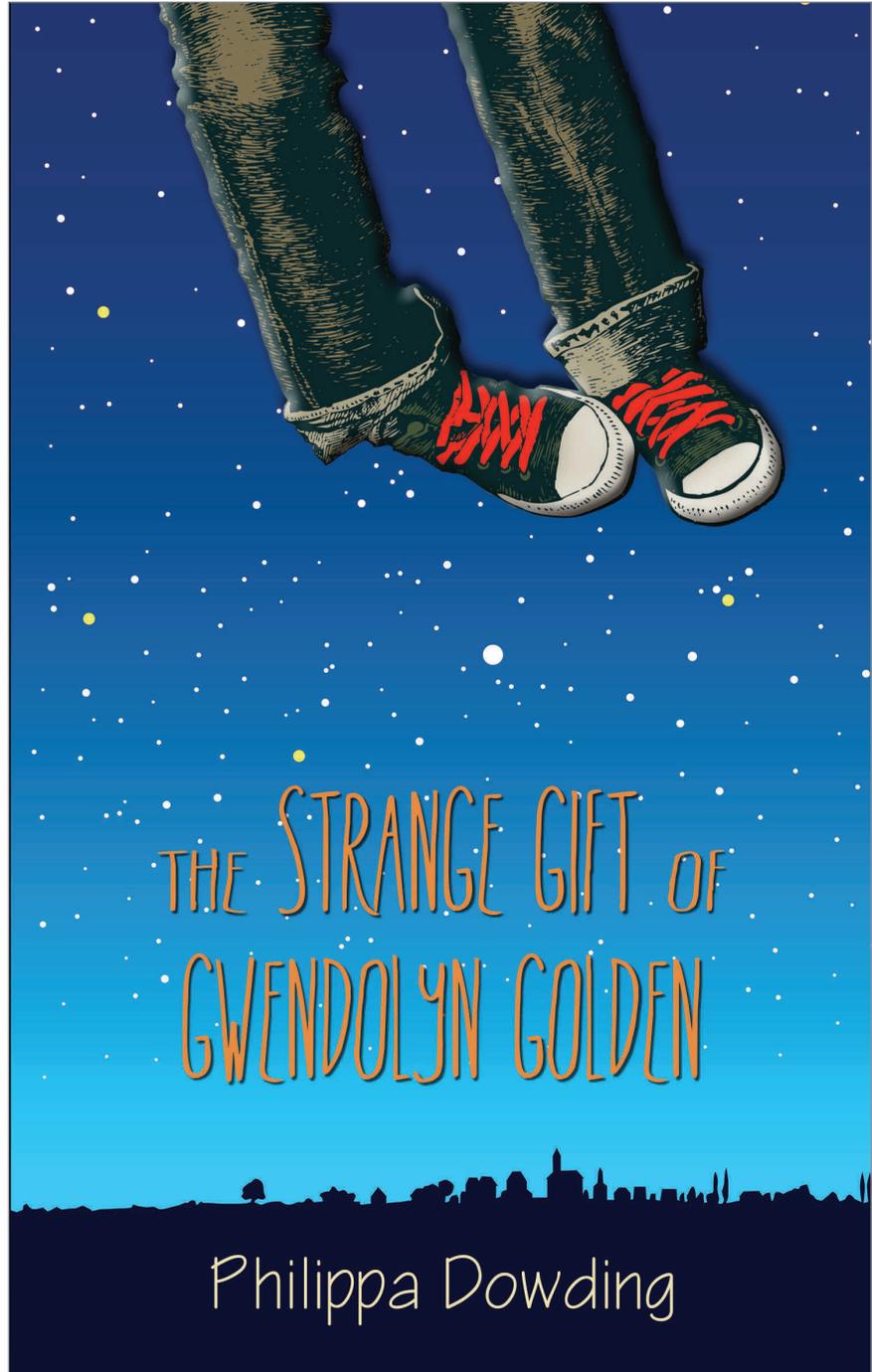


TEACHERS' GUIDE



By James Venn, OCT
ISBN: 9781459744202



DUNDURN



@dundurnpress
dundurn.com

Copyright © Dundurn, 2018



This teachers' guide was made possible by the support of the Ontario Media Development Corporation.

The publisher is not responsible for websites or their content unless they are owned by the publisher.

Books are available from our website (dundurn.com), your favourite bookseller, wholesalers, and UTP Distribution (t: 1-800-565-9523).



CONTENTS

I. Introduction	4
• Book Summary	
• About the Author	
• Themes	
II. Pre-Reading Activities	7
III. Chapter Summaries	9
IV. Chapter Response Sheets and Vocabulary Sheets	13
V. Post-Reading Activities	35
VI. Assessment Tools	39
VII. Links to Curriculum Expectations	42

I. INTRODUCTION

BOOK SUMMARY

Thirteen-year-old Gwendolyn Golden wakes up one day and finds herself floating near her bedroom ceiling. Without any warning, she has developed the capacity to fly. At first, Gwen struggles to understand and control this strange new ability. Fortunately, she has the help and guidance of other secret members of the Night Flyer community, hidden in plain sight in her small town. Unfortunately, being a Night Flyer comes with its own complications and dangers.

And Gwen has other problems. She is already well known in town for her anger issues, and is trying to cope with the jarring experiences of adolescence. When the capacity to fly is added to the mix, Gwen's life is thrown completely off-kilter. She is compelled to discover who she is and what she's capable of, to rebuild her relationship with her mother, and to examine and make peace with the mystery of her father's disappearance in a storm when she was six.

ABOUT THE AUTHOR

Philippa Dowding is an award-winning children's author, magazine copywriter, poet, and musician. Her work has appeared in *Zoomer Magazine*, *Macleans*, *Chatelaine*, *Today's Parent*, *Canada's History*, *Taddle Creek Magazine*, *Middle Shelf Magazine*, the *Adirondack Review*, the *Literary Review of Canada*, and others. Philippa lives in Toronto with her family.

In 2013, Philippa's book *The Gargoyle at the Gates* was named a White Raven Book by the International Youth Library in Munich. In 2017, *Myles and the Monster Outside* was a OLA Silver Birch Express Honor Book.

