

Copyright Martha Martin
August 2004
martmart@enoreo.on.ca

AIRBORN BY KENNETH OPPEL:
LITERATURE UNIT FOR GRADES 6, 7, 8 OR 9

Created by Martha Martin

This teaching package involves reading, writing, and oral and visual communication skills, as well as information literacy activities designed to meet the Ontario School Library Association's Information Studies document. It uses higher level questioning (Bloom's Taxonomy) and the formats of the Ontario EQAO testing. There are a number of cross-curricular elements, and assessment instruments (most taken or adapted directly from former EQAO Anchor Booklets) are included for each assignment and question as well.

HIGHLIGHTS INCLUDE:

- Research and Information Literacy projects that correspond with Ministry of Education curricula and the Ontario School Library Association's Information Studies Document, including:
 - Scavenger hunt on the *Airborn* website using conventions of non-fiction and the World Wide Web
 - Boolean search using a given keyword and/or search engine
 - Webquests
 - Electronic slideshow using presentation software
 - Internet research as prompt for writing exercise
 - Assessing websites for effectiveness and personal learning preferences
 - Using a specific Internet website to create a crossword puzzle
- Rubrics for every single question and writing activity, all taken or adapted from the Ontario curriculum, the Ontario EQAO Exemplars and Anchor Booklets, and the Ontario School Library Association's Information Studies Document K-12
- Graphic organizers including Venn Diagrams, charts, diagrams, flowcharts, etc. that students use or create themselves
- Emphasis on the "3 R's" of "Retelling, Relating, and Reflecting," including some introductory activities that mimic each of these steps
- Discussion activities that promote the format of Literature Circles, especially when accompanied by the 3R's
- Writing projects with formats required by many curricula, including
 - Friendly Letter

- Classified Ad
 - Advice Column
 - Journal Entry
 - Persuasive Letter
 - Electronic Slideshow
 - Comic or Graphic Novel Excerpt
 - Wanted Poster
 - Myth or Legend
 - Script
 - Plot Outline
-
- Pre-Reading and Post-Reading Activities
 - Conventions of fiction and non-fiction writing
 - Introduction to classic literary themes including
 - Appearance *versus* Reality
 - Life *versus* Death
 - Family
 - Prejudice
 - Good *versus* Evil
 - Activities and questions that respect multiple intelligences and varied learning styles
 - Activities to solidify understanding of literary conflicts
 - Descriptive language identification (onomatopoeia, personification, simile, metaphor)
 - Dictionary questions and other vocabulary enrichment tasks
 - Grammar, spelling, and punctuation questions
 - Parts of speech (noun, verb, adjective, adverb)
 - Activities that look at the scientific process and skills scientists possess

Chapter One: Ship's Eyes

1. The introduction of a story sets the scene for the rest of the tale. The author, Ken Oppel, uses many words and phrases to give his readers hints about the time, place, and situation as *Airborn* begins. What are some setting clues that you noticed in Chapter One, and what conclusions do you make about the setting, based on them?
2. From whose point of view is this story told, and how does this type of narrative help the reader understand the story better? Use information from the novel and your own ideas.
3. What does Matt Cruse mean when he says "there'd been no weather to speak of so far" (p. 1)?
4. Read the following sentences from the story. Explain the author's purpose in using italics in each of the following sentences:

a)

From overhead came a terrible *shriek*, and I looked up to see one of the burner frame's metal struts rip loose from the gondola's rim. (p. 15)

Sentence a)

b)

"Hurry!" I bellowed up at the *Aurora*. (p. 15)

Sentence b)

5. The author uses a lot of descriptive language and specialized vocabulary in the story. Give your best guess for the meaning of the following **bold** words from the first chapter, in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
"...I was perched atop the crow's nest ." (p.1)		
"...my watch was almost at an end..." (p.1)		
"... Spyglass to my face, I slowly swept the heavens." (p.1)		
"We can't leave her drifting like flotsam through the sky lanes." (p.4)		

WRITING A FRIENDLY LETTER

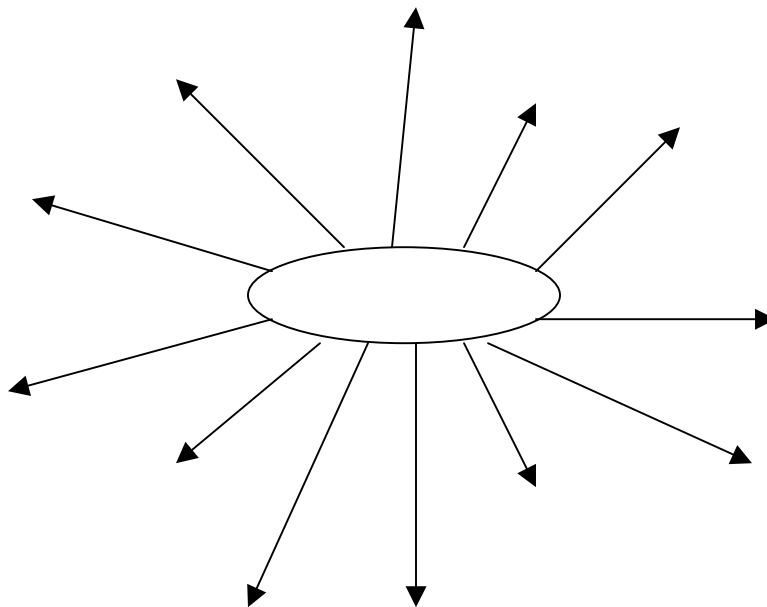
What An Adventure!

Matt has been on his own on the *Aurora* for some time when the story begins. Pretend you are Matt, and imagine the kind of letter you would write to your family, describing and summarizing the events you have just experienced.

Think About

- what you would tell your family.
- what you would leave out.
- what points you would feel you absolutely had to include.
- how you would start such a letter.
- how you would conclude it.
- whether the purpose of your letter would be to **inform, persuade, entertain, or describe.**

Use the writing process to write a friendly letter from Matt to his family at home, outlining the events in Chapter One. You may use your *Writing Sense* book to remind you of the requirements of the Friendly Letter format. Brainstorm some possible points for your letter on the graphic organizer below:



CHAPTER ONE RUBRICS

APPLICATION: Setting (Ch. 1 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of story elements by identifying few simple key words or phrases that may be inconsistently related to the text that tell the reader about the setting.	Demonstrates some understanding of story elements by identifying some simple key words or phrases that are consistently related to the text that tell the reader about the setting.	Demonstrates considerable understanding of story elements by identifying key words or phrases of some complexity that are consistently related to the text that tell the reader about the setting.	Demonstrates thorough understanding of story elements by identifying key words or phrases that are consistently related to the text that tell the reader about the setting.

KNOWLEDGE: Interpreting Author's Purpose (Ch. 1 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to identify first person narrative and/or interpret the author's purpose in using it, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to identify first person narrative and/or interpret the author's purpose in using it, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to identify first person narrative and/or interpret the author's purpose in using it, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates a high degree of ability to identify first person narrative and/or interpret the author's purpose in using it, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Understanding Descriptive Language (Ch. 1 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to determine the probable meaning of an idiom from context clues.	Demonstrates some ability to determine the probable meaning of an idiom from context clues.	Demonstrates considerable ability to determine the probable meaning of an idiom from context clues.	Demonstrates to a high degree the ability to accurately determine the correct meaning of an idiom from context clues.

KNOWLEDGE: Understanding Use of Italics (Ch. 1 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates considerable knowledge of organizational elements by explaining in with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.

APPLICATION: Understanding Vocabulary in the Story (Ch. 1 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates some understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates considerable understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a high degree of understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.

KNOWLEDGE: Using a Dictionary to Find Meaning (Ch. 1 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with limited effectiveness (a number of inaccuracies).	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with some effectiveness (a few inaccuracies).	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words with considerable effectiveness. Most definitions are accurate, though basic or brief.	Consults a dictionary with a high degree of effectiveness to confirm pronunciation and/or find the meaning of unfamiliar words. Definitions are all accurate and detailed.

COMMUNICATION: Understanding Inference & Characterization (Ch. 1 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates a high degree of understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

PARENT SIGNATURE: _____

NEXT STEPS: _____

SELF ASSESSMENT

Give yourself a level based on what you believe your work in this chapter should have earned you: 1 2 3 4

Now explain why you believe you deserve that level, in the space below:

RUBRIC FOR WRITING A FRIENDLY LETTER

Student's Name: _____ Rec'd On Time? Yes No

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a friendly letter in character, based on prompt.	Writes a friendly letter in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of the story that are inconsistently related to the narrative and/or to each other.	Writes a friendly letter with some effectiveness. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a friendly letter that is considerably developed and on topic. Uses details of some complexity to describe setting, characters, and events (plot) that relate to the narrative and to each other.	Writes a friendly letter that is clearly and coherently developed with a high degree of effectiveness. Uses complex details to describe setting, characters, and events (plot) that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple basic sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a friendly letter.	Format for a friendly letter may only be partially followed.	Format for a friendly letter is followed with some errors.	Format of a friendly letter is followed correctly.	Format of a friendly letter is followed flawlessly.

NEXT STEP: _____

PARENT SIGNATURE: _____

Chapter Two: Up Ship!

1. This chapter begins one year later from the first chapter. In your opinion, why does the author start the story, and then leave it for a year?
2. Because the first chapter started a whole year earlier, this second chapter feels almost like the start of the story. It begins with two short sentences:

“Pull up the gangways! Close the hatches!” (p. 23)

It then becomes a much longer series of sentences, ending with one very long run-on sentence. Why does the author begin the chapter this way? How does it persuade the reader to feel?

3. This chapter really gives the reader a lot of information about Matt’s world and life on the airship *Aurora*. Using information from the story, create a web, mind map, or other graphic organizer to display all you’ve learned about the *Aurora* and about Matt’s job in this chapter.
4. Put a star beside the items you’ve listed in number 3 that you believe are likely to be important later in the story. Be prepared to explain why you feel this way in our class discussion.
5. Here are some sentences from the story. Give a synonym for each word in **bold**.

- a) No time for **gawking** out windows now. (p. 25)

No time for _____ out windows now.

- b) “Keep your hands well clear of their forks,” he warned me as we **pirouetted** around one another at the dumb waiter. (p. 28)

“Keep your hands well clear of their forks,” he warned me as we _____ around one another at the dumb waiter.

- c) ...I saw the endless horizon and I felt like anything was possible: the whole world **unfurling** before us. (p. 28)

...I saw the endless horizon and I felt like anything was possible: the whole world _____ before us.

6. In this chapter we meet Kate de Vries and her traveling companion, Miss Simpkins. The author does a wonderful job of showing us both of these characters through Matt’s observations as he first meets them. Remember, there are three ways you can learn about a character in a story:
 - d) by what the character says
 - e) by what the character does
 - f) by what others say about the character

Using information from the story and your own knowledge, describe in point form what the reader learns about these two characters in the chart below:

Kate de Vries	Miss Simpkins

WRITING A CLASSIFIED AD

Help Wanted!

As a cabin boy on the airship *Aurora*, Matt has a number of jobs he must do. Some of these seem to require particular characteristics that not everyone would possess.

Think About

- what duties Matt must do as a cabin boy.
- what personal characteristics Matt has that make him especially suitable for this job.
- how you could write an ad that would **persuade** someone to apply for the job.
- how you could write an ad that would guarantee you the best person for the cabin boy job.

Study the examples of the classified ads that your teacher has brought in from the local newspaper with a partner or two. What do you notice? Are there similarities between the various “help wanted” ads? Are there differences? Which seem to be the most effective?

Write your own classified ad for the position of “Cabin Boy” on board the airship *Aurora*. You should be working alone at this point, not with your partner(s). Use the details you’ve learned about the job in Chapter Two, and what you’ve learned in your small group discussion. You may use your *Writing Sense* book and the examples of classified ads from the local newspaper to help you with the proper format. If you wish, copy your ad onto a transparency as your good copy. Then you can volunteer to show your ad to the whole class on the overhead projector when the class discussion occurs.

CHAPTER TWO RUBRICS

KNOWLEDGE: Understanding Author's Purpose (Ch. 2 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of the author's purpose in beginning the story in this manner by identifying a few simple characteristics of prologue-like introductory chapters.	Demonstrates some knowledge of the author's purpose in beginning the story in this manner by identifying some simple characteristics of prologue-like introductory chapters.	Demonstrates considerable understanding of the author's purpose in beginning the story in this manner by identifying characteristics of some complexity regarding prologue-like introductory chapters.	Demonstrates thorough understanding of the author's purpose in beginning the story in this manner by identifying complex characteristics regarding prologue-like introductory chapters.

THINKING: Understanding Author's Purpose (Ch. 2 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of the author's purpose in beginning the chapter in this manner by identifying a few simple characteristics of a chapter lead.	Demonstrates some knowledge of the author's purpose in beginning the chapter in this manner by identifying some simple characteristics of a chapter lead.	Demonstrates considerable understanding of the author's purpose in beginning the chapter in this manner by identifying characteristics of some complexity regarding chapter leads.	Demonstrates thorough understanding of the author's purpose in beginning the chapter in this manner by identifying complex characteristics regarding chapter leads.

KNOWLEDGE: Using Information from the Text (Ch. 2 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of the protagonist's environment by citing very simple information that is inconsistently related to the text.	Demonstrates limited understanding of the protagonist's environment by citing some simple information that is consistently related to the text.	Demonstrates considerable understanding of the protagonist's environment by citing information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of the protagonist's environment by citing complex and detailed information that is consistently related to the text.

THINKING: Using Information from the Text (Ch. 2 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates considerable ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

COMMUNICATION: Understanding Vocabulary in the Story (Ch. 2 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates considerable understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.

THINKING: Understanding Inference & Characterization (Ch. 2 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.

