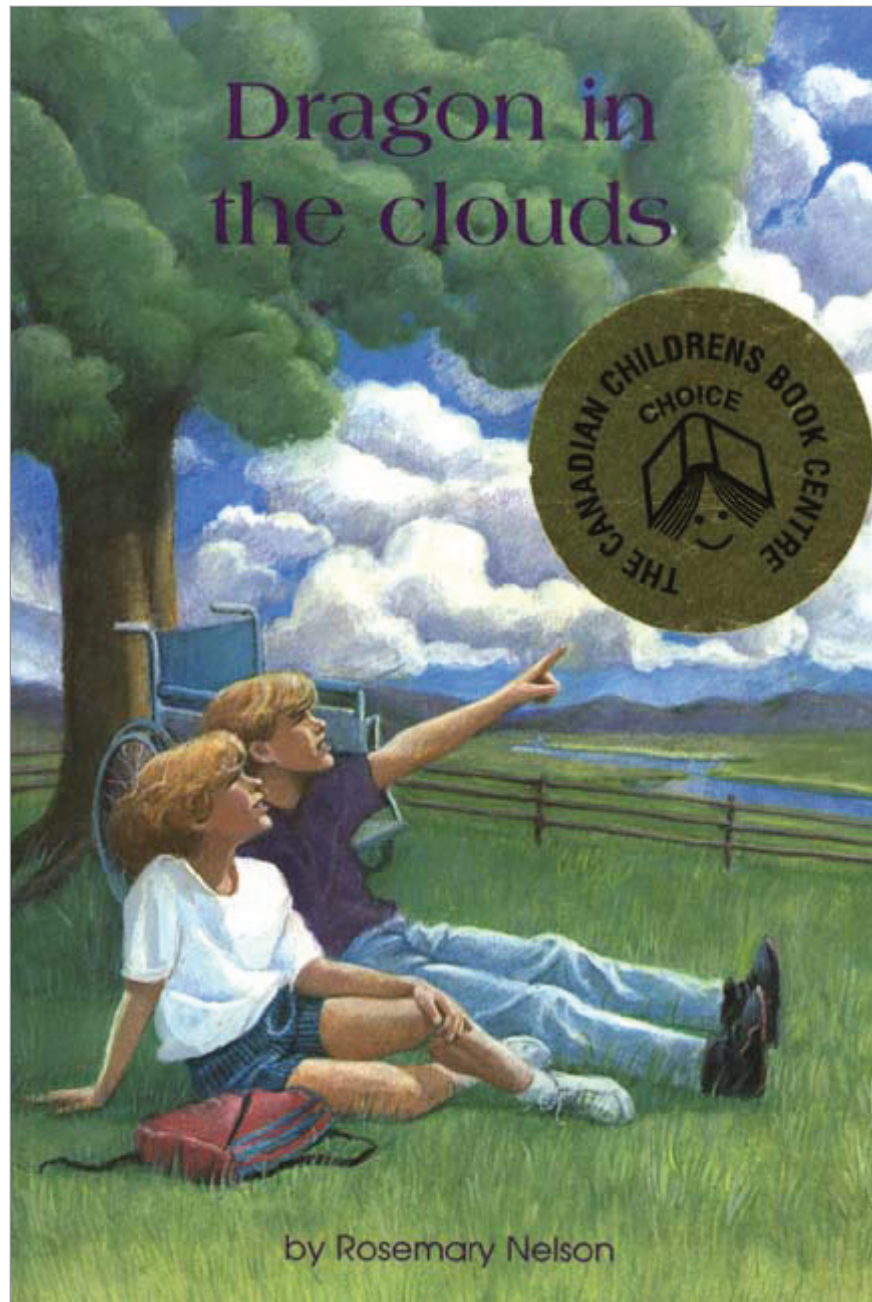


TEACHER'S GUIDE



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PREFACE

Teaching and learning about novels in the intermediate grades should be an enjoyable experience for both teacher and student.

