

TEACHER'S GUIDE

Grade 7



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I INTRODUCTION

Thirteen-year-old Jak Loren is a typical boy with the usual problems that a big family presents, never mind the troubles at school – bullies and girls! When Jak goes to the ravine near his home in Brantford to get away from a bully, he discovers the ravine has a history older than he thought. He meets Grandfather Rock, who shares with him the story of the people who have lived near the ravine for thousands of years, and soon Jak’s eyes are opened to a new world of beings and respect. The tales of the First Nations help Jak to understand that the gift of life is something to be cherished.

About the author

Aaron Bell has been sharing the teachings and stories of the First Nations people of southern Ontario for 18 years. He owns and operates two businesses, Ojibway Storyteller and Gonrah Desgo-hwah White Pine Dancers, out of his home in Brantford, Ontario.

II CURRICULUM CONNECTIONS

Using *Jak's Story* in your classroom will bring your students closer to exploring the world of fiction while learning about First Nations' legends.

Through a variety of activities that focus on previewing the text, building on prior knowledge, and developing reading skills through practice, your program will connect to Ontario Curriculum Language Expectations at the Intermediate Level.

This guide will lead your class through a differentiated novel study unit that will reach all levels of student intelligence. Use this guide to facilitate partnered/group symposiums, examine current issues to foster discussion, and provide a model for students to show how they, like Jak, can be an agent of change for the future.

ONTARIO CURRICULUM, GRADE 7

Reading — students will:

- **1.3** - Activate prior knowledge and identify a variety of reading comprehension strategies
- **1.5** - Develop and explain interpretations of the text while using stated and implied ideas from the text to support their interpretations
- **1.6** - Extend understanding of texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them
- **2.1** - Analyze a variety of text forms and explain how their particular characteristics help communicate meaning
- **2.3** - Identify a variety of text features and explain how they help communicate meaning
- **3.1, 3.2** - Read familiar and unfamiliar words

Writing — students will:

- **1.2** - Develop ideas and identify those most appropriate for the purpose
- **1.3** - Gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic resources
- **1.5** - Identify and order main ideas and supporting details
- **2.1** - Write complex texts of different lengths using a wide range of forms
- **3.8** - Produce pieces of published work to meet identified criteria based on the expectations

Media literacy — students will:

- **1.3** - Evaluate the effectiveness of the themes, opinions and issues in the text

- 3.4 - Produce a variety of media texts for specific purposes, using appropriate forms, conventions, and techniques

Oral — students will:

- 1.2 - Adapt active listening strategies to suit a wide variety of situations, including work in groups
- 1.3 - Identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of the text
- 2.1 - Identify a range of purposes for speaking and explain how the purpose and intended audience might influence the choice of speaking strategies
- 2.2 - Demonstrate an understanding of appropriate speaking behaviour to suit the purpose and audience

III LESSON FORMAT

This guide is divided into three key sections (Before, During, and After Reading) that can be used as lessons and for developing reading strategies for young readers.

Notes to the teacher

This guide will allow teachers and students to dig deeper and focus on building and activating the students' prior knowledge together, while asking questions that might prompt ideas about other texts that they've seen, read, or heard, their personal experiences, and their own ideas.

The activities will give students a chance to explore and express their creativity as reflected in the Ontario Ministry of Education expectations. The lessons will support all learners and will provide opportunities for differentiated instruction.

Included with this guide are charts, graphic organizers, teaching and assessment tools, and the guiding questions to integrate with your current program. Under the heading ALTERNATIVE ACTIVITIES you will find additional lesson ideas to use with your class.

Suggested pre-teaching strategies are Story Plot Lines, Character Web Charts and Features of a Narrative Text.

**See Appendix for graphic organizers.*

Before reading

Begin each chapter by looking at the illustration within the text. Ask the students to identify the image and discuss their predictions about the upcoming chapter.

THINK

Questions and activities that will help activate students' prior knowledge.

LOOK

Vocabulary from each chapter that can be examined, used and defined.
(All definitions can be found on www.dictionary.com)

During reading

Additional information that will help build students' reading confidence as they develop new skills.

READING PRACTICE & DO

Reading skills that will help with the comprehension of each chapter.

After reading

Critical thinking activities that students can undertake using information from the text they've read.

WRITE

Writing activities and charts to complete that will help to organize and process each chapter.

SEARCH & ANSWER

Questions that pertain to each chapter.

EXTENSION ACTIVITIES

Differentiated instruction is key to student success. Allow students to use the extension activity as an alternative if they do not wish to complete the WRITE activity.

Teaching Suggestion: Create **Choice Cards** like the one below, to allow students to complete certain activities and not others.

EXAMPLE: Choose 4 out of the six cards to complete.

Discuss the THINK and LOOK activities with a partner.	Record your DO answers. Share with the teacher.	Complete 3 out of the 5 WRITE questions.
CHOICE CARD		
Complete the extension activity.	Record your answers to 3 out of the 5 SEARCH & ANSWER questions.	Create 4 new sentences using the LOOK vocabulary from the text in this chapter.

Programs for English language learners

Connect the first chapter of *Jak's Story* to the orientation process of adjusting to a new country, a new school, and making new friends. Have students write about a place that comforts them, just like Jak's ravine.

Discuss vocabulary and make personal picture dictionaries to help students become familiar with new words and their meanings.

IV NOVEL STUDY UNIT

CHAPTER ONE

Teacher will...

- show the front cover of the novel
- allow students to examine and discuss what they think the book will be about, based on the image
- pose the **THINK** questions below, and allow students wait time to develop an answer
- give students time to pair/share

THINK

Have you ever been bullied by another student or known someone else who has been bullied? If you have been bullied, you know how badly it feels. In *Jak's Story*, the main character, Jak, is being bullied by another student, Steve Burke. In order to understand his situation, Jak tries to figure out why he is being picked on by Steve.