PARENT SIGNATURE: _____

NEXT STEPS:

RUBRIC FOR WRITING A CLASSIFIED AD

NAME: _____

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Writes a classified ad in a very limited way. Some parts of it may be off topic. Shows very limited evidence of sequencing ideas; ideas may be incomplete.	Writes a classified ad with some effectiveness. One or two parts of it may be off topic. Shows some evidence of sequencing ideas; ideas are related in simple, mechanical ways.	Writes a classified ad that is clearly developed and on topic. Shows a clear focus; ideas are organized using appropriate and logical connections.	Writes a classified ad that is clearly and thoroughly developed. Shows a clear focus; ideas are well organized using a range of complex and logical connections.
APPLICATION: Develops ideas that are related to the purpose and to each other.	Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other.	Uses some simple details to describe some elements of the story that relate to the narrative and to each other.	Uses details of considerable complexity to describe aspects of the protagonist's duties as cabin boy that relate to the narrative.	Uses complex details to describe specific, detailed aspects of the protagonist's duties as cabin boy that relate to the narrative.
COMMUNICATION Uses appropriate writing techniques -short sentences and/or bullets -vocabulary Uses an appropriate voice/addresses a specific audience. Uses language conventions correctly.	Uses unclear or confusing sentences and phrases; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses only simple sentences and phrases; uses some descriptive language and vocabulary from the story. Shows some sense of voice; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure and phrasing; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way. Shows general accuracy in spelling, grammar and punctuation.	Demonstrates an effective control over sentence structure and phrases; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages the reader through a natural, persuasive tone and style. Shows consistent accuracy in spelling, grammar and punctuation.
KNOWLEDGE Format follows requirements of a classified ad.	Format for a classified ad may only be partially followed, or followed with limited effectiveness.	Format for a classified ad is followed with some errors.	Format of a classified ad is followed correctly.	Format of a classified ad is followed thoroughly and flawlessly.

RUBRIC FOR CLASSIFIED AD PARTNERED DISCUSSION

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
KNOWLEDGE: Identifies a few obvious characteristic techniques used in this type of media work (classified ad). (O & V COMM)	Identifies some characteristic techniques used in this type of media work (classified ad).	Identifies most of the characteristic techniques used in this type of media work (classified ad).	Independently identifies all the characteristic techniques used in this type of media work (classified ad).
APPLICATION COMMUNICATION Contributes and works constructively in groups with much assistance. (O & V COMM.)	Contributes and works constructively in groups with some assistance.	Contributes and works constructively in groups.	Always works constructively in groups, and contributes extensively.

PARENT SIGNATURE: _____

NEXT STEPS:

Chapter Three: Kate

1. In your own words, explain what Matt means when he says the following lines from the text:

My heart purred to the vibrations of the *Aurora's* engines. There were other fine ships, I knew, and some perhaps even grander than the *Aurora*. But only she could fuel my dreams. (p. 42)

In these sentences, Matt means

2. Matt has a compass that he takes out on his way to see Captain Walken. Use information from the text and your own ideas to explain why you think this compass is so important to him.
3. Why did the author choose a compass as Matt's cherished object, rather than some other item, like a photograph? Use your own ideas to explain.
4. Think about something you really value or cherish, and compare the way you feel about it to Matt's feelings for the compass. What do the two situations have in common? What is different between your situation and Matt's?
5. Why do you think Kate asks so many questions about the ship? Use information from the text and your own knowledge and ideas to explain.
6. What do you predict Kate's grandfather, Benjamin Molloy, actually saw? On what do you base your prediction?

WRITING AN ADVICE COLUMN

Share Your Wisdom with Matt

Matt has been working toward a promotion for some time, and had every assurance he would be next in line to receive one. Suddenly he is passed over for a new member of the crew who just happens to be the son of the *Aurora's* owner, Otto Lunardi.

Think About

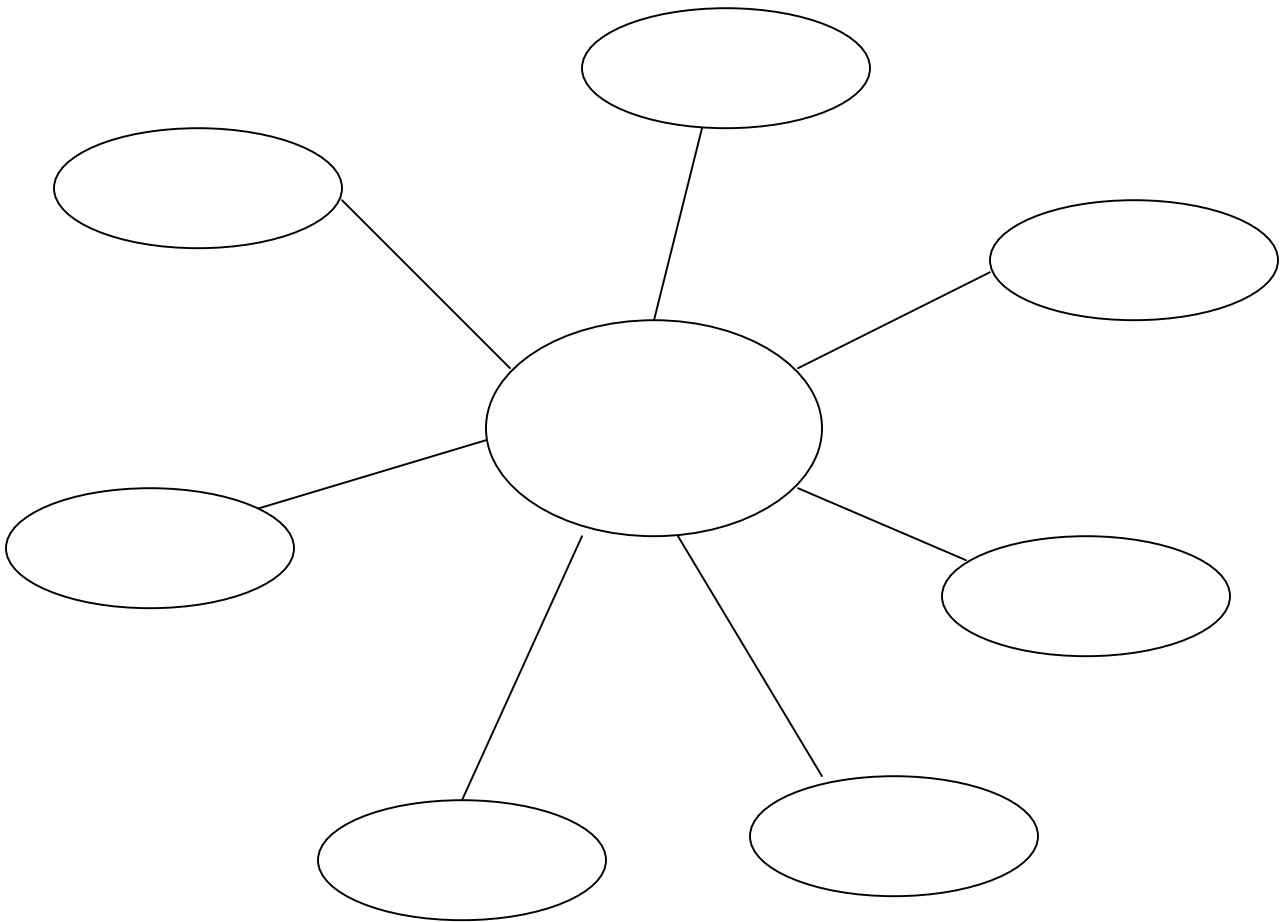
- how you would feel if you were Matt.
- what you would be thinking.
- the choices left to you.

Write a brief letter to an advice columnist, pretending you are Matt. Include some details about your situation, but remember, this would be in a newspaper, so you don't want to name names.

Now write a letter back, pretending you are an advice columnist (you may create your own name and column title, as long as you are appropriate!) Tell Matt what he should do about his situation. You may use your *Writing Sense* book to remind you of the requirements of advice columns.

To get you started, brainstorm a list of strong adjectives to describe Matt's feelings. Use the space provided to complete your brainstorming:

BRAINSTORMING:



CHAPTER THREE RUBRICS

THINKING: Understanding Inference & Characterization (Ch. 3 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

THINKING: Understanding Inference & Characterization (Ch. 3 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

APPLICATION: Interpreting Author's Purpose (Ch. 3 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to interpret the author's purpose in using a certain symbolic object, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using a certain symbolic object, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in using a certain symbolic object, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using a certain symbolic object, by making complex, detailed references to the text and personal knowledge/experiences.

APPLICATION: Interpreting Author's Purpose (Ch. 3 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very	Demonstrates limited	Demonstrates general	Demonstrates thorough

limited ability to explain how the protagonist's compass is related to a special object of theirs, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	ability to explain how the protagonist's compass is related to a special object of theirs, by making simple or unconnected references to the text and personal knowledge/experiences.	ability to explain how the protagonist's compass is related to a special object of theirs, by making connected references of some complexity to the text and personal knowledge/experiences.	ability to explain how the protagonist's compass is related to a special object of theirs, by making complex, detailed references to the text and personal knowledge/experiences.
---	---	--	---

THINKING: Understanding Inference & Characterization (Ch. 3 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character's motivation.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the character's motivation.	Demonstrates general understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character's motivation.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character's motivation.

THINKING: Predicting from the Text (Ch. 3 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

PARENT SIGNATURE: _____

NEXT STEPS:

PERSONAL SPELLING WORDS (Rewrite five times each below):

RUBRIC FOR WRITING AN ADVICE COLUMN

Student's Name: _____ Rec'd On Time? Yes No

THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write an advice column, based on prompt.	Writes an advice column in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes an advice column with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes an advice column that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes an advice column that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple basic sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of an advice column.	Format for an advice column may only be partially followed.	Format of an advice column is followed with some errors.	Format of an advice column is followed correctly.	Format of an advice column is followed flawlessly.

NEXT STEP: _____

PARENT SIGNATURE: _____

Self-Reflection:

What did you find most challenging in this chapter's work? Answer below:

Chapter Four: Hot Chocolate for Two

In this chapter you will practice your information studies skills by researching the *Aurora* on the Internet. You will need to complete the Scavenger Hunt below before you can answer the remaining questions in Chapter 4. Move to a computer that has Internet access, with your teacher's permission and supervision. Be sure you have your pencil and this paper with you. Your teacher-librarian may be your instructor for this part of the lesson.

SCAVENGER HUNT

STUDENT NAME: _____

1. Go to your Internet access on the computer, and type in the following URL:
www.airborn.ca
2. Before you move on, "bookmark" this site (add it to your "bookmarks" or "favourites"). Ask your teacher or teacher-librarian if you are unsure how to do so.
3. Examine the homepage of the site for a few moments. See if you can find the link to "Tour the Aurora" and go "Inside the *Aurora*." Stop when you are on the page with the "master blueprint" of the airship *Aurora*.
4. Why are some words done all in higher case (capital), white, block letters, rather than the black printing of the blueprint itself?

5. Why is the "Control Car" section in a rectangular box with an arrow attached to it?

6. Why is the "Mainframe" section a circle?

7. What do you call the bottom right-hand section on the *Aurora* master blueprint?

8. Explore the “Control Car” page. Why are the numbers used?
-
-
-
9. Explore the “Crew Quarters.” What is the “Auxiliary Control Room” and why is it located there?
-
-
-
10. Explore the “Dining Rooms.” From what country did Chef Vlad apparently come?
-
11. Explore the “Staterooms.” Why is the bathtub in the Topkapi Stateroom the only one on the ship?
-
-
-
12. Explore the “Observation Lounges.” What do we call the type of viewpoint shown in the diagram on the left?
-
-
-
13. Explore the “Kitchens.” What four things are baked starting at 4 a.m.?
-
-
-
14. Explore the “Mainframe.” What do we call the text at the bottom left of the page?
-
-
-
15. Explore the “Crow’s Nest.” What are the black words attached to the arrows called?
-
-
-
16. On a scale of 1 to 5 (1 being easy, 5 being difficult), how challenging did you find this scavenger hunt? _____

17. Authors use organizers to help readers understand texts.

On the chart below, an example is given of an organizer used on the *Airborn* website, and how it helps the reader.

Add other organizers from the webpage text to the first column, and explain how each helps the reader.

ORGANIZER	HELPS THE READER
Caption	Gives information about the picture

18. The webpages you've just visited are very different from a novel. Compare the two types of resources, outlining three differences you have noticed, which you think are significant:

Differences	<i>Airborn</i> Webpages	<i>Airborn</i> Novel
Difference 1		
Difference 2		
Difference 3		

Which do you enjoy reading the most? Webpage Novel Like both equally

CHAPTER FOUR RUBRICS

INFO STUDIES: THINKING (Ch. 4 Qu. 1-3, 16)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance.	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates considerable ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates thorough ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.

KNOWLEDGE: Use of organizers (Ch. 4 Qu. 4-8, 14, 15)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. on the <i>Airborn</i> website, and providing limited descriptions regarding their purpose.	Demonstrates some knowledge of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. on the <i>Airborn</i> website, and providing simple descriptions regarding their purpose.	Demonstrates general understanding of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. etc. on the <i>Airborn</i> website, and providing descriptions of some complexity regarding their purpose.	Demonstrates thorough understanding of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. on the <i>Airborn</i> website, and providing complex descriptions regarding their purpose.

INFO STUDIES: THINKING (Ch. 4 Qu. 9-13)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Seldom makes judgments or draws conclusions from research to solve problems.	Occasionally makes judgments and draws conclusions from research to solve problems.	Often makes judgments and draws conclusions from research to solve problems.	Always makes judgments and draws conclusions from research to solve problems.

KNOWLEDGE: Use of organizers (Ch. 4 Qu. 17)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. and providing limited descriptions regarding how they help the reader.	Demonstrates some knowledge of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. and providing simple descriptions regarding how they help the reader.	Demonstrates general understanding of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. and providing descriptions of some complexity regarding how they help the reader.	Demonstrates thorough understanding of different forms of text by identifying the use of photographs, captions, subheadings, charts, etc. and providing complex descriptions regarding how they help the reader.

INFO STUDIES: APPLICATION - Reasoning (Ch. 4 Qu. 18)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Compares formats of print and electronic reference materials to facilitate selection of information with much assistance.	Compares formats of print and electronic reference materials to facilitate selection of information with some assistance.	Compares formats of print and electronic reference materials in a general way, to facilitate selection of information.	Compares formats of print and electronic reference materials in a detailed way, independently, to facilitate selection of information.

CHAPTER FIVE RUBRICS

THINKING: Interpreting Author's Purpose (Ch. 5 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to interpret the author's purpose in using a certain symbolic title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in using a certain symbolic title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in using a certain symbolic title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using a certain symbolic title, by making complex, detailed references to the text and personal knowledge/experiences.