The main objectives when teaching a novel to a group of students should be: 1) to help them understand and appreciate a sense of story in an enjoyable fashion, thereby promoting a love of reading, and 2) to elicit the feeling of accomplishment that each student experiences by reading a complete novel, as for many students this is not a common occurrence. Teaching the elements of a novel ie. characters, setting, plot, climax, etc., may be taught incidentally as the novel is read. The study of a novel should be done over a compact period of time, and students should not be bogged down with onerous amounts of questions.

This teaching manual for Dragon in the Clouds is based on Bloom's Taxonomy. It is advantageous for students to become familiar with Bloom's Taxonomy and the key words for each level of thinking. Success can be had at all grade levels teaching students the differences in these levels of thinking, how to identify higher level thinking questions, and how to formulate their own questions using key words. These questions can then be answered by themselves, traded with a partner and answered or used for general class discussion. Because there is more flexibility about answers at the higher levels of cognition, children often feel less anxious, and enjoy the assignments more.

The story of Dragon in the Clouds revolves around peer/family relationships and self-esteem issues, thus providing strong links with the 'Learning for Living' curriculum ('Skills for Growing' and 'Skills for Adolescence'). As a component for this curriculum, relevant questions from the manual may be chosen as springboards for discussion. The manual is not designed to be copied and given to students as a workbook.

IDEAS FOR TEACHING VOCABULARY AND HAVING FUN

- 1) Have students read the word in the sentence from the story and have them guess at what the word means. When they have the right meaning, have them write and share another sentence using the word. Post some of them around the room.
- 2) Have students find synonyms and antonyms for the word.
- 3) Give the meaning for one of the words and have students guess which word it is. Assign students to use that word in a sentence at home that night or in the classroom before the end of the day. Mark a star on the blackboard each time a sentence is heard with the word used in the proper context. See how many stars can be on the blackboard at the end of the day.
- 4) After reading the chapter, have students, in groups of three, compose a paragraph which includes all vocabulary words from the chapter (or particular ones you choose). Students may look up meanings if they need to or may guess from the context used in the novel. Paragraphs are read aloud and critiqued by classmates.
- 5) Words are added to a chart board which remains in view at all times. Games can then be played with the class using these words for sponge activity, transition times, dismissal times, etc.

BLOOM'S TAXONOMY

1. KNOWLEDGE - to recall specific facts, names, etc. from your memory. KEY WORDS: DEFINE, LIST, RECALL, WRITE, DESCRIBE, NAME, TELL, SHOW
2. COMPREHENSION - to understand the meaning of something said or written. KEY WORDS: COMPARE, ESTIMATE, GIVE AN EXAMPLE, PREDICT, CONTRAST, EXPLAIN, TELL IN YOUR OWN WORDS
3. APPLICATION - to make use of a previously learned idea without being told how. Used to solve a problem or construct a model. KEY WORDS: APPLY, CONSTRUCT, DEVELOP, SOLVE, BUILD, DEMONSTRATE, PLAN
4. ANALYSIS - to break down an idea into its parts and see the relationship between the parts. KEY WORDS: ANALYZE, CATEGORIZE, CLASSIFY, COMPARE, CONTRAST, DETECT, RECOGNIZE
5. SYNTHESIS - to combine old ideas into some arrangement that is new, unique and creative. KEY WORDS: CREATE, DEVELOP, MAKE UP, PROPOSE A PLAN, PUT TOGETHER
6. EVALUATION - to make a judgement about the worth or value of something using criteria. KEY WORDS: CHOOSE, DECIDE, EVALUATE, JUDGE, SELECT, WHICH DO YOU CONSIDER THE BEST?

Your Learning Assistant would probably have more extensive information on Bloom's Taxonomy if you need it.