Teacher will...

- write the **LOOK** words on the board, and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us, as readers, about what might happen in the text

LOOK

recovered	to feel rejuvenated or energized
confrontations	an open conflict of opposing ideas and forces
bickering	engaging in a short argument
pivoted	whirl about on one foot

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Good readers are constantly stopping to ask themselves questions. By asking questions, you will check your comprehension of the text. When reading the text, ask yourself *who, what, where, when, and why?* These five “Ws” will help you to investigate the details within the story.

EXAMPLE

Aaron and Barb, Jak's parents, argued a lot and that worried him. He tried to stay away from confrontations when he was home. Though he did get a kick out of bugging his sister. Just seeing her go all red in the face was fun.

This section displays an argument that happens within Jak's home. After reading you might ask yourself, "What are Jak's parents arguing about?", or "What does Jak say or do that gets his sister all red in the face?" If you don't know the answer, one strategy that you could use would be to re-read the paragraph or surrounding text to find the answer.

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer (see example answer below)
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Look at p12, paragraph 3. The paragraph tells about a situation that occurred at school between Steve and Jak while they were playing soccer.

1. What **question** could you ask yourself to check your understanding of what Jak had done that upset Steve at school?

EXAMPLE answer:

The question that I could ask myself is *WHAT* was Steve's reaction to Jak's actions while playing soccer?

2. What **strategy** might you use if you had trouble answering your question?

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

WRITE

1. How did Jak escape when he was being chased by Steve?
2. What do you think the author meant, when he wrote that Steve, "*...was smart and all that, probably smarter than Jak, but he never showed it*"?
3. How do you think Jak felt when he heard Steve call out, "*Just you wait till tomorrow! I'll get you at school*"?

4. Can you suggest some new approaches Jak could use at school the next time Steve tries to bully him?
5. Suppose you had the chance to create a poster for an Anti-Bullying campaign, what slogan would you use?

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. What did Jak drop on the road when he was running away from Steve Burke?
2. Describe the streets in Brantford, Ontario.
3. What park does Jake live near?
4. How would you describe Steve Burke to someone who's never met him?
5. Why are Jak and Steve not considered friends? What happened between Jak and Steve in the past?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- handout and review how to complete the graphic organizer for the poster
- explain how the organizer will help students brainstorm ideas and organize their thoughts
- review poster rubric with students

EXTENSION ACTIVITY

Design an anti-bullying poster that promotes saying “no” to bullying.

**See Appendix for rubric and graphic organizer*

CHAPTER TWO

Teacher will...

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

Have you ever wondered if your little brother was from Mars? Or if your older sister was from Venus? Sometimes having siblings can be tough, especially if you have to share one of your main sources of entertainment – the television. Think about a time when you have argued with someone over a possession? How did you solve that problem?

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

switching	to turn over, exchange or give back
outmanoeuvre	outwit and defeat by maneuvering
heated	excitement and passion in the voice
shuffled	to walk without lifting the feet or with clumsy steps

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Have you ever started reading a story and then guessed the ending before you had finished the book? You drew a conclusion between the events in the story. Good readers draw conclusions. They combine information from several parts of a story with what they already know to find a bigger idea. When you draw a conclusion, it is important to support it with at least two clues from the text.

EXAMPLE

“Fine.” Jak put on his shoes and shuffled out into the sunlight, happy to get away from his sister and parents.

What do you already know about Jak? One thing you might know is that he already enjoys spending time outdoors. So a conclusion that you might draw from this paragraph is that Jak is happy to go outside when he is arguing with his family, because he is free to run and play by himself and he doesn't have to share the ravine. Using either chapter 1 or 2, what are two clues from the text that support this conclusion?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Look at p15, paragraph 5. Jak’s father, Aaron, shouts at Jak and his sister to be quiet and not to argue in the house. He says, “*We have enough problems without you two arguing about what’s on TV or who’s reading what.*” One conclusion you might draw from the text is that his parents are always arguing.

1. How do the clues in the chapter support this conclusion?
2. Choose another conclusion that can be drawn while reading this chapter. Provide two clues from the text to support your answer.

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity in a notebook
- read the activity and model how to fill in the chart with examples from the text
- give students time to pair/share

WRITE

Have students complete the chart detailing similarities and differences between their home-life/family and Jak’s. Have students use clues from the text in their chart.

Your HOME-LIFE/FAMILY	Jak’s HOME-LIFE/FAMILY
Example: I have two sisters.	Example: Jak has only one sister.
What is the similarity between your HOME-LIFE and FAMILY and JAK’S?	
Example: I have a sister too.	

**See Appendix for blank chart.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. Which part of the house can guests currently enter from in Jak's house?
2. Why do you think Jak's mother has a guest entrance in her house?
3. Besides enjoying the outside, what is another hobby of Jak's?
4. Why was Jak accusing his sister of not watching television?
5. What was Jak's sister Chelsey's reason for reading the magazine?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- handout and review how to make a weekly schedule
- explain how to use your schedule and complete a paragraph organizer
- review rubric with students

EXTENSION ACTIVITY

Create a weekly schedule of the television shows that you watch and the times they start. Choose three shows that you want to watch and write a paragraph convincing your parents that you **must** have the television at those specific times. Remember to provide support in your paragraph for why you must have the television.

EXAMPLE

My Television Schedule – Weekly						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat
America's Funniest Videos 7:00pm		American Idol 8:00pm	Results Show: American Idol 9:00pm			

**See Appendix for rubric and paragraph organizer.*

CHAPTERS THREE TO FIVE

Teacher will...

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

If your trusted Teddy Bear came to life one day, do you think it would have many stories to tell you? In the next few chapters, Jak is going to encounter a ‘Rock’ that will come to life and speak to him. Think about an object that you have used many times, how do you think the conversation would go between the two of you?