KNOWLEDGE: Understanding Punctuation in the Story (Ch. 5 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of how punctuation helps the reader to understand what is read, by explaining the use of a colon in the text with many errors.	Demonstrates limited understanding of how punctuation helps the reader to understand what is read, by partially explaining the use of a colon in the text.	Demonstrates a general understanding of how punctuation helps the reader to understand what is read, by appropriately explaining the use of a colon in the text.	Demonstrates a thorough understanding of how punctuation helps the reader to understand what is read, by expertly explaining the use of a colon in the text, in detail.

KNOWLEDGE/APPLICATION: Understanding Author's Purpose (Ch. 5 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of the author's purpose in beginning the entries in this manner. Understanding of this method of time reporting is not clearly shown.	Demonstrates some knowledge of the author's purpose in beginning the entries in this manner. Understanding of this method of time reporting is shown.	Demonstrates general understanding of the author's purpose in beginning the entries in this manner. Understanding of this method of time reporting is shown.	Demonstrates thorough understanding of the author's purpose in beginning the entries in this manner. Understanding of this method of time reporting is shown.

KNOWLEDGE: Understanding Use of Font (Ch. 5 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of organizational elements by explaining in a very simple way the change of font in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the change of font in the text.	Demonstrates general knowledge of organizational elements by explaining with some complexity the change of font in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the change of font in the text.

RUBRIC FOR GROUP DISCUSSION (Ch. 5 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to explain why the Zoological Society is so important to Kate, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience. (COMMUNICATION & APPLICATION)	Demonstrates some ability to explain why the Zoological Society is so important to Kate, by connecting with some clarity and precision some simple references from the text to personal knowledge/experience.	Demonstrates the ability to explain why the Zoological Society is so important to Kate, by connecting with clarity and precision appropriate references from the text to personal knowledge/experience.	Demonstrates the ability to explain why the Zoological Society is so important to Kate, by clearly and precisely integrating textual references with personal knowledge/experience.
Demonstrates limited ability to explain whether or not there might be undiscovered species, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience. (COMMUNICATION & THINKING)	Demonstrates some ability to explain whether or not there might be undiscovered species, by connecting with some clarity and precision some simple references from the text to personal knowledge/experience.	Demonstrates the ability to explain whether or not there might be undiscovered species, by connecting with clarity and precision appropriate references from the text to personal knowledge/experience.	Demonstrates the ability to explain whether or not there might be undiscovered species, by clearly and precisely integrating textual references with personal knowledge/experience.
Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions with much assistance. Rarely uses constructive strategies in small-group discussions. (COMMUNICATION)	Occasionally follows up on others' ideas, and sometimes recognizes the validity of different points of view in groups discussions. Occasionally uses constructive strategies in small-group discussions.	Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions. Uses constructive strategies in small-group discussions.	Follows up on others' ideas, taking on a leadership role, and recognizes the validity of different points of view in groups discussions. Consistently uses constructive strategies in small-group discussions.

CHAPTER FIVE RUBRIC FOR READING/WRITING (Ch. 5 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Uses appropriate organizers with much assistance. Proper timeline format is inconsistently followed. (WRITING: KNOWLEDGE)	Uses appropriate organizers with some assistance. Proper timeline format is followed with one or two errors.	Uses appropriate organizers independently. Proper timeline format is followed.	Uses appropriate organizers independently. Proper timeline format is followed and creative details are added.
Summarizes a few of the main ideas in information materials (ship's log) by selecting some basic details for the timeline. (READING: APPLICATION)	Summarizes some of the main ideas in information materials (ship's log) by selecting some important details for the timeline.	Summarizes the main ideas in information materials (ship's log) by selecting many important details for the timeline.	Summarizes the main ideas in information materials (ship's log) by selecting the most important details for the timeline independently.

RUBRIC FOR A JOURNAL ENTRY

Student's Name: _____ Rec'd On Time? Yes No

THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a journal, based on prompt.	Writes a journal in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a journal with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes a journal that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a journal that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a journal. Understanding of content is demonstrated.	Format of a journal may only be partially followed. Understanding of content is demonstrated with limited success.	Format of a journal is followed with some errors. Understanding of content is demonstrated with some success.	Format of a journal is followed correctly. Understanding of content is demonstrated with considerable success.	Format of a journal is followed flawlessly. Understanding of content is demonstrated with a high degree of success.

NEXT STEP: _____

PARENT SIGNATURE: _____

Self-Reflection:**What did you find most challenging in this chapter's work? Answer below:**

Chapter 6: Szpirglas

1. Using information from the novel, explain what the “Sisyphus Triangle” is, and why travelers avoid it.

2. In this question you will use your research skills to search for information about “Sisyphus” on the Internet. Though the Triangle is fictional, the author didn’t invent the name Sisyphus. Follow the instructions below when your teacher or your teacher-librarian supervises you on the computer.
 - a) Get on the Internet using the Acceptable Use Policy of your school.
 - b) Type the URL <www.yahoo.com> in the address bar. This is Yahoo’s Homepage.
 - c) Where you see the words “Search the Web,” type in the name “Sisyphus,” being sure to spell it correctly. This will do a Boolean search using your keyword, Sisyphus. Hit ENTER or else the “Yahoo Search” button to the right of the search box. You will get a number of links with the word “Sisyphus” in them.
 - d) Now follow the links, using your “BACK” key (look in the top left corner) to return to the “Search Results” so you can try another one. Your purpose for reading them is to answer the following:
 - A) Who or what was Sisyphus?
 - B) Which link did you find the most useful in your search (write down the URL)?
 - C) Why was it the most useful to you?

3. This chapter is very exciting. If you were making a movie, what sound effects and/or types of music would you use throughout this chapter? Choose two **specific scenes** in the chapter, and use them in the chart below, outlining the music or sound effect choices you would use with them. You may have to be creative to describe the sound effects, if you aren’t referring to a specific song.

SCENE:		
SOUND EFFECT/MUSIC:		

4. Read the text below:

Something had landed on the *Aurora*.
 In **shadow** it **hunched** there, not fifty feet from my observation post. Its **enormous wings** were half folded back **like those of some fearsome gargoyle**. **An eye flashed** as its head turned slightly. **It** took a step towards me. I **lost my wits**, I’ll admit, and my mind **flooded with nightmare thoughts**. I should call the bridge, I should call Kate, I should get

down that ladder **faster than a firefighter down a pole!** (p. 85)

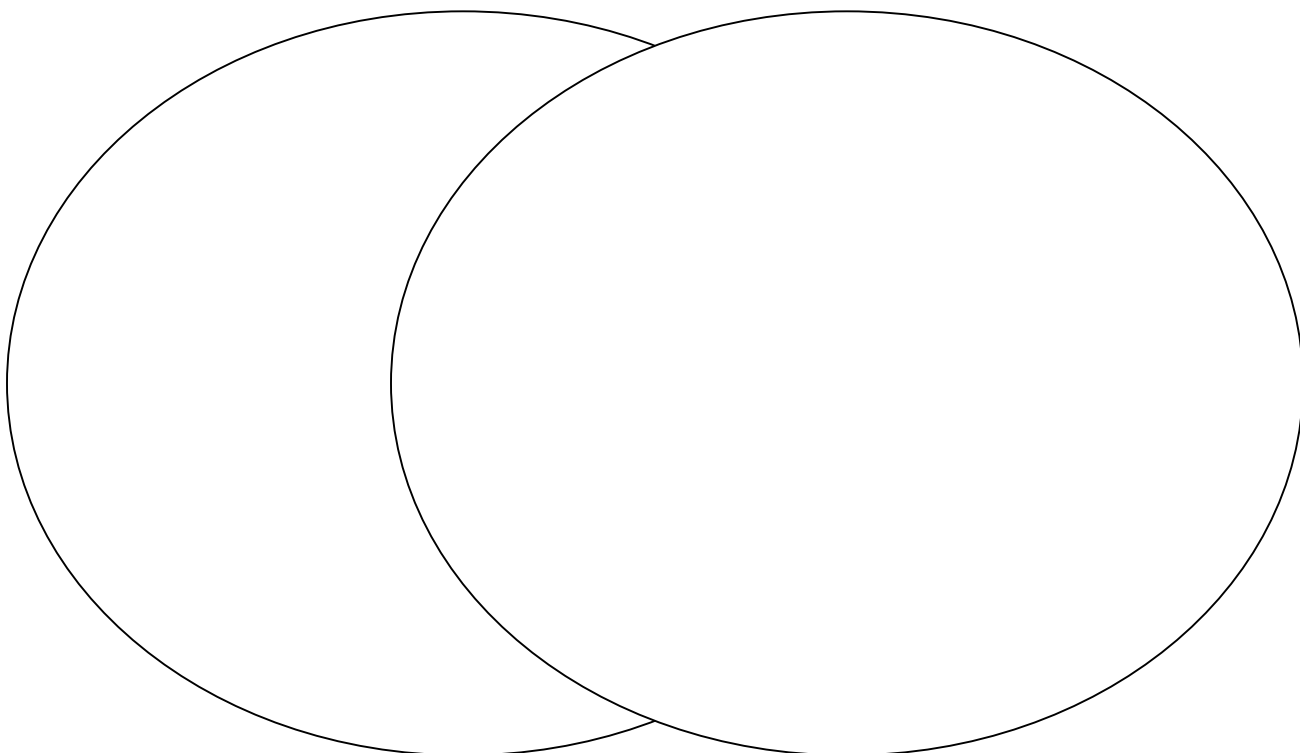
How do the words and phrases **in bold** help you as a reader?

5. The scene with Featherstone is very shocking and violent. In your opinion, why does the author make it so violent?

6. Using the Venn Diagram, compare the characters of Captain Walken and Captain Szpirglas below:

Captain Walken

Captain Szpirglas



WRITING A WANTED POSTER

Can You Catch This Man?

The pirate Captain Szpirglas is a very evil man. When your teacher or teacher-librarian can supervise you, look on the website www.airborn.ca. Using what you know of webpages, subheadings, *Airborn*, and newspapers, you will find an article about Szpirglas' origins and nefarious deeds.

After having researched his background, create a "Wanted Poster" for Szpirglas in the space below. Be sure to include your own picture version of this dreaded criminal, so others can watch for him in the night sky!

CHAPTER SIX RUBRICS

THINKING: Summarizing Information in the Text (Ch. 6 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding in selecting information from the text that supports the main idea. Information is inconsistently summarized, with many errors or omissions.	Demonstrates some understanding in selecting information from the text that supports the main idea. Information is summarized, with some errors or omissions.	Demonstrates considerable understanding in selecting information from the text that supports the main idea. Information is summarized with no errors or omissions.	Demonstrates thorough understanding in selecting information from the text that supports the main idea. Information is summarized in a detailed manner, with clarity and style.

INFO STUDIES: APPLICATION (Ch. 6 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Begins to search the Internet using Boolean operators in single search engine with much assistance and limited effectiveness.	Begins to search the Internet using Boolean operators in single search engine with some assistance and some effectiveness.	Begins to search the Internet using Boolean operators in single search engine with little assistance and considerable effectiveness.	Begins to search the Internet using Boolean operators in single search engine independently with a high degree of effectiveness.

THE ARTS – MUSIC: THINKING/COMMUNICATION (Ch. 6 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Creates and/or selects an accompaniment for the text, with limited effectiveness. A possible soundtrack is partially suggested. Choices are rarely explained or described.	Creates and/or selects an accompaniment for the text, with some effectiveness. A possible soundtrack is suggested, and choices are sometimes explained or described.	Creates and/or selects an accompaniment for the text, by suggesting a possible soundtrack for the chapter's events, and explaining or describing choices in considerable detail.	Creates and/or selects an accompaniment for the text, by suggesting an elaborate soundtrack for the chapter's events, and explaining and describing choices with a high degree of detail.

THINKING: Understanding Descriptive Language (Ch. 6 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in using certain examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal	Demonstrates some ability to interpret the author's purpose in using examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in using certain examples of descriptive language, by making connected references of considerable complexity to the text and personal	Demonstrates thorough ability to interpret the author's purpose in using certain examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.

knowledge/experiences.		knowledge/experiences.	
------------------------	--	------------------------	--

THINKING: Interpreting Author's Purpose (Ch. 6 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in creating a specific scene, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in creating a specific scene, by making simple or unconnected references to the text and personal knowledge/experiences, with some effectiveness.	Demonstrates considerable ability to interpret the author's purpose in creating a specific scene, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in creating a specific scene, by making complex, detailed references to the text and personal knowledge/experiences with a high degree of effectiveness.

APPLICATION: Comparing Characters (Ch. 6 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying, comparing and contrasting only a few obvious characteristics of the two captains using a Venn diagram and the text.	Demonstrates some understanding of the elements of a story by identifying, comparing and contrasting some fairly obvious characteristics of the two captains using a Venn diagram and the text.	Demonstrates considerable understanding of the elements of a story by identifying, comparing and contrasting many characteristics of the two captains using a Venn diagram and the text.	Demonstrates thorough understanding of the elements of a story by identifying, comparing and contrasting numerous characteristics of the two captains using a Venn diagram and proofs from the story.

RUBRIC FOR A WANTED POSTER BASED ON RESEARCH

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Writes a wanted poster in a very limited way. Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other. (WRITING: THINKING)	Writes a wanted poster with some effectiveness. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a wanted poster that is clearly developed and on topic. Uses details of considerable complexity to describe setting, characters, and events (plot) that relate to the narrative and to each other.	Writes a wanted poster that is clearly and thoroughly developed. Uses complex details to describe setting, characters, and events (plot) that relate to the narrative and to each other.
Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance. (INFO STUDIES & READING: KNOWLEDGE)	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
Shows limited accuracy in spelling, grammar and punctuation. (WRITING: COMMUNICATION)	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

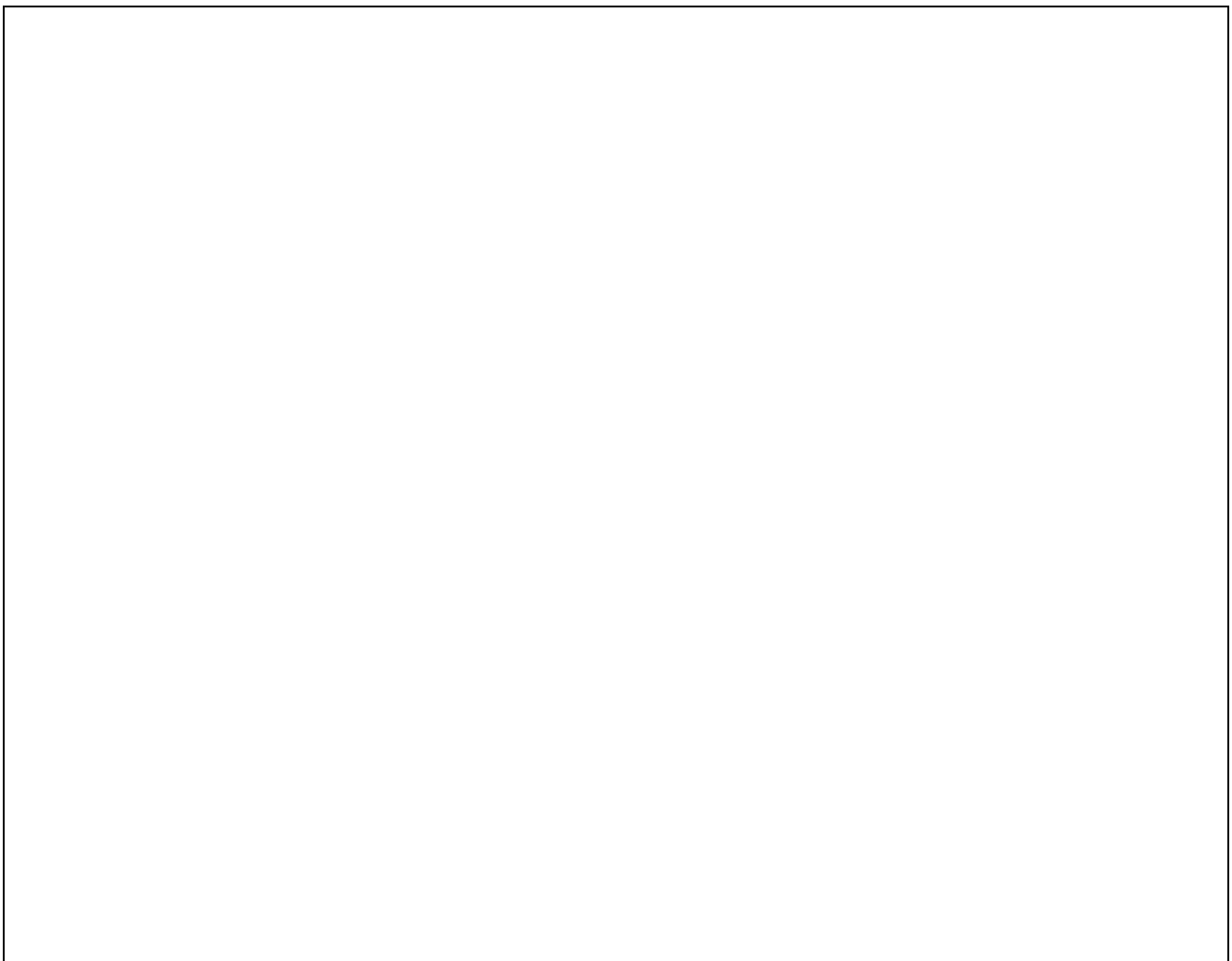
Chapter Seven: Sinking

1. The following passages all contain examples of descriptive language. In the chart below, state whether the passage is an example of **personification, simile, or metaphor**, and then explain the passage in your own words.

PASSAGE:	TYPE OF DESCRIPTIVE LANGUAGE:	INTERPRETATION IN YOUR OWN WORDS:
“My rubber-soled shoes gave me a fine grip, even though the wind pushed at me.” (p. 101)		
“It was like a terrible wound created by a monster’s claws...” (p. 101)		
“...ribbons of torn skin flapping in the wind.” (p. 101)		
“...my body felt as heavy as a stone gargoyle.” (p. 103)		
“The <i>Aurora</i> was not watertight. Captain Walken would need to keep her nose into the wind...” (p. 104)		
“We were close enough to hear the ocean’s impatient sigh...” (p. 105)		
“It was a clear day, and the rising sun was painting jittering diamonds on the surface.” (p. 105)		
“It was like a thundercloud had just passed out of the lounge.” (p. 106)		

2. Write a summary of the key events in this chapter, **using no more than 4 or 5 sentences**. Be sure to include the most important elements, but leave out any insignificant details in your retelling.

3. Draw a picture or map of the *Aurora* and her new, (hopefully temporary) home, the island, in the square below. Use information from the text and your own knowledge. Include labels on your diagram or map, as well as any other conventions you feel are necessary. You may refer back to the website www.airborn.ca as well.



WRITE AN INSTRUCTION MANUAL

“How To” You Do?

An instruction manual gives directions to help its reader complete a task. It can have illustrations, diagrams, text, subheadings, *etc.* and should be factual, straightforward and impersonal.

If Matt wrote an instruction manual to explain his method of patching an airship, what would it look like?

Think About

- Matt’s actions as he patched the *Aurora*.
- what supplies he needed.
- the safety procedures that needed to be followed.
- the best way to organize the information.
- the number of steps Matt took to complete the job.

Create an instruction manual that might be used at the Airship Academy to teach young sailmakers Matt’s method of patching. Look in your *Writing Sense* book if you need further help to remember the correct format for an instruction manual.

Your teacher or teacher-librarian may choose to have you use a word processing or publishing program on the computer to publish your instruction manual in a polished form (e.g. brochure). If this is the case, an additional Information Studies rubric will apply.

WRITING RUBRICS

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Writes an instructional manual with limited effectiveness. Uses simple details to describe some instructions that are inconsistently related to the narrative and/or to each other. (WRITING: APPLICATION)	Writes an instructional manual with some effectiveness. One or two parts of it may be off topic. Uses simple details to describe instructions that relate to the narrative and to each other.	Writes an instructional manual that is considerably developed and on topic. Uses details of considerable complexity to describe instructions that relate to the narrative and to each other.	Writes an instructional manual that is thoroughly developed. Uses complex details to describe instructions that relate to the narrative and to each other. It is effective to a high degree.
Shows limited accuracy in spelling, grammar and punctuation. (WRITING: COMMUNICATION)	Shows some accuracy in spelling, grammar and punctuation.	Shows considerable accuracy in spelling, grammar and punctuation.	Shows a high degree of accuracy in spelling, grammar and punctuation.

CHAPTER SEVEN RUBRICS

KNOWLEDGE/COMMUNICATION: Understanding Descriptive Language (Ch. 7 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret and/or categorize a few examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret and/or categorize some selected examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret and categorize selected examples of descriptive language, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret and categorize selected examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Selecting Key Points from the Text and Summarizing (Ch. 7 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the key events in the chapter by citing very simple information in a summary that is too small or large a size, and that is inconsistently related to the text.	Demonstrates some understanding of the key events in the chapter by citing some simple information in a summary that is too small or large a size, but that is consistently related to the text.	Demonstrates considerable understanding of the key events in the chapter by citing information in a summary that is an appropriate size, of some complexity, and that is consistently related to the text.	Demonstrates thorough understanding of the key events in the chapter by citing complex and detailed information in a summary that is an appropriate size and that is consistently related to the text.

APPLICATION: Using Information from the Text (Ch. 7 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of the protagonist's environment by selecting limited information that is inconsistently related to the text and citing it on the map.	Demonstrates some understanding of the protagonist's environment by selecting some simple information that is consistently related to the text and citing it on the map.	Demonstrates considerable understanding of the protagonist's environment by selecting information of some complexity that is consistently related to the text and citing it on the map.	Demonstrates thorough understanding of the protagonist's environment by selecting complex and detailed information that is consistently related to the text and citing it on the map.

KNOWLEDGE: Use of Organizers (Ch. 7 Qu. 3)

Demonstrates very limited understanding of different forms of texts by including a few simple labels and/or other organizers in the map or diagram, to help the reader understand it.	Demonstrates limited understanding of different forms of texts by including some labels and/or other organizers in the map or diagram, to help the reader understand it.	Demonstrates considerable understanding of different forms of texts by including labels and other organizers in the map or diagram, to help the reader understand it.	Demonstrates thorough understanding of different forms of texts by including detailed labels and other organizers in the elaborate map or diagram, to help the reader understand it.
---	--	---	--

PARENT SIGNATURE: _____

PERSONAL SPELLING: _____

Chapter 8: The Island

1. Read this sentence from the story:

“We still have **cause** to be **grateful**,” said the Captain. (p.111)

State whether each word in bold is used as a noun, a verb, an adjective or an adverb and explain your answer.

- a) **cause** is used as
 (Circle your answer) a noun a verb an adjective an adverb

I know this because

- b) **grateful** is used as
 (Circle your answer) a noun a verb an adjective an adverb

I know this because

2. Matt, Baz, and Bruce Lunardi make up a search team for water on the island. Why do you think the author, Ken Oppel, chose to have these three characters working together, rather than a different combination? How does it advance the story?
3. The three men soon run into Kate. This again moves the story along, allowing us to learn some new information about the characters. What do we learn?
4. Kate and Matt have very different reactions to being shipwrecked on the island. Use the charts below to compare characteristics of Matt and Kate that are revealed or further displayed in this chapter. Identify one characteristic for each of them. Give proof of this characteristic from the story.

	Characteristic	→	Proof from the story
Matt		→	

	Characteristic	→	Proof from the story
Kate		→	

5. Why are Matt and Kate suddenly certain this island is Benjamin's island? Use information from the text to explain their certainty.
6. Predict what you think will happen next in the story. Prove your prediction(s) with references to the story and your own ideas.

WRITE A REFLECTION

How Do You Feel About the Book So Far?

A lot of things have occurred in the story, and it isn't even half done!

Think About

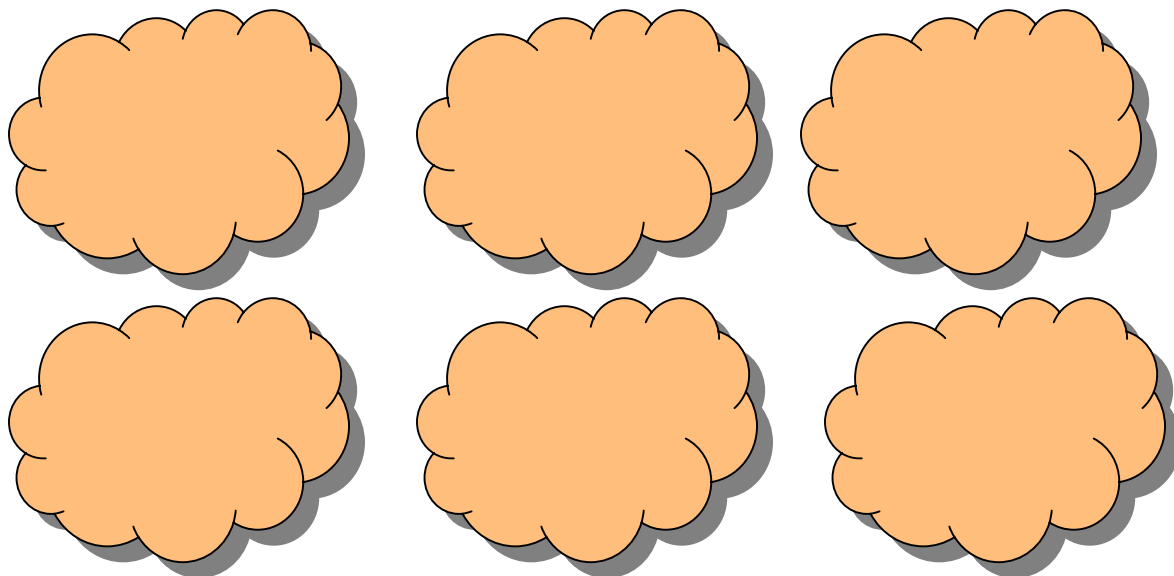
- what you like about the story.
- your favourite part(s) so far.
- what has confused you.
- what you would have done differently if you were the author.
- how you feel about the characters.
- anything else that is associated with the book and pops into your head.

A reflection is a very personal writing experience. It involves the writer putting on paper all of the ideas, feelings, questions and responses a story has inspired in the writer.

Create a reflection discussing this first third of *Airborn* and your responses to it. It can be conversational and informal, almost as if you are thinking on paper. Be sure to consider the suggestions in "Think About." Your reflection should be at least one page, double-spaced.

Brainstorming:

Use the clouds below to organize your thoughts before you write...



CHAPTER EIGHT RUBRICS

KNOWLEDGE/APPLICATION: Understanding Parts of Speech (Ch. 8 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of parts of speech by identifying with limited accuracy the bolded words and providing a limited explanation of their uses in the sentences.	Demonstrates some understanding of parts of speech by identifying with some accuracy the bolded words and providing some explanation of their uses in the sentences.	Demonstrates considerable understanding of parts of speech by correctly identifying the bolded words and appropriately explaining their uses in the sentences.	Demonstrates a high degree of understanding of parts of speech by correctly identifying the bolded words and precisely explaining their uses in the sentences.

THINKING: Interpreting Author's Purpose (Ch. 8 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing this combination of characters, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing this combination of characters, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing this combination of characters, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing this combination of characters, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Understanding Inference & Characterization (Ch. 8 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the characters.	Demonstrates limited understanding of inference by using some simple and/or obvious ideas that are related to the text to describe the characters.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the characters.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the characters.

APPLICATION: Comparing Characters (Ch. 8 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying only an obvious trait of each of the characters, or one that is not displayed in this chapter. Proof may be missing, or only partially done.	Demonstrates some understanding of the elements of a story by identifying a simple trait of each of the characters, though perhaps one that is not well displayed in this chapter. Proof may be simple or poorly explained.	Demonstrates considerable understanding of the elements of a story by identifying a trait of each of the characters that is displayed in this chapter. Proof is simple but complete.	Demonstrates thorough understanding of the elements of a story by identifying an important trait of each of the characters that is well displayed in this chapter. Proof is complete and well quoted.