Chapter 1

pounced companionship shimmered

- 1) List the names of all the characters mentioned in this chapter or describe the setting of this story. (Knowledge)
- 2) Predict how Nikki will act when she meets her cousin. (Comprehension and Analysis)
- 3) "Sometimes people blame others for the wrong reasons." From your own experiences, give an example of when this has happened or describe a situation where this might happen. (Application)
- 4) What things would have to change in your household to be able to accommodate someone in a wheelchair who has come to stay? (Analysis) ('People in Motion' might be able to help those students having problems with this question)
- 5) Propose a plan of what Nikki could do to entertain a cousin who wouldn't be able to do the things she had planned to do during her summer. (Synthesis)
- 6) Do you think Nikki is being selfish in not wanting Trevor for the summer? Explain your answer. (Evaluation)
- 7) Do you think a ten year old should be allowed to ride a motorbike? If so, under what circumstances? Make up 5 rules that you would insist be followed before allowing a ten year old to ride a motorbike. (Evaluation and Synthesis)

Chapter 2

scraggly

strand

squinted

- 1) Write a short paragraph describing Nikki's appearance. (Knowledge)
- 2) "At that moment, life seemed very unfair." When has life seemed unfair to you? or Describe a situation where life might seem unfair to someone. Explain. (Comprehension or Analysis)
- 3) Construct a "Good Manners" brochure which could be used for teaching younger children what having good manners is all about. Be creative! *P.S. Give it to your favourite primary teacher to use. (Application and Synthesis)
- 4) Categorize 'good manners' under the headings of 'Verbal' and 'Non-verbal'. List as many examples as you can under each. (Analysis)
- 5) List the five most important things you think a person should have to be a successful person in life. (Synthesis and Evaluation)
- 6) To Nikki's dad, having good manners was a very important thing. Do you agree or disagree? Explain. (Evaluation)
- 7) What things do your parents say to you that make you feel special? (Evaluation)

Chapter 3

throng	craned	streamed	tarmac
glide	audible	jovial	curt

- 1) Recall a time when you were sent to some place you didn't want to go. How did you react? (Knowledge)
- 2) Have you experienced a 'cut out the nonsense' look? Describe the circumstance or describe a circumstance when someone might receive such a look. Do you think it was justified from the other person's point of view? Explain. (Comprehension and Evaluation)
- 3) Explain how Nikki demonstrated her disapproval of her cousin's arrival. (Comprehension)
- 4) List as many things as you can that you'd be unable to do without the use of your legs. List as many things as you can that you would be able to do without the use of your legs. (Analysis)
- 5) Why do people call other people names? (Analysis)
- 6) If you could choose another name that someone was going to call you, what would it be? Explain. (Synthesis)
- 7) What does it mean to 'wear your heart upon your sleeve'? Do you ever wear your heart upon your sleeve? Do you think it's important for people to express what they're feeling or should they hold it inside? When might it be inappropriate to express your true feelings? (Evaluation and Analysis) (These questions might be best suited for class discussion.)

Chapter 4

peered	implore	saunter	ego
gymkhana	despicable	jittery	

- 1) Describe a time you've taught someone something, and how you did it. (Knowledge)
- 2) Give an example of a time when you tried to impress someone and things went wrong. (Comprehension)
- 3) Explain what it means to 'bruise your ego'. (Comprehension)
- 4) Draw and colour a picture of an event from this chapter. (Comprehension)
- 5) Using plasticine, make a model of one of the following: Trevor's remote control car, Wagner, Ginger, or Trevor's wheelchair. With a group of students, create a diorama using your models. (Application and Synthesis)
- 6) Find three pieces of evidence in this chapter that indicates there is still antagonism between Trevor and Nikki. (Analysis)
- 7) Do you agree that the best way to teach people is to have them do things themselves? Explain. (Evaluation)

Chapter 5

woefully	plunked	rooted	anticipate
activate	saturate	cropped	pirouette

- 1) Have you ever tried to change your appearance by doing something drastic? How did it turn out? What were other people's reactions? or How would you like to change your appearance? What do you think other people's reactions might be? (Knowledge and Comprehension)
- 2) Explain what it means to 'have a chip on your shoulder'. Have you ever experienced this? If so, describe the incident. (Comprehension)
- 3) Draw a cartoon strip of the events that happen in this chapter. (Application)
- 4) Compare Nikki's appearance before and after her transformation. (Analysis)
- 5) Write your own paragraph for an opening to Chapter 6 which shows your prediction of Trevor's reaction when Nikki presents herself to him. (Synthesis)
- 6) Make two columns labelled 'Like' and 'Dislike'. Under each, make a list of the things that you like and dislike about Nikki, and then Trevor. (Evaluation)

Chapter 6

revenge confidence intuitively
reflection intrigued

- 1) Find three different emotions that Trevor experiences in this chapter. Locate and record a sentence from this chapter which shows each emotion that you've described. (Comprehension and Knowledge)
- 2) Explain what the saying means: 'a little birdie told me'. (Comprehension)
- 3) What emotion was Nikki feeling when she stepped out the door at the beginning of the chapter? Describe two other emotions she felt in this chapter. (Comprehension and Analysis)
- 4) In a skit with a partner, demonstrate different ways Nikki could have dealt with Trevor when he laughed at her. (Application)
- 5) In one page, write your own chapter of events that happened after Nikki stepped out into the sunlight. Be creative! (Synthesis)
- 6) Explain why you think Trevor didn't 'rat' on Nikki when he had the chance? Would you have? Why or why not? (Analysis and Evaluation)

Chapter 7

magnificent	belching	mesmerized
elongated	sapphire	indignantly
coiled	pursed	hilarious
	gazed	

- 1) Write a paragraph which describes the dragon in the sky that Trevor and Nikki saw. (Knowledge)
- 2) Tell in your own words how Trevor feels about himself and give some evidence to support your answer. (Comprehension)
- 3) Write a definition for self-confidence. Do you feel you have good self-confidence? Explain your answer. (Comprehension and Evaluation)
- 4) Using cotton batten on blue construction paper, create an image that you would like to see in the clouds. (Application)
- 5) Find and tell about two examples in this chapter that illustrates Nikki's feelings for Trevor are beginning to change. (Analysis)
- 6) If you could have one wish, what would it be? Explain. (Synthesis)
- 7) Do you think Trevor's wish to be like the dragon in the clouds has anything to do with his self-confidence? Explain. (Evaluation)

Chapter 8

cantered	disguise	murmured	clods
retorted	wheeled	munching	

- 1) Research the rules and regulations for barrel racing on horseback. Draw a diagram to show the configurations for barrel racing. (Comprehension and Knowledge)
- 2) After doing question #1, design a new and challenging course for barrel racing. What are your rules? Keep them simple. (Application)
- 3) Using chart form and the following headings: Appearance and Personality, classify the similarities and the differences between Nikki and Alisha. (Analysis)
- 4) What is the best way for dealing with a situation where two people both like a third person and want to have them for a friend? (Synthesis and Evaluation)
- 5) How do you think Nikki feels when she finds out that Alisha is going to a show with Shawn? (Evaluation)
- 6) What do you think Nikki's true feelings are for Shawn? Support your answer with statements from the chapter. (Evaluation)

Chapter 9

consult

counselling

vision

midair

century

faraway

tutor

-
- 1) What was Trevor's reaction to the suggestion of having a tutor to catch help him catch up in school?
(Knowledge)
 - 2) What does Nikki's dad mean when he says he thinks Trevor could catch up but before it will work, Trevor's got to make up his mind that he can do it?
(Comprehension)
 - 3) Draw a map of Nikki's yard in relationship to Shawn's and Alicia's place. Use as much detail as you can.
(Application)
 - 4) Depending on how people see themselves, do you think this can help or hinder them from accomplishing things? Explain. (Analysis)
 - 5) Develop a plan for getting someone you like to like you back. (Synthesis)
 - 6) Do you think that twelve is too early to go on a date? Give reasons for your answer. (Evaluation)

Chapter 10

sultry	ingredients	deafening
captive	elegantly	disaster
tendrils	insidious	ominous
	anticipation	

- 1) Locate and list three sentences from this chapter that tells you a thunderstorm is approaching. (Knowledge)
- 2) Using library resources, write a paragraph in your own words that a) describes the Ogopogo or b) tells about the origins of the legend of Ogopogo. (Comprehension)
- 3) In two columns list the advantages and the disadvantages of having a friend who is confined to a wheelchair. (Analysis)
- 4) After some pre-writing activities with your teacher write a short story about a forest fire that endangers the lives of two people. (Synthesis)
- 5) Predict the problems that Nikki and Trevor are going to have to overcome in dealing with the forest fire so close to home. (Evaluation)
- 6) Do you think Alisha would have felt differently towards Trevor if he hadn't been in a wheelchair? (Evaluation)

Chapter 11

hysterical	intended	confidently
determination	cowered	clenched
lurched	panicked	beckoning
flurry	reassuring	inspiration
	hesitated	

- 1) Describe a situation you've been in where you've had to do something you didn't feel you had the knowledge to do. Explain what happened. (May be better as a discussion topic) (Knowledge)
- 2) From this chapter find and write sentences which show Nikki's a) feelings for her horse, Ginger or b) Nikki's feelings for Trevor. (Comprehension)
- 3) In a group of four, role play the events of this chapter. Present to the rest of the class. (Application)
- 4) "Suddenly, without my beckoning it, something inside my chest squeezed painfully hard." (p. 73) What feelings do you think Nikki is experiencing in this passage? (Analysis)
- 5) Summarize the chapter in point form. (Synthesis)
- 6) Do you think Nikki should have attempted to drive Trevor down in the car? Why or why not? (Evaluation)

Chapter 12

pungent	spasms	peered	despicable
smugly	mused	retort	scouring
assessed	bombarded	meandered	progressed
	lope	materialized	

- 1) Using library resources, research and write one of the following:
 - a one page report on taking care of your own horse. Include some things that should not be done.
 - a one page report on black bears. Include information on their sense of smell and possibility of attack on humans.
 - a one page report on how to avoid attack by a black bear when in their territory.(Comprehension)
- 2) Using a key word for 'Application' (refer to Bloom's Taxonomy), make up a thought provoking question to present to the rest of the class. (Students may or may not be asked to answer their own questions.)
- 3) "The angry retort about missing the Caribou trip that I would have given a few weeks ago didn't materialize. It didn't seem quite as important any more." Explain why you think Nikki's feelings have changed. (Analysis)
- 4) Find evidence that Trevor is beginning to gain self-confidence. (Analysis)
- 5) Using five vocabulary words from this chapter, write a short paragraph that includes the words in their correct context. (Synthesis)
- 6) Do you think Nikki was right to read Trevor's letter? Explain your answer. (Evaluation)

Chapter 13

rearranged	hurtled	fragrance
sifted	frenzy	scuttling
subdue	shafts	traipsing
toppled	wafting	premonition
retaliate	lumbered	commotion
resounding	clad	

-
- 1) Make a list of the "necessities" that Alisha and Nikki took to the tent for their overnight stay. (Knowledge)
 - 2) Using your library for resources, research and make point form notes on a particular breed of dog. Be prepared to get up in class and speak about your topic using your notes for reference. (Comprehension and Application)
 - 3) What is a premonition? Do you believe in premonitions? Why or why not? If you've ever had a premonition, share it with the class and describe the outcome. (Comprehension and Evaluation)
 - 4) Using a key word to begin your question, make up an 'Analysis' question for this chapter. Answer it and share both question and answer with the class.
 - 5) Make your own list of 'necessities' that you would take on a camping trip to make your life comfortable. Be as creative as you can. (Synthesis)

Chapter 14 & 15

escapade	anxiously	heroism
fascination	episode	residue
dismay	retrieved	companionable
	opportunity	

- 1) Tell who "Smaug" is. (Knowledge)
- 2) Tell in your own words what changes Nikki detects in Trevor after his encounter with the bear. (Comprehension)
- 3) In groups of three, create a skit that demonstrates a situation where someone has low self-esteem. Show what is causing it, and the consequences. In the same groups, create a skit that demonstrates a situation where someone has high self-esteem. Show what is causing it, and the consequences. (Application and Synthesis)
- 4) Have a class discussion on the characteristics of people with high self-esteem, low self-esteem. What factors influence a person's self-esteem. (Analysis)
- 5) List the advantages and disadvantages of having five other children in your family besides you. (Analysis and Evaluation)
- 6) After some pre-writing activities with your teacher, write a humorous story about the night you had to babysit six children. (Synthesis)
- 7) Decide which you would rather come from: a family with two children (including you), or a family with six children (including you). Write a paragraph explaining your decision. (Evaluation)

Chapter 16

engrossed

persistent

dappled

groggily

vigorously

manoeuvres

mused

-
- 1) What organization promotes sports activities for the physically challenged? (Knowledge)
 - 2) Give an example to show that Nikki's feelings have changed about Trevor. (Comprehension)
 - 3) How did Trevor saving Mandy's life lead to Mr. Stilmore inviting Trevor to try out for the Summer Games? (Application)
 - 4) List as many problems as you can that Trevor must overcome to compete in the Summer Games. (Analysis)
 - 5) In point form, and arranged in order of their happening, list the main events of the chapter. (Synthesis)
 - 6) Decide whether Trevor did the right thing in risking his life to save Mandy's. (Evaluation)

Chapter 17

assurance

slated

clouting

- 1) What was the secret that Trevor had been keeping to himself? (Knowledge)
- 2) Tell in your own words how Trevor had been practising on his own for the Summer Games. (Comprehension)
- 3) Construct a model of a 'track chair' and a normal wheelchair using suitable materials. (Application)
- 4) Research and explain how a 'track chair' differs from a normal wheelchair. (Analysis)
- 5) Design a 'super' original wheelchair by drawing and labelling it. Be creative! (Synthesis)
- 6) Do you think that winning is the most important thing when you enter a race or a competition? Explain your point of view. (Evaluation)

Chapter 18

clinching	hoisted	exertion
knowingly	clutching	dangled
screeching	bounded	indignation
	wincing	

- 1) Write a paragraph describing what happened to make Trevor fall off the horse. (Knowledge)
- 2) Find an example of exaggeration in this chapter. (Comprehension)
- 3) What do you predict Trevor was about to say when he started to say, "I guess..." (p.135) just before he fell off the horse? (Application)
- 4) Give specific examples of different concerns that Nikki has in this chapter. (Analysis)
- 5) After some pre-writing activities with your teacher write a story about a 'special' horseback ride.
- 6) Do you think Nikki should have let Trevor ride the night before the big race? Explain your answer. (Evaluation)

Chapter 19

ominous	suspended	billowed
scurried	bout	eternity
cordoned	deleted	

- 1) Describe what kind of a day it was when Nikki woke up. (Knowledge)
- 2) Find examples to show that Nikki is upset when she finds out that Trevor has been deleted from the 800 metre race? (Comprehension)
- 3) Draw and colour a picture to show the proper way a person should stand when singing "O Canada". (Application)
- 4) Why do you think Trevor was able to win the race in spite of his injury? (Analysis)
- 5) With a partner, pretend the two of you are newspaper reporters for the local paper. Together, write a short article about Trevor winning gold. Remember to answer the five W's in your article: Who, What, Where, When, and Why? Share your article with the rest of the class. (Synthesis)
- 6) If you had been the author of Dragon in the Clouds, how would you have had the race finish? Explain your answer. (Evaluation)

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Chapter 20

cubicle	fracture	guacamole
tousled	ravenous	slumped
potential	humiliating	

- 1) Why was Trevor going to have to get used to being pushed for the next couple of days? (Knowledge)
- 2) Find evidence to show that Cyril has a lot of confidence in Trevor's ability to succeed. (Comprehension)
- 3) Write four personal goals that you could work towards achieving this year. (Application)
- 4) In a paragraph compare the difference in Trevor's attitude when he first arrived, with his attitude in this chapter. (Analysis)
- 5) Write a set of rules for Trevor to follow that would help him succeed in school. (Synthesis)
- 6) What qualities do you think are important for a person to have in order to become a world class athlete? (Evaluation)

Chapter 21

- 1) In a well written paragraph explain how Trevor has become like the dragon in the clouds. (Comprehension)
- 2) Write a letter to the author of Dragon in the Clouds expressing your opinion of the book. (Evaluation)