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

sheepishly	embarrassed by having done something silly or foolish
former	prior or earlier
threatening	intending to menace or commit a harmful act
interrupted	to cause or make a break in the continuity
swished	to move in an exaggerated manner
annoyance	a person or thing that annoys or is being a nuisance

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

In narrative stories, characters have problems for which they need to find solutions. When looking at the problem, you must look at what causes the character difficulty. The solution in the story usually entails how the character is going to solve this problem. Noting the problems and the solutions within the narrative text as you read, will help improve the students’ understanding of the story.

EXAMPLE

Jak shut his eyes and imagined himself as Fox, with Steve Burke as Bear. Nodding to him-

self, Jak decided he would never act like Bear. Steve might try to beat him up, but Steve would never catch Jak with his chest out, thinking he was better than anyone else.

PROBLEM

Solution

The problem is that Jak is being bullied at school by his classmate, Steve Burke. The solution to the problem is to listen to the story that Grandfather Rock tells him about Bear and Fox, and transfer that new knowledge to his behaviour at school. How do you think Grandfather Rock's story would help solve Jak's bullying problem at school?

TEACHER will...

- introduce the DO activity to the students
- help students locate the given paragraph/section in the novel
- read the question aloud and model how to write a proper answer
- have students record the question and answer in a notebook
- assist students that are having difficulty answering the question

DO

Look at p16, paragraph 1. The problem is that Jak is being treated like a baby at home by his family, especially by his sister, Chelsey. In the following quote, Jak's frustration is evident in how he explains his sister's actions. *"It was all her fault. She was always trying to seem grown up and treated him as if he were a baby, which he hated."*

1. What do you predict will be the solution to Jak's problem as you read chapters four and five?

Teacher will...

- introduce the WRITE activity to the students
- have students record the activity in a notebook
- model how to write a proper question
- give students time to pair/share

WRITE

What if Grandfather Rock was to come to life in your neighbourhood? Think about several problems that are occurring in your own life right now. What would you ask Grandfather Rock? Create four questions that you would like to ask him.

Remember to check over your work. Make sure that you have followed the checklist below for creating questions.

- You have followed the directions.
- Your questions start with a capital letter.

- Each question ends with a question mark.
- You have capitalized proper nouns.
- You have read aloud your work to make sure it makes sense.
- You have used a dictionary to check spelling of unfamiliar words.

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. How many years older is Jak's sister Chelsey?
2. What did Jak have in his pocket that he later gave to Grandfather Rock in exchange for a story?
3. What does *Anishinabae* mean?
4. What do you think has changed between Jak and his sister? Why might they be constantly bickering?
5. How would you explain to a friend, the reason bears walk on all four legs?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- read the example below to model for students how to start a dialogue
- review rubric with students

EXTENSION ACTIVITY

If an object could come to life and give you advice, what would you want it to be? Think about the object and create a short dialogue about how that conversation would go.

EXAMPLE

PENCIL: Stop sharpening me when I am a little dull.

ME: Why? I really like writing with a sharp pencil.

PENCIL: It hurts. Can you just try to write with a pen instead?

**See Appendix for rubric.*

CHAPTERS SIX TO EIGHT

Teacher will...

- pose the **THINK** questions below, and allow students wait time to develop an answer
- give students time to pair/share

THINK

Have you ever wanted to talk to your parents about something important but you were too embarrassed to bring up the conversation with them? In the next few chapters you will learn how Jak needs to build enough courage to speak his mind and share what is important to him with his friends and family.

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

occasions	a particular time, as marked by certain circumstances or occurrences
monotone	a single tone without harmony or variation in pitch
disgusting	causing disgust; offensive to one's taste
informed	having or prepared with information and/ or knowledge
endeavour	to make an effort or to strive for something
determination	to become fixated with purpose or to have intention

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

When reading readers often notice that authors don't always write what they mean to say. Sometimes authors provide readers with hints throughout the text; good readers will make inferences as they read. They will use the author's clues or hints and fill in the gaps with their own experiences for meaning.

EXAMPLE

Jak rose from the table, tousled Joey's hair as he passed, and headed to his room glumly. What was he going to do? He couldn't let them cut down the trees. Didn't they know the trees had been there a lot longer and had a right to be there? He didn't want to talk to his parents about this.

In this paragraph, Jak is upset that there is a new development company that is going to tear down the trees in the ravine behind his house. To Jak, this is his safe haven, where he goes to play and escape the bullying he endures at school. Since Jak has heard the first story from Grandfather Rock, Jak now also realizes that the ravine is also the home of many animals.

The author gives us a clue that Jak is embarrassed to tell his parents how he feels about the ravine. Using the clue and what you already know about Jak, you can infer that Jak will have to build courage to talk to his parents about his feelings towards the construction. How does what you already know support this inference?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Look at p29 paragraph 2. Jak and his parents have gone to the school's gymnasium where a community meeting is being held. The family and other neighbours have gone to hear about the construction site. Jak describes the Project Manager, Mr. Stone, in great detail. Instantly, Jak does not like the man's appearance. Read the clues to find out why.

1. What can you infer about Mr. Stone's personality from Jak's description?
2. What clues help you to make this inference?
3. How does what you already know help you to make this inference?

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity in a notebook
- read the activity aloud and give students a paragraph organizer to record their ideas
- give students time to pair/share

WRITE

Suppose you were a project manager for a major construction company and you had to convince your neighbour to destroy a park or ravine nearby to build houses. Write a persuasive paragraph giving three reasons for why you think your neighbourhood needs the new houses.

**See Appendix for rubric and paragraph organizer.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook

- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. Why does Jak seem so upset that his father finished his meal quickly and was already off to work in the basement?
2. Why does Jak say he is full, and wants to be excused from the table?
3. What do you think the author meant when he wrote, “The ways of adults were strange to Jak,”?
4. How would you feel if a town meeting was held in your community and your favourite park or ravine was going to be torn down?
5. Why do you think Christina was standing up for Jak when Steve was picking on him outside at recess?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- Share a personal story that has been passed down in your family
- review rubric with students

EXTENSION ACTIVITY

Think about a story that has been passed down in your family. When Grandfather Rock shares the stories from various First Nations people, he is sharing with us how others have felt and how they lived thousands of years before us. Record a family story or tale that has been shared with you and other generations. Make sure to connect how this story could help others or yourself in future generations.

**See Appendix for rubric.*

CHAPTERS NINE TO ELEVEN

Teacher will...

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

Have you ever caught a butterfly and then felt guilty and released it back into the wild before you had a chance to cause it harm. In the next few chapters, you will discover through Grandfather Rock’s stories, why birds sing, butterflies cannot be tamed, and the importance of the ravine for all animals.

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word

- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

glowering	to look or stare with sullen dislike
jealous	feeling resentment against someone because of that person’s success or advantages
snickers	to laugh in a half-suppressed or disrespectful manner
respect	esteem for or a sense of the worth or excellence of a person or an ability
unnaturally	at variance with what is normal or to be expected
expression	indication of feeling, spirit, character, as on the face

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Sometimes when we are reading a book, a friend might ask us, “What’s it about?” Good readers are able to summarize the story by giving only the important ideas from the text. Just like when you were exercising the good practice of asking yourself questions throughout the chapters, you can be thinking of your answers as well as filling in a graphic organizer to help you sort your thoughts.

**See Appendix for summary graphic organizer titled, Summary Pyramid.*

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given section in the novel
- help students complete the organizer by modeling a few lines on the board
- assist students that are having difficulty filling in the pyramid

DO

Re-read chapter nine. Jak is sitting in class and he accidentally speaks aloud, telling the class what he’s thinking. This gets a laugh from his peers. Use the Summary Pyramid to organize the details from this chapter. Once you have finished, develop proper sentences from your notes in the pyramid.

Remember to check over your work. Make sure that you have followed the following checklist for writing a summary.

- You have followed the directions.
- You have completed the graphic organizer with key details from the text.

- Your sentences start with a capital letter.
- Each sentence ends with proper punctuation.
- You have capitalized proper nouns.
- You have read aloud your work to make sure it makes sense.
- You have used a dictionary to check spelling of words you were unfamiliar with.

Teacher will...

- introduce the **WRITE** activity to the students
- have students record the activity in a notebook
- give students time to pair/share

WRITE

In chapter nine Jak discovers what the word *respect* means while he is sitting in class listening to a lecture on matrilineal societies from his teacher. Write a short explanation about what you feel the word respect means to you. Choose a topic to include from the following list: respect amongst family members, respect at school, and respect for the environment.

**See Appendix for rubric.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. What connection did Jak make between what his teacher was saying in class, as related in chapter nine, and what Grandfather Rock told him?
2. Why do you think Steve showed a smile of respect when Jak had talked aloud during the history lesson in class?
3. List the different gifts the Creator brought the Anishinabae children.
4. How does Grandfather Rock explain why Jak returned the butterfly back to the winds?
5. What type of expression do you think Jak had on his face when he heard from his parents that he had missed Christina's phone call?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- review rubric with students

EXTENSION ACTIVITY

On p41, Jak realized that his ravine is going to be flattened. Shortly after this realization, he notices all the birds that will also lose their homes once construction begins. Jak makes this connection when he begins to think about the time of year and the habits of birds.

After all, it was early spring and they were making their homes now. Even the raccoons and squirrels that made their houses in the ground and fallen trees would become homeless. Didn't anyone think of them at all?

Research other animals that typically co-habit ravines, lakes, and rivers. What other animals might lose their homes if this construction was to continue in the story? Create a small three-dimensional diorama showing several of these animals and their homes.

**See Appendix for rubric.*

CHAPTERS TWELVE TO FIFTEEN

Teacher will...

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

Have you ever been so passionate about a topic, an event, a team, or a hobby that when you talk about it you have so many thoughts that you feel like you can't possibly share them all? Over the next several chapters you will come to understand why Jak feels so passionately about the ravine and the animals which live in it. Through the tales of Grandfather Rock, Jak will find the courage he has been searching for and will use the First Nation stories to aid his plan to stop the construction.

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

constructed	to build or form by putting together parts
average	a typical amount
satisfaction	the state of being satisfied or being content
lancing	to cut through
surroundings	circumstances round us, or what is around us
consumed	to absorb, engross

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

When reading a new text there are often many words we do not understand. Authors use context clues to help us find the meaning of a word we might not understand. We often will search the sentence by re-reading it, to look for clues that might help make meaning.

EXAMPLE

*As Grandfather Rock spoke, his voice became more hushed until he was **barely whispering**. Jake had to lean forward to **bear his words**. The ravine was **totally silent** now.*

NEW WORD

context clues

When reading this section, if you didn't know the word *hushed*, you would be able to use the context clues to discover its meaning.

From the examples highlighted above, what do you think *hushed* means?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read the question aloud and model how to write a proper answer
- have students record the question and their answers in a notebook
- assist students that are having difficulty answering the questions

DO

Read p68, paragraph 6. If you did not know what the word *gazed* meant, read the words around in the paragraph and list the context clues.

Teacher will...

- introduce the **WRITE** activity to the students
- give each student a copy of the organizer
- have students record the definitions and examples into the organizer
- give students time to search for text examples
- give students time to pair/share

WRITE

Jak's Story is an example of a narrative text. Review the following features of a narrative text by defin-

ing the examples and providing proof for each one. Use a graphic organizer to help sort your ideas.

**See the Appendix for the graphic organizer titled, Features of a Narrative Text*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. What was the reason Mr. Crick gave for why the trees do not grow to the same height as they did in the past?
2. Give a few examples from chapter twelve that show how Native People used their surroundings to survive?
3. In chapter thirteen Jak describes how he knew the animals in the ravine were worried about the construction like he was? Explain how he knew.
4. Explain what you think Grandfather Rock means when he says, “Little one, just because you are young, does not mean you do not know anything.”
5. How do you think Jak will use the story of the wolverine defeating the skunk to change the minds of the adults in his community about the construction at the ravine?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- hand out a copy of the Story Plot Line and review each step with the class
- explain how to label a Story Plot Line

EXTENSION ACTIVITY

Create a story plot line for all the chapters thus far in the book. Remember to complete the story plot line when you have finished the book.

At each of the stages, record the events, the characters, and an important detail that shows your understanding of the text.

**See the Appendix for a structure of Story Plot Line.*

CHAPTERS SIXTEEN TO EIGHTEEN

Teacher will...

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

Have you ever stood up for something you have believed in, voiced your opinion, or argued to get something that would make a positive change? In the next few chapters you will see how Jak uses his passion to convince other students around his neighbourhood to stop the construction at the ravine.

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

entertainment	something affording pleasure, or amusement
collected	to gather together, to accumulate
cordless	requiring no wire; battery-powered
ancestors	a person from whom one is descended
sputtered	to make explosive popping or sizzling sounds
puzzlement	the state of being puzzled; perplexity

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Good readers often have to be able to identify the cause and effect within a text. When reading a narrative story, sometimes authors might give a cause – in which they tell why something has happened, and the effect, which tells what has happened.

EXAMPLE

*When the Iroquois first met the French, they invited them back to their villages to speak. They called their villages *kanata*. The French thought that was the name of the land in which they had landed. **The name stuck with the French, and soon this land became known as Canada.***

CAUSE

Effect

The cause in this paragraph is that the French thought the Native People were giving the name of the land.

Can you explain the effect this had on the French?

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read each question aloud and model how to write a proper answer
- have students record the questions and answers in a notebook
- assist students that are having difficulty answering the questions

DO

Read p75, paragraph 7 through 14. Jak is explaining to his classmates his plan of action for stopping the construction at the ravine.

Can you identify the cause and effect of his actions?

Cause

Effect

Teacher will...

- introduce the **WRITE** activity to the students
- give each student a copy of the Character Chart
- help students develop some ideas to fill in their charts
- give students time to pair/share

WRITE

Complete a Character Chart that illustrates key character traits, thoughts, feelings, actions, and his appearance.

**See the Appendix for the Character Chart organizer.*

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students
- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. Why does Jak feel like his room is a dungeon?
2. Why do you think Jak is so worried that he has made a mistake by inviting Christina to come to his house with his friends?
3. How does Mr. Crick explain to his class why Jak and his classmates are learning about the contributions of the Iroquois to Canadian history?
4. Why did Jak need to share his plan of action with his classmates? What did he plan on doing?
5. How do you think Aaron and Barb, Jak's parents, felt when they heard and saw their son speaking to a crowd of students in their backyard?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- help students fold paper, into 6 blocks
- tell students to use a ruler, to keep information neat and organized

EXTENSION ACTIVITY

Create a six-block storyboard showing the events of chapters sixteen to eighteen. In each block draw an image of the event, and below write a sentence that describes what is happening in that picture.

CHAPTERS NINETEEN TO TWENTY-TWO**Teacher will...**

- pose the **THINK** questions below and allow students wait time to develop an answer
- give students time to pair/share

THINK

Our planet Earth is home to over 6 billion people who rely on its resources to survive. However, it is also home to many animals that need the land, trees and water to survive. When humans begin to threaten these natural resources we put animals and their existence at risk. As you read further in this novel, and see Jak's plan unfold, you too will realize how humans and our actions can have an impact on Earth's future.

Teacher will...

- write the **LOOK** words on the board and allow students time to record in a notebook
- allow students time to look up definitions and create sentences for each word
- give students time to pair/share their definitions and sentences
- have students predict what these words tell us as readers about what might happen in the text

LOOK

appreciating	to value or regard highly
vacant	having no tenant and devoid of furniture
assembled	to bring together or gather into one place, company, body, or whole
harmony	agreement; harmonious relations
revealing	to make known; disclose
sauntered	to walk with a leisurely stroll

Teacher will...

- introduce the **READING PRACTICE** skill to the class by modeling the example on the board
- answer any questions the students may have in order to ensure understanding

READING PRACTICE

Sometimes authors use a story to teach the reader a helpful lesson. The author might point out or emphasize the lesson at the end of a story to help readers remember it.

EXAMPLE

Finally, one young boy, about your age, little one, raised his voice and said, “I know someone who hasn’t forgotten the Creator’s Law of how the Elder Brother animals are here to help and guide the Younger Brothers, the people. He has quick eyes, a strong jaw, and very sharp teeth, and his name is Goongohotay, the Wolverine.”

On p68, paragraph 5, Jak learns his lesson and he becomes aware of what needs to be done to help save the ravine.

This story had given him an idea. One boy had saved an entire village...He could try to save the ravine from the construction crews!...Just because he was small didn’t mean he didn’t have a voice.

Teacher will...

- introduce the **DO** activity to the students
- help students locate the given paragraph/section in the novel
- read the question aloud and start to develop a list of themes that can be found in *Jak’s Story*
- Have students jot down their ideas and orally share with a partner or the class

DO

Think about the way Jak had to realize the above lesson. The author had to use the themes of bravery and one person standing up for what they believed in by telling the story of the Wolverine and the Skunk. Think about other themes that have existed throughout these chapters and the lessons that Jak, his family, his classmates and the construction crew have learned as well.

**See Appendix for list of sample themes.*

Teacher will...

- introduce the **WRITE** activity to the students
- have students record their answers into the chart

WRITE

Think about all the natural resources that are in your neighbourhood and surrounding towns. Draw or sketch 4 pictures of several resources on the left side of the chart below. Then draw the result, or what the resource gets turned into. Once you have draw your pictures, write the reason or importance of why we need this resource.

Resource	Result	Importance
<i>oil</i>	<i>gas for cars</i>	<i>to get to different places, work, to get food from a store</i>

When students have finished their chart, have them ponder the question:

What should we be doing to show that we value these natural resources? Then have students record their answer.

Teacher will...

- introduce the **SEARCH & ANSWER** questions to the students

- have students record the questions in a notebook
- read each question aloud and model how to write a proper answer
- give students time to pair/share

SEARCH & ANSWER

1. When Mr. Crick entered his classroom, where were all the students hiding that day?
2. If the local residents had signed the proper forms on the day of construction, why could the construction crew not break ground?
3. If you were to create a sign to hold up on the day of the ravine protest, what would your sign say? Why?
4. When Mr. Stone removed his glasses, what did Jak notice that was different about him this time?
5. What life lesson do you think Grandfather Rock would share with Chelsey, if the story was to continue?

Teacher will...

- introduce the **EXTENSION ACTIVITY**
- handout the paragraph organizer for students to use to jot down their thoughts
- review rubric with students

EXTENSION ACTIVITY

In this novel we have read about Jak and the other characters in this story changing their attitudes towards the environment. Using the Internet and other library resources, assemble 2 articles that show different points of view on one topic. For each article that you collect, write a paragraph that outlines whether the writer supports the development or is opposed to it and the reasons the writer gives.

**See Appendix for rubric.*

V APPENDIX

Poster Rubric

Communication	Level 1	Level 2	Level 3	Level 4
Expression and organization of ideas and information in a visual form - expresses and organizes Anti-bullying ideas and information	with limited effectiveness creates a poster which expresses and organizes Anti-bullying ideas and information	with some effectiveness creates a poster which expresses and organizes Anti-bullying ideas and information	with considerable effectiveness creates a poster which expresses and organizes Anti-bullying ideas and information	with a high degree of effectiveness creates a poster which expresses and organizes Anti-bullying ideas and information
Use of conventions and vocabulary of the discipline in visual and written forms	with limited effectiveness uses conventions and vocabulary of the discipline	with some effectiveness uses conventions and vocabulary of the discipline	with considerable effectiveness uses conventions and vocabulary of the discipline	with a high degree of effectiveness uses conventions and vocabulary of the discipline

Poster

Anti-Bullying Poster Organizer	
Name: _____	
Instructions: Fill in the boxes with ideas for your poster slogan and ideas for images and words to display and promote.	
Slogan ideas - try to write down 3	
Image/picture and word ideas	

Similarities/Differences Chart:

Name: _____

Your HOME-LIFE/FAMILY	Jak's HOME-LIFE/FAMILY
What is the similarity between your HOME-LIFE and FAMILY and JAK's?	

Television Weekly Schedule

My Television Schedule – Weekly						
Sun	Mon	Tues	Wed	Thurs	Fri	Sat

Paragraph Organizer

Topic Sentence	
Supporting Sentences/Ideas	1. 2. 3.
Concluding Sentence	

Paragraph Rubric

Application/ Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context – draws conclusions, supports answer	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Use of conventions and vocabulary of the discipline in written form	with limited effectiveness uses conventions and vocabulary of the discipline	with some effectiveness uses conventions and vocabulary of the discipline	uses conventions and vocabulary of the discipline with considerable effectiveness	with a high degree of effectiveness uses conventions and vocabulary of the discipline

Dialogue Rubric

Thinking	Level 1	Level 2	Level 3	Level 4
Use of planning skills - generating ideas, - organizing information	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of creative thinking processes - creative analysis	uses creative thinking processes with limited effectiveness	uses creative thinking processes with some effectiveness	uses creative thinking processes with considerable effectiveness	uses creative thinking processes with a high degree of effectiveness

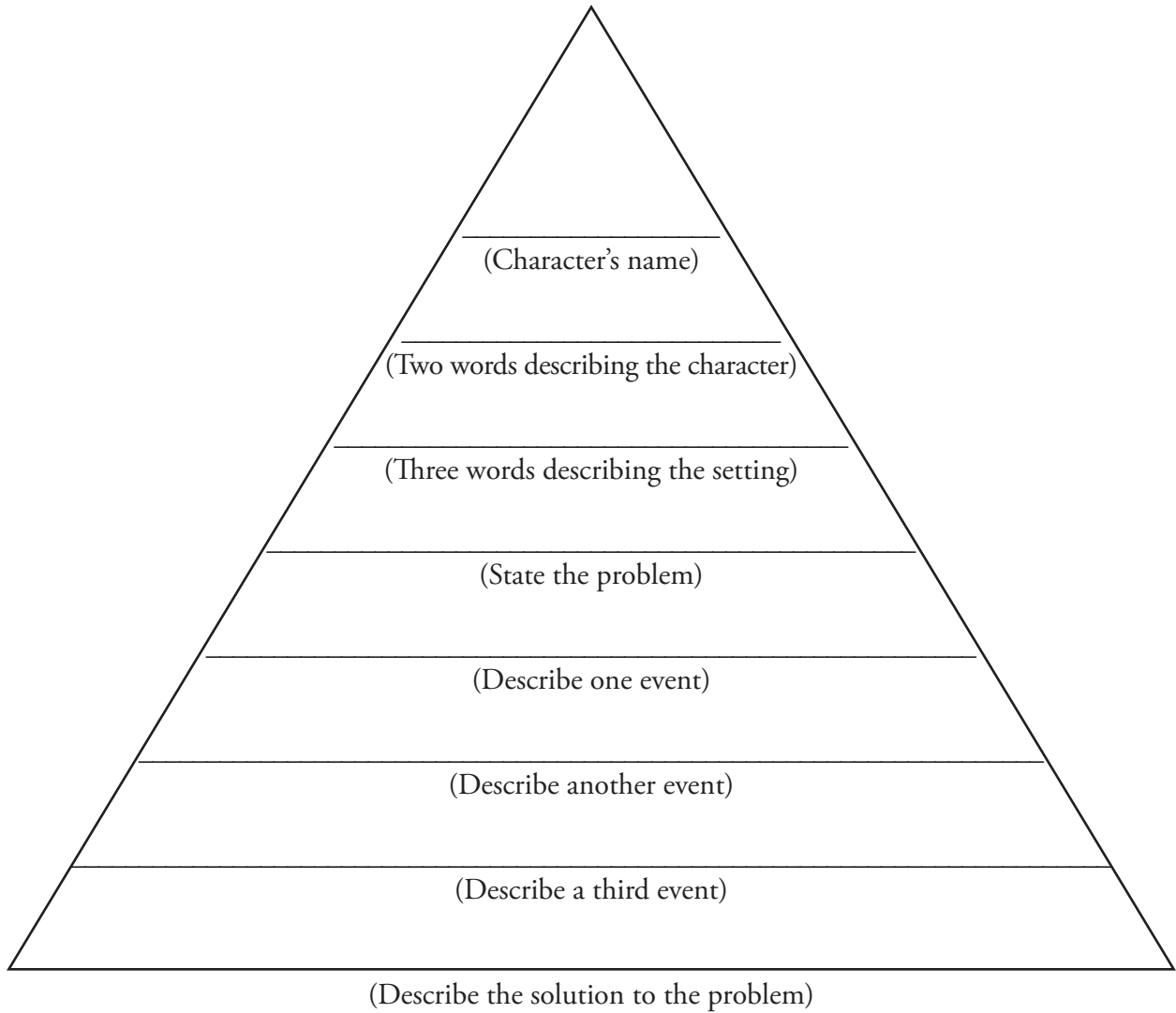
Story Rubric

Thinking	Level 1	Level 2	Level 3	Level 4
Use of planning skills - generating ideas, - organizing information	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness

Summary Pyramid

Name: _____

Step 1: Complete the pyramid below with information from the text.



Step 2: Write your summary by using the key information from above. Use the order of the pyramid in your summary to ensure you have all completed components. The summary should be a condensed piece of written text.

Your summary:

Summary Rubric

- demonstrates understanding of a text by selecting and describing the important details (setting, events, and characters)
- provides supporting details

Knowledge/ Understanding	Level 1	Level 2	Level 3	Level 4
Knowledge and understanding of content <ul style="list-style-type: none"> • strategies associated with reading • ideas and relationships among details 	<ul style="list-style-type: none"> • demonstrates a limited understanding of the text • selects and describes a few details that may not always be relevant 	<ul style="list-style-type: none"> • demonstrates some understanding of the text • selects and describes some simple, but relevant details 	<ul style="list-style-type: none"> • demonstrates considerable understanding of the text • selects and describes most relevant details 	<ul style="list-style-type: none"> • demonstrates a thorough understanding of the text • skillfully selects and describes almost all relevant details

Explanation Rubric

Thinking	Level 1	Level 2	Level 3	Level 4
Use of planning skills <ul style="list-style-type: none"> • generating ideas, • organizing information 	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness

Diorama Rubric

Application and Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context • draws conclusions	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Expression and organization of ideas and information in a visual form • expresses and organizes ideas and information in a diorama	with limited effectiveness creates a diorama by expressing and organizes ideas and information	with some effectiveness creates a diorama by expressing and organizes ideas and information	with considerable effectiveness creates a diorama by expressing and organizes ideas and information	with a high degree of effectiveness creates a diorama by expressing and organizes ideas and information

Features of a Narrative Text Rubric:

- identifies and describes a variety of text features and provides examples from the text

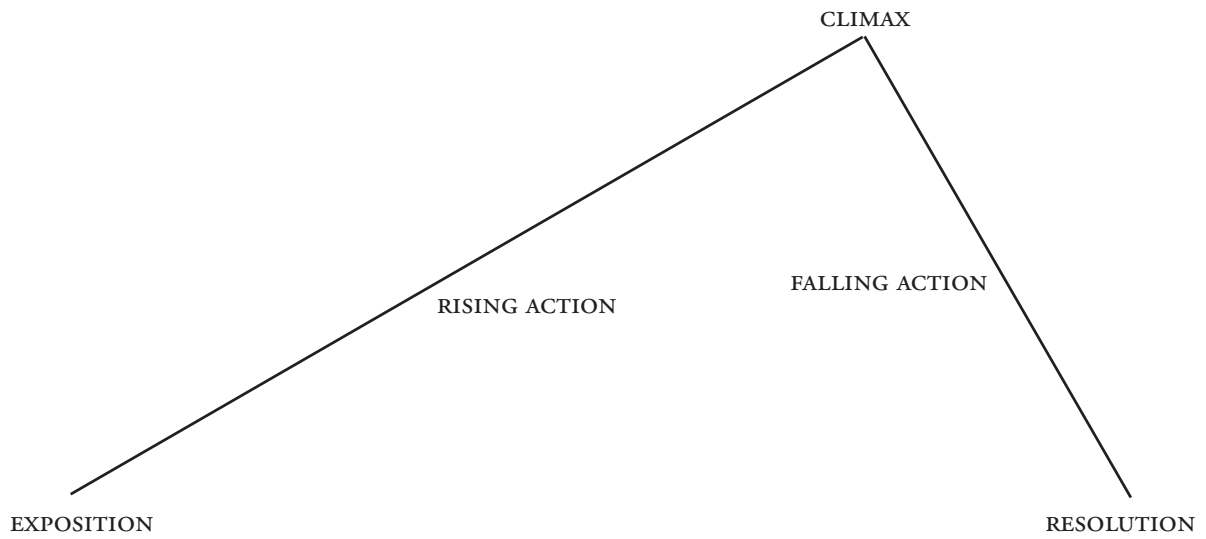
Knowledge/ Understanding	Level 1	Level 2	Level 3	Level 4
	<ul style="list-style-type: none"> • identifies and describes a limited number of features from the text • demonstrates a limited understanding of how to extract examples from the text 	<ul style="list-style-type: none"> • identifies and some features from the text • demonstrates some understanding of how to extract examples from the text 	<ul style="list-style-type: none"> • identifies and a considerable number of features from the text • demonstrates a considerable understanding of how to extract examples from the text 	<ul style="list-style-type: none"> • identifies and describes all/ or almost all features from the text • demonstrates a high degree of understanding of how to extract examples from the text

Features of a Narrative Text

Name: _____

Features	Example from the Text
Plot Structure	
Conflict	
Characterization	
Setting	
Theme	
Point of View	

Story Plot Line
STRUCTURE.



Character Chart

Name: _____

<u>Appearance</u>	<u>Thoughts/Feelings</u>
<p style="text-align: center;"><u>Jak</u> Draw an image of Jak below.</p>	
<u>Actions</u>	<u>Words</u>

Themes in *Jak's Story*:

Being an agent of Change. Being someone that identifies what needs to change in our society and actually sets out to act on making those changes.

Empathy. Having a sense of self-awareness that makes you able to take on another person's perspective.

Bullying. Deliberately hurting other people with words or actions that are repeated over a period of time.

Conflict Resolution. Being able to find a fair solution to a conflict that has occurred.

Being Assertive. Being able to not only respect yourself but respect others equally.

Resource Chart

Name: _____

Think about all the natural resources that are in your neighbourhood and surrounding towns. Draw or sketch 4 pictures of several resources on the left side of the chart below. Then draw the result, or what the resource gets turned into. Once you have drawn your pictures, write the reason we need this resource or why it is important.

Resource	Result	Importance

Article Paragraph Rubric

Application/ Communication	Level 1	Level 2	Level 3	Level 4
Application of knowledge and skills in a familiar context <ul style="list-style-type: none"> identifies writer’s conclusions, and supports answer 	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Making connections between various contexts	makes connections between various contexts with limited effectiveness	makes connections between various contexts with some effectiveness	makes connections between various contexts with considerable effectiveness	makes connections between various contexts with a high degree of effectiveness
Use of conventions and vocabulary of the discipline in written form	with limited effectiveness uses conventions and vocabulary of the discipline	with some effectiveness uses conventions and vocabulary of the discipline	with considerable effectiveness uses conventions and vocabulary of the discipline	with a high degree of effectiveness uses conventions and vocabulary of the discipline

VI ALTERNATIVE ACTIVITIES

Before reading strategies

- activate prior knowledge
- predict
- reviewing key vocabulary
- develop a Story Plot Line
- develop a Character Web
- set reading goals (what do you want to learn from this text or topic?)
- create Anchor Charts for students to refer to through the reading stages

During reading strategies

- check-in with comprehension questions
- illustrate through words and pictures relationships amongst concepts and characters
- generate key questions, using graphic organizers
- summarizing techniques
- character development tasks

After reading strategies

- make connections to own experiences
- being experts in one of key questions that you've asked throughout the text ("W" column of the KWL chart)
- complete the Story Plot Line
- complete Character Web and write a Character Comparison
- Have students reflect on which reading strategies they found most helpful throughout the novel study unit

Anchor Charts

*Adapted from Gretchen Coe and Anne Fitzpatrick's *Reading Strategies for the Social Studies Class*.
<http://www.world-affairs.org/globalclassroom/curriculum/ReadingToLearn2.pdf>

What I do BEFORE I read fiction?

1. **READ** the title of the text.
2. **ASK** myself, "What do I know about this topic?"
(Record my knowledge into a KWL chart organizer under "K")
3. **PREDICT** what I am going to read about.
4. **LOOK** at the pictures or chapter titles.
5. **OBSERVE** how the chapters are laid out and the text format.
6. **SEE** how long the section or chapter is and ask myself what I want to find out.
(Record my knowledge into a KWL chart organizer under "W")

What I do WHILE reading fiction?

1. **VISUALIZE** what I'm reading about. Draw some images in a notebook.
2. **ASK** myself, "Do I understand this?"
3. **RE-READ** to make sense.
4. **QUESTION** the text while I'm reading.
I wonder why?
What would happen if?
I don't understand.
5. **PREDICT** what might be coming up next in the story.
6. **STOP** often and put into my own words what I just read in a notebook.
7. **CONNECT** what I am reading to what I already know.
(Revisit and record my knowledge and my questions into a KWL chart organizer under "K" and "W")

KWL Chart

HOW ARE YOU GATHERING THIS INFORMATION?		
By... collecting and identifying	By... analyzing and synthesizing the text	By... examining, summarizing, and comparing the text
K	W	L
What I already KNOW <ul style="list-style-type: none"> • activating prior knowledge • establishing key vocabulary 	What I WANT to Know <ul style="list-style-type: none"> • setting reading goals 	What I LEARNED <ul style="list-style-type: none"> • reflecting on what was read

VII RELATED RESOURCES

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