THINKING: Understanding Inference & Characterization (Ch. 8 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding by	Demonstrates some understanding by	Demonstrates considerable understanding by	Demonstrates thorough understanding by

responding with very simple information that is inconsistently related to the text.	responding with some simple information that is consistently related to the text.	responding with information of some complexity that is consistently related to the text.	responding with complex information that is consistently related to the text.
---	---	--	---

THINKING: Predicting from the Text (Ch. 8 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates limited ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates general ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates extensive ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

RUBRIC FOR WRITING A REFLECTION

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses the creative thinking process to generate ideas and reflect on material.	Ideas may be incomplete or presented with limited effectiveness.	Ideas are related in simple, mechanical ways, with some effectiveness.	Ideas are related with considerable effectiveness.	Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a reflection, based on personal ideas and the text.	Writes a reflection in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a reflection with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes a reflection that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a reflection that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.

Parent Signature: _____

Chapter Nine: Bones

1. If it had been you on that island, rather than Kate and Matt, would you have done anything differently than they did? What would you have done differently, and why?
2. The conflict of “Character *versus* Nature” has occurred a few times in the story so far. Give an example of this type of conflict from the story, describing which character(s) was/were affected, what represented “Nature,” and how the conflict advanced the story. (As a way of keeping conflicts separate from themes, it’s important to remember that conflicts always have the word “character” in them, and both “character” and “conflict” start with a “c”).
3. Were you surprised by the events in this chapter? Why or why not?
4. Describe the teenagers’ discovery, using information from the text.
5. There are a number of literary themes that authors use to structure their writing, sometimes without even realizing it. One of these classic themes is the theme of “Life *versus* Death.” Look for places in the story where the author has mentioned death, dying, birth, *etc.* Select one of these scenes and summarize it, showing how it reinforces the theme of “Life *versus* Death” in *Airborn*.

WEBQUEST ACTIVITY

For the next two or three chapters, you will practice your information studies skills by using a webquest to research some topics related to *Airborn* on the Internet. Webquests are a great way to practice your Internet and research skills, as well as your reading and writing skills. You will need to complete one of the webquests below as assigned by your teacher or teacher-librarian.

Move to a computer that has Internet access, with your teacher’s permission and supervision. Be sure you have your pencil and this paper with you. Your teacher-librarian may be your instructor for this part of the lesson. Follow the instructions based on the webquest you are assigned. Evaluation is also included in the webquest(s).

WEBQUEST SUGGESTIONS

You may choose one of these webquests, or may be assigned one by your teacher:

<http://oncampus.richmond.edu/academics/education/projects/webquests/shipwreck/>
Shipwreck Island Adventure (Navigation, Islands, and a Mystery)

<http://www.ufrsd.net/staffwww/stefanl/Webquest/estate/index.htm> Star Broker
(Constellations)

<http://its.guilford.k12.nc.us/webquests/aero/aero.htm> Aerodynamic Adventure (Amelia)

CHAPTER NINE RUBRICS

COMMUNICATION: Comparing Self to Characters (Ch. 9 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to explain how the protagonists' actions would compare to the reader's own, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to explain how the protagonists' actions would compare to the reader's own, by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates considerable ability to explain how the protagonists' actions would compare to the reader's own, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain how the protagonists' actions would compare to the reader's own, by making complex, detailed references to the text and personal knowledge/experiences.

APPLICATION: Identifying and Analysing Conflicts (Ch. 9 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the conflict required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the conflict required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the conflict required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the conflict required, with detailed reference to the text and personal ideas.

THINKING: Judging and Making Conclusions (Ch. 9 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to explain his or her personal response to the text by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to explain his or her personal response to the text by making simple or unconnected references to the text and personal knowledge/experiences	Demonstrates general ability to explain his or her personal response to the text by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain his or her personal response to the text by making complex, detailed references to the text and personal knowledge/experiences.

KNOWLEDGE: Recalling and Understanding Story Details (Ch. 9 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates limited understanding by responding with some simple information that is consistently related to the text.	Demonstrates considerable understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.

THINKING: Identifying and Analysing Themes (Ch. 9 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the theme required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the theme required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the theme required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the theme required, with detailed reference to the text and personal ideas.

INFO STUDIES: APPLICATION (Webquest)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Makes judgments or draws conclusions from research to solve problems with limited effectiveness. Locates and reads a wide range of resources with much assistance.	Makes judgments and draws conclusions from research to solve problems with some effectiveness. Locates and reads a wide range of resources with some assistance.	Makes judgments and draws conclusions from research to solve problems with considerable effectiveness. Locates and reads a wide range of resources without assistance.	Makes judgments and draws conclusions from research to solve problems with a high degree of effectiveness. Locates and reads a wide range of resources and assists other in doing so as well.

Webquest was completed Late On Time Early
 Student used webquest work time Poorly Satisfactorily Well

Self-Evaluation:

1. What did you most enjoy about this activity? Why?

2. What goals would you set for another time? Explain.

PARENT SIGNATURE: _____

Chapter Ten: Shipshape

1. Here are some sentences from the story.

Miss Simpkins looked no less **displeased**. (p. 140)

The beach was a little too **stressful** for her. (p. 146)

You wouldn't be **disobeying** a direct order. (p. 148)

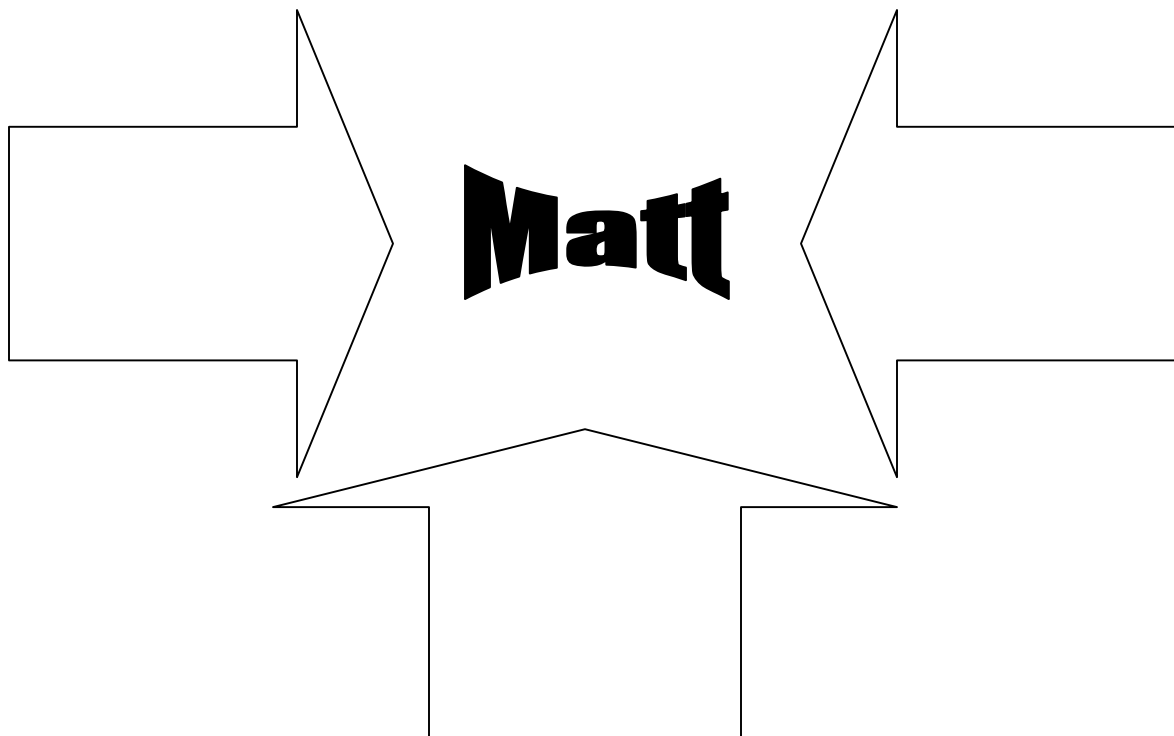
Write the root word and the prefix or suffix for the words in the chart below.

Word from Story	Root Word	Prefix	Suffix
displeased			
stressful			
disobeying			

Explain how the prefix and the suffix change the root word of “disobeying” in the following sentence:

“You wouldn't be disobeying a direct order.”

2. Matt's character is being pulled in all sorts of different directions in this chapter. Fill in the graphic organizer below, showing three of the factors that are pushing and pulling at Matt's emotions and sense of obligation. Give details from the text.



3. Read the following sentences from the story. Explain the author's purpose in using italics in the following passage:

“See that you do,” said the man, circling around us as we carried his crate across the sand. “It’s disgraceful, this whole business.”
We could leave you behind instead, I wanted to say. But we can’t promise you won’t get warped in the heat. (pp. 142-143)

4. The author uses a lot of descriptive language and specialized vocabulary in the story. Give your best guess for the meaning of the following **bold** words from this chapter in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
“She might have been eaten by savages, or a snapping turtle, or some other monstrosity on this island you’ve crashed us on!” (p. 139)		
“Of course he is,” I fairly shouted. “Assistant sailmaker. Didn’t you notice the insignia on his collar?” (p. 149)		

5. Explain the use of the apostrophe in the sentences below:

a)

“Come on,” said Kate. “**Let’s** get this over with.” (p. 139)

b)

By this time, **Miss Simpkins’** gaze had settled on me with the weight of an anvil. (p. 139)

6. In your opinion, what does Matt’s dream mean, and why does the author include it? Use information from the story and your own ideas to explain your answer.

CHAPTER TEN RUBRICS

KNOWLEDGE/COMMUNICATION: Understanding Conventions (Ch. 10 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of spelling conventions by identifying affixes with limited accuracy and providing a partial or very simple explanation of how they help the reader understand word meanings.	Demonstrates some understanding of spelling conventions by identifying affixes with some accuracy and providing some explanation of how they help the reader understand word meanings.	Demonstrates considerable understanding of spelling conventions by correctly identifying affixes and explaining how they help the reader understand word meanings.	Demonstrates thorough understanding of spelling conventions by correctly identifying affixes and precisely explaining how they help the reader understand word meanings.

THINKING (inference)/APPLICATION (transfer to graphic org): Understanding Inference & Characterization (Ch. 10 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the factors affecting the protagonist.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the factors affecting the protagonist.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the factors affecting the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the factors affecting the protagonist.

KNOWLEDGE: Understanding Use of Italics (Ch. 10 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates considerable knowledge of organizational elements by explaining with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.

APPLICATION: Understanding Vocabulary in the Story (Ch. 10 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the	Demonstrates some understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the	Demonstrates considerable understanding of vocabulary used in the story by choosing appropriate synonyms to	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the

story context.	story context.	closely match the story context.	story context.
----------------	----------------	----------------------------------	----------------

KNOWLEDGE: Using a Dictionary to Find Meaning (Ch. 10 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with limited effectiveness (a number of inaccuracies).	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with some effectiveness (a few inaccuracies).	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words with considerable effectiveness. Most definitions are accurate, though basic or brief.	Consults a dictionary with a high degree of effectiveness to confirm pronunciation and/or find the meaning of unfamiliar words. Definitions are all accurate and detailed.

KNOWLEDGE: Understanding Punctuation in the Story (Ch. 10 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of how punctuation helps the reader to understand what is read, by explaining the use of an apostrophe in the text with many errors.	Demonstrates some understanding of how punctuation helps the reader to understand what is read, by partially explaining the use of an apostrophe in the text.	Demonstrates considerable understanding of how punctuation helps the reader to understand what is read, by appropriately explaining the use of an apostrophe in the text.	Demonstrates a thorough understanding of how punctuation helps the reader to understand what is read, by expertly explaining the use of an apostrophe in the text, in detail.

THINKING: Interpreting Author's Purpose (Ch. 10 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to explain the symbolism of the dream or why the author includes it, making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to explain the symbolism of the dream or why the author includes it, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to explain the symbolism of the dream or why the author includes it, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to explain the symbolism of the dream or why the author includes it, by making complex, detailed references to the text and personal knowledge/experiences.

PARENT SIGNATURE: _____

Next Step/ Goal for Next Time?

<p>“Oh, the bones are fine,” she said dismissively, “but there’s a living one, right here! If I could get some shots of him up close...” She let her voice trail off, distracted. “Isn’t it funny how we both started calling it ‘him.’ “</p> <p>“I didn’t even think about it.”</p> <p>“We have no way of knowing if it’s a he or a she. But of course we just call it ‘him.’ Just another big important male of the species.”</p> <p>She looked at me angrily, as if this were all my fault somehow.</p> <p>“Let’s call it ‘she,’ then,” I suggested.</p> <p>Her frown disappeared.” All right. Good. She.” (p. 168)</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
--	---

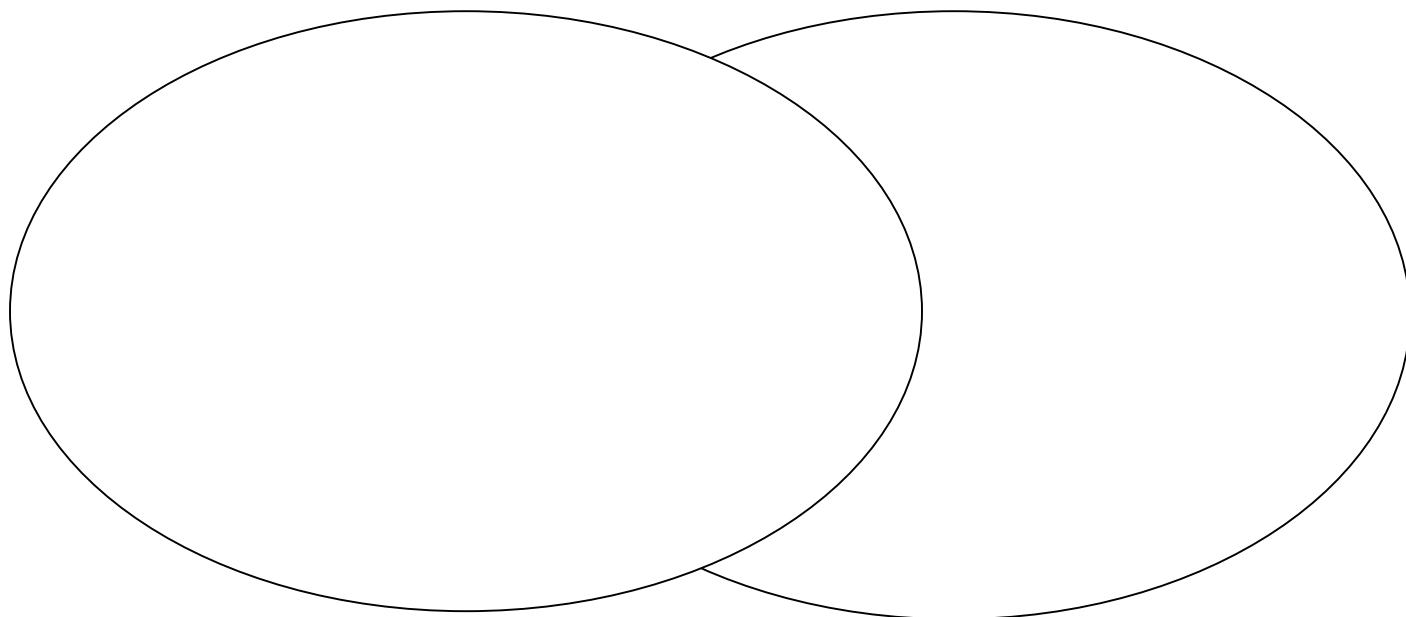
5. Kate demonstrates some excellent scientific research skills in this chapter.
 - a) Use information from the story and your own ideas to outline in point-form what you’ve learned about being a scientist from “watching” Kate.
 - b) Imagine you are Kate. Create an informational diagram of the cloud cat on a separate piece of paper or using a computerized drawing program, labeling it where necessary.

6. The author uses some descriptive language when talking about the cloud cat, and it is very similar to language Ken Oppel has used in relation to Matt. Using the Venn Diagram below, relate Matt to the cloud cat, looking for similarities and differences. Use actual quotations to prove your ideas where possible, and be sure to record where they can be found in the story (page number).

VENN DIAGRAM COMPARING MATT TO THE CLOUD CAT

Matt

Cloud Cat



CREATING A VISUAL PRESENTATION USING SOFTWARE

Invent an Animal

Earlier in the novel you discussed whether or not there could still be undiscovered species on Earth. It is now up to you to design one you would like to find, or one that you believe could exist somewhere.

Think About

- what your animal would look like.
- what your animal would eat.
- where your animal would live.
- what you would name your animal.

While reading the next few chapters, you will create a presentation showcasing your ideas, using a form of presentation software according to your teacher's or teacher-librarian's instructions. This might be Hyperstudio, Corel Presentations, Microsoft Power Point, Innovation software, etc. The software you use must be approved for your use according to your school's Acceptable Use Policy (AUP). Your teacher or teacher-librarian must also supervise you while you complete the project.

You must include the following slides:

- a) a title slide with your name and the name of your animal
- b) a visual representation of your animal, with labels and headings as necessary
- c) a slide explaining your animal's physical characteristics in more detail
- d) a slide describing your animal's habitat
- e) a slide outlining your animal's eating habits and food sources

You will need to import some graphics into your presentation to increase the visual effect. You may also choose to include any additional slides or media that you feel would benefit your presentation.

Before you create the actual presentation, you must complete the storyboard organizer to plan your work and experiment with different ways to present the information (e.g. location of graphics on slide). This is like your "rough copy."

Your teacher may assign you this project alone, with a partner, or in a group. Your teacher may also require you to present your slideshow to the class as part of an oral presentation, or do additional research on the Internet regarding various animal characteristics (zoology research).

DATE DUE: _____

PROGRAM CHOICE: _____

Create a graphic organizer of your choice below, to organize your ideas as brainstorming:

CHAPTER ELEVEN RUBRICS

THINKING: Identifying and Analysing Themes (Ch. 11 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the theme required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the theme required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the theme required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the theme required, with detailed reference to the text and personal ideas.

THINKING/COMMUNICATION: Analysing and Responding to Dialogue (Ch. 11 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the dialogue required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the dialogue required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the dialogue required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the dialogue required, with detailed reference to the text and personal ideas.

APPLICATION: Recalling and Understanding Story Details (Ch. 11 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates some understanding by responding with some simple information that is consistently related to the text.	Demonstrates considerable understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.

THINKING: Understanding Inference & Characterization (Ch. 11 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
-----------	-----------	-------------	------------

Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of Kate.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of Kate.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of Kate.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of Kate.
--	---	---	--

APPLICATION: Recalling and Applying Story Details (Ch. 11 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates some understanding by responding with some simple information that is consistently related to the text.	Demonstrates considerable understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates a high degree of understanding by responding with complex information that is consistently related to the text.

KNOWLEDGE: Conventions of an Informational Diagram (Ch. 11 Qu. 5)

Visual has few conventions (labels, subheadings, key or legend, etc.) of this form of writing, and/or they are used incorrectly. (Writing)	Visual has some conventions (labels, subheadings, key or legend, etc.) of this form of writing, and they are used correctly in some cases.	Visual has most conventions (labels, subheadings, key or legend, etc.) of this form of writing, and they are used correctly.	Visual has all conventions (labels, subheadings, key or legend, etc.) of this form of writing, and they are used correctly, with detailed information.
--	--	--	--

THINKING: Comparing Characters (Ch. 11 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying, comparing and contrasting only a few obvious characteristics of the two “characters” using a Venn diagram and the text.	Demonstrates some understanding of the elements of a story by identifying, comparing and contrasting some fairly obvious characteristics of the two “characters” using a Venn diagram and the text.	Demonstrates considerable understanding of the elements of a story by identifying, comparing and contrasting many characteristics of the two “characters” using a Venn diagram and the text.	Demonstrates thorough understanding of the elements of a story by identifying, comparing and contrasting numerous characteristics of the two “characters” using a Venn diagram and proofs from the story.

STORYBOARD ORGANIZER FOR VISUAL PRESENTATION

NAME(S): _____

TITLE: _____

TYPE OF SOFTWARE: _____

SLIDE # _____



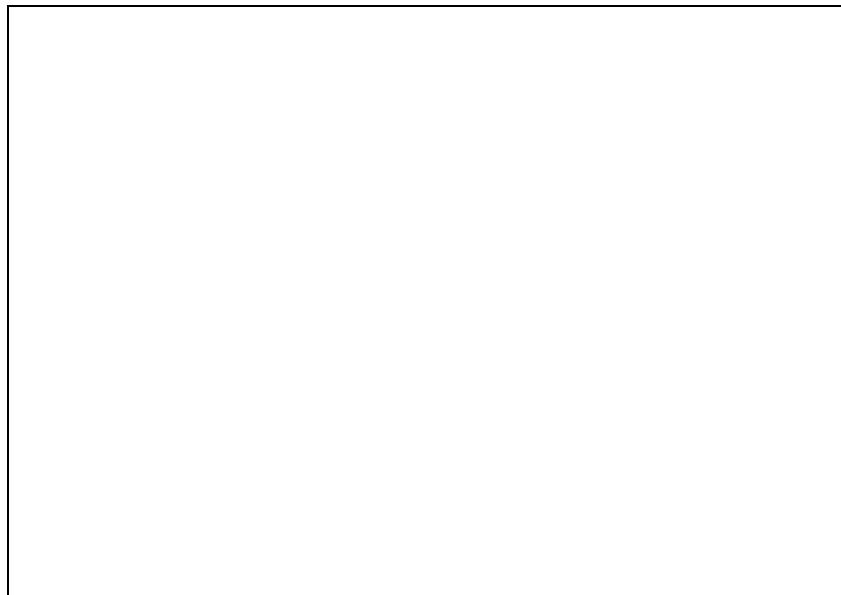
Topic: _____ Font: _____ Colour(s): _____

SLIDE # _____



Topic: _____ Font: _____ Colour(s): _____

SLIDE # _____



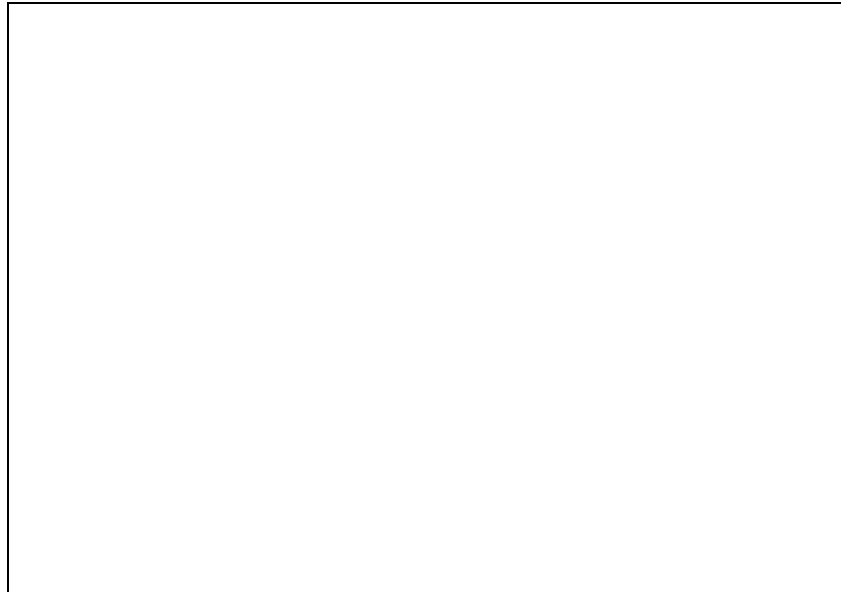
Topic: _____ Font: _____ Colour(s): _____

SLIDE # _____



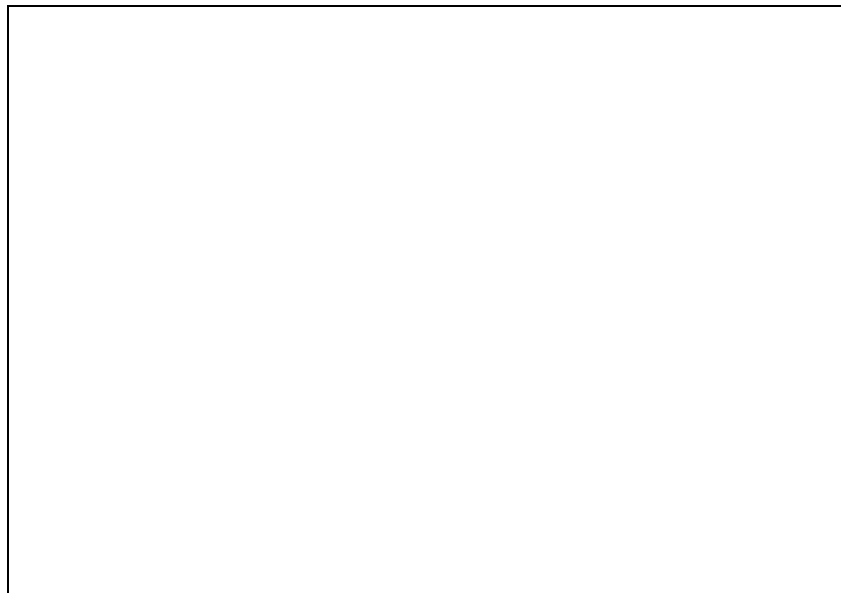
Topic: _____ Font: _____ Colour(s): _____

SLIDE # _____



Topic: _____ Font: _____ Colour(s): _____

SLIDE # _____



Topic: _____ Font: _____ Colour(s): _____

You can get extra storyboard organizer sheets from your teacher if necessary.

VISUAL PRESENTATION ON INVENTED ANIMAL

Student's Name: _____

Rec'd On Time? Yes No

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to create a visual presentation (slideshow) using computer software, based on prompt.	Creates a slideshow in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Creates a slideshow with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Creates a slideshow that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Creates a slideshow that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -sentences of appropriate length -related vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, slides, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with sentences of appropriate lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs and/or slides using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs and slides; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a slideshow. Understanding of content is demonstrated.	Format of a slideshow may only be partially followed. Understanding of content is demonstrated with limited success.	Format of a slideshow is followed with some errors. Understanding of content is demonstrated with some success.	Format of a slideshow is followed correctly. Understanding of content is demonstrated with considerable success.	Format of a slideshow is followed flawlessly. Understanding of content is demonstrated with a high degree of success.

Chapter Twelve: Shipwrecked

1. Read the following sentences from the story. Use your own words to explain the phrases in **bold print**:

It got worse. Branches **spewed water like gargoyles' jaws**. (p. 170)

In this sentence, “**spewed water like gargoyles' jaws**” means

It made me gulp when I saw her, **so deflated she looked like some emaciated animal, ribs sticking out piteously**. (p. 175)

In this sentence, “**so deflated she looked like some emaciated animal, ribs sticking out piteously**” means

2. What is the plan to save the ship? Use information from the text to summarize the plan.
3. Explain how each of the following forms of punctuation helps you understand what you have read.

Commas

...Plus, she's a passenger, first class, and you're crew.” (p. 177)

Colon

“Before he turned away, I caught the look on his face: not anger, but a weary disappointment.” (p. 175)

4. Here are some sentences from the story. Give a synonym for each word in **bold**.

- a. I summoned the *Aurora* before my mind's eye, tried to count her mooring lines. I felt them strain against their anchor spikes deep in the sand, felt them **chafe** hotly around the palm trunks. (p. 170)

...felt them _____ hotly around the palm trunks.

- b. Two sailmakers were **rappelling** down the port side of the *Aurora*. (p. 184)

Two sailmakers were _____ down the port side of the *Aurora*.

- c. “If I might **interject**, sir, there may be another use for such a balloon,” said Mr. Bayard, the junior wireless officer. (p. 181)

“If I might _____, sir, there may be another use for such a balloon,” said Mr. Bayard, the junior wireless officer.

5. Captain Walken is a natural leader. What leadership qualities have we seen him display in this and earlier chapters? Prove with specific references from the text.

Quality (adjective)	Quote that Proves	Location (pg. #)
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>
<input type="text"/>		<input type="text"/>

6. Why did the author choose to make Bruce Lunardi a graduate from the Airship Academy, and how does that choice affect the plot?

WRITING A REFLECTION

Recall what you learned about writing a reflection to the text in Chapter 8. Now read the following passage from the text, and write your own personal reflection about the quotation.

“Tell me why you’re so frightened,” Kate said, from what seemed a long way away.
 “I need the ship,” I said. “If it’s wrecked, nothing’s good anymore. I can’t stand still. I’ve got to keep flying.” I was babbling like a child, fighting back tears, but I couldn’t help myself. Knees drawn up, arms wrapped around them, holding on tight, for I knew that if I let go I’d run out into the typhoon like a madman, frantic to get away from myself.
 “Why do you need to fly so much?” she asked.
 “If I don’t, it’ll catch up with me.” The words just came out.
 “What will?”
 “Unhappiness.”
 Kate looked at me, waiting.
 “When my dad died, I was afraid I’d never ever be happy again. But I was. Once I started working on the *Aurora*, I loved it. It’s the world I was born into. It’s all my father’s stories. I feel like home aloft. But on the ground, it all catches up with me. So I’ve got to keep flying, do you see?”
 “Everyone’s got to land sometimes,” Kate said. (p. 173)

CHAPTER TWELVE RUBRICS

COMMUNICATION: Understanding Descriptive Language (Ch. 12 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of descriptive language by recognizing the bolded phrases and defining with limited accuracy their meanings based on the context.	Demonstrates some understanding of descriptive language by recognizing the bolded phrases and defining with some accuracy their meanings based on the context.	Demonstrates considerable understanding of descriptive language by recognizing the bolded phrases and appropriately defining their meanings based on the context.	Demonstrates thorough understanding of descriptive language by recognizing the bolded phrases and appropriately and precisely defining their meanings based on the context.

THINKING: Recalling and Understanding Story Details (Ch. 12 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates some understanding by responding with some simple information that is consistently related to the text.	Demonstrates considerable understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.

COMMUNICATION: Explaining Punctuation in the Story (Ch. 12 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of punctuation by identifying with limited accuracy the functions of a comma and colon and providing a limited explanation of how they help the reader to understand the text.	Demonstrates some understanding of punctuation by identifying with some accuracy the functions of a comma and colon and providing some explanation of how they help the reader to understand the text.	Demonstrates a considerable understanding of punctuation by correctly identifying the functions of the comma and colon and explaining how they help the reader to understand the text.	Demonstrates a thorough understanding of punctuation by correctly identifying the functions of the comma and colon and precisely explaining how they help the reader to understand the text.

APPLICATION: Understanding Vocabulary in the Story (Ch. 12 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates some understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates a considerable understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates a thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.

THINKING: Understanding Inference & Characterization (Ch. 12 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that	Demonstrates some understanding of inference by using some simple and/or obvious ideas that	Demonstrates considerable understanding of inference by using ideas of some complexity that are	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to

may be inconsistently related to the text to describe and prove the leadership qualities of Captain Walken.	are consistently related to the text to describe and prove the leadership qualities of Captain Walken.	consistently related to the text to describe and prove the leadership qualities of Captain Walken.	the text to describe and prove the leadership qualities of Captain Walken.
---	--	--	--

THINKING: Interpreting Author's Purpose (Ch. 12 Ou. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing Bruce's Airship Academy background, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing Bruce's Airship Academy background, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing Bruce's Airship Academy background, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing Bruce's Airship Academy background, by making complex, detailed references to the text and personal knowledge/experiences.

RUBRIC FOR WRITING A REFLECTION

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses the creative thinking process to generate ideas and reflect on material.	Ideas may be incomplete or presented with limited effectiveness.	Ideas are related in simple, mechanical ways, with some effectiveness.	Ideas are related with considerable effectiveness.	Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a reflection, based on personal ideas and the text.	Writes a reflection in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a reflection with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes a reflection that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a reflection that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.

PARENT SIGNATURE: _____

Chapter 13: Hydrium

1. What does Matt mean when he says “Despite all the good news, my weather eye could still glimpse a big black cloud of panic on my brain’s horizon. If I stayed in bed, eyes closed, fretting, I would be engulfed.” (p. 190)
2. Matt watches the silent film *Gilgamesh* in the Aurora’s cinema. Examine the plot of the movie to suggest why the author invented that particular film for Matt to view in this chapter, and how it works to advance the plot.
3. What happened to Matt’s father? Use information from the story to summarize what happened. Your retelling should be of no more than five sentences.
4. When Kate and Matt arrive back at the ship, Miss Simpkins says in horror, “You two were in a cave too?” Why does Kate make a point of responding “Yes...and it was very, very dark” (p. 197)?
5. The word “airborne” is used frequently in the novel, and is spelled differently than in the title, “*Airborn*.” Look in the dictionary for the meaning(s) of “airborne,” and list it/them below. Then explain why you think the author chose to create his own word for the title, and what his version of “*Airborn*” might mean.

Dictionary Meaning(s):

Author’s Choice and Why

6. The theme of “Appearance *versus* Reality” involves an author structuring a story using the idea of things not appearing the way they really are. In *Airborn*, there are a number of scenes where things appear differently than they are in reality.

Quote 3 scenes or examples where someone in the story is fooled by appearances. Record the page number on which the scene quoted is found. Then explain a) how things appear, and b) what the reality turns out to be. Use the chart below to organize your information.

SCENE	PAGE #	APPEARANCE (a)	REALITY (b)

WRITE A MYTH OR LEGEND

Twinkle, Twinkle, Little Star

Constellations are wonderful ways of reading the skies, and navigators have used them for centuries. Most have wonderful names and legends or myths attached to them.

Think About

- what constellations you know or recognize.
- why they might have received their names.
- what would be a great name for a constellation.
- what its origins might be.

Now imagine that you are an astronomer, and you have discovered a new constellation. Give it a name, reproduce its appearance in the space below, and then craft a myth or legend that explains its name and origin. You may want to revisit that webquest you did back in Chapter Nine, since there were a number of links to constellation references. You may also wish to refer to your *Writing Sense* book, to refresh your memory on the conventions of myths and/or legends.

BRAINSTORMING:

Ideas for Constellation's Name:

Ideas for Origin of Constellation:



STORY PLANNER

Complete the story planner for your myth using your brainstorming as a starting point.

Setting

What are the details of where your Myth or legend takes place?

Characters

Who is in your myth or legend?
What are they like?

Plot

What is the story problem?
How is it solved?

Title of Myth or Legend

What is your title?
Will your title capture the reader's attention?

Revising and Editing Checklists

Use this checklist to revise and edit your story.

<u>Revising Checklist</u>		<u>Yes</u>	<u>No</u>
<u>Reasoning</u>	I have included details about events, characters and the setting in my story.		
	I have made the plot of my story interesting.		
<u>Communication</u>	I have used a variety of sentence types and structures.		
	I have considered the audience for my story.		
	I have used a varied vocabulary.		
<u>Organization</u>	My story has a beginning, middle and an end.		
	My ideas flow in a logical way.		
	I have used well-linked paragraphs.		
<u>Editing Checklist</u>		<u>Yes</u>	<u>No</u>
<u>Language Conventions</u>	I have checked my grammar and know that the pronouns agree with the nouns and the verb tenses are correct.		
	I have checked for correct punctuation (capitals, periods, apostrophes, etc.).		
	I have checked my spelling using a dictionary or a spell-checker.		

CHAPTER THIRTEEN RUBRICS

THINKING: Understanding Descriptive Language (Ch. 13 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates the ability to determine the probable meaning of a descriptive language passage from context clues with limited effectiveness.	Demonstrates the ability to determine the probable meaning of a descriptive language passage from context clues with some effectiveness.	Demonstrates the ability to determine the probable meaning of a descriptive language passage from context clues with considerable effectiveness.	Demonstrates the ability to determine the probable meaning of a descriptive language passage from context clues with a high degree of effectiveness.

APPLICATION: Interpreting Author's Purpose (Ch. 13 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in creating a movie that suggests elements of the plot, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in creating a movie that suggests elements of the plot, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in creating a movie that suggests elements of the plot, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in creating a movie that suggests elements of the plot, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Selecting Key Points from the Text and Summarizing (Ch. 13 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the key events in the chapter by citing very simple information in a summary that is too small or large a size, and that is inconsistently related to the text.	Demonstrates some understanding of the key events in the chapter by citing some simple information in a summary that is too small or large a size, but that is consistently related to the text.	Demonstrates considerable understanding of the key events in the chapter by citing information in a summary that is an appropriate size, of some complexity, and that is consistently related to the text.	Demonstrates thorough understanding of the key events in the chapter by citing complex and detailed information in a summary that is an appropriate size and that is consistently related to the text.

THINKING: Analysing and Responding to Dialogue (Ch. 13 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the dialogue required,	Demonstrates some understanding of the elements of a story by an example of the dialogue required, with some	Demonstrates considerable understanding of the elements of a story by identifying an example	Demonstrates thorough understanding of the elements of a story by independently identifying an example

with much assistance and with minimal reference to the text and personal ideas.	assistance and with some reference to the text and personal ideas.	of the dialogue required, with minimal assistance and with reference to the text and personal ideas.	of the dialogue required, with detailed reference to the text and personal ideas.
---	--	--	---

KNOWLEDGE: Using a Dictionary to Find Meaning (Ch. 13 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with great assistance, and/or with a number of inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words, with some assistance, and/or with a few inaccuracies.	Consults a dictionary to confirm pronunciation and/or find the meaning of unfamiliar words. Most definitions are accurate, though basic or brief.	Consults a dictionary independently to confirm pronunciation and/or find the meaning of unfamiliar words. Definitions are all accurate and detailed.

THINKING: Interpreting Author's Purpose (Ch. 13 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited effectiveness in interpreting the author's purpose in using a certain symbolic title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some effectiveness in interpreting the author's purpose in using a certain symbolic title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in using a certain symbolic title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates a high degree of effectiveness in interpreting the author's purpose in using a certain symbolic title, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Identifying and Analysing Themes (Ch. 13 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the theme required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the theme required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the theme required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the theme required, with detailed reference to the text and personal ideas.

PARENT SIGNATURE: _____

NEXT STEP(S):

PERSONAL SPELLING:

RUBRIC FOR WRITING A MYTH OR LEGEND

Student's Name: _____

Rec'd On Time? Yes No

THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a myth or legend, based on prompt.	Writes a myth or legend in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a myth or legend with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes a myth or legend that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a myth or legend that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a myth or legend (narrative). Understanding of content is demonstrated.	Format of a myth or legend may only be partially followed. Understanding of content is demonstrated with limited success.	Format of a myth or legend is followed with some errors. Understanding of content is demonstrated with some success.	Format of a myth or legend is followed correctly. Understanding of content is demonstrated with considerable success.	Format of a myth or legend is followed flawlessly. Understanding of content is demonstrated with a high degree of success.

NEXT STEP: _____

PARENT SIGNATURE: _____

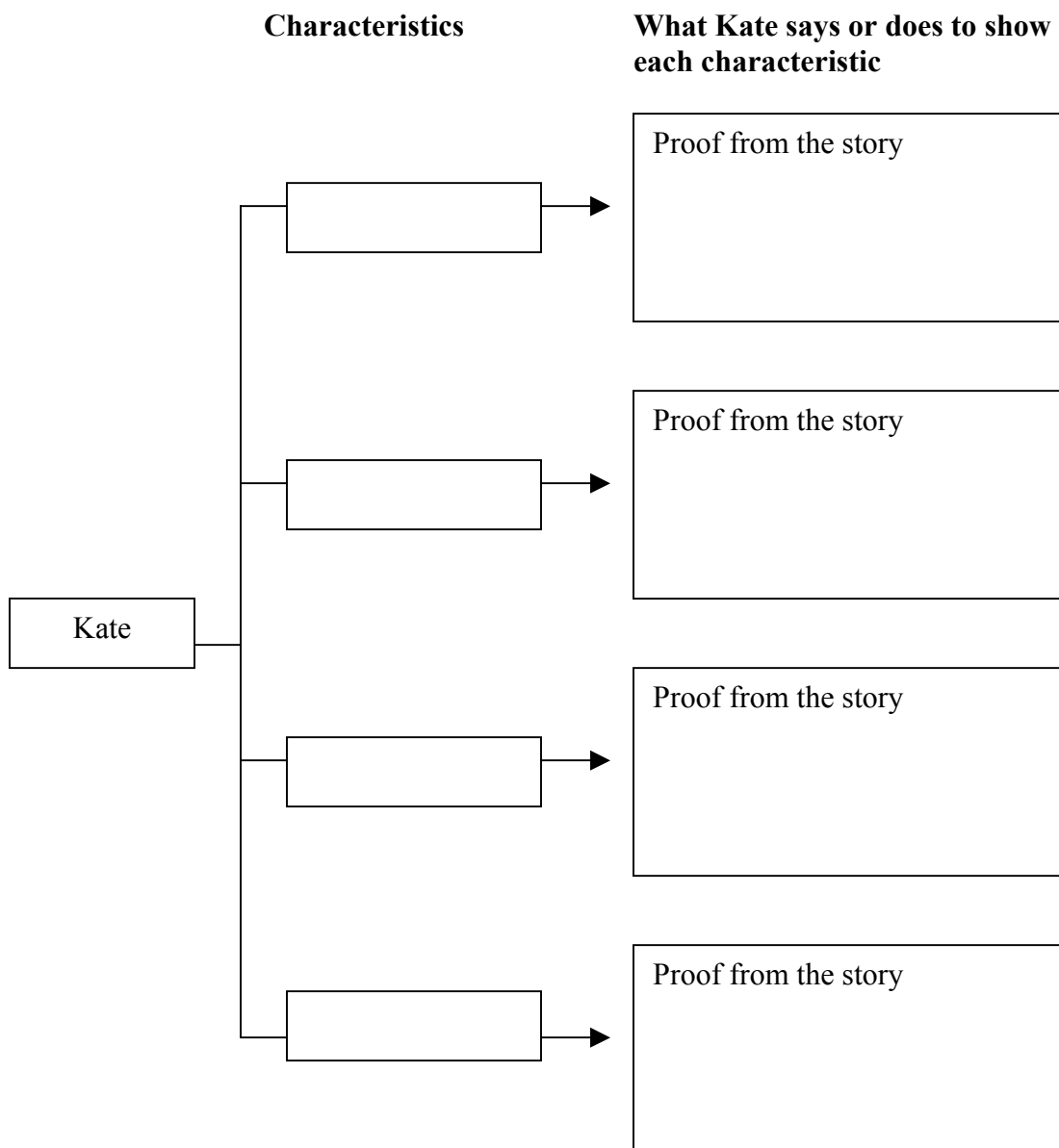
Self-Reflection:

What did you find most challenging in this chapter's work? Answer below:

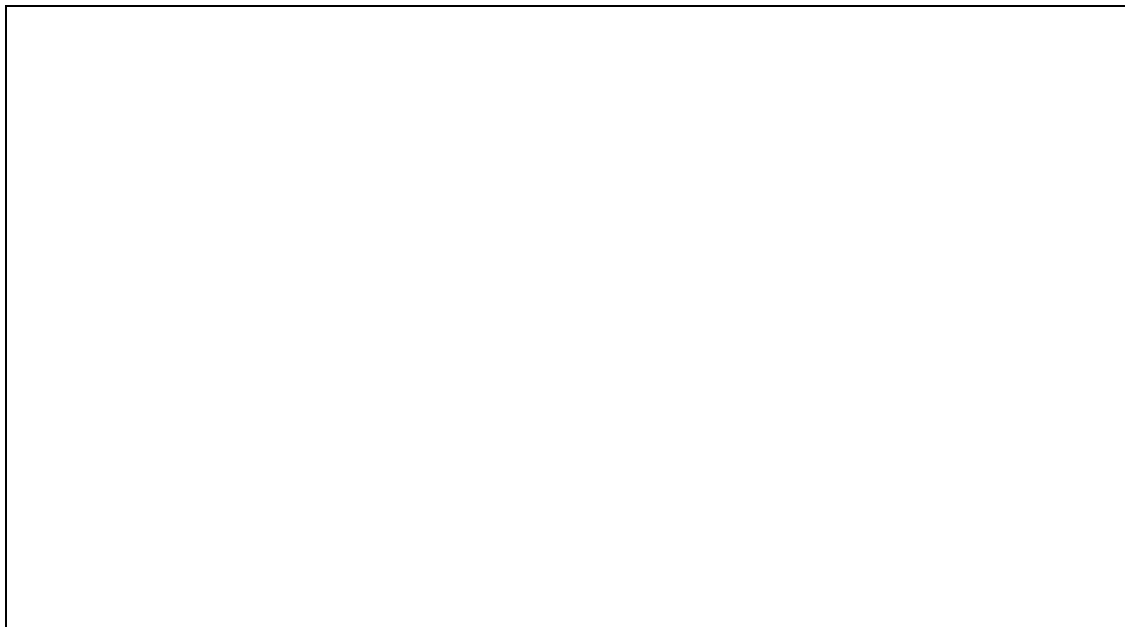
Chapter 14: Nest

1. What does the author suggest when he has Matt say “Air moved beneath her belly once more, and in my sleep I soared all around her. I waited for my father, but he did not come.” (p. 200)
2. From reading this chapter, we get to know Kate even better. Use the chart below to identify four key characteristics of Kate we’ve seen in this chapter or earlier.

Give proof of each characteristic. Describe something Kate thinks or does to show that she has this characteristic.



3. The cloud cat is an omnivore. What does it eat, according to the text?
4. Kate corrects Bruce, emphasizing that the cloud cat is a female. Why is that so important to Kate? Use information from the text and your own ideas.
5. The theme of “Prejudice” is also central in many stories, and is found represented in this chapter.
 - a) Who is, or has been, a victim of prejudice according to the dialogue in this chapter?
 - b) Why were, or are, people prejudiced against them, in your opinion?
6. Draw a picture of the cloud cat’s nest, using details in the story. Use any conventions of writing and organization you feel are necessary.



WRITE A PERSUASIVE LETTER

Dear Mr. Lunardi...

Imagine you are Kate. Write a formal letter to Mr. Otto Lunardi, persuading him to finance your expedition to research the cloud cat.

Think About

- what persuasive arguments you could use to show the value of this trip.
- what you know about Mr. Lunardi’s interests.
- what you know of the cloud cat and what makes it unique.

Refer to your *Writing Sense* book to remind you of persuasive letter writing format.

CHAPTER FOURTEEN RUBRICS

THINKING: Understanding Inference & Characterization (Ch. 14 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

APPLICATION: Understanding Inference & Characterization (Ch. 14 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

KNOWLEDGE: Recalling and Understanding Story Details (Ch. 14 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates some understanding by responding with some simple information that is consistently related to the text.	Demonstrates considerable understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.

THINKING: Understanding Inference & Characterization (Ch. 14 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited	Demonstrates some	Demonstrates	Demonstrates thorough

understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the motivation of a character.	understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the motivation of a character.	considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the motivation of a character.	understanding of inference by using complex ideas that are consistently related to the text to describe the motivation of a character.
---	---	--	--

THINKING: Identifying and Analysing Themes (Ch. 14 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the theme required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the theme required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the theme required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the theme required, with detailed reference to the text and personal ideas.

APPLICATION: Using Information from the Text (Ch. 14 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited understanding of the cloud cat's nest by citing very simple information that is inconsistently related to the text.	Demonstrates limited understanding of the cloud cat's nest by citing some simple information that is consistently related to the text.	Demonstrates general understanding of the cloud cat's nest by citing information of some complexity that is consistently related to the text.	Demonstrates thorough understanding of the cloud cat's nest by citing complex and detailed information that is consistently related to the text.

KNOWLEDGE: Use of organizers (Ch. 14 Qu. 6)

Demonstrates limited understanding of different forms of texts by including a few simple labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates some understanding of different forms of texts by including some labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates considerable understanding of different forms of texts by including labels and other organizers in the diagram, to help the reader understand it.	Demonstrates thorough understanding of different forms of texts by including detailed labels and other organizers in the elaborate diagram, to help the reader understand it.
---	--	--	---

RUBRIC FOR WRITING A PERSUASIVE LETTER

Student's Name: _____

Rec'd On Time? Yes No

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a persuasive letter in character, based on prompt.	Writes a persuasive letter in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of the story that are inconsistently related to the narrative and/or to each other.	Writes a persuasive letter with some effectiveness. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a persuasive letter that is considerably developed and on topic. Uses details of some complexity to describe setting, characters, and events (plot) that relate to the narrative and to each other.	Writes a persuasive letter that is clearly and coherently developed with a high degree of effectiveness. Uses complex details to describe setting, characters, and events (plot) that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple, basic sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a persuasive letter.	Format for a persuasive letter may only be partially followed.	Format for a persuasive letter is followed with some errors.	Format of a persuasive letter is followed correctly.	Format of a persuasive letter is followed flawlessly.

PARENT SIGNATURE: _____

NEXT STEP: _____

Chapter 15: The Cloud Cat

1. Explain the use of the comma in the sentence below:

I leaned back against the tree trunk, closed my eyes, listened to the heat. (p. 219)

2. The following passages all contain examples of descriptive language. In the chart below, state whether the passage is an example of **personification**, **simile**, **onomatopoeia**, or **metaphor**, and then explain the passage in your own words.

PASSAGE:	TYPE OF DESCRIPTIVE LANGUAGE:	INTERPRETATION IN YOUR OWN WORDS:
He kept rubbing his hands on the grass, but the smell was stubborn and clung to him. (p. 219)		
I listened to the symphony of birds and bugs. (p. 219)		
She was like a princess robed in a fur mantle, bunched around her shoulders. (p. 220)		
Now that she was so close, I could smell her, a rank chicken-coop heat of fur and sweat and fish and old meat and excrement. (p. 221)		
The cloud cat's head snapped up as if yanked by a chain. (p. 222)		
I heard a low, dangerous, liquid <i>purr</i> . (p. 222)		
I landed heavily on my rump, and the spyglass leaped from my hand and disappeared in the dense undergrowth. (p. 224)		
I risked a look back and saw it crackling from tree to tree like flame through a parched forest. (p. 224)		

3. Read the following sentence:

I knew what it was like to have your wings clipped. (p. 221)

How could this line refer to both the cloud cat and Matt? Explain your answer using your own ideas and information from the text.

4. Read the following quotations from the story. Explain the author's purpose in using italics in the following passages:

a)

My eyes flicked over Kate's spyglass, and suddenly her grandfather's scribbled words burst from my memory: "*The sight of my spyglass makes them scatter in an instant.*" I snatched it up and ran. (p. 223)

The author uses italics in this sentence because

b)

It was not a cat's face, really. It had altogether more intelligence and intent. *It will not see us it will not smell us it will not hear us.* (p. 222)

The author uses italics in this sentence because

5. Predict why the cloud cat might be afraid of the spyglass. Use information from the story and your own ideas to prove your prediction.
6. On page 221 Ken Oppel writes

Then, in three abrupt, slinking steps, she was upon the fish. With her curved front claws she impaled the fish at both ends, tail and gills. Her jaws opened and we saw her teeth and everything changed.
We saw her teeth, and suddenly she was no longer a sleek shy cat. (p. 221)

Why does the author purposely repeat the words "we saw her teeth" in two sentences, one after the other, and how does this affect the reader's understanding of the story?

WRITE A SCRIPT FOR A DIALOGUE

Let's Talk

A dialogue is a conversation between two people. It is written in proper script format, and can be performed like a play.

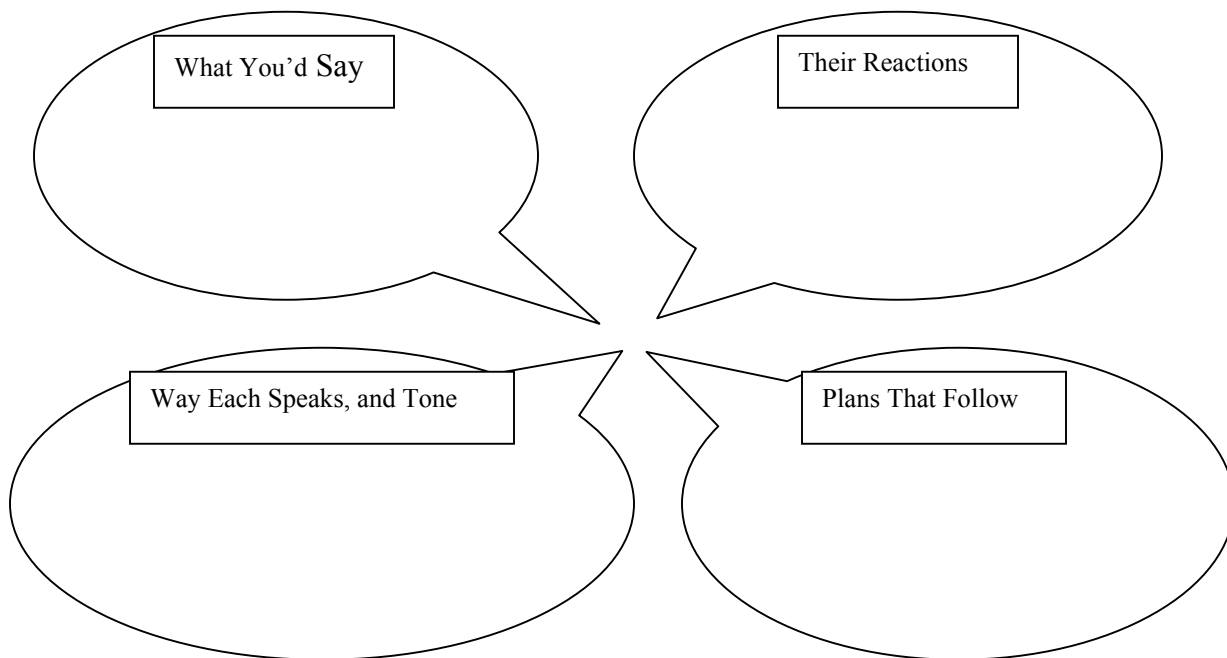
Imagine you are Bruce and you have just returned to the *Aurora* after your harrowing attack by the cloud cat. Matt and Kate are still out in the jungle somewhere. Suddenly you see either Captain Walken, or Baz, Matt's friend.

Think About

- what you would tell Baz or Captain Walken about what you've just experienced.
- what their reactions might be.
- how each of these gentlemen speaks, and the kind of tone they convey in their speech.
- what plans might come out of the dialogue.

Refresh your memory about proper script format, and then decide who you would like Bruce to encounter. Write your script of no less than a page, outlining the conversation of the dialogue. If you wish to include stage directions (in brackets, as is proper), you may.

BRAINSTORMING:



CHAPTER 15 RUBRICS

KNOWLEDGE: Understanding Punctuation in the Story (Ch. 15 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of how punctuation helps the reader to understand what is read, by explaining the use of a comma in the text with many errors.	Demonstrates some understanding of how punctuation helps the reader to understand what is read, by partially explaining the use of a comma in the text.	Demonstrates a considerable understanding of how punctuation helps the reader to understand what is read, by appropriately explaining the use of a comma in the text.	Demonstrates a thorough understanding of how punctuation helps the reader to understand what is read, by expertly explaining the use of a comma in the text, in detail.

KNOWLEDGE/COMMUNICATION: Understanding Descriptive Language (Ch. 15 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret and/or categorize a few examples of descriptive language, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret and/or categorize some selected examples of descriptive language, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret and categorize selected examples of descriptive language, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret and categorize selected examples of descriptive language, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING/COMMUNICATION: Comparing Characters (Ch. 15 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying, comparing and contrasting only a few obvious characteristics of the two “characters” in the context of the quoted passage.	Demonstrates some understanding of the elements of a story by identifying, comparing and contrasting some fairly obvious characteristics of the two “characters” in the context of the quoted passage.	Demonstrates considerable understanding of the elements of a story by identifying, comparing and contrasting many characteristics of the two “characters” in the context of the quoted passage.	Demonstrates thorough understanding of the elements of a story by identifying, comparing and contrasting numerous characteristics of the two “characters” in the context of the quoted passage.

KNOWLEDGE: Understanding Use of Italics (Ch. 15 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of organizational elements by explaining in a very simple way the functions of italics in the text.	Demonstrates some knowledge of organizational elements by explaining in a simple way the functions of italics in the text.	Demonstrates considerable knowledge of organizational elements by explaining in with some complexity the functions of italics in the text.	Demonstrates thorough understanding of organizational elements by explaining in a complex way the functions of italics in the text.

THINKING: