

TEACHER'S GUIDE

English, Grade 9, Applied (ENG1P)



Teacher Resource Guide developed by
Stacey McLaren, OCT

Books are available from your favourite bookseller, wholesaler and UTP Distribution (t: 1 800 565-9523)
Sign up for new TRG updates www.dundurn.com/newsletter



TABLE OF CONTENTS

I	INTRODUCTION	?
II	CURRICULUM LINKS	?
III	VOCABULARY BUILDING	?
IV	LITERACY PREPARATION	?
V	ACTIVITIES	?
	• Before Reading	
	• During Reading	
	• After Reading	
VI	ASSESSMENT AND EVALUATION	?
VII	ADDITIONAL RESOURCES	?

I INTRODUCTION

Accomplice is a wonderful novel written by Valerie Sherrard, a Canadian author. This captivating novel will hook your students from the very beginning and keep them reading until the last word. It is set in a world that is relative to them and during the trials of everyday teenage life; Lexie Malton becomes a character they can relate to and learn valuable life lessons from.

In this guide you will find activities that will involve your students in many different ways. Different types of learners will find solace in a multitude of activities that will stimulate them to expand their thoughts. Other activities will help students develop and learn new skills in literacy and technology as well as in life skills related to the health and physical education curriculum. This truly is a cross-curricular module with the possibility of many interconnections.

“Lexie’s voice is consistent and authentic; she’s equal parts guilty, anxious, and naïve. Sherrard doesn’t shy away from the details and realities of drug abuse and withdrawal, and provides good explanations of drug terminology.”

– Quill and Quire, book review, March 2011 issue

“It should appeal to reluctant readers who like lots of action in a short book.”

– Resource Links, book review, February 2011 issue

About the Author

Valerie Sherrard is the author of 12 previous novels for young people, including the Shelby Belgarden Mysteries, *Watcher*, *Sarah’s Legacy*, *Speechless*, and her first historical novel, *Three Million Acres of Flame*. Her work has been shortlisted for numerous Canadian awards, including the Red Maple, White Pine, and Arthur Ellis Awards. She lives in Miramichi, New Brunswick.

II CURRICULUM LINKS

Overall Expectations

By the end of this unit, students will:

Read for Meaning	Understand Form and Style	Read With Fluency	Reflect on Skills and Strategies
<ul style="list-style-type: none">Read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning	<ul style="list-style-type: none">Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning	<ul style="list-style-type: none">Use knowledge of words and cueing systems to read fluently	<ul style="list-style-type: none">Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

Variety of Texts

1.1 Read student- and teacher-selected texts from diverse cultures and historical periods, identifying specific purposes for reading.

Using Reading Comprehension Strategies

1.2 Use several different reading comprehension strategies, before, during, and after reading, to understand both simple and complex texts.

Demonstrating Understanding of Content

1.3 Identify the important ideas and supporting details in both simple and complex texts.

Making Inferences

1.4 Make and explain inferences about both simple and complex texts, supporting their explanations with stated and implied ideas from the texts.

Extending Understanding of Texts

1.5 Extend understanding of both simple and complex texts by making connections between the ideas in them and personal knowledge, experience, and insights; other texts; and the world around them.

Analysing Texts

1.6 Analyse texts in terms of the information, ideas, issues, or themes they explore, examining how various aspects of the texts contribute to the presentation or development of these elements.

Evaluating Texts

1.7 Evaluate the effectiveness of both simple and complex texts, using evidence from the text to support their opinions.

Critical Literacy

1.8 Identify the perspectives and/or biases evident in both simple and complex texts and comment on any questions they may raise about beliefs, values, and identity.

Metacognition

4.1 Describe several different strategies they used before, during, and after reading; explain which ones they found most helpful; and identify specific steps they can take to improve as readers.

Interconnected Skills

4.2 Identify several of their skills in listening, speaking, writing, viewing, and representing and explain how the skills help them read more effectively.

IV LITERACY PREPARATION

P. E. E. C. CHECKLIST

Use P.E.E.C. to answer your questions properly; this is relevant for all questions on the literacy test.
Use the P.E.E.C. Solution for a better answer.
guide.

	ū	Check each box of each line when you have completed the task
Point		Question or prompt is repeated in opening statement
		With your opinion or answer as appropriate.
Explain		Response continues with an explanation of answer and the explanation is
		Logical and uses the phrase "I know this because" or some other reasonable connection to the answer.
Example		An example is added using "for example" or "for instance" or similar words and
		The example supports the opinion
		Read your work, does it make sense?
Conclude		Finish your paragraph with a concluding sentence that restates the first sentence using different words.
		Adds emphasis to your explanation and example
		The paragraph is at least two sentences long
		The paragraph has less than 4 spelling and grammar errors.

Chunking and Reflection

One very important skill when reading a selection is monitoring understanding. Many times we get lost when reading because we skim too quickly in order to save time.

Chunking: Breaking up the text into smaller pieces in order to rate and reflect on your understanding of the material.

Reflection: Thinking carefully about what you have read and assessing your understanding of the chunk you have tackled.

	ū	Check each box for each line when you have completed the task
Skim		Skim the article and get an idea of what the information is about.
Rate		Rate your understanding of the article from 1-10 (1 meaning very little understanding, 10 meaning an excellent understanding)
Chunk		When you chunk an article on your own, chunk it every 6 lines or so or, and every paragraph.
Read		Read each chunk and rate your understanding from 1-10 beside the chunk.

Write	Beside your rating, make a point form note outlining what you think the chunk is telling you.
Repeat	Continue step 2-3 for each chunk of the text.
Rate	When you are finished dealing with each chunk give yourself a final rating from 1-10 at the bottom of the article highlighting how well you now understand the text.
Ask	Ask a peer to help you understand parts you aren't sure about.
Ask	If you are still not clear on the meaning of some of the text, ask your teacher for clarification.

Writing a Summary

A summary is a shortened version of an original text. The length is approximately a quarter of the original length. When you are asked to write a summary paragraph for the OSSLT, you need to have the main idea of the original article plus at least two supporting details.

Finding the Main Idea

1. Find the MAIN IDEA
2. The main idea is NOT the topic of the article
3. The main idea is what the text is saying ABOUT the topic.

	ū	Check each box for each line when you have completed the task
Read		Read the article and try to get an understanding of what information is being presented
Summarize		Summarize what you've just read in your head or on a scrap of paper.
Create		Create a one sentence explanation of what the article is generally telling the reader about.
Read		If you read through a paragraph and you have no idea how to summarize it because there is so much information, start looking for repeated words, phrases, ideas or similar ideas.
Write		A summary is based on your ability to find the MAIN IDEA of a reading and provide 2-3 points FROM THE ARTICLE that support the main idea that you have found.
Write		Title of article and author's name in the first sentence with the main idea.
Example		Give three examples from the text that support the main idea.
Conclude		Write a sentence that relates back to the main idea using different words.
Ask		Ask a peer to help you understand parts you aren't sure about.
Ask		If you are still not clear on the meaning of some of the text ask your teacher for clarification.

V ACTIVITIES

Before Reading Activities

Group Activities

- Work in small groups of 3 or 4
- Read the Blurb, which is the passage on the back cover the book.
- Collaborate with your group members to create what you might think will happen to Lexie in the beginning, in the middle and in the end of the book.
- On chart paper, record your top 5 answers for each part of the book.
- Present your ideas to your classmates.

Individual Activity

- Read the Blurb on the back of the book.
- Think about your life experiences or that of a friend, relative or acquaintance that may be similar to what you think Lexie or Devlin will experience in the book.
- Write with great detail.
- Seal your work in the envelope provided by your teacher and hand it in for safe keeping until the end of the unit.
- At the end of the book you will open and read your journal that you had sealed before reading *Accomplice*.
- In an activity at the end of this unit you will be comparing your writing and ideas from your journal entry to what actually happened in the book.

During Reading

Activity #1

- Keep a journal.
- At the end of each chapter write what you think about what is happening to Lexie and Devlin, how it is affecting people around them, and how they are solving the challenges that are presented to them. Use the P.E.E.C checklist provided to formulate this writing challenge.

Activity #2

- Keep a journal of your thoughts and feeling while reading. Also, use the chunk and reflect checklist to keep you on track during this process.
- For each chapter you read write one summary paragraph that describes the theme of the chapter. Give one example of this theme and one example from your experiences that relate to the theme. Finish your paragraph with a concluding sentence.
- You may hand in your journal entries as you go or keep them until the end of the book for marking.

Activity #3

- As you read, keep a list of words that are new to you.
- Also, keep a list of words that you think help describe the book. I.e. charges or innocent.
- At the end of your reading you will be asked to create a word cloud that will represent your

understanding new vocabulary or the contents of the text. Keep this in mind while you are reading and making your word list.

After Reading

Group Activity

- Write a play as a group that depicts the events in the book.
- Your production should be 10 minutes minimum and 20 minutes maximum in length.
- In your preparation, include a chapter summary for each chapter.
- Use the check list provided for summarizing text.
- Develop your play from your chapter summaries.
- You may be creative in your presentation, however, the detail of your work must reflect the plot in the book.

Individual Activity

- Write a news article describing the events experienced by Lexie and Devlin.
- Use the check list for preparing a news article to formulate your work.

Technology Activity #1

- Create a poster on Glogster that shows your understanding of the drug issues written about in the book *Accomplice*.
- Use this poster to help other avoid the misfortunes of the characters Lexie and Devlin in the book *Accomplice*.
- Use the website www.glogster.edu.ca. Do not use your own information or real name. Your teacher should assign and maintain a nickname for you.

Technology Activity #2

- From the word lists you have created during reading make a word cloud
- Go to <http://www.wordle.net/> to help you create the word cloud.
- Print and hand in your word cloud.
- Write a short explanation about your word cloud. Include:
 - Why you chose the words you did.
 - A definition for each word.
 - How your word cloud represents your personal learning from reading the book *Accomplice*.
- Class Discussion
 - Have a class discussion to allow an opportunity for students to share and discuss their thoughts and ideas about the book and the content in the book.
 - The discussion should be facilitated by the teacher to give the students a voice to solidify their learning and relate it to their own experiences.

Sample Discussion questions

1. What did you like about the book *Accomplice*?
2. What didn't you like about this book?
 - How did you feel when you were reading this book and what do you think made you feel this way?
 - Why do you think Lexie felt guilty?
 - Do you think Lexie should have felt guilty?
 - How do you think your actions and decisions affect the lives of your friends?
 - Do you think it is possible to become addicted to a drug after only using it once?

- Do you think Devlin, a healthy athletic guy, was worried about becoming addicted? Why or why not?
- What is your opinion of the book *Accomplice*?
- Do you think the characters in this book represent teenagers in our real world today?
- What do you think the characters in this book could have done to change their fate?
- What decisions do you think they could have made differently to more positively influence their life experiences?
- Have you ever known someone who was negatively affected by drugs? How do you think this happened to them?
- Imagine you are Lexie's best friend, how would you have helped Lexie through her challenges?
- If you were to write a sequel to this book, what would you like to write about?
- How would you like to see this story continue if it were a real life situation? Discuss each of the characters and where you would imagine them to be in 5 years after this experience.

VI ASSESSMENT AND EVALUATION

Strategies

1. Anecdotal
2. Student Self-Assessment
3. Check List
4. Rubric

VII ADDITIONAL RESOURCES

<http://www.edu.gov.on.ca/eng/document/policy/achievement/charts1to12.pdf>

<http://www.edu.gov.on.ca/eng/document/brochure/osslt/>

<http://www.edu.gov.on.ca/eng/document/brochure/meread/index.html>

<http://www.edu.gov.on.ca/eng/document/brochure/literacy/index.html>

<http://www.edugains.ca/>