Other children's titles Philippa has published are the Lost Gargoyle series (*The Gargoyle in My Yard*, *The Gargoyle Overhead*, and *The Gargoyle at the Gates*) and the Weird Stories Gone Wrong series (*Jake and the Giant Hand*, *Myles and the Monster Outside*, and *Carter and the Curious Maze*). Her newest titles, *Alex and the Other* and *Oculum*, are being published in 2018.

THEMES

SELF-DISCOVERY

The central theme of *The Strange Gift of Gwendolyn Golden* is self-discovery. At the start of the story Gwendolyn is a girl who does not really know herself. Her father disappeared when she was young, and her anger and grief from this time have remained unresolved. She employs various avoidance strategies to protect herself from her emotional pain. She does not look at pictures of her father, and does not talk to her mother about her father

anymore. She does not cry and doesn't remember the last time she did. When stressed she gets angry quickly and has earned a reputation for being hotheaded. Sometimes she lashes out violently.

The several different crises that occur in *The Strange Gift of Gwendolyn Golden* force Gwen to confront herself and her unresolved history. Learning to fly teaches Gwen to see herself as a gifted and worthy person, deserving of self-respect. Confronting the Shade brings Gwen to affirm that self-worth in a moment of crisis. These events also allow Gwen to rediscover her connection to her father, and to understand how he came to be lost to her. In addition, spending a summer reading lets Gwen directly refute her own self-conceptions about herself as a poor reader.

The situation with Martin Evells also catalyzes Gwen's eventual confident understanding of the distinction between external, imposed concepts about a person (reputation) and the internal reality (self-identity.) She rebuffs Martin's attempt to kiss her, rejecting his ideas about their relationship that are being imposed on her. When she yells outside his house, she confronts him for the pain he inflicted on her, particularly by withholding his friendship when her father died. She goes back to school after the yelling incident, asserting her own dignity and self-worth. In dealing with the drug rumours started by Martin, Gwen is propelled into the dangerous meeting with the Shade. Subsequently, she is able to demonstrate self-confidence and the self-worth necessary to deal with the rumours. Finally, when the Spirit Flyer helps Gwen to see how Martin is also influenced by others (in particular, his mother) she is able to start forgiving Martin.

As the story finishes, Gwendolyn Golden has not only a realistic conception of the problems that face her but also a realistic understanding of her own strengths and capabilities and newfound confidence.

SELF-CONTROL

Through the arc of her self-discovery, Gwendolyn transitions from somebody largely unaware of her own feelings and motivations to somebody who is able to determine what she is feeling and to process her feelings in more appropriate ways.

Philippa Dowding particularly shows Gwendolyn's initial lack of self-awareness through the way Gwendolyn talks about her body — as something separate from her own sense of self, with its own agency. Her body makes decisions on its own that surprise Gwen: wanting to go outside, or taking her to Martin Evell's house so that she can yell at him. She is literally divorced from her own motivations and actions.

As she becomes more attuned with her own feelings, she gradually becomes a person who is aware of the need for self-control, and working to develop the capacity for this self-control.

PUBERTY

In the world of *Strange Gift*, Night Flying is linked with puberty. The ability to fly usually begins at this stage in life. As the ability to fly is affected by the hormonal and emotional changes associated with puberty, new Night Flyers like Gwen often fly uncontrollably.

Night Flying is also a metaphor for the experience of puberty. Many of puberty's physical changes (growth spurts, developing breasts and body hair, the onset of menstruation, nocturnal emissions, and acne) can be distressing to experience. They can lead to feeling alienated from our bodies, or like our bodies are in rebellion against us, and

can leave us feeling uncertain of our identity. Individuals going through puberty need time to experience these changes and to accept and feel comfortable with them. Gwen's path to acceptance of herself as a Night Flyer exactly parallels this normal developmental process. At first she experiences the episodes of flight through a lens of her body being in rebellion. Over time, she experiments with flight, and develops appreciation for and comfort with it. As she builds increasing proficiency, Gwen eventually comes to value her new flight-capable self, just as adolescents come to value aspects of their new bodies post-puberty.

NORMALCY

A motif that recurs is the idea of normalcy and oddness. The book begins with Gwendolyn floating, and her first description of this experience is that it is "odd." Gwendolyn is very concerned with what is normal and questions her specific circumstances constantly. In doing so, she is expressing the very normal tendency of adolescents, who are in the phase of life where they become concerned with developing an integrated understanding of the world.

In having Gwendolyn return regularly to the question of normalcy, Dowding makes the clear point that normalcy is largely in the eye of the beholder. Gwen's interactions with Mr. McGillies would seem abnormal for many people. A bottle-collecting street person, he is a strikingly "different" character. However, Gwen has known Mr. McGillies her whole life and regards him as normal. Gwen's father's vanishing is strikingly odd, but, for Gwen, it is the normal state of affairs, and as a result she has been able to ignore her unresolved issues for years. Gwen's history of temper tantrums is not normal, but for herself and her classmates, it's clearly a practised, almost routine, event. Flying is spectacularly abnormal, until it isn't. Gwen's desire to understand what is normal in her circumstances helps adolescent readers understand that normal and odd are value judgements applied by individuals, and every set of circumstances is unique.

II. PRE-READING ACTIVITIES

AUTHOR STUDY

Have students work in small groups and visit Philippa Dowding’s website: pdowding.com.

Ask students to prepare a one page information sheet about Philippa Dowding, her books, and her career.

CLASS BULLETIN BOARD

Dedicate one bulletin board in your classroom to student work about *The Strange Gift of Gwendolyn Golden* for the length of the novel study. Post student work and related materials to it for visual reference.

CONTEMPORARY FANTASY INVESTIGATION

The Strange Gift of Gwendolyn Golden is a good example of the contemporary fantasy subgenre, also called modern fantasy. Contemporary fantasy is set in the present day and in the real world. It has some fantastic elements, like people who can fly, which remain hidden or are unknown to the general populace. It is distinguished from horror writing by the overall tone, which tends to emphasize joy or wonder.

Let students do an internet search for contemporary fantasy and related terms. Lead the class in creating an anchor chart that distinguishes the characteristics of contemporary fantasy as a genre.

COVER DECONSTRUCTION

Share the cover of *The Strange Gift of Gwendolyn Golden* with the class. Ask students to work in small groups to discuss the title and cover image. Some discussion prompts to consider include the following:

- What is strange and what is normal?
- What is a “strange gift”? What might the strange gift be?
- Why does the cover illustration only show a person’s feet and lower legs?
- What can we conclude about the setting of the novel from the background of the cover illustration?

Give students copies of the book and ask them to make a list of predictions about the story based on the cover and the cover text.

NOVEL IN AN HOUR

Because *The Strange Gift of Gwendolyn Golden* is divided into short chapters, it would be possible to use the Novel in a Hour reading strategy to study it in class.

When using Novel in an Hour, the teacher assigns individuals or groups of students specific chapters to read. (The whole class should read the first few chapters to allow for a common understanding of the main characters, setting, and initial problems.)

Students are then responsible for presenting their chapters to the class by summarizing them.

If you use the Novel in an Hour approach, consider assigning four chapters at a time to each student group so that each group can make use of the chapter response pages in this teachers' guide to help them engage with the text.

III. CHAPTER SUMMARIES

CHAPTERS 1–4 (PAGES 1–22)

Gwendolyn Golden wakes up and discovers she is floating involuntarily in her bedroom. She manages to fall to the ground before her mother discovers her. She eats breakfast with her younger twin siblings, Christine and Christopher, then goes to school. At school, she begins floating again in class, and kicks another student. She runs out of the class and locks herself in the staff supply room until the floating stops. When the principal, Mrs. Abernathy, investigates, Gwen tells Mrs. Abernathy that she is all right and opts to go home. She signs out and heads home, putting a large rock in her backpack, just in case. She makes it home without further flights. She has a normal evening, goes to bed, and wakes up floating again.

CHAPTERS 5–8 (PAGES 23–33)

Gwendolyn begins to experiment. She realizes that floating is a comfortable way to sleep. She tries moving around while floating. When her mother enters she successfully hides her floating by pretending to be playing. Later Gwen walks to school and meets Mr. McGillies, a local hermit who collects bottles, whom Gwen has known all her life. He asks Gwendolyn “how is flyin’?” which provokes Gwen, but he refuses to explain further. At school Gwen has a normal morning. In Civics class she attempts to float, but nothing happens. Then at lunch, Gwen greets Martin Evells, a boy she likes. Immediately after, Gwen’s foot floats up and kicks her best friend, Jez. Gwen recognizes she is about to have a floating episode, so she rushes to the washroom, and shows Jez what is happening to her.

CHAPTERS 9–12 (PAGES 34–43)

Jez manages to overcome her shock. Shelley Norman, a grade nine girl Gwen has problems with, enters the washroom. Gwen falls on Shelley, who pushes her off, calling Gwen crazy. Jez excuses Gwendolyn, saying she is not feeling well, and Jez and Gwen go outside. Jez demands an explanation, and they talk about the floating, the twins (who interrupt their conversation), and Gwen’s mother. (Gwen’s mother is a single parent, her father having vanished in a storm seven years before and now presumed dead.) Gwen and Jez attend gym class after lunch. The class plays dodgeball and Shelley Norman targets Gwen. Eventually, Gwen loses her temper. Jez takes her to the washroom where Gwendolyn floats again. Jez pulls her down by her shoelaces and promises not to let Gwen go.

CHAPTERS 13–16 (PAGES 44–60)

Jez and Gwen stay in the staff washroom until Gwendolyn stops floating. Later, Gwen notices that other kids are avoiding her, which she assumes is because of her known anger management issues. After school Jez and

Gwendolyn take the twins to the town candy store, the Float Boat. Mrs. Forest, the store owner, also drops a hint about floating, and invites Gwen to come back to speak to her. Later, Gwen wakes up floating and feels a strong impulse to fly out of her bedroom window. This scares her, but Mr. McGillies, who is outside, encourages her. He tells her that he has been sent to watch her by “local authorities” and calls her a “Night Flyer.” Gwen discovers that her window’s screen has a latch and can be swung open. Gwen gives in to the impulse, opens the window, and flies out.

CHAPTERS 17–20 (PAGES 61–78)

Gwendolyn’s body flies her high enough to see the whole town and then takes her flitting around it. When she flies over a backyard, a dog tries to attack her. Scared, Gwen questions what she is doing. She is greeted by Mrs. Forest, also flying, who coaxes her onto a roof. Mrs. Forest explains that Mr. McGillies had fetched her because he is a Watcher. Mrs. Forest gives Gwen a book titled *Your First Flight: A Night Flyer’s Handbook*. Then she flies with Gwen back to Gwen’s bedroom window. Gwen goes inside and goes to bed.

The next day, Gwen wakes up and takes her dog, Cassie, outside. She delivers the papers on her paper route, mulling over her newfound knowledge of herself as a Night Flyer. She runs into Mr. McGillies, who acts like he doesn’t know Gwen. This upsets Gwen, until he confirms he knows a new “grown-up person named Gwendolyn.” When Gwen gets home, she gets her period, prompting her to reflect on some of the questions she now has regarding Night Flyers. Her mother and the twins come home. Gwen thinks about telling her mother about Night Flying but decides against it.

CHAPTERS 21–24 (PAGES 79–99)

Gwen goes to the town library so that she can read the handbook without having to explain. She stops at the Float Boat to talk to Mrs. Forest, but Mrs. Forest is away. Mr. Forest gives Gwen a letter from his wife, which encourages Gwen to read the handbook and not to fly alone. At the library, Gwen discovers that the handbook is actually a box containing a golden feather, a letter from “Flight Crew, Local 749,” congratulating Gwen on her first flight, and a brochure titled “Your Life as a Night Flyer Starts Today.” Gwen reads several important entries in the brochure, discovering what a Watcher and a Mentor are, and that, mysteriously, she is going to have to make a choice. Martin Evells sees Gwen and invites her to a party. Martin and Gwen were friends as children but have not spent time together since. Gwen tells her mother, who is pleased for her, and helps her prepare. She asks Gwen to be home by ten o’clock, and Gwen heads to the party.

CHAPTERS 25–28 (PAGES 100–118)

Gwendolyn arrives at the party, where she greets Mrs. Evells, who seems upset. She wanders into the garden and a boy named Sparrow spills her drink on her shirt. She watches the party, “mesmerized,” without interacting with anyone. Then, she dances with Martin until Mrs. Evells ends the party at ten o’clock. The other guests leave, but

Martin takes Gwen to the playhouse at the back of the yard, where he abruptly tries to kiss her. Gwen gets mad and hits him, then leaves the playhouse and heads for the gate. Martin stops her and Gwen completely loses her temper and starts shouting and floating. Martin runs inside, and Gwen flies home.

At home Gwen tells her mother about the shirt, then goes to her bedroom and worries about her lack of control. She calls Jez and describes what happened. Jez is also dismayed but agrees that Martin is likely too shocked and scared to tell anybody. The next day Gwen takes Cassie for a walk and sees Martin biking. When Martin yells for her to stay away from him, Gwen races after him and threatens to sing outside his window nightly if he tells. Gwen recognizes that they are both scared.

CHAPTERS 29–32 (PAGES 119–138)

Gwendolyn goes to the Float Boat. Mrs. Forest is still away, so Gwen asks Mr. Forest to answer some questions about being a Night Flyer. He explains that Night Flyers are rare. In their town, only Gwen and Mrs. Forest are Night Flyers. Later, she asks Jez to sneak out and meet her in a park. On the way she sees Mr. McGillies, who warns her to be careful. She and Jez talk about what has happened with Martin. Eventually, Gwen escorts Jez home. Then, she flies to Martin’s house where she sees him sleeping through his window. Gwen starts yelling at Martin, which wakes him and his family up. She keeps yelling until a police car arrives. She sees Mrs. Evells pointing her out, telling the policeman that she must be on drugs.

Mrs. Forest arrives and leads Gwen home. On the way Gwen cries uncontrollably. She remembers that Martin stopped being her friend when her father died. Mrs. Forest and Gwen arrive at Gwen’s house and Mrs. Forest and Gwen’s mother talk. Gwen’s mother puts her to bed and stays with her while Gwen falls asleep. The police arrive at the house and Mrs. Forest speaks to them.

CHAPTERS 33–36 (PAGES 139–60)

Gwendolyn wakes up and discovers that the police have left a caution ticket. Gwen’s mother comes home and tells her that her father was also a Night Flyer. Gwen is surprised. Gwen’s mother also explains that Mrs. Forest has convinced the police officer to let things go with only a warning. But, Mrs. Evells has called and forbidden Gwen to contact Martin, and Mrs. Abernathy has agreed that Gwen does not need to go back to school for the last week of classes. Although Gwen’s mother invites her to talk, Gwen is not ready to deal with her feelings on any of these topics. However, she is also not willing to skip school. She promises not to fly alone without Mrs. Forest.

Gwendolyn returns to school and realizes that many people are gossiping about her, including some teachers. On the last day the twins ask what a “druggie” is. Gwen concludes that Martin must be spreading rumours that she is a drug addict. Gwen and Jez take the twins to the Float Boat, but the Forests are too busy to talk. Gwen resolves to fly, hoping it will help her, even though Mrs. Forest may not know what she is doing.

That night Gwen goes out flying and flies very high. She becomes aware of a nightmarish cloud approaching her, trying to convince her that she cannot fly. She flies away from the cloud, which chases her. It catches her at ground level but is distracted by Mr. McGillies, allowing Gwen to escape.

CHAPTERS 37–40 (PAGES 161–79)

Gwendolyn is met inside her bedroom by her mother, who talks with her about the death cloud and her absent father.

Gwen spends a week staying close to home and doing normal activities with Jez. She avoids Mrs. Forest, although she knows this is rude. She makes a point of thanking Mr. McGillies. When Jez leaves for the summer Gwen begins a project to change her reputation and attitude toward reading. Over a month she reads two series of books. Inspired by her success, Gwen decides to fly again.

Gwen's family has a birthday celebration for her. Mr. and Mrs. Forest come, at Gwen's invitation. After, Gwen is shown a mysterious invitation for a "Midsummer Party" that has arrived for both Gwen and Mrs. Forest. They will have to leave at midnight and wear white. Gwen and the Forests discuss the Shade, the cloud that Gwen previously encountered.

CHAPTERS 41–44 (PAGES 180–200)

Mrs. Forest and Gwendolyn go on a long flight to a distant old growth forest. They are met by ten other Night Flyers. The Night Flyers begin a dance, which Gwen joins. The Night Flyers are then joined by a dozen "Spirit Flyers." One Spirit Flyer shows Gwen that it was Mrs. Evells, and not Martin, who started the drug rumours. He encourages Gwen to keep her father somewhere else than in the Shade. Finally, he tells Gwen that she now has one year to decide whether she will remain a Night Flyer or give up flying. At dawn the Spirit Flyers leave.

Gwendolyn wakes up the next day with no clear memory of returning home. Her mother comes in and gives Gwen her golden feather, which her mother has found outside. Gwen tries to describe the ceremony for her mother. Gwen's mother also gives Gwen her father's handbook, which contains her father's feather and photographs of her father flying. Gwen's mother hangs her father's feather on Gwen's necklace next to her own and takes a picture of Gwen flying, like the picture of her father.

Gwen goes to the park to reflect on the difficulties she must now face, including returning to school, as well as the good things in her life and the choice she is now going to have to make.

IV. CHAPTER RESPONSE SHEETS AND VOCABULARY SHEETS

CHAPTER RESPONSE ACTIVITIES 1

CHAPTERS 1–4 (PAGES 1–22)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 1 to investigate specific vocabulary words.

COMPREHENSION

1. Who are C2?
2. What does Gwendolyn mean when she says grade seven and eight are “the schizophrenic years?”
3. Why does Gwen put a heavy rock in her backpack?

INFERENCE

1. Describe Gwen’s personality characteristics.
2. Gwen says on page 11 that she feels “Nothing. Just more of the same nothing, I guess.” What does she mean? Should we believe her? Is it normal or good to feel nothing?
3. What are Gwen’s reasons for hiding in the staff supply room?

MAKING CONNECTIONS

On page 19 Gwen says, “I can’t explain it, but floating around on the ceiling seems to agree with me.” Can you make a personal connection to a time when you have tried an activity that surprisingly seemed to agree with you? Why do you think flying so agrees with Gwen?

WRITER’S CRAFT

In chapter 1 the author describes how it looks and feels for Gwendolyn to wake up in fantastic circumstances and gradually realize where she is. Write a one-page, first-person story describing what you would see and feel if you woke up in a totally fantastic circumstance. (For example, underwater, or shrunk down to the size of a mouse.)

VOCABULARY BUILDING 1

CHAPTERS 1–4 (PAGES 1–22)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
odd	9		
self-sufficient	13		
schizophrenic	13		
particular	15		
skyward	16		
settles	17		
crisis	18		
poses	20		
pondering	21		
precaution	21		

CHAPTER RESPONSE ACTIVITIES 2

CHAPTERS 5–8 (PAGES 23–33)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 2 to investigate specific vocabulary words.

COMPREHENSION

1. Explain who Mr. McGillies is. How does Gwendolyn’s opinion of him differ from other people’s opinions?
2. Explain who Jez is.

INFERENCE

1. On page 33 Gwen says that she can’t remember the last time she cried. Why is this significant?
2. In chapter 5 Gwen tests air swimming versus air walking. In chapter 7 she tries to float her limbs in Civics class. How are Gwen’s feelings about floating changing?
3. Gwen has trouble understanding what Civics is about. What might that tell us about Gwen?
4. What can we infer from Mr. McGillies’ hints about flying?

CRITICAL LITERACY

Why do you think the author includes Mr. McGillies — a street person — as a character? How does Mr. McGillies provide a contrast to Gwen and her problems?

PERSONAL RESPONSE

Put yourself in Jez’s position. How would you feel if you were shown your best friend could fly? How would you react? Why would you react in that way?

VOCABULARY BUILDING 2

CHAPTERS 5–8 (PAGES 23–33)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
earthbound	25/29		
cackles	26/27		
downturn	27		
trundles	27		
Civics	28		
leaden	29		
novelty	30		
sashaying	31		
jagged	32		
whimper	32		

CHAPTER RESPONSE ACTIVITIES 3

CHAPTERS 9–12 (PAGES 34–43)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 3 to investigate specific vocabulary words.

COMPREHENSION

1. Why are the twins concerned about Gwen leaving at lunch?
2. Describe Jez’s reaction to the secret Gwen tells her.
3. Why does Gwen lose her temper?

INFERENCE

1. On page 39 Gwen says that she feels fantastic. Why might the author be telling us repeatedly that Gwen feels “good” or “fantastic” after flying? What might the author want us to conclude about flying?
2. How would you describe Gwen’s relationship with her mother? Cite evidence from the text.

MAKING CONNECTIONS

In chapter 11 Gwen tells us matter-of-factly about what happened to her father but not how she feels. What emotions do you imagine Gwen has regarding her father?

WRITER’S CRAFT

Chapter 11 is the shortest chapter in the book. What effect does the author achieve by dedicating a chapter to this information and having it be so short? Make a list of the factors authors need to consider when deciding how long or short a chapter should be.

VOCABULARY BUILDING 3

CHAPTERS 9–12 (PAGES 34–43)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
glowers	35		
clutching	37		
freaked	38		
essentials	38		
hysterically	38		
mementos	40		
pelted	41		
wary	42		
bob	42/43		
current	43		

CHAPTER RESPONSE ACTIVITIES 4

CHAPTERS 13–16 (PAGES 44–60)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 4 to investigate specific vocabulary words.

COMPREHENSION

1. Why is Gwen afraid to go out of her window?
2. What is a “Skylark”?

INFERENCE

1. On page 45 Gwen states that her known anger management issues have nothing to do with her father’s disappearance. Do you think that she is correct? Explain your answer.
2. What do the existence of hinges and a latch on Gwen’s bedroom window imply?
3. Who do you think are the “local authorities” that Mr. McGillies refers to on pages 56 and 57?

MAKING CONNECTIONS

In chapters 15 and 16 Gwendolyn describes feeling a strong compulsion to go out of her window so she can fly freely. At the same time, she is afraid to do so. Can you make a personal connection to the conflict Gwen feels?

WRITER’S CRAFT

1. Philippa Dowding slowly reveals details about Gwen’s world. First, we learn Gwen can fly. Later, we learn that select adults know about it. In chapter 16, we learn that the word for people like Gwen is “Night Flyer.” Brainstorm a list of reasons that an author would want to slowly reveal key information across many chapters.
2. Write a one-page story in which one sentence reveals some key information about the larger world.

VOCABULARY BUILDING 4

CHAPTERS 13–16 (PAGES 44–60)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
fits	44		
episode	45		
level-headed	45		
lassoing	46		
edging	46		
pluck	46		
perch	46		
anchor	47		
bulging	55		
desire	59		

CHAPTER RESPONSE ACTIVITIES 5

CHAPTERS 17–20 (PAGES 61–78)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 5 to investigate specific vocabulary words.

COMPREHENSION

1. Why has Mr. McGillies brought Mrs. Forest?
2. What does Mr. McGillies do to upset Gwen the next day?

INFERENCE

1. Why do you think Mr. McGillies initially ignores Gwen?
2. Reread chapter 19. How does Gwen feel about growing up?

MAKING CONNECTIONS

1. Conduct an internet search for “acute stress reaction” or the “emotional state of shock.” Read about the causes and symptoms of shock. Why do you think a “First Flight” is such a “big shock to the system”?
2. Do you think discovering you could fly, as Gwen does, would make puberty better or worse? Give your reasons.

WRITER’S CRAFT

In chapter 17 the author describes Gwen’s first flight across her town. Her word choice deliberately evokes the flight of bees or butterflies (“whiz,” “whir,” “spin,” “flash,” “buzz,” “swirl,” and “stir,”) in order to create a particular effect in the minds of readers. Write a one-page story in which a character swims, using language that evokes the movement of a marine animal (for example, a whale, a jellyfish, or a salmon.)

VOCABULARY BUILDING 5

CHAPTERS 17–20 (PAGES 61–78)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
flecks	62		
rummaging	64/67		
sensible	66		
battered	67		
handbook	67/72		
inhabit	67		
obedient	69		
jumble	70		
scrubbed	73		
conversation	78		

CHAPTER RESPONSE ACTIVITIES 6

CHAPTERS 21–24 (PAGES 79–99)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 6 to investigate specific vocabulary words.

COMPREHENSION

1. Why can't Gwen speak with Mrs. Forest?
2. Summarize the new information Gwen learns about Night Flyers from the brochure.

INFERENCE

1. In this section, Gwen repeats the phrase "I am a Night Flyer" to herself several times. Why do you think she is doing this?
2. What do you think Gwen is feeling when she describes the cover of *A Night Flyer's Handbook*?
3. Why do you think Gwen cries in chapter 22?
4. What do you think is foreshadowed by the phrase "You must choose"?

MAKING CONNECTIONS

Can you think of a book or books whose cover design made you not want to read the book? What was the book? Why do you think that cover design did not work for you?

PERSONAL RESPONSE

Design a new cover for *Your First Flight: A Night Flyer's Handbook* that would appeal to you.

VOCABULARY BUILDING 6

CHAPTERS 21–24 (PAGES 79–99)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
ecstatic	80		
restraint	87		
vigilant	87		
privileges	89		
unrestricted	89		
stow	90/95		
skimming	92		
mortifying	92		
remnants	94		
brimming	95		

CHAPTER RESPONSE ACTIVITIES 7

CHAPTERS 25–28 (PAGES 100–118)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 7 to investigate specific vocabulary words.

COMPREHENSION

1. What does Martin Evells do wrong?
2. What new problem does Gwen have after the party, and how does she attempt to solve this problem?

INFERENCE

1. How would you explain Mrs. Evells's behaviour when she meets Gwendolyn on page 100?
2. How does Gwen feel about the Evellses' garden? Cite evidence from the text. Why do you think she feels that way?
3. What do you think Martin's feelings towards Gwen are at the end of chapter 28?

MAKING CONNECTIONS

1. What novel or movie character can you think of who struggles with self-control like Gwen? Explain how Gwen is similar and different from this other character.
2. Is self-control a central theme in this book? Justify your answer.

WRITER'S CRAFT

In chapter 26 the author describes the events in the playhouse and also describes the moment by moment content of Gwen's thoughts and feelings as the events occur. Take a photocopy of pages 106 and 107, and use coloured pencils to diagram how the author interleaves the action with Gwen's commentary.

VOCABULARY BUILDING 7

CHAPTERS 25–28 (PAGES 100–118)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
inclination	101		
mesmerizing	102		
predicament	106		
sanctuary	106		
plough	107		
ideal	107		
jags	110		
petrified	116		
cringe	116		
quavers	118		

CHAPTER RESPONSE ACTIVITIES 8

CHAPTERS 29–32 (PAGES 119–38)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 8 to investigate specific vocabulary words.

COMPREHENSION

1. What does Gwendolyn learn about Night Flyers from Mr. Forest?
2. What does Gwen realize about Mrs. Evells?
3. What actions does Mrs. Forest take?

INFERENCE

1. What are all of the reasons that Gwen yells outside the Evellses' house?
2. How do you think Mrs. Forest knew to come and help Gwen?
3. What implications can we draw from the sentence "Almost like they were both expecting this" on page 137?

MAKING CONNECTIONS

Why is Gwen compelled to shout outside the Evellses' house now, rather than at any other time in the years since her father died and Martin stopped being her friend?

CRITICAL LITERACY

What do you think the author is trying to show you about walling yourself off from your emotions, as Gwen has tried to do up to this point?

VOCABULARY BUILDING 8

CHAPTERS 29–32 (PAGES 119 –38)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
solitude	123		
breed	124		
bizarre	124		
suspicious	127		
batting	131		
rumbles	133		
faraway	134		
prowling	134		
preoccupied	137		
proof	138		

CHAPTER RESPONSE ACTIVITIES 9

CHAPTERS 33–36 (PAGES 139–60)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 9 to investigate specific vocabulary words.

COMPREHENSION

1. What does Gwen conclude Martin Evells has done at school, and what is her evidence?
2. Describe the death cloud.
3. How does Gwen manage to escape the death cloud?

INFERENCE

1. Why does Gwen want to go back to school?
2. On page 146 Gwen knows she is being mean-spirited. Why do you think that she is able to recognize that, but is unable to avoid it?

MAKING CONNECTIONS

1. On page 147 Gwen comes to a new realization about her mother. In what way does this demonstrate how Gwen has changed since the beginning of the novel?
2. What common problem of adolescence does the death cloud represent?

WRITER'S CRAFT

If you had been given the task of creating a monster who exemplified one of the problems that Gwendolyn faced, what would it be like? Write a short descriptive paragraph.

VOCABULARY BUILDING 9

CHAPTERS 33–36 (PAGES 139–60)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Then find and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
violation	140		
unchaperoned	140		
cautioned	140		
mean-spirited	146		
uptake	151		
outcast	153		
insistent	155		
agility	156		
torpedo	156		
plummeting	157		

CHAPTER RESPONSE ACTIVITIES 10

CHAPTERS 37–40 (PAGES 161–79)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 10 to investigate specific vocabulary words.

COMPREHENSION

1. Why is Gwen avoiding Mrs. Forest in chapters 39 and 40?
2. What is going to happen at midnight on the eve of the Midsummer Party?

INFERENCE

1. Why does Gwen choose to spend her summer reading?
2. On page 170 Gwen says, “What, honestly, was holding me back?” What do you think was holding her back?

CRITICAL LITERACY

1. Is there an author’s message about reading in chapter 39? What do you think the message is?
2. Is there an author’s message about adulthood and adults in chapters 37, 38, 39 and 40? What do you think the message is?

VOCABULARY BUILDING 10

CHAPTERS 37–40 (PAGES 161–79)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Learn and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
despair	161/ 173		
mull	164		
faithfully	169		
blatant	171		
downright	171		
liven	174		
obligingly	174		
intrigued	175		
hoists	175		
misery	178		

CHAPTER RESPONSE ACTIVITIES 11

CHAPTERS 41–44 (PAGES 180–200)

CHAPTER SUMMARY

Record a one-paragraph summary of the important events from this section of the book.

VOCABULARY CHART

Use Vocabulary Building 11 to investigate specific vocabulary words.

COMPREHENSION

1. What does the Spirit Flyer reveal about the Evellses?
2. What is the choice that Gwen has to make?

INFERENCE

1. Who or what do you think the Spirit Flyers are? What do you think their relationship to the Night Flyers might be?
2. What is the Spirit Flyer’s advice for Gwen regarding her father?

CRITICAL LITERACY

1. How has Gwen’s relationship with her mother changed and grown since the start of the novel?
2. How has Gwen changed and grown since the start of the novel?

PERSONAL RESPONSE

1. The story ends before Gwen has made her choice. What choice do you think she will make? Justify your thinking with evidence from the text.
2. Do you think that this was or was not a good place the end the book? Why or why not?

WRITER’S CRAFT

Pick one of the problems that Gwendolyn lists in chapter 44. Write one additional chapter that satisfactorily resolves this problem.

VOCABULARY BUILDING 11

CHAPTERS 41–44 (PAGES 180–200)

For each word in the table below, locate the sentence in *The Strange Gift of Gwendolyn Golden* where it was found. Learn and record the dictionary definition.

VOCABULARY WORD	PAGE	CONTEXT SENTENCE	DICTIONARY DEFINITION
curtsy	186		
peculiar	188		
auxiliary	190		
vastness	191		
somberly	192		
offbeat	192		
shimmy	193		
crestfallen	195		
woeful	195		
undoes	198		

V. POST-READING ACTIVITIES

A HANDBOOK FOR MIDDLE SCHOOL FOR LESS-THAN-WILLING READERS

Ask students to create a brochure style handbook for Middle School. The brochure should include an illustration on its cover, a ten-question FAQ, and a list of privileges.

CONTEMPORARY FANTASY WRITING ASSIGNMENT

Review the characteristics of the contemporary fantasy genre with students. Ask students to create their own contemporary fantasy short story.

COVER REDESIGN

Ask students to create a new cover for *The Strange Gift of Gwendolyn Golden*. The new cover should include both text and illustrations. It should include author and title, publisher, a new summary, a new author biography, and two new endorsements from other classmates about the book.

DRAMA SCENE

Ask students to pick a chapter from *The Strange Gift of Gwendolyn Golden* to act out. Students should begin by creating a one to two page script, including any dialogue already present in the chapter, and adding any dialogue, scene notes, or narration required.

Have students present their re-enactments in class.

FLYING PEOPLE

Ask students to independently research other stories, myths, or legends that feature flying human beings. (For example, Daedalus and Icarus, Superman, the folktale “All God’s Children Had Wings,” etc.)

Ask students to use a T-Chart to compare and contrast flight in *The Strange Gift of Gwendolyn Golden* with flight in one of these other stories (see the Ideas About Flight worksheet). Some elements to compare include the following:

- How is flight achieved? Is it an innate capacity or the result of magic or technology?

- Is flight presented as natural or unnatural?
- Is flight presented as a good thing or a bad thing?
- What lesson or moral (if any) is taught by the representation of flight?
- What is the symbolic meaning (if any) of the act of flying?

Have students share their findings in class and/or add their findings to the class bulletin board.

LONG ANSWER WRITTEN RESPONSE

Have students write a long answer response to one of the following questions (see the Long Answer Response worksheet):

1. How is developing the gift of flight like going through puberty? Use evidence from the text to support your answer.
2. Is *The Strange Gift of Gwendolyn Golden* a story about learning self-control? Use evidence from the text to support your answer.
3. How does author Philippa Dowding make use of the idea of a person's body "having a mind of its own" in *The Strange Gift of Gwendolyn Golden*? Use evidence from the text to support your answer.
4. What do you think the author's message about normalcy is? Use evidence from the text to support your answer.

Date: _____

Name: _____

Class: _____

THE STRANGE GIFT OF GWENDOLYN GOLDEN **IDEAS ABOUT FLIGHT**

Compare and contrast the way flying is portrayed in *The Strange Gift of Gwendolyn Golden* with the way flying is portrayed in another story, myth, or legend.

<i>THE STRANGE GIFT OF GWENDOLYN GOLDEN</i>	_____

Date: _____

Name: _____

Class: _____

THE STRANGE GIFT OF GWENDOLYN GOLDEN **LONG ANSWER RESPONSE**

Pick one of the following questions and write a one to two page answer.

1. How is developing the gift of flight like going through puberty? Use evidence from the text to support your answer.
2. Is *The Strange Gift of Gwendolyn Golden* a story about learning self-discovery? Use evidence from the text to support your answer.
3. How does author Philippa Dowding make use of the idea of a person's body "having a mind of its own" in *The Strange Gift of Gwendolyn Golden*? Use evidence from the text to support your answer.
4. What do you think the author's message about normalcy is? Use evidence from the text to support your answer.

Your rough draft is due on _____

Your good copy is due on _____

VI. ASSESSMENT TOOLS

THE STRANGE GIFT OF GWENDOLYN GOLDEN ASSESSMENT RUBRIC ¹

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
KNOWLEDGE AND UNDERSTANDING				
Knowledge of content	-demonstrates limited knowledge of the content of <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates some knowledge of the content of <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates considerable knowledge of the content of <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates thorough knowledge of the content of <i>The Strange Gift of Gwendolyn Golden</i>
Understanding of content	-demonstrates limited understanding of the content of <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates some understanding of the content of <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates considerable understanding of the content of <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates thorough understanding of the content of <i>The Strange Gift of Gwendolyn Golden</i>
THINKING				
Use of planning skills (such as creating a story map)	-uses planning skills with little effectiveness to systematically investigate <i>The Strange Gift of Gwendolyn Golden</i>	-uses planning skills with some effectiveness to systematically investigate <i>The Strange Gift of Gwendolyn Golden</i>	-uses planning skills with considerable effectiveness to systematically investigate <i>The Strange Gift of Gwendolyn Golden</i>	-uses planning skills with a high degree of effectiveness to systematically investigate <i>The Strange Gift of Gwendolyn Golden</i>
Use of processing skills (such as making an inference or making a connection)	-uses processing skills with limited effectiveness to explain ideas and concepts from <i>The Strange Gift of Gwendolyn Golden</i>	-uses processing skills with some effectiveness to explain ideas and concepts from <i>The Strange Gift of Gwendolyn Golden</i>	-uses processing skills with considerable effectiveness to explain ideas and concepts from <i>The Strange Gift of Gwendolyn Golden</i>	-uses processing skills with a high degree of effectiveness to explain ideas and concepts from <i>The Strange Gift of Gwendolyn Golden</i>

¹Closely based on the Ontario Achievement Chart, Ontario Ministry of Education, *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools*, first edition, covering grades 1 to 12 (2010).

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Use of critical/creative thinking processes (such as determining the author's perspective, or creating a new cover design)	-uses critical or creative processes with limited effectiveness to evaluate, synthesize, or extend ideas from <i>The Strange Gift of Gwendolyn Golden</i>	-uses critical or creative processes with some effectiveness to evaluate, synthesize, or extend ideas from <i>The Strange Gift of Gwendolyn Golden</i>	-uses critical or creative processes with considerable effectiveness to evaluate, synthesize, or extend ideas from <i>The Strange Gift of Gwendolyn Golden</i>	-uses critical or creative processes with a high degree of effectiveness to evaluate, synthesize, or extend ideas from <i>The Strange Gift of Gwendolyn Golden</i>
COMMUNICATION				
Expression and organization of ideas and information (clear expression, logical organization) in oral, graphic, and written forms	-organizes and expresses clear ideas and understanding about <i>The Strange Gift of Gwendolyn Golden</i> with limited effectiveness	-organizes and expresses clear ideas and understanding about <i>The Strange Gift of Gwendolyn Golden</i> with some effectiveness	-organizes and expresses clear ideas and understanding about <i>The Strange Gift of Gwendolyn Golden</i> with considerable effectiveness	-organizes and expresses clear ideas and understanding about <i>The Strange Gift of Gwendolyn Golden</i> with a high degree of effectiveness
Consideration of and effective communication to specific audiences, for specific purposes, in oral, graphic, and written work	-demonstrates limited effectiveness in communicating to specific audiences, for specific purposes, in oral, graphic, and written work about <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates some effectiveness in communicating to specific audiences, for specific purposes, in oral, graphic, and written work about <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates considerable effectiveness in communicating to specific audiences, for specific purposes, in oral, graphic, and written work about <i>The Strange Gift of Gwendolyn Golden</i>	-demonstrates a high degree of effectiveness in communicating to specific audiences, for specific purposes, in oral, graphic, and written work about <i>The Strange Gift of Gwendolyn Golden</i>
Use of appropriate conventions, vocabulary, and terminology in oral, graphic, and written work	-uses conventions, vocabulary, and terminology in their work discussing <i>The Strange Gift of Gwendolyn Golden</i> with limited effectiveness	-uses conventions, vocabulary, and terminology in their work discussing <i>The Strange Gift of Gwendolyn Golden</i> with some effectiveness	-uses conventions, vocabulary, and terminology in their work discussing <i>The Strange Gift of Gwendolyn Golden</i> with considerable effectiveness	-uses conventions, vocabulary, and terminology in their work discussing <i>The Strange Gift of Gwendolyn Golden</i> with a high degree of effectiveness

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
APPLICATION				
Application of knowledge and skills in familiar contexts (such as writing a contemporary fantasy story or scene)	-applies themes and writing techniques demonstrated in <i>The Strange Gift of Gwendolyn Golden</i> to their own writing with limited effectiveness	-applies themes and writing techniques demonstrated in <i>The Strange Gift of Gwendolyn Golden</i> to their own writing with some effectiveness	-applies themes and writing techniques demonstrated in <i>The Strange Gift of Gwendolyn Golden</i> to their own writing with considerable effectiveness	-applies themes and writing techniques demonstrated in <i>The Strange Gift of Gwendolyn Golden</i> to their own writing with a high degree of effectiveness
Transfer of knowledge and skills (such as writing using techniques demonstrated in the original text)	-transfers knowledge and skills to the study of <i>The Strange Gift of Gwendolyn Golden</i> (or from that study) with limited effectiveness	-transfers knowledge and skills to the study of <i>The Strange Gift of Gwendolyn Golden</i> (or from that study) with some effectiveness	-transfers knowledge and skills to the study of <i>The Strange Gift of Gwendolyn Golden</i> (or from that study) with considerable effectiveness	-transfers knowledge and skills to the study of <i>The Strange Gift of Gwendolyn Golden</i> (or from that study) with a high degree of effectiveness
Making connections between various contexts (such as considering how other characters exemplify a range of “normal” behaviours)	-makes connections, within sections of <i>The Strange Gift of Gwendolyn Golden</i> , with other texts, to personal knowledge, and to the outside world, with limited effectiveness	-makes connections, within sections of <i>The Strange Gift of Gwendolyn Golden</i> , with other texts, to personal knowledge, and to the outside world, with some effectiveness	-makes connections, within sections of <i>The Strange Gift of Gwendolyn Golden</i> , with other texts, to personal knowledge, and to the outside world, with considerable effectiveness	-makes connections, within sections of <i>The Strange Gift of Gwendolyn Golden</i> , with other texts, to personal knowledge, and to the outside world, with a high degree of effectiveness

VII. LINKS TO CURRICULUM EXPECTATIONS

FOR SECTION II: PRE-READING ACTIVITIES

LANGUAGE: K-8 CURRICULUM EXPECTATIONS

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Applies to: Contemporary Fantasy Investigation, Cover Deconstruction, Novel in an Hour

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently.

Applies to: Author Investigation, Contemporary Fantasy Investigation, Cover Deconstruction, Novel in an Hour

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression, and present their work effectively.

Applies to: Author Investigation

FOR SECTION IV: CHAPTER RESPONSE ACTIVITY PAGES

LANGUAGE: K-8 CURRICULUM EXPECTATIONS

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently.

Applies to: Chapter Summary Questions, Comprehension Questions, Inference Questions, Making Connections Questions, Critical Literacy Questions, Personal Response Questions, Writer’s Craft Questions

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression, and present their work effectively.

Applies to: Writer’s Craft Questions

FOR SECTION IV: VOCABULARY BUILDING PAGES

LANGUAGE: K-8 CURRICULUM EXPECTATIONS

Reading

3. Use knowledge of words and cueing systems to read fluently.

Applies to: Vocabulary Building Pages

FOR SECTION V: POST-READING ACTIVITIES

LANGUAGE: K-8 CURRICULUM EXPECTATIONS

Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Applies to: Drama Scene

Reading

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning;
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
3. Use knowledge of words and cueing systems to read fluently.

Applies to: Cover Redesign, Flying People, Long Answer Written Response

Writing

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience;
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience;
3. Use editing, proofreading, and publishing skills and strategies and knowledge of language conventions to correct errors, refine expression, and present their work effectively.

Applies to: A Handbook for Middle School for Less-Than-Willing Readers, Contemporary Fantasy Writing Assignment, Long Answer Written Response

Media Studies

1. Demonstrate an understanding of a variety of media texts;
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

Applies to: Cover Redesign