toward students in Grades 5 and 6. The unit consists of nine lessons focused on *Joy of Apex* by Napatsi Folger. Through dynamic activities, the book study addresses common yet sensitive life events as it explores the life of Joy Magnussen, a young girl of ten growing up during a parental separation.

As they participate in reading, writing, oral communication, comprehension, and reflection activities, students will become more knowledgeable on the main topics of study: Family, Growing Up, and Friendship. Through discussion and short - answer activities, students will address family dynamics and marital separation from the perspective of the characters in the book. In a series of comprehension and research activities, they will analyze the challenges and growth the characters experience, and develop a deeper understanding of friendship and the act of growing up. They will engage in a series of language activities, in which they will analyze text features and the parts of a story, and learn about parts of speech and sentence structure. Students are further encouraged to draw on their own life experiences through journal reflections.

Throughout the unit, students will work on a personal portfolio. Portfolio entries will focus on the topics of study—Family, Growing Up, and Friendship—addressing areas such as their cultural heritage, the type of friend they strive to be, and significant life experiences they have had. Completed portfolios will provide a clear picture of who they are. All entries will be combined in a Duo-Tang and viewed by the class at the conclusion of the unit.

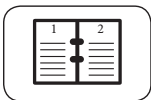
Icon Descriptions



COMMUNITY INCLUSION Students will extend the walls of the classroom, incorporating community perspectives and examples from their neighbourhood into the lesson. This will broaden their understanding and help them apply their learning to everyday experiences.



COMPREHENSION ACTIVITIES Students will demonstrate their understanding of the assigned readings, themes, and topics through various discussion activities, group tasks, assignments, and presentations.



HANDOUT Handouts, which include learning exercises, accompany many activities throughout the guide. These handouts are to be photocopied and handed out to the students, allowing them to practice and expand on the information they are learning.



LANGUAGE SKILLS Students will read assigned passages using a variety of reading strategies.



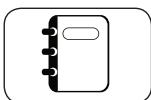
LISTENING Students will be asked to demonstrate effective listening strategies as they attend to verbal instructions, discussions, and presentations.



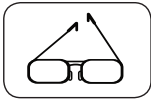
ORAL COMMUNICATION Students will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.



READING Students will read assigned passages, using a variety of reading strategies.



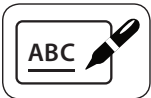
REFLECTION Students will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.



RESEARCH SKILLS Students will perform a variety of research tasks developed in a sequential progression, encouraging them to build on and improve their research skills.



VISUAL DEPICTIONS Students will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.



VOCABULARY Through organized activities, students will review vocabulary from the assigned passages. They will learn definitions of these words and practice integrating them into written and oral communication.



WRITING Students will develop their written communication skills through a variety of writing activities

Introduction Lesson to *Joy of Apex*

OBJECTIVE

In this lesson, students will work through the following objectives:

- Learn about the topics of study that will be explored throughout the book study: Family, Growing Up, and Friendship.
- Analyze text features to make predictions about what is going to happen in *Joy of Apex*.
- Identify three personal learning goals for the book study in the areas of reading, writing, and oral communication. They will identify the steps they are going to take to achieve their goals and consider possible challenges that may arise and how they will overcome them.
- Begin working on their personal portfolios by creating a collage about their family. Portfolio entries will be around the topics of study—Family, Growing Up, and Friendship—and will give the reader a clear picture of what the person is like. All entries will be combined in a Duo-Tang.
- Participate in active class discussions.

READING None

HANDOUTS

- **Handout 1: Predicting**
- **Handout 2: Setting Goals**

MATERIALS

- Chart paper
- Student journals
- Class set of Duo-Tangs
- Blank paper
- Construction paper

- Magazines and newspapers
- Scissors
- Glue
- Drawing utensils (e.g., markers, pencil crayons, etc)

LESSON PLAN

Knowledge and Understanding

1. Topics of Study



- Explain to students that they are about to begin a book study of *Joy of Apex* by Napatsi Folger. In this unit they will learn about the following topics of study:
 - Family
 - Growing Up
 - Friendship
- Ask students to define each topic of study.
- Ask students to turn to a partner. Together, they will discuss what each of these topics of study means to them, relating them to personal experience.
- Ask partners to share their discussions with the class.
- When the discussion is complete, write the topics of study on chart paper and hang it in the classroom to remind students of the themes of the unit.

Thinking

1. Making Predictions



- Introduce students to *Joy of Apex* by Napatsi Folger. Explain that they will study this book over the course of nine classes.

- Tell students that good readers always think ahead. They do this by asking questions and trying to predict what will happen in the text. Predicting is finding evidence to form a hunch about what will happen. Tell students that when predicting, they should use what they already know from experience as well as any new information they get from the book.
- Explain that they will use the features of the book (e.g., title, author, illustrator, front cover, back cover, illustrations, and copyright page) to help make predictions.
- Distribute **Handout 1: Predicting**.
- Before allowing students to complete the handout in pairs, follow along with the handout together and discuss each text feature as follows:
 - Direct students' attention to the title of the book. Ask a volunteer to read the title to the class. Ask students to make predictions about the book based on the title.
 - Ask students to find the names of the author and illustrator of the book. If any students are familiar with their work, ask them to describe it to the class.
 - Ask students to view the copyright page and discuss what this page tells them about the book.
 - View the illustrations on the front cover. Ask students to explain the images they see and predict what the story is about. Record point-form notes on the board.
 - Read the blurb on the back cover of the book. Again, ask students to predict what is going to happen in the story, recording point-form notes on the board.
- Tell students to flip through the pages of the book and view the illustrations. Ask them to express any reactions or comments they may have. Record point-form notes on the board.
- Following this discussion, divide the class into pairs.
- Together, pairs must complete Handout 1, recording their predictions about the book based on the different text features.
- Encourage students to share their predictions before concluding the discussion.

Communication

1. Setting Goals



- Explain to students that over the course of this unit of study they will participate in a series of reading, writing, and oral communication activities. Ask students to reflect on their personal strengths and ways in which they can improve in each of these areas.
- Ask students to identify their goals for this unit (e.g., I would like to become more comfortable speaking in front of the class). Encourage volunteers to share their goals with the class.
- Distribute **Handout 2: Setting Goals**.
- Students will write down three goals they have for this unit. Under each goal, they will identify the steps they are going to take to achieve this goal, and consider possible challenges that may arise and how they will overcome them.
- Encourage students to look back on these goals throughout the unit.

Application

1. My Portfolio: Family Collage



- Explain to students that throughout this unit they will create a portfolio about themselves. Entries will be around the topics of study: Family, Growing Up, and Friendship. All entries will be combined in a Duo-Tang, which will become their portfolio.
 - Distribute Duo-Tangs to each student in the class.
 - Explain that their first entry will be a collage about their family.
 - Ask students to explain their family to the class. Suggested questions to prompt discussion include:
 - Who are the members of your family?
 - What does your family like to do together?
 - What words describe your family?
 - Which traditions does your family practice?
 - What is something you enjoy doing with one or more members of your family?
 - Distribute magazines, newspapers, scissors, glue, and drawing utensils around the classroom, as well as blank paper and construction paper to each student.
 - On their blank paper, students must create a collage that represents their family. They can include words, letters, and pictures from the magazines and newspapers they have been provided with. Encourage students to select things that are unique to their family so that viewers can get a clear picture of what their family is like by looking at their collage.
- Collages will be mounted on construction paper.
 - Display completed collages around the classroom and later include them in students' portfolios.

Name: _____

Predicting

Record your predictions below in point form.

Novel Features	Predictions
Title: What is the title?	
Author: Who is the author?	
Illustrator: Who is the illustrator?	
Copyright page: What do you learn about the book from the copyright page? When was the book published?	
Front cover: Describe the illustrations on the cover.	
Back cover: Describe the art on the back cover. What do you learn about the text from the blurb on the back cover?	
Illustrations: What do you learn about the text from the illustrations throughout the book?	

Name: _____

Setting Goals

GOAL 1:

Step to achieve my goal:

Possible challenges, and how I will overcome them:

GOAL 2:

Step to achieve my goal:

Possible challenges, and how I will overcome them:

GOAL 3:

Step to achieve my goal:

Possible challenges, and how I will overcome them:

Chapter One, “End of Summer”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Read Chapter One, “End of Summer,” using the shared reading technique.
- Explore new vocabulary as it is presented in the chapter.
- Learn about nouns.
- Learn about first-person narratives and character development by creating character maps around Joy.
- Participate in active class discussions.
- Write independent journal reflections.
- Begin a project on their cultural heritage to add to their personal portfolio.

For homework, students will ask their family members about their cultural heritage to assist them as they complete this aspect of their personal portfolios.

READING “End of Summer”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Nouns**
- **Handout 3: Character Map**
- **Handout 4: Family Tree**
- **Handout 5: World Map**
- **Handout 6: Coat of Arms**

MATERIALS

- Chart paper
- Student journals
- Student personal portfolios
- Computers and the Internet

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter One, “End of Summer”



- Read “End of Summer” together as a class, using the steps below.
- Pre-reading:
 - Ask students to open their books to the title page for Chapter One.
 - Have a volunteer read the title, “End of Summer.” Based on the title, ask students to predict what might happen in the chapter.
 - Ask students to look at the illustration on the title page. Encourage them to explain who they think is being shown in the illustration and why.
 - Encourage students to make additional predictions about the chapter.
 - Record all predictions on chart paper, to be revisited later in the class.
- Reading:
 - Using the shared reading technique, read the chapter aloud as students follow along. Encourage volunteers to raise their hands to take a turn reading.
 - When reading is complete, question students’ understanding of the chapter.
- Post-reading:
 - In an open discussion, ask students to summarize the assigned reading. Record point-form notes on chart paper.

- o Looking at the summary, ask students to identify what they have learned thus far in the reading.
- o Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

- From the list on the board, classify each noun as being a person, a place, or a thing.
- Distribute **Handout 2: Nouns**.
- Explain that on the handout there are four parts that need to be completed. Answer the first question of each section together before encouraging students to complete the rest of the questions on their own.
- When the handouts are done, bring the class back together to discuss students' answers.

2. New Vocabulary Words



- Explain to students that there are many new and difficult words in the chapter. In this activity they will learn the meanings of these words and how to use them.
- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs will guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs will create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Learning about Nouns



- Ask if anyone can explain what a noun is and provide examples. Record answers on the board.
- Explain that nouns are words that name people, places, or things. If you can feel, smell, see, taste, or hear it, the word is a noun.

Thinking

1. First-Person Narratives



- Explain to students that *Joy of Apex* is a first-person narrative. Ask students to explain what this means to the class.
- Tell students that a first-person narrative is a story told from the point of view of one character who is speaking for and about themselves. They explicitly refer to themselves using "I" and/or "we."
- Ask the class to explain how they will learn about Joy throughout the book.
- Explain that the reader is able to learn about the narrator (Joy) through:
 - o What she tells us about herself.
 - o What she says, does, and thinks.
 - o How other characters react to her and what they say about her.
- Ask students to scan the chapter to find clues that tell them about Joy's personality. Encourage them to record quotes from the reading in their journals.
- Invite students to share their findings. Discuss what each quote reveals about Joy's character.

- As a class, brainstorm Joy’s characteristics, recording a list on the board.
 - Distribute **Handout 3: Character Map**.
 - Using the list on the board as a guide, ask students to create a character map for Joy on Handout 3. Students must write Joy’s name in the top rectangle. In each of the ovals, they will record one character trait. They will then write supporting details for each character trait in the adjoining rectangles.
 - Discuss completed handouts as a class.
- o Why do you think Joy’s mom has been away a lot lately?
 - o Why does Joy have a “sinking feeling that summer vacation is going to end earlier than [she] expected this year?” What do you think will happen?
 - o What surprised you about the chapter?
 - o What are the major themes presented in the reading?
 - o Revisit the topics of study. What did you learn about family, growing up, and friendship in this chapter?
- Before concluding this discussion, answer any outstanding questions.

Communication

1. Discussion Questions



- Encourage active discussion and debate around the assigned readings using the following suggested questions:
 - o Who is the narrator of the story (Joy)? What do you learn about her in Chapter One?
 - o Describe what it is like to be a ten-year-old girl. What type of hopes, cares, goals, and hobbies does Joy have at this time in her life?
 - o Joy lives in a small suburb of Iqaluit called Apex. Find Apex on a map of Canada.
 - o What do you know about Apex? What did you learn about Apex from the book? Does it remind you of any place you’ve ever visited or lived?
 - o How would you describe Joy’s family? Explain her relationship with each family member.
 - o What have you learned about the characters in the book thus far?

2. Journal Response



- Ask students to take out their journals.
- Allow them to choose one of the following reflection topics:
 - o In this chapter, Joy is trying to make the best of the final days of summer before school begins. Reflect on those final days of summer before the start of school. How do you feel at that time? How do you prepare for school?
 - o Joy lives in Apex, a small community “at the top of the world” where everyone knows each other. In your journal, describe Apex and reflect on the pros and cons of living in a small community.
- When reflections are complete, encourage students to share their thoughts with the class.

Application

1. My Portfolio: Cultural Heritage



- Explain to students that they are going to create entries about their cultural heritage for their portfolio.
- As a class, discuss the cultural heritage project assigned by Joy’s teacher Megan in Chapter Two. Talk about what Joy learned about her cultural heritage by participating in this project.
- Ask volunteers to share what they know about their cultural heritage with the class.
- Explain to students that they must collect the following information about their family:
 - Family tree. A family tree is a genealogical diagram of a family’s ancestry. For this project, students must go back at least three generations. Students can use the diagram on **Handout 4: Family Tree** to create their family tree.
 - Origin of family name. A surname, also known as a last name or family name, is a fixed name shared in common with the members of a family, and which is passed down from generation to generation. Surnames are derived from a variety of sources, including the first name of the father, the family’s social status, the place where the family is from, etc. Encourage students to explain where their surname originated.
 - Maps and geography. On the map on **Handout 5: World Map**, students must indicate the different places their family has come from.
 - Coat of arms. Coats of arms date from the early Middle Ages. Warriors began painting personal emblems on their armour to help tell them apart. These designs became enduring symbols of their owners, and their owners’ families. On **Handout 6: Coat of Arms**, students must create a coat of arms for their family.
 - Overview of cultural heritage. Once students have assembled all of the above information, they must write a paragraph describing their cultural heritage, using the above information as evidence.
- Ask students to begin their research and complete the handouts. Encourage students to go home that night and talk to their family members about any outstanding questions they may have about their heritage. Students will be given another opportunity to continue their work and research in the next class.

TAKE-HOME

- **My Portfolio: Cultural Heritage**—Ask students to ask their family members about their cultural heritage to assist them as they complete this aspect of their personal portfolios.

Name: _____

New Words

Here are some sentences from Chapter One, "End of Summer." Follow these instructions to learn this new vocabulary:

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. Apex is a small **suburb** of Iqaluit, which is the capital of Canada's newest territory, Nunavut.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. He looks **irritated** but walks over to me and asks me to get our things together.

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. When we get home, I decide that I should make the most of my last **precious** days of summer vacation.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. I stop smiling and immediately become **surly** again.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. I still have bite marks on my arm from the last time I tried to **console** Allashua when she was calling out for mom after a nightmare.

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. Alex looks slightly frightened at the **prospect** of starting at a new school.

Guess: _____

Dictionary meaning: _____

Sentence: _____

7. ... the tundra smells like rich, dark soil and sweet moss. I find it **intoxicating**, but it's almost gone.

Guess: _____

Dictionary meaning: _____

Sentence: _____

8. Come back here and fight, you **knave**!

Guess: _____

Dictionary meaning: _____

Sentence: _____

Nouns

Words that name people, places, or things are called nouns. If you can feel, smell, see, taste, or hear it, the word is a noun.

- **People:** Alex, Allashua
- **Places:** Apex, tundra
- **Things:** secrets, recital

Part I: Circle the nouns in the following sentences from the chapter.

Hint: There may be more than one noun in each sentence.

1. My name is Joy Magnussen and I live in Apex.
2. Potatoes are my favourite food and I am pretty sure that I could live the rest of my life eating nothing else.
3. Allashua walks into the living room and interrupts my thoughts.
4. I picked San Francisco because our parents took us there on vacation one year.
5. Allashua hates the nickname that Alex made up a few months ago, much to our amusement.

Part II: Identify the nouns from Part I as being **people**, **places**, or **things**.

People	Places	Things

Name: _____

Part III: Identify the following words as being **people, places, or things.**

- | | | |
|--------|----------|----------|
| Woman | Dog | Water |
| School | Children | Daughter |
| Tent | Snow | Pencil |
| Sled | Fire | Canada |

People	Places	Things

Part IV: Use the following nouns in a new sentence.

- Dad Brother Joy School

1. _____

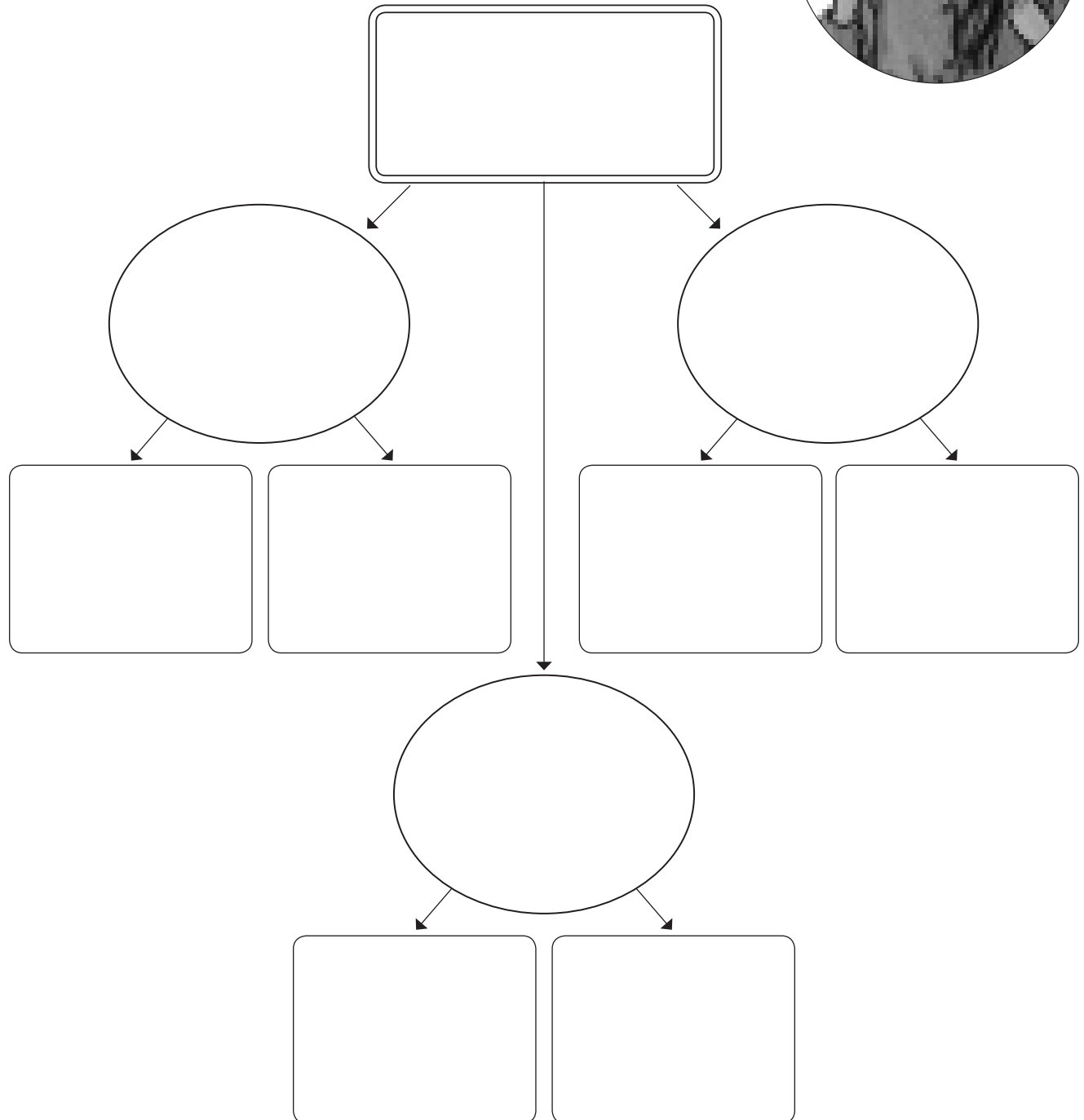
2. _____

3. _____

4. _____

Character Map

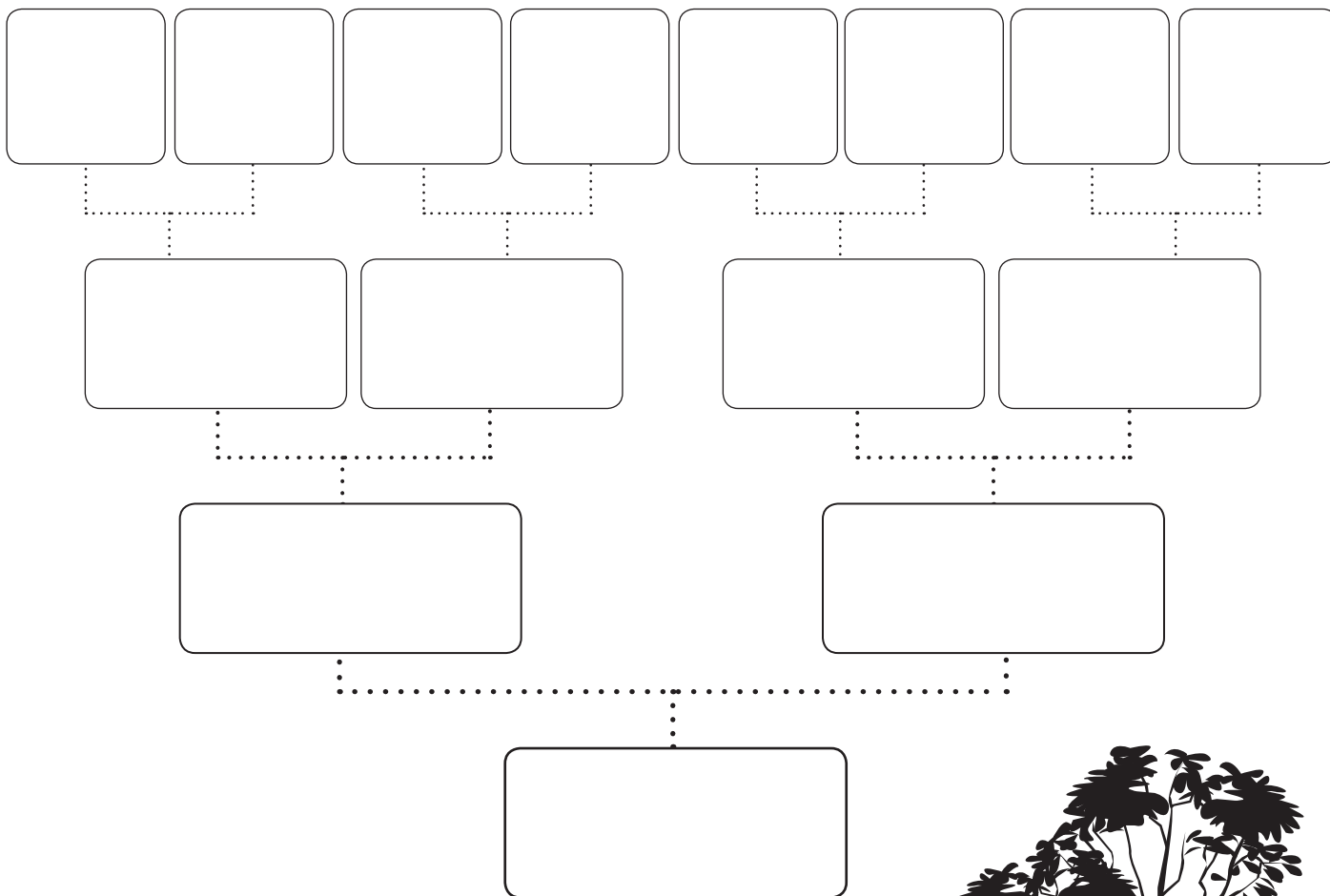
Develop a character map for Joy using the map below. Write Joy's name in the top rectangle. In each of the ovals, record one character trait. Write supporting details for each character trait in the adjoining rectangles.



Name: _____

Family Tree

Fill in the following diagram with your family genealogy. The oldest generation belongs at the top and the youngest generation belongs at the bottom. You may wish to add additional boxes by going further back in history or increasing the size of the diagram if your family is large.



Name: _____

World Map

Identify the places your family is from on this world map.



Chapter Two, “Academia”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Read Chapter Two, “Academia,” using the shared reading technique.
- Explore new vocabulary as it is presented in the chapter.
- Learn about adjectives.
- Participate in an inference activity, using clues in the text to figure out what the author wants the reader to think.
- Take part in active class discussions.
- Discuss the setting of the story and learn how setting can influence plot.
- Complete all work for their cultural heritage project, adding it to their personal portfolio.

READING “Academia”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Adjectives**
- **Handout 3: Inferring**
- **Handout 4: Setting**

MATERIALS

- Chart paper
- Student personal portfolios
- Computers and the Internet

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Two, “Academia”



- Read Chapter Two, “Academia,” together as a class using the steps below.
- Pre-reading:
 - Ask students to look at the title page for Chapter Two.
 - Have a volunteer read the title, “Academia.” Ask students what they think the title might mean.
 - Ask students to look at the illustration on the title page. Encourage them to explain who they think is being shown in the illustration and why.
 - Encourage students to make predictions about the chapter.
 - Record all predictions on chart paper, to be revisited later in the class.
- Reading:
 - Using the shared reading technique, read the chapter aloud as students follow along. Encourage volunteers to raise their hands to take their turn reading.
 - When reading is complete, question students’ understanding of the chapter.
- Post-reading:
 - In an open discussion, ask students to summarize the chapter. Record point-form notes on chart paper.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.
 - Place the chapter summary beside the pre-reading predictions. Ask

students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Explain to students that there are many new and difficult words in the chapter. In this activity they will learn the meanings of these words and how to use them.
- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs must guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs must create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Learning about Adjectives



- Ask if anyone can explain what an adjective is and provide examples. Record answers on the board.
- Tell students that adjectives are modifying words that describe nouns (people, places, and things). Explain that adjectives add life to our writing by turning common nouns into interesting and descriptive things.
- Ask students to provide examples of adjectives. Record these examples on the board.
- Distribute **Handout 2: Adjectives**.
- There are four parts to the handout.

Complete the first question in each part together before encouraging students to answer the rest of the questions on their own.

- When students have finished the handouts, bring the class back together and discuss their answers.

Thinking

1. Inferring



- Ask the class if anyone can explain what inferring means.
- Explain that inferring is using the clues in the text to figure out what the author wants you to think. For example, Joy's mother only appears briefly in Chapters One and Two, but we are able to infer a lot about her from what she says, the way she acts, and what others say about her.
- Ask students the following suggested questions about inferring:
 - How do you make an inference?
 - Have you ever inferred something?
 - What did you base your inference on?
 - Was your inference correct? Why or why not?
 - Why is it important to make inferences?
- Distribute **Handout 3: Inferring**.
- Tell students that they are going to make inferences about Joy's mother, Mary. These inferences can be about Mary's feelings (e.g., I infer that this means Mary is unhappy), or about her relationship with her family (e.g., from her children's reactions to her behaviour, I infer that Mary is strict).
- Ask students to complete the worksheet by:
 - Reading the passages identified on the handout.

- o Recording their inferences in point form in the space provided.
- o Choosing one new passage from the chapters and recording it, along with an inference.
- As a class, discuss what students have learned about Joy's mom.

Communication

1. Discussion Questions



- Encourage active discussion and debate around the assigned readings using the following suggested questions:
 - o Why does Joy's dad make a special breakfast the morning of the first day of school? How does Joy's mom react? What does this tell us about their relationship?
 - o What does Allashua wear on her first day of school? What is Joy's opinion of this outfit? What is Allashua's opinion? What does this tell us about Allashua?
 - o Why is Alex nervous about school?
 - o Describe Malaya. Why are people surprised she and Joy are cousins?
 - o How does Joy feel about the research project Megan assigns? Why is it so difficult for her to talk about her cultural heritage?
 - o Why do you think it is important for people to learn about their cultural heritage?
 - o What does Joy learn about her Norwegian background?
 - o What happens at the presentation? Why does Joy run out of the classroom?

- o Many people get nervous when presenting to a group of people. How would you have reacted if you were in Joy's situation? What tips would you give her on presenting to a group?
- o Joy talks about the Sami in her presentation. What other Aboriginal groups do you know around the world?
- o What are the major themes presented in the reading?
- o What lessons is the author trying to teach?
- o Revisit the topics of study. What did you learn about family, growing up, and friendship in this chapter?
- Before concluding this discussion, answer any outstanding questions.

Application

1. Story Setting



- Discuss the setting of the story. Ask students to describe when and where the story takes place.
- Explain that the setting can contribute to the story in a variety of ways. There are several aspects to consider when examining how setting contributes to a story (some, or all, may be present in a story):
 - o Place or geographical location: Where is the action of the story taking place?
 - o Time: When is the story taking place (e.g., historical period, time of day, year, etc.)?
 - o Weather conditions: Is it rainy, sunny, stormy, or cold?

- o Social conditions: What are the daily lives of the characters like? Does the story contain local colour (e.g., writing that focuses on speech, dress, mannerisms, customs, etc.)?
- o Mood or atmosphere: What feeling is created in the story? Is it bright and cheerful or dark and frightening?
- Distribute **Handout 4: Setting**.
- Divide the class into pairs.
- Ask students to fill in the worksheet using complete sentences. Allow pairs to use the Internet and print resources to help with their research.
- Discuss responses and interesting facts as a class.

2. My Portfolio: Cultural Heritage (Continued)

- Allow students to continue working on the cultural heritage projects they started in the previous class. Encourage them to incorporate any information they learned from their family members.
- When work is complete, ask students to share their work with at least three other people in the class.
- Completed work will be combined in their portfolio.

Name: _____

New Words

Here are some sentences from Chapter Two, "Academia." Follow these instructions to learn this new vocabulary:

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. Alex relaxes a little, but I can see some **residual** terror in his eyes and I am glad that I will at least be going to the same school I was in last year.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. "...you can write a really exciting and creative story with bonus points if you can use the word **plethora** in it correctly."

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. I still can't think of anything else but how **insurmountable** my project is, and how I have already wasted two days doing nothing.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. "Captain Erlingsson **plagued** the Norwegian seas for so many years that the Norwegian Navy finally gave up trying to arrest him..."

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. "... the Norwegian Navy finally gave up trying to arrest him and asked them to lead their fleet and protect Norway, instead of **scourging** it as a pirate."

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. I'm **mortified** and I run out of the classroom.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Adjectives

Adjectives: Modifying words that describe people, places, or things (nouns). Example: The fast girl ran for the bus. In this sentence, **girl is the noun** and **fast is the adjective**.

Part I: Underline the nouns in the following sentences and circle the adjectives. There may be multiple nouns and adjectives in each sentence.

1. He flips a piece of toast in the pan. It is golden brown and smells like sweet, warm cinnamon.
2. I decide I am not going to have a grubby little sister on the first day of school.
3. From that spot we can see the big green school tucked into the hills just to the right of the old bridge.
4. I see Malaya in the hall. She sticks out because of her dark, smooth skin and short, black hair.
5. My breath comes in short, shallow bursts as I look at the words on my cards.

Part II: Write a descriptive word to describe each noun.

1. He leaves the house and I walk to the _____ bathroom to brush my _____ teeth and comb my _____ hair.
2. It was easy to forget about the _____ building hidden behind the _____ community hall and the water truck garage all summer.
3. Our teacher, Megan Wolback, walks into the _____ room and asks everyone to settle in and sit down.
4. The _____ bell rings and everyone files back into the _____ school.

Name: _____

Part III: Write an adjective before each person, place, or thing.

_____ man	_____ lake	_____ wolf
_____ store	_____ snow	_____ boys
_____ town	_____ women	_____ house

Part IV: Make three sentences with the words above. Put a capital letter at the beginning and a period at the end.

- 1. _____

- 2. _____

- 3. _____

Name: _____

Inferring

Joy's mother Mary only appears briefly in Chapters One and Two, but we are able to infer a lot about her from what she says, the way she acts, and what others say about her.

Read each passage below and record your inferences about Mary in point form in the space provided.

Passage	Inference(s)
Mom keeps her eyes on the cards she is dealing out but responds, "Do you mind taking them? We're just starting a game." (p. 7)	
I look at Alex, but we say nothing. Our mom has been away a lot lately. She says she needs to "spend time with her sisters," but it feels like she is never at home anymore. (p. 13)	
Mom walks into the room; I turn, midleap, to see her angry face; and Alex's pillow connects with my ankles, causing us to fall hard onto Alla's bed. (p. 17)	

Name: _____

Passage	Inference(s)
After the pillow fight incident yesterday, Mom grounded us for the rest of the day and took all our allowance away for a month. (p. 20)	
"Great, so I'm the bad guy who ruins their last day of summer vacation and you just swoop in and make them a special breakfast after what happened yesterday?" She glares at him. (p. 21)	
On the morning of the presentation, my mom comes to braid my hair. She must know I'm worried about something because she stopped braiding my hair for me when I learned how to do it myself two years ago. (p. 31)	

Name: _____

Setting

Setting: The time and location in which a story takes place is called the setting.

Part I: Describe what you have learned about the story setting in Chapters One and Two. Write your answers in complete sentences.

1. Where does the story take place?

2. When does the story take place?

3. What time of year is it? What is the weather like?

4. How does the setting affect the characters? Does it affect their daily lives and the kinds of things they do or don't do?

5. What feelings does the setting create?

Name: _____

Part II: Using complete sentences, describe how Joy feels about the town in which she lives.

Part III: Research the town of Apex. Find five interesting facts about the town and record them in complete sentences on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

Chapter Three, “The Birthday Party”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Read Chapter Three, “The Birthday Party,” using the shared reading technique.
- Explore new vocabulary as it is presented in the chapter.
- Learn about figurative language.
- Participate in a plot activity, sequencing chapter events in a flow chart.
- Take part in active class discussions.
- Write independent journal reflections.
- Discuss the act of growing up, writing a personal narrative around the events in their own lives that have helped them define their own maturation process. These narratives will be added to their personal portfolios.

For homework, students will complete any unfinished work on their personal narratives and read Chapter Four, pages 48–53.

READING “The Birthday Party”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Figurative Language**
- **Handout 3: Plot**
- **Handout 4: Personal Narrative Outline**

MATERIALS

- Chart paper
- Student journals
- Student personal portfolios

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Three, “The Birthday Party”



- Read “The Birthday Party” together as a class, using the steps below.
- Pre-reading:
 - Ask students to look at the title page for Chapter Three.
 - Have a volunteer read the title, “The Birthday Party.” Based on the title, ask students to predict what might happen in the chapter.
 - Ask students to look at the illustration on the title page. Encourage students to predict what this image may reveal about Chapter Three.
 - Encourage students to make additional predictions about the chapter.
 - Record all predictions on chart paper, to be revisited later in the lesson.
- Reading:
 - Using the shared reading technique, read the chapter aloud as students follow along. Encourage volunteers to raise their hands to take their turn reading.
 - When reading is complete, question students’ understanding of the chapter.
- Post-reading:
 - In an open discussion, ask students to summarize the chapter. Record point-form notes on the board.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.

- o Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Explain to students that there are many new and difficult words in the chapter. It is important to learn these words, their definitions, and when to use them, because the more words you know, the more you will be able to understand what you hear and read and the better you will be able to express yourself.
- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs will guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs will create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Figurative Language



- Explain to students that good writers use a variety of tools and techniques called literary devices to tell their stories in a unique way.
- Ask volunteers to provide examples of literary devices.

- Explain that authors often use figurative language to create an impact and help readers understand characters, places, and ideas. Whenever a writer describes something by comparing it to something else, he or she is using figurative language.
- Distribute **Handout 2: Figurative Language**.
- There are three parts to the handout. Complete the first question in each part together before encouraging students to answer the rest of the questions on their own.
- When students have finished the handouts, bring the class back together and discuss their answers.

Thinking

1. The Plot



- Ask students if anyone can explain plot to the class.
- Tell students that the plot is the sequence of events or actions in the story. Ask students to brainstorm the significant events in the story. Record suggestions on the board.
- Review the list as a class. Identify any items that have been omitted or items that should be combined.
- List the following chain of events from Chapter Two on the board as an example:
 - o First day of school.
 - o Joy’s teacher assigns the first project of the year.
 - o Joy worries about what to do.
 - o Joy discusses it with her dad and decides to talk about her Norwegian background.

LESSON 3: THE BIRTHDAY PARTY

- o While working on the project, Joy learns lots of things about her family.
- o Joy makes a mistake in her presentation.
- o Her classmates laugh at her.
- o Joy runs out of class in embarrassment.
- Distribute **Handout 3: Plot**.
- On the handout, ask students to work with a partner to sequence the events in Chapter Three.
- Discuss the events in Chapter Three as a class.
- o What do you think is going to happen in the next chapter?
- o What are the major themes presented in the reading?
- o What lessons is the author trying to teach?
- o Revisit the topics of study. What did you learn about family, growing up, and friendship in this chapter?
- Before concluding this discussion, allow students to ask any outstanding questions.

Communication

1. Discussion Questions



- Encourage active discussion and debate around the assigned readings, using the following suggested questions:
 - o Why does Joy get upset and leave the classroom? How does Megan convince her to return?
 - o What happens when Joy goes back into the classroom?
 - o What happens between Joy's mom and dad in this chapter? What is your impression of their relationship?
 - o How does Joy feel about wearing makeup to the party? Do you think ten-year-old girls like Joy should be allowed to wear makeup? Why or why not?
 - o Why does Joy have to curl her hair herself?
 - o Do you know any Inuktitut games? What's your favourite? How do you play it?

2. Journal Response



- Ask students to take out their journals.
- Allow students to choose one of the following reflection topics:
 - o Joy reflects on her memory of burning herself on the stove. Does this experience remind you of an experience from your own childhood? Write about a scary childhood experience that ended well.
 - o Joy attends a birthday party for Rebecca. Reflect on a party you have planned for someone or someone has planned for you. What did you plan, and how did it go?
- When reflections are complete, encourage students to share their thoughts with the class.

Application

1. My Portfolio: Personal Narrative



- Explain to students that in this activity they are going to explore the topic of study Growing Up.

- Tell students that there are often significant events that happen in our lives that cause us to learn, grow, and possibly change. This is part of growing up, and such learning helps us prepare for adolescence and adulthood.
- Ask students if anyone would like to share an experience in their own lives that had this effect. Brainstorm these events as a class (e.g., your first day of school, the death of a family member, receiving recognition for hard work, etc.), writing examples on the board or on chart paper.
- Tell the class that Joy is going through a significant event in her life as she is coming to terms with the changing relationship between her parents.
- This activity is intended to provide them with the opportunity to reflect upon and visualize the events in their own life that have helped them define their own maturation process and progress to this point in their lives. Explain to students that they are going to write a personal narrative around these events.
- Distribute **Handout 4: Personal Narrative Outline**.
- Students must begin by creating an outline on the handout by filling in the graphic organizer. They will list four events that represent the journey they have taken in growing up thus far. They must place one event in each box and write point-form notes describing the event and the effect it had on them.
- Allow students to begin their outlines.
- When outlines are complete, students will use their outlines as guides to write one-page personal narratives using complete sentences and paragraphs. Encourage students to use figurative language in their writing.
- Discuss narratives as a class.
- Ask students to share completed narratives with a partner.
- Students must add their outline and personal narrative to their personal portfolios.

TAKE-HOME

- **My Portfolio: Personal Narrative**—Ask students to complete any unfinished personal narratives for homework.
- **Reading Assignment**—Chapter Four, pages 48–53.

Name: _____

New Words

Here are some sentences from Chapter Three, "The Birthday Party." Follow these instructions to learn this new vocabulary:

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. They squeal with delight and **bombard** me with questions.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. So I struggled to cut myself free and finally made it to the surface, kicking so hard I practically stood on top of the water when I **breached**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. He recounts the stories about getting chased by **feral** dogs on the long bike ride to the beach.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

4. He paints such **vivid** pictures that I feel as if I'm right there with him.

Guess: _____

Dictionary meaning: _____

Sentence: _____

5. The **boisterous** laughter of my mother and aunts becomes fainter as I fall asleep.

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. I walk back to my room and **contemplate** "accidentally" waking up Allashua to play with me.

Guess: _____

Dictionary meaning: _____

Sentence: _____

7. "Really? Jeez, how old are you?" He looks **incredulous**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Figurative Language

Writers use tools like figurative language to help readers understand characters, places, and ideas. Figurative language is when a writer describes something by comparing it to something else.

Part I: Find and circle the figurative language in each of the following sentences from Chapter Three.

1. By the time the bell rings, I am bursting at the seams, dying to tell Malaya and Rebecca the exciting development.
2. She looks like a million bucks.
3. The first snowfall looks like mixing mashed potatoes, ground beef, and peas together.

Part II: Read the following sentences and underline the figurative language in each sentence. Rewrite the sentences in the spaces provided, omitting the figurative language.

Example: The athlete was as strong as an ox.

Answer: The athlete was very strong.

1. The children were covered with dirt from head to toe.

2. Jason could run like the wind.

3. The message was as clear as a whistle.

4. Grandmother insisted that the house be spick-and-span.

Name: _____

Part III: Use the following figurative language in sentences.

1. feed an army

2. big as a house

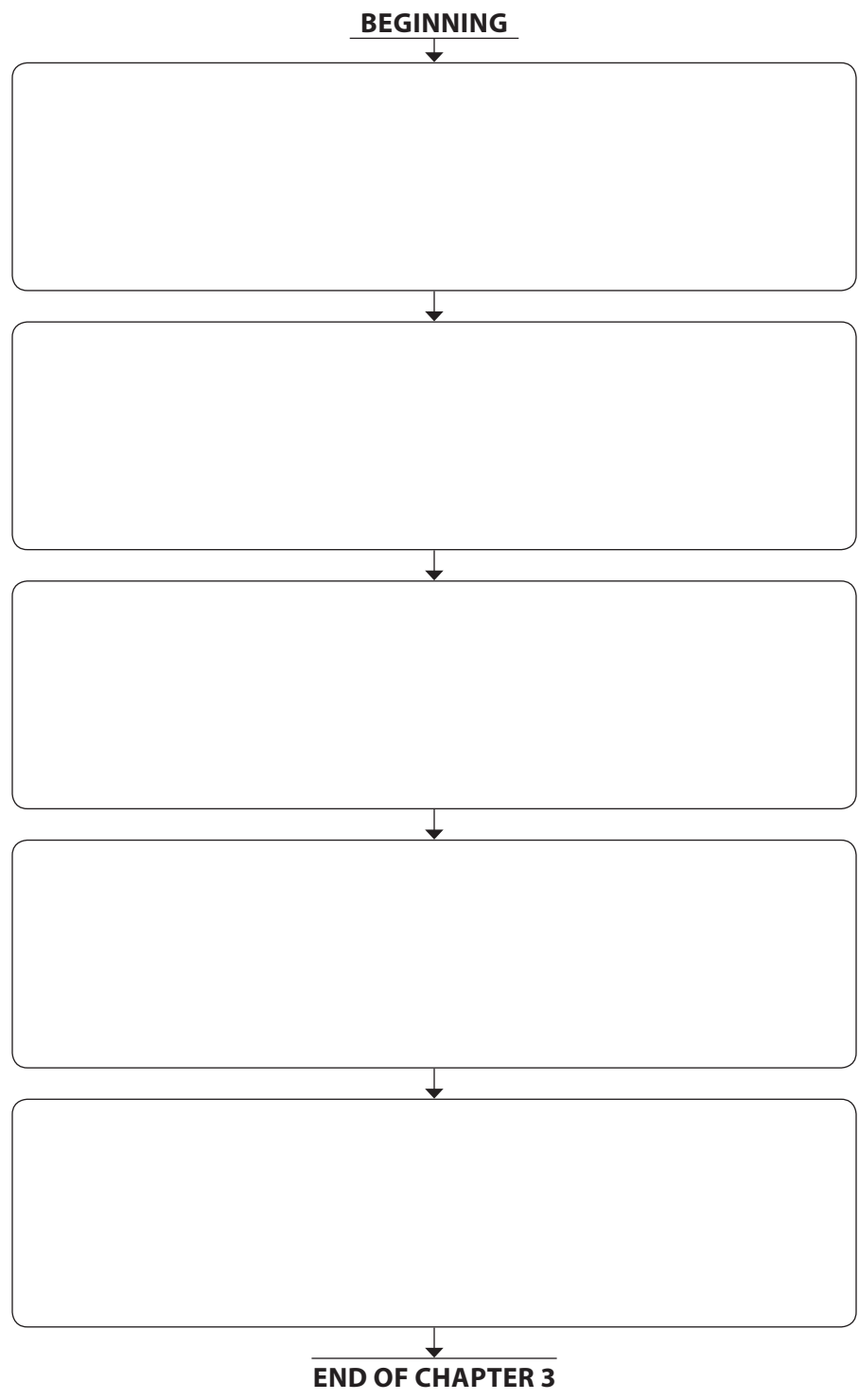
3. sharp as a tack

4. a mile high

Name: _____

Plot

The plot of a story is the series of actions that make up the story. The actions or events are joined together like a chain. Use the flowchart below to show how events occurred in Chapter Three.



Name: _____

Personal Narrative Outline

Choose four events that have happened in your life that caused you to learn, grow, and possibly change. Place one event in each box and write point-form notes describing the event and the effect it had on you.

EVENT 1

EVENT 2

EVENT 3

EVENT 4

Chapter Four, “Halloween”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Review the take-home reading assignment.
- Read Chapter Four, “Halloween,” using the shared reading technique.
- Explore new vocabulary as it is presented in the chapter.
- Learn about verbs.
- Participate in a compare-and-contrast activity, in which students will compare Joy’s feelings and actions in different situations in the book.
- Write independent journal reflections.
- Create a visual depiction of the story of the Qallupilluq, a monster featured in Inuit legends.
- Discuss and write about their family traditions. They will write well-organized paragraphs about their Halloween traditions before discussing other family traditions.

For homework, students must find two to three examples of their family traditions (e.g., artifacts, pictures, etc.). They will write a few sentences explaining each item and their tradition. They will also read Chapter Five, pages 62–66.

READING “Halloween”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Verbs**
- **Handout 3: Compare and Contrast**
- **Handout 4: Short Answers**

MATERIALS

- Chart paper
- Student journals
- Version of Qallupilluq from the library or online
- Drawing utensils (e.g., markers, pencil crayons)
- Student personal portfolios

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Four, “Halloween”



- Read “Halloween” together as a class, using the steps below.
- Pre-reading:
 - Review take-home reading (Chapter Four, pages 48–53).
 - Based on the take-home reading, encourage students to predict what will happen in the remainder of the chapter.
 - Record all predictions on chart paper, to be revisited later in the lesson.
- Reading:
 - Using the shared reading technique, read the remainder of the chapter aloud as students follow along. Encourage volunteers to raise their hands to take their turn reading.
 - When reading is complete, question students’ understanding of the chapter.
- Post-reading:
 - In an open discussion, ask students to summarize the chapter. Record point-form notes on the board.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.
 - Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Explain to students that there are many new and difficult words in the chapter. It is important to learn these words, their definitions, and when to use them, because the more words you know, the more you will be able to understand what you hear and read and the better you will be able to express yourself.
- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs will guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs must create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Learning about Verbs



- Ask if anyone in the class can explain what a verb is.
- Explain that the verb is perhaps the most important part of the sentence. Without them there would be no action. Every English sentence must have a verb to tell nouns what to do, be, and feel.
- There are three types of verbs. Action and linking verbs work with nouns and pronouns. Helping verbs work with other verbs.
 - o **Action verbs** tell what someone or something does. An action can be mental or physical. "Steals" is an example of an action verb.

- o **Linking verbs** link, or join, a noun or a pronoun to another word that tells something about the noun or pronoun. "Are" is an example of a linking verb.
- o **Helping verbs** help the main verb do its job. Together the helping verb and the main verb make a verb phrase. "Being" is an example of a helping verb.
- Ask students to provide examples of verbs. Record these examples on the board.
- Together, divide this list of verbs into action verbs, linking verbs, and helping verbs.
- Distribute **Handout 2: Verbs**.
- Tell students to:
 - o Underline the action verbs in the paragraph.
 - o Circle the helping verbs.
 - o Try to find linking verbs.
- When students have finished their handouts, discuss their answers.

Thinking

1. Compare and Contrast



- Distribute **Handout 3: Compare and Contrast**.
- Similar to what took place while Joy was presenting her cultural heritage project, again she is placed in a situation where her classmates laugh at her expense. Ask the class to explain why Joy was laughed at in both situations and reflect on her reactions. How did Joy's reaction change the second time?
- Instruct students to use Handout 3 to compare Joy's feelings and actions in each situation.

- Explain that they will fill in the Venn diagram, recording all the similarities in the joined area and the differences on the outside.
- When Venn diagrams are complete, ask students to discuss how they would react if they were laughed at in the same way.

Communication

1. Short - Answer Questions



- Distribute **Handout 4: Short Answers**.
- Ask students to complete the questions on the handout. Allow them to consult a neighbour if they have any questions.
- Bring the class back together and discuss the short answer questions.
- Before concluding this activity, allow students a chance to ask any questions they may have.

2. Journal Response



- Ask students to take out their journals and respond to the following reflection topic:
 - Reflect on the relationship between Joy's mom and dad. What did you notice about her parents in this chapter? How did they react to each other? How do the children react to them? What impact does this have on the family? What do you think will happen between them in the upcoming chapters?
- When reflections are complete, encourage students to share their thoughts with the class.

Application

1. Storytelling



- Joy dresses up as the Qallupilluq for Halloween, a monster featured in Inuit legends that lives under the sea ice and snatches children who come too close to the cracks in the ice.
- Ask a volunteer to recount the story of the Qallupilluq with the class.
- Find a version of the Qallupilluq in the library or online and read the story as a class.
- Reflect on the legend together, answering the following suggested questions:
 - What are the important themes in this legend?
 - What happens in this legend?
 - What lessons does this legend teach?
 - When have you encountered this legend? Who told it to you?
- Tell students that they are going to create a visual depiction of the story. It could be in the form of a picture book, a comic strip, a computer graphic illustration, a collage, etc.
- Completed projects can be shared, displayed in the classroom, and/or scanned into an electronic journal.

2. My Portfolio: Family Traditions



- In continuing with the topic of study, Family, ask students to recount what their family does to celebrate Halloween. Discuss these traditions together.

- Ask students to think about the most recent Halloween and, in a well-organized paragraph, write about the events that took place, focusing on their family traditions.
- Encourage students to think of other holiday traditions their family has. List examples on the board or on chart paper.
- Tell students to go home that night and find two to three examples of these family traditions (e.g., pictures, artifacts, etc.). Once found, they will write a few sentences explaining each example and their family tradition. Students will bring these items into the next class.
- Completed Halloween paragraphs and family tradition blurbs will be included in students' portfolios.

TAKE-HOME

- **My Portfolio: Family Traditions**— Students will find two to three examples of their family traditions. They will write a few sentences explaining each item and their tradition. Completed paragraphs, examples from home, and blurbs will be included in students' portfolios.
- **Reading Assignment**—Chapter Five, pages 62–66.

Name: _____

New Words

Here are some sentences from Chapter Four, "Halloween." Follow these instructions to learn this new vocabulary:

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. "... so why don't we call it a Magnussen **Collaboration**, like in the movies."

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. We call her into the room. She is **intrigued**: Alex and I don't usually ask for her company.

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. Allashua's face lights up with **anticipation**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. I hold the book out for Allashua, who takes it **delicately** out of my hands as if it will disintegrate if she moves too quickly.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. And the colours are always very **satisfyingly** vivid and rich.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Verbs

There are three types of verbs:

- **Action verbs** tell what someone or something does. An action can be mental or physical.
- **Linking verbs** link, or join, a noun or a pronoun to another word that tells something about the noun or pronoun.
- **Helping verbs** help the main verb do its job. Together the helping verb and the main verb make a verb phrase.

Underline the **action verbs** in the following paragraph. Circle the **helping verbs**. Can you find any **linking verbs**?

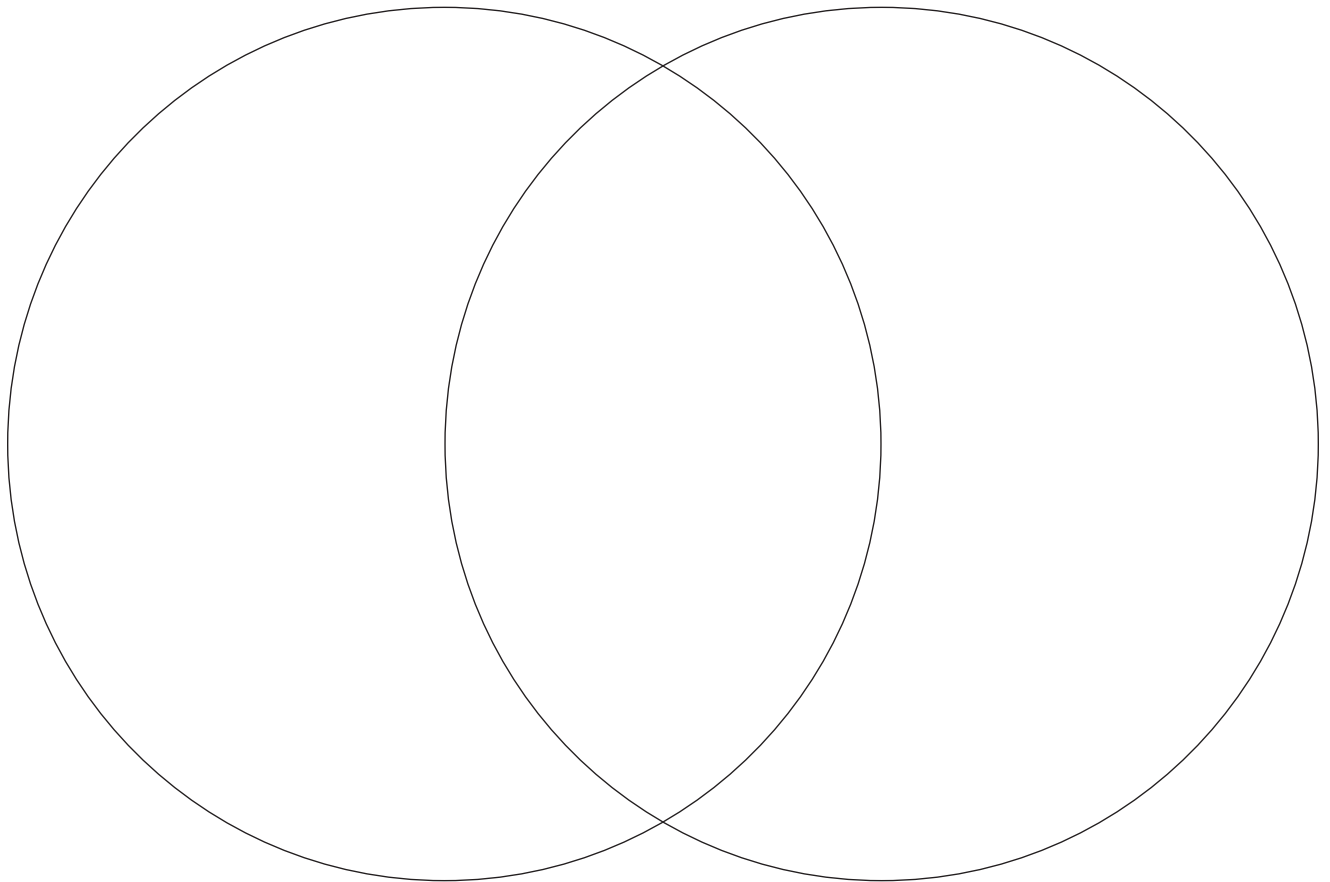
Alex takes off his wolf mask to eat some toffee and a stray dog steals the mask. Allashua runs after the dog to retrieve the mask for her brother, and Alex trails off after her, down to the beach. By the time Joy catches up to them, she sees her brother and sister being thrown into slimy baskets on the backs of real Qallupilluit! Alex and Allashua have run too close to the shore! Before the Qallupilluit can return to the icy depths, Joy screams at them, "STOP!" They all turn and look at her in surprise. "Those are my children, I stole them first!" she cries out.

Compare and Contrast

Similar to what took place while Joy was presenting her cultural heritage project, again she is placed in a situation where her classmates laugh at her expense. Fill in the Venn diagram below, comparing and contrasting Joy's reactions in both scenarios. Information in the overlapping area signifies similarities between the passages. Any information not in the overlapping areas is unique to that passage only.

JOY'S PRESENTATION MISTAKE

JOY'S HAIR DISASTER



Short Answers

Answer the following questions about the reading passage in full sentences.

1. How does Joy react after her friends laugh at her at Rebecca’s party?

2. How do Joy and Alex decide to distract Allashua while they’re preparing their Halloween route?

3. What do the kids dress up as for Halloween? Describe each costume.

4. Where is their mom while they are getting ready for Halloween? How is she received by the family when she arrives home? Why?

Name: _____

6. After they have finished trick-or-treating, why does Alex get mad at their mom?

7. What happens between their parents that night? How does this make the children feel?

8. What happens to Allashua at breakfast? What do you think the red dots on her face are?

Chapter Five, “End of the World”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Review the take-home reading assignment.
- Read Chapter Five, “End of the World,” using the shared reading technique.
- Explore new vocabulary as it is presented in the chapter.
- Learn about adverbs.
- Participate in a role-playing activity in which students will discuss the events of the chapter, including the marital separation, from the perspective of a character in the book.
- Contribute to active class discussions.
- Write independent journal reflections.
- Write a creative story describing a recent change their family has gone through.

For homework, students will complete any unfinished work on their creative stories. They will also read Chapter Six, pages 72–76.

READING “End of the World”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Adverbs**
- **Handout 3: Creative Story**

MATERIALS

- Chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons, etc.)
- Student personal portfolios

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Five, “End of the World”



- Read “End of the World” together as a class, using the steps below.
- Pre-reading:
 - Review take-home reading (Chapter Five, pages 62–66).
 - Based on the take-home reading, encourage students to predict what will happen in the remainder of the chapter.
 - Record all predictions on chart paper, to be revisited later in the lesson.
- Reading:
 - Using the shared reading technique, read the chapter aloud as students follow along. Encourage volunteers to raise their hands to take their turn reading.
 - When reading is complete, question students’ understanding of the chapter.
- Post-reading:
 - In an open discussion, ask students to summarize the chapter. Record point-form notes on the board.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.
 - Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs will guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs will create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Learning about Adverbs



- Ask if anyone in the class can explain what an adverb is.
- Explain that adverbs are words used to describe actions and qualities. They can modify verbs, adjectives, or other adverbs. An adverb answers questions such as “how,” “when,” “where,” and “how much.”
- Ask students to provide examples of adverbs. Record these examples on the board.
- Distribute **Handout 2: Adverbs**.
- There are two parts to the handout. In Part I, ask students to rewrite the sentence, replacing the bolded adverb with another adverb that changes the meaning of the sentence. In Part II, ask students to use each adverb in a new sentence.
- When students have finished their handouts, discuss their answers.

Thinking

1. Role-Playing



- Divide the class into groups of five.
- Within their groups, assign each student to one of the following characters: Joy, Alex, Allashua, Mom, or Dad.
- Groups will discuss the events in the chapter and the marital separation from the perspective of their assigned character. Encourage students to make inferences and interpret their character’s feelings, using evidence from the book as support.
- After each group has completed their role play, hold a whole - class discussion about the separation. Ask students to discuss it from the perspective of each character.
- Before concluding this discussion, allow students to ask any outstanding questions.

Communication

1. Discussion Questions



- Encourage active discussion and debate around the assigned readings, using the following suggested questions:
 - o Why is Alla rushed to the hospital?
 - o Before Alla was diagnosed, what did you think had happened to her? What did the doctor confirm happened to her?
 - o What is their mom’s reaction when the family returns home from the hospital? How does this make their dad feel?

- o What do the children find out about their parents? How do they find out?
- o How do the parents tell the children about their decision?
- o What do you think about the parents' decision to split up? Do you think it is the right decision?
- o How does each family member react to the news?
- o What will change in the family moving forward?
- o What do you think is going to happen in the next chapter?
- o What are the major themes presented in the reading?
- o What lessons is the author trying to teach?
- o Revisit the topics of study. What did you learn about family, growing up, and friendship in this chapter?
- Before concluding this discussion, allow students to ask any outstanding questions.

2. Journal Response



- Ask students to take out their journals.
- Provide the choice of two reflection topics.
 - o Have you been through a separation in your family? Reflect on this situation and how it affected you.
 - o Imagine you are Joy or Alex. Write in your journal describing how you feel after your mom leaves.
- Encourage students to share their reflections with a partner.

Application

1. My Portfolio: Family Changes



- Discuss separation as a class, using the following suggested questions:
 - o What are some factors that may lead to a separation or divorce?
 - o What are some of the reasons why a couple may separate?
 - o How can a separation affect children?
 - o How do you think parents should handle a separation if children are involved?
 - o In your experience, what does the family dynamic look like after a separation?
 - o In the book, talk about the children's reactions to the news, and how they cope as the weeks pass. Discuss what else can be done to help them with this transition.
- Continuing with the topic of study, Family, explain to students that families often go through changes, whether it's due to a marital separation, the arrival of a new baby, moving homes, etc. Ask students to describe a recent positive change their family has experienced. Encourage students to discuss the ways their family adjusted to the change.
- Distribute **Handout 3: Creative Story**. Students may need two or three copies of this handout, depending on the length of their story.

- Similar to the story Joy and Alex created for Allashua in Chapter Four, “Halloween,” ask students to write a creative story describing a recent change their family went through. Students must include pictures. Encourage them to emphasize how their family met the challenge together.
- Ask learners to share their completed stories with a partner.
- Completed stories will be included in students’ portfolios.

TAKE-HOME

- **My Portfolio: Family Changes**—Students must complete any unfinished creative writing stories.
- **Reading Assignment**—Chapter Six, pages 72–76.

Name: _____

New Words

Here are some sentences from Chapter Five, "End of the World." Follow these instructions to learn this new vocabulary:

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. I hate to see Dad **anxious** like this and it makes me want to cry.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. He is Allashua's favorite 'uncle' and she's **momentarily** distracted by his use of her nickname.

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. Emergency is empty and Alla is **admitted** right away.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. "Hello, I'm Doctor Johnson. Which one of you is my **patient**?"

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. Alla automatically joins me and Alex in a **defensive** huddle.

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. Dad, always the most **composed**, moves the family into the kitchen.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Adverbs

Adverbs are words used to describe actions and qualities. They can modify verbs, adjectives, or other adverbs. An adverb answers questions such as how, when, where, or how much.

Part I: All of the following sentences appear in Chapter Five. Rewrite the sentence, replacing the bold word with another adverb that changes the meaning of the sentence.

1. It is **painfully** quiet.

2. He flings the door open **suddenly**.

3. Her **normally** well-kept hair is frizzing in every direction.

4. "Your dad and I can't live together **anymore**."

5. "Things are **really** complicated."

Name: _____

Part II: Use the following adverbs in sentences.

carefully
fast

correctly
loudly

eagerly
patiently

easily
quickly

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

Chapter Six, “Trouble”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Review the take-home reading assignment.
- Read Chapter Six, “Trouble,” using the shared reading technique.
- Explore new vocabulary as it is presented in the chapter.
- Learn about synonyms.
- Participate in an activity about mood, finding examples of different moods in the chapter and recording written explanations.
- Complete short answer questions about the assigned reading.
- Write independent journal reflections.
- Learn about the following forms of bullying: verbal harassment, gossip, exclusion, and physical threats.
- Discuss bullying and conflict management within schools by interviewing their principal or other teachers in the school.

For homework, students must make posters about bullying. They will also read all of Chapter Seven, pages 82–90.

READING “Trouble”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Synonyms**
- **Handout 3: Mood**
- **Handout 4: Short Answers**

MATERIALS

- Chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons, etc.)
- Student personal portfolios

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Six, “Trouble”



- Read “Trouble” together as a class, using the steps below.
- Pre-reading:
 - Ask students to look at the title page for Chapter Six.
 - Have a volunteer read the title, “Trouble.” Based on the title, ask students to predict what might happen in the chapter.
 - Ask students to look at the illustration on the title page. Encourage students to predict what this image may reveal about Chapter Six.
 - Encourage students to make additional predictions about the chapter.
 - Record all predictions on chart paper, to be revisited later in the lesson.
- Reading:
 - Using the shared reading technique, read the chapter aloud as students follow along. Encourage volunteers to raise their hands to take their turn reading.
 - When reading is complete, question students’ understanding of the chapter.

- Post-reading:
 - In an open discussion, ask students to summarize the chapter. Record point-form notes on the board.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.
 - Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs must guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs must create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Learning about Synonyms



- Ask if anyone can explain what a synonym is to the class.
- Explain that a synonym is a word that has the same or nearly the same meaning as another. Synonyms can be found throughout *Joy of Apex*.
- Distribute **Handout 2: Synonyms**.
- Have students read the examples from

Chapter Six on the handout. Ask for volunteers to explain what each of the bolded words means. If necessary, allow students to use the dictionary at this time.

- Have students write down three synonyms for the bolded word on the worksheet. If they are finding it difficult to think of a synonym, tell them to look for synonyms in a thesaurus, a kind of reference book that lists synonyms (online or in print).
- When students have completed the worksheets, ask volunteers to reread the sentences, inserting the synonyms they came up with.
- In an open discussion, ask students which word works best and explain why.

Thinking

1. Mood



- Explain to students that mood refers to the feelings evoked in the story. The mood can be sad, joyful, peaceful, frightening, and so on. Ask students to describe the mood in Chapter Six.
- Ask students to search the chapter and find examples of the mood. Ask volunteers to read passages aloud to the class and explain their interpretation of the mood.
- Distribute **Handout 3: Mood**.
- Using the example on the handout as a guide, students will scan the chapter to find five passages that convey different moods. They will record these passages on their worksheet and write an explanation of the mood the passage conveys.
- Ask students to share their answers in an open discussion.

Communication

1. Short Answers



- Distribute **Handout 4: Short Answers**.
- Ask students to answer the questions on the handout. Allow them to consult a neighbour if they have any questions.
- Bring the class back together and discuss the short - answer questions.
- Before concluding this activity, allow students a chance to ask any questions they may have.

2. Journal Response



- Ask students to take out their journals.
- Allow students to choose one of the following reflection questions:
 - Imagine you are Joy waiting for her father. Write a journal entry describing how you feel about the events of the past few days.
 - Write a journal entry about Jamesee's actions, reflecting on why he acted the way he did.
 - Write a journal entry from the perspective of Joy's dad. Predict how he would react to the situation and reflect on how he would feel about Joy's behaviour.
- Discuss reflections as a class.

Application

1. Bullying



- Explain to students that they will explore the topic of study, Friendship, by addressing the issue of bullying. In Chapter Six there is an incident between Joy and Jamesee. Ask students to explain the incident.
- Ask students to define bullying.
- Explain that bullying is when one person manipulates another through threats, violence, or verbal abuse, or uses other intimidation tactics to force the person to do something or to exclude the person from a group.
- Ask students to list the ways bullying may occur between children at school (e.g., verbal harassment, gossip, exclusion, physical threats, etc.). Record a list on the board.
- Divide students into four groups and assign each group one of the following forms of bullying: verbal harassment, gossip, exclusion, and physical threats.
- In their groups, ask students to discuss the following questions about their assigned topic, taking point-form notes on chart paper:
 - What does this behaviour look like in the schoolyard?
 - When does this behaviour occur?
 - Why does this behaviour occur?
 - How does it make the victim feel?
 - How does it make the bully feel?
 - How do we prevent such behaviour from occurring?
 - How should such behaviour be dealt with?

- Ask each group to present their topic and notes to the class. Discuss bullying together.
- Before concluding this discussion, talk about the reasons why Jamesee would act in such a negative way toward Joy and Alla. Further, discuss Joy's reaction and how she could have dealt with the situation differently.
- Distribute blank paper and drawing utensils.
- Ask students to create posters about bullying and the school's policy toward bullying.
- Display completed posters around the school.

2. Bullying Posters



- Continuing with the topic of study, Friendship, ask students how they think principals and teachers decide what a fair consequence is.
- Explain that every day educators have to decide what an appropriate consequence is in situations like Joy and Jamesee's.
- Ask students to explain how bullying is handled in their school.
- Encourage students to speak to their principal and other teachers in the school to learn more. Brainstorm questions they could ask, using the following suggested questions as a guide:
 - o What is your school policy toward bullying and conflict among students?
 - o What type of consequence do students receive if they have demonstrated poor behaviour?
 - o What training do faculty members receive to be able to handle poor behaviour?
- Tell students to record the answers in point form in their journals.
- Students must return to class ready to verbally explain what they learned. Discuss school policy surrounding bullying and conflict at this time.

TAKE-HOME

- **Bullying Posters**—Students must complete their bullying posters.
- **Read** Chapter Seven, pages 82–90.

Name: _____

New Words

Here are some sentences from Chapter Six, "Trouble." Follow these instructions to learn this new vocabulary.

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. In the evening, we watch *The Wonderful World of Disney* on CBC, our Sunday night **ritual**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. School is particularly unpleasant for me today because the class is **dissecting** owl pellets...

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. Dad comes in looking a little **disheveled** and gets lunch started.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. The afternoon drags on forever, and on top of the **anticipation** of going to Jamesee's house after school, I feel very sleepy.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. Allashua **glowers** at us.

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. However, I still do not **condone** violence under any circumstances.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Synonyms

A synonym is a word having the same or nearly the same meaning as another. Follow the below steps to complete the handout.

- Read the following examples from Chapter Six.
- Write down three synonyms for the bolded word. If you are finding it difficult to think of a synonym, use a thesaurus.
- Reread the sentences, inserting the synonyms you came up with. Which word do you think works best? Why?

1. Though I'm fascinated with the idea of owls coughing up bones, fur, and feathers, the smell is **intolerable!**

Synonyms: _____

2. Dad comes in looking a little **disheveled** and gets lunch started.

Synonyms: _____

3. The impact wakes me instantly and I quickly **whip** my head up.

Synonyms: _____

4. I start to nod off at my desk by two o'clock because of my **big** grilled cheese lunch.

Synonyms: _____

5. I'm surprised when she finally speaks in a **soothing** tone.

Synonyms: _____

6. I watch with **disdain** as large muscular men slam each other.

Synonyms: _____

Name: _____

7. He ignored me for most of the visit, and I'm disappointed that he enjoys something as **dumb** and obviously fake as wrestling.

Synonyms: _____

8. Allashua **glowers** at us.

Synonyms: _____

9. She looks **upset**.

Synonyms: _____

10. It feels strange to me, being the one who needs **consoling**—usually Allashua is the one crying.

Synonyms: _____

Name: _____

Mood

Mood is the feeling you get from a story. It can be sad, joyful, serene, frightening, etc. Scan the chapter to find five passages that convey different moods. Record the passages in the first column and provide an explanation of the types of mood conveyed in the second column. In the first box you will find an example to get you started.

Passage	Explanation of Mood
Allashua shuffles into the kitchen, her tattered blanket hanging limply from her arm. (p. 73)	The words <i>shuffles</i> and <i>limply</i> imply that Allashua is feeling sad. She is also holding her "tattered blanket," which implies that the blanket is well loved and perhaps an item from which she seeks comfort.

Short Answers

Answer the following questions about the chapter in full sentences.

1. How has life in their house changed since their mom left? What has changed?

2. How is Joy's dad coping with Joy's mom leaving?

3. How does Joy tell her friends about her parents' separation? How do they react?

4. Why is Joy so tired in class? How do you think the separation is affecting her?

5. How has the relationship between Joy and Jamesee progressed? What happens between them in this chapter?

6. Why do you think the conflict occurs between Joy and Jamesee? Were either of them right in their actions?

Name: _____

7. How does the principal handle the conflict between Joy and Jamesee? Do you find this fair?

8. How do you think Joy's dad will react when he finds out about what happened? How do you think he should react?

Chapter Seven, “Two Against One”

OBJECTIVE

In this lesson, students will work through the following objectives:

- Review the take-home reading assignment and discuss Chapter Seven, “Two Against One.”
- Explore new vocabulary as it is presented in the chapter.
- Learn about homonyms.
- Discuss sibling dynamics and the personal characteristics of Alex, Joy, and Alla. Students will consider how these characteristics may be influenced by birth order.
- Participate in active class discussions.
- Write independent journal reflections.
- Discuss friendship as a class and individually write friendship pacts that list the things they vow to do as friends.

For homework, students must complete any unfinished work in their personal portfolios. They must also read all of Chapter Eight.

READING “Two Against One”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Homonyms**

MATERIALS

- Chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons, etc.)

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Seven, “Two Against One”



- Review “Two Against One” together as a class, using the steps below.
- Post-reading:
 - In an open discussion, discuss the reading from the previous night. Ask students to summarize the chapter. Record point-form notes on the board.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.
 - Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs will guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs will create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Learning about Homonyms



- Ask students to describe what a homonym is.
- Explain that homonyms are tricky words that sound alike. Homonyms may even be spelled alike but have different meanings, such as “trunk” (meaning part of an elephant) and “trunk” (meaning a storage chest).
- Review common examples of homonyms with the class, such as their, there, and they’re.
 - **Their** shows that they own something (e.g., I drove their car to the cabin).
 - **There** is an adverb meaning “that location” (e.g., There are twenty-two students in this class).
 - **They’re** is a contraction of they are (e.g., They’re in math class).
- Distribute **Handout 2: Homonyms**.
- Ask students to complete the worksheet, thinking of other meanings for homonyms that appear in Chapter Seven.
- As a class, discuss the answers.

Thinking

1. Writing about Sibling Dynamics



- Continuing with the topic of study, Family, create a three-part T-chart on the board with the following headings: Alex, Joy, and Allashua.
- Ask students to describe the personal characteristics of each child (e.g., Allashua is imaginative). Record these characteristics in point form on the board or on chart paper.

- Ask students if they think the order you are born in your family affects your personality and the way you behave. Encourage students to explain the different characteristics of the first-born child, middle child, youngest child, and so on. Record answers on the board or on chart paper.
- Ask students to take out their journals.
- Encourage students to discuss the sibling dynamics in the Magnussen family in a written reflection. In this reflection they must prove or disprove the theory that the order in which you are born affects your personal characteristics and the way you behave.
- Ask students to share their reflections with the class.

Communication

1. Discussion Questions



- Encourage active discussion and debate around the assigned readings using the following suggested questions:
 - What is the reaction of Joy’s dad to her behaviour? Why do you think he feels this way?
 - How is Joy punished for her actions by her dad? What about by the principal?
 - How does Joy feel about the way she acted?
 - What do you think was the appropriate way for Joy to act in the situation with Jamesee?
 - How does Jamesee treat Joy after the fight?

- o How has the family dynamic changed in this chapter? When do the children see their mom? When do they see their dad? How do they feel about this?
- o What trick do Alex and Joy play on Allashua? What is Allashua's reaction?
- o How does their dad react when he finds out about the trick they have played on Alla? Predict what their dad is going to tell Alex and Joy.
- o What do you think is going to happen in the next chapter?
- o What are the major themes presented in the reading?
- o What lessons is the author trying to teach?
- o Revisit the topics of study. What did you learn about family, growing up, and friendship in this chapter?
- Before concluding this discussion, allow students to ask any outstanding questions.

2. Journal Response



- Ask students to take out their journals.
- This chapter marks a new stage for the Magnussen family, as Joy's parents are now living in separate places. Ask students to explain how life has changed in the Magnussen household.
- After Joy's incident at school with Jamesee, her father states: "I know that your mom and I splitting up has been really tough on everyone, and I should have talked to you about it more." Ask students to respond to one of the following suggested questions in their journals:
 - o Why do you think Joy's dad responded in this way after Joy

misbehaved? Do you think he blames himself for her actions?

- o Does this conversation with her father give you a better understanding of Joy's actions toward Jamesee? Why do you think she behaved the way she did?
- o How do you think Joy's parents' separation has affected her? How has it affected Alex? How has it affected Alla?
- o What further actions can Joy's parents take to help their children cope with their separation?
- Encourage students to share their reflections with a partner.

Application

1. My Portfolio: Friendship Pact



- Continuing with the topic of study, Friendship, divide the class into groups of four and provide each group with a piece of chart paper.
- Explain to the class that in their groups, they will create a word diagram around friendship.
- Instruct each group to write the word "Friendship" in the centre of their paper, drawing a circle around the word. Together, groups must discuss what friendship means to them, writing their ideas around the central title. Groups must then join their ideas to the central title.
- Ask each group to present their diagrams to the class.
- Discuss friendship as it is presented in *Joy of Apex*. Talk about Joy's relationships with the people around her, identifying who shows

LESSON 7: TWO AGAINST ONE

the characteristics of a good friend. Move the discussion onto Jamesee and discuss his actions toward Joy.

- Hold an open discussion around friendship. Ask students to explain the type of friend they would like to be.
- Individually, ask each student to write a friendship pact. This pact will be six sentences long and it will list the things they vow to do as a friend (e.g., show respect to the people around me).
- Encourage students to share their friendship pacts with the class.
- Completed friendship pacts will be included in students' portfolios.

TAKE-HOME

- **My Portfolio**—Students must complete any unfinished work in their personal portfolios.
- **Reading Assignment**—All of Chapter Eight.

New Words

Here are some sentences from Chapter Seven, "Two Against One." Follow these instructions to learn this new vocabulary:

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. I am **astonished**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. I **wince** when he puts the cold pack on my angry, swollen hand.

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. His little chest rises and falls **rhythmically** and every once in a while I catch his tiny, balled-up hands twitching.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. We look **innocently** at him and promise to eat healthy meals at home.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. Everyone settles into their evening **rituals** and I go straight to my room to read my book.

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. I am **enthralled** by the story when suddenly Allashua starts thrashing in the bed next to me.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Homonyms

Homonyms are two words that sound alike and may even be spelled alike but have different meanings, such as trunk (meaning part of an elephant) and trunk (meaning a storage chest).

Part I: Fill in the blanks below using the appropriate word—their, there, or they're.

1. _____ are two houses for sale.
2. _____ planning to go sailing.
3. _____ going to _____ friend's house.
4. This is _____ car.

Part II: Below are examples of homonyms that appear in Chapter Seven. Write the definition for the word as it is used. Then think of an alternative meaning for the same word and write the definition on the designated line.

1. "I hope I never **cross** you in a dark alley!"

Definition: _____

Alternative meaning: _____

2. I wince when he puts the cold **pack** on my angry, swollen hand.

Definition: _____

Alternative meaning: _____

3. For some reason it annoys me that Allashua is pretending the **bear** is helping her do math problems.

Definition: _____

Alternative meaning: _____

Name: _____

Part III: Use each word below in a short sentence.

1. wear _____

2. where _____

3. right _____

4. write _____

5. no _____

6. know _____

Chapter Eight, “Christmas”

OBJECTIVE

In this class, students will work through the following objectives:

- Review the take-home reading assignment and discuss Chapter Eight, “Christmas.”
- Explore new vocabulary as it is presented in the chapter.
- Learn about constructing sentences.
- Learn about the climax and resolution of a story and distinguish where these happen in *Joy of Apex*.
- Answer a series of short answer questions about the chapter.
- Write an independent journal reflection on the journey the Magnussen family has taken throughout the story. Students will also address what they have learned throughout the unit.
- Put their personal portfolios on display, then rotate around the room and view the work of their peers, evaluating four portfolios.

READING “Christmas”

HANDOUTS

- **Handout 1: New Words**
- **Handout 2: Constructing Sentences**
- **Handout 3: Climax and Resolution**
- **Handout 4: Short Answers**
- **Handout 5: Peer Evaluation**
- **Handout 6: Goal Setting Revisited**

MATERIALS

- Chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons, etc.)

LESSON PLAN

Knowledge and Understanding

1. Reading Chapter Eight, “Christmas”



- Review “Christmas” together as a class, using the steps below.
- Post-reading:
 - In an open discussion, discuss the reading from the previous night. Ask students to summarize the chapter. Record point-form notes on the board.
 - Looking at the summary collected, ask students to identify what they have learned thus far in the reading.
 - Place the chapter summary beside the pre-reading predictions. Ask students to verbally compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

2. New Vocabulary Words



- Divide the class into pairs and distribute **Handout 1: New Words**.
- Pairs will guess the meaning of the bolded words in the sentences, then look up each word in the dictionary and record the definition. Finally, pairs will create a sentence for each new word.
- When worksheets are complete, discuss answers as a class.
- Ask pairs to practice using the new words in conversation.

3. Constructing Sentences



- Distribute **Handout 2: Constructing Sentences**.
- Ask students to scan the chapter to find examples of how the author uses different sentences to convey different meanings. Use the following examples to prompt discussion:
 - Sentences that **state facts**: I lie in bed, filled with remorse.
 - Sentences that **ask questions**: What were you thinking?
 - Sentences that **make requests**: Go to your rooms and wait for your mother to come.
 - Sentences that **express strong feelings**: I don't want to hear it!
- Ask students to complete the worksheet independently. The worksheet is divided into two parts. In Part I, students will scan Chapter Eight to find three examples of each of these types of sentences. In Part II, they can make up their own examples.
- Encourage students to talk to a classmate if they're having difficulty.
- Invite them to share their answers as a class.

Thinking

1. Climax and Resolution



- Ask students to define climax and resolution.
- Explain that in a story there is typically a conflict and a resolution. Conflict creates tension. Tension starts to rise until there is a crisis or a climax, which is the high point of the story. Following the climax, characters

must overcome the problem. They usually resolve the problem by changing in some way, or by starting to see things differently, which is called the resolution.

- Distribute **Handout 3: Climax and Resolution**.
- Ask students to complete the worksheet in pairs.
- In a class discussion, invite the pairs to share their responses.

Communication

1. Short Answers



- Distribute **Handout 4: Short Answers**.
- Ask students to complete the questions on the handout. Allow them to consult a neighbour if they have any questions.
- Bring the class back together and discuss the short - answer questions.
- Before concluding this activity, allow students a chance to ask any questions they may have.

Application

1. Unit Reflection



- To conclude the unit, reflect on the journey the Magnussen family has gone on throughout the book. Discuss how the family dynamics and the feelings of the characters have changed from the beginning of the book to the end of the book.
- As a class, discuss what students learned about the topics of study—Family, Growing Up, and Friendship—during this unit.

- In a written reflection, ask students to reflect on what they have learned throughout the unit. Encourage them to incorporate the knowledge they have gained about the topics of study as well as what they have learned about themselves while creating their personal portfolios.
- Ask students to share their reflections with the class.

2. Portfolio Viewing



- Distribute students' portfolios around the room.
- Distribute **Handout 5: Two Stars and a Wish**.
- For this peer evaluation technique, students comment on two areas that were well done and recommend one area that needs more work or thought.
- When students are making comments, encourage them to use the portfolio expectations made at the beginning of the unit.
- At the bottom of the handout is a space for self-assessment.
- Students must rotate around the room and view the work of their peers, evaluating four portfolios.
- Discuss the portfolios, asking students to identify the following:
 - Work they were impressed with.
 - Something they learned.
 - Examples of different ways of presenting information.
 - Different interpretations of the same subject.
 - Information learned about family, growing up, friendship, childhood, and communication from their peers.

- Congratulate students on completing the book study and their portfolios.

3. Goal Setting Revisited



- Distribute students' portfolios around the room.
- Explain to students that to finish the unit they are going to revisit the goals they made for themselves at the beginning of the unit.
- Ask students to take out **Handout 2: Goal Setting** and distribute **Handout 6: Goal Setting Revisited**.
- Using the handout, ask the students to go through each goal and follow the instructions.
- If the goal was met, students can write a new goal in the "next steps" section that builds on the original goal.
- If the goal was not met, students can write how they plan to meet that goal going forward -- what steps need to be taken to ensure the goal is met.

Name: _____

New Words

Here are some sentences from Chapter Eight, "Christmas." Follow these instructions to learn this new vocabulary.

- **Guess:** Guess the meaning of the bolded word in each sentence, recording your answer on the line.
- **Dictionary Meaning:** Look the words up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. Alex and I **protest** at the same time, but Dad cuts us off.

Guess: _____

Dictionary meaning: _____

Sentence: _____

2. I lie in bed, filled with **remorse**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

3. After another angry speech from Mom, we spend a long, boring weekend **confined** to our aunt's house.

Guess: _____

Dictionary meaning: _____

Sentence: _____

4. By Sunday afternoon we look so **pathetic** that our mom decides to give us a treat and makes hot dogs for lunch.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Name: _____

5. He says because there is no large city for thousands of kilometers, there is no light pollution **obscuring** the night sky.

Guess: _____

Dictionary meaning: _____

Sentence: _____

6. ... I have wanted a real tree, but since we live in the treeless Arctic, my parents always said it was too expensive and too much of a **nuisance**.

Guess: _____

Dictionary meaning: _____

Sentence: _____

Constructing Sentences

Writers use a variety of different types of sentences to convey different meanings.

For example:

- Sentences that **state facts**: I lie in bed, filled with remorse.
- Sentences that **ask questions**: What were you thinking?
- Sentences that **make requests**: Go to your rooms and wait for your mother to come.
- Sentences that **express strong feelings**: I don't want to hear it!

Part I: Scan Chapter Eight to find one example of each of these types of sentences.

1. A sentence that **states a fact**.

2. A sentence that **asks a question**.

3. A sentence that **makes a request**.

4. A sentence that **expresses strong feelings**.

Name: _____

Part II: Make up your own sentences about the novel *Joy of Apex* and share them with your classmates.

1. A sentence that **states a fact**.

2. A sentence that **asks a question**.

3. A sentence that **makes a request**.

4. A sentence that **expresses strong feelings**.

Name: _____

Climax and Resolution

CLIMAX:

The climax is the high point of the story, in which the conflict is resolved. This is a turning point for the characters—a change happens, for better or for worse.

What do you think is the climax of *Joy of Apex*? Explain why.

Name: _____

Short Answers

1. How does their dad react to the news of the trick Alex and Joy played on Allashua? Why?

2. How are Joy and Alex punished? How do they feel about this?

3. How do Joy and Alex apologize to Allashua?

4. Describe the fort that the children and their dad build together. What makes this occasion special?

5. How are these Christmas holidays different from those of previous years? How does Joy feel about this?

6. Why is it unusual for Joy's family to have a real Christmas tree?

7. Due to the separation, how does the family celebrate Christmas on Christmas Day? How does Joy feel about this?

Name: _____

Peer Evaluation: Two Stars and a Wish

STUDENT 1:

Star One: _____

Star Two: _____

Wish: _____

STUDENT 2:

Star One: _____

Star Two: _____

Wish: _____

Name: _____

Peer Evaluation: Two Stars and a Wish

STUDENT 3:

Star One: _____

Star Two: _____

Wish: _____

STUDENT 4:

Star One: _____

Star Two: _____

Wish: _____

Name: _____

Peer Evaluation: Two Stars and a Wish

STUDENT 5:

Star One: _____

Star Two: _____

Wish: _____

SELF EVALUATION:

Star One: _____

Star Two: _____

Wish: _____

Name: _____

Goal Setting Revisited

GOAL ONE: _____

Accomplished: YES / NO

Next Steps _____

GOAL TWO: _____

Accomplished: YES / NO

Next Steps _____

GOAL TWO: _____

Accomplished: YES / NO

Next Steps _____

Mark Breakdown

	Mark Breakdown	Final Mark
Introduction Lesson		
Predicting	2 marks / row	/14
Setting Goals	3 marks / section	/9
Lesson 1: End of Summer		
New Words	3 marks / question	/24
Character Map	1 mark / box or oval	/10
Discussion Questions	Participation	/5
Journal Response	Completion	/5
My Portfolio	See Rubric	
Lesson 2: Academia		
New Words	3 marks /question	/18
Inferring	2 marks / row	/12
Setting	Part I: 5 marks Part II: 3 marks Part III: 5 marks	/13
Discussion Questions	Participation	/5
My Portfolio	See Rubric	
Lesson 3: The Birthday Party		
New Words	3 marks / question	/21
Plot	2 marks / section	/10
Discussion Questions	Participation	/5
Journal Response	Completion	/5
My Portfolio	See Rubric	
Lesson 4: Halloween		
New Words	3 marks / question	/15
Compare and Contrast	Completion	/10
Short Answers	2 marks / question	/16
Journal Response	Completion	/5
Storytelling	Completion - 5 marks Visual Presentation - 5 marks	/10
My Portfolio	See Rubric	
Lesson 5: End of the World		
New Words	3 marks / question	/18
Role-Playing	Participation	/10

Mark Breakdown

Discussion Questions	Participation	/5
Journal Response	Completion	/5
My Portfolio	See Rubric	
Lesson 6: Trouble		
New Words	3 marks / question	/18
Mood	1 mark / passage 2 marks / explanation	/ 12
Short Answers	2 marks /question	/16
Journal Response	Completion	/5
Bullying	Chart - 5 marks Presentation - 5 marks	/10
Bullying Posters	Completion - 5 marks Creativity - 5 marks	/10
Lesson 7: Two Against One		
New Words	3 marks / question	/18
Sibling Dynamics	Completion	/5
Discussion Questions	Participation	/5
Journal Response	Completion	/5
My Portfolio	See Rubric	
Lesson 8: Christmas		
New Words	3 marks / question	/18
Climax and Resolution	3 marks - climax 5 marks - resolution	/10
Short Answers	2 marks / question	/14
Unit Reflection	Completion	/5
Portfolio Viewing	See Rubric	
Goal Setting Revisited	Completion	/5
Final Mark		/406

Portfolio Activities

Criteria	Indicators	4	3	2	1	Score
Family Collage	<ul style="list-style-type: none"> - Pictures - Letters - Words - Materials - Creativity - Knowledge of key concepts 	Collage includes, words, letters, and pictures from a variety of sources and is put together creatively. Student's work demonstrates outstanding knowledge of the key concepts.	Collage includes, words, letters, and pictures from a few sources and is put together well. Student's work demonstrates a good understanding of the concepts.	Collage includes, few words, letters, or pictures from a limited number of sources. Student's work demonstrates little understanding of the concepts.	Collage is missing, words, letters, and or pictures. Student's work demonstrates little to no understanding of the concepts.	
Cultural Heritage Project	<ul style="list-style-type: none"> - Map - Coat of Arms - Cultural Heritage paragraph 	All required items are included. Student's work demonstrates outstanding knowledge of the concepts, and all pieces of work are of excellent quality.	All required items are included. Student's work demonstrates good knowledge of the concepts. All pieces of work are complete and of good quality.	A few of the items are missing, and or student's work demonstrates a limited understanding of the concepts. There are many mistakes present.	Many, or most of the items are missing, and or, the student's work is incomplete. The student demonstrates little to no understanding of the concepts.	
Growing Up – Personal Narrative	<ul style="list-style-type: none"> - Content - Spelling - Grammar - Sentence structure 	Almost no errors in all elements, spelling, grammar, and sentence structure. Student understands the concepts and displays a high level of writing.	A few errors in all elements, spelling, grammar, and sentence structure. Overall, student understands the concepts and displays a good level of writing.	There are many errors present in all elements, grammar, spelling, and sentence structure. Student has grasped the concept, but writing requires more attention.	Writing includes, many spelling, grammar, and structural errors. Student does not understand the concepts and or their writing is not complete.	
Family Traditions	<ul style="list-style-type: none"> - Artifacts - Writing 	Artifacts demonstrate an excellent understanding of the task. Sentences go above and beyond what is required.	Artifacts demonstrate a good understanding of the task. Sentences do a good job of explaining their significance.	Artifacts demonstrate little understanding of the task, and tell little of the families traditions. Corresponding sentences need work.	Not all artifacts are present or artifacts do not represent family traditions. Corresponding sentences do not describe the artifacts adequately or are	

Family Changes	<ul style="list-style-type: none"> - Story - Spelling - Grammar - Sentence structure 	<p>Almost no errors in all elements, spelling, grammar, and sentence structure. Student understands the concepts and displays a high level of writing</p> <p>Sentences are complete with no errors and demonstrate an excellent knowledge and understanding of the task.</p>	<p>A few errors in all elements, spelling, grammar, and sentence structure. Overall, student understands the concepts and displays a good level of writing.</p> <p>Sentences are complete with very few errors and demonstrate a good knowledge and understanding of the task.</p>	<p>There are many errors present in all elements, grammar, spelling, and sentence structure. Student has grasped the concept, but writing requires more attention.</p> <p>Sentences are not complete and there are many errors present. Student displays a limited understanding of the task.</p>	<p>Writing includes, many spelling, grammar, and structural errors. Student does not understand the concepts and or their writing is not complete.</p> <p>Sentences are not complete and there are many errors present. Student displays a very limited understanding of the task.</p>	missing and or incomplete.	
Friendship Pact	<ul style="list-style-type: none"> - 6 sentences - Grammar - Spelling - Sentence structure 	<p>Almost no errors in all elements, spelling, grammar, and sentence structure. Student understands the concepts and displays a high level of writing</p> <p>Sentences are complete with no errors and demonstrate an excellent knowledge and understanding of the task.</p>	<p>A few errors in all elements, spelling, grammar, and sentence structure. Overall, student understands the concepts and displays a good level of writing.</p> <p>Sentences are complete with very few errors and demonstrate a good knowledge and understanding of the task.</p>	<p>There are many errors present in all elements, grammar, spelling, and sentence structure. Student has grasped the concept, but writing requires more attention.</p> <p>Sentences are not complete and there are many errors present. Student displays a limited understanding of the task.</p>	<p>Writing includes, many spelling, grammar, and structural errors. Student does not understand the concepts and or their writing is not complete.</p> <p>Sentences are not complete and there are many errors present. Student displays a very limited understanding of the task.</p>	missing and or incomplete.	

Overall Portfolio Evaluation

Criteria	Indicators	4	3	2	1	Score
Visual Appeal	<ul style="list-style-type: none"> - Cover - Artwork - Graphics - Neatness 	All four elements are creatively and visually appealing.	All four elements are included.	Missing one or two elements.	Missing two or more elements.	
Organization	<ul style="list-style-type: none"> - Completeness - Order - Neatness 	All three elements demonstrate high level of organization.	All three elements are included.	Missing one element.	Missing two or more elements.	
Knowledge of Key Concepts	<ul style="list-style-type: none"> - Key Concepts - Evidence of understanding - Application 	Evidence of ability to apply knowledge to new situations.	Evidence of high level of understanding of key concepts.	Evidence of basic level of understanding of key concepts.	Little evidence of key concepts included in portfolio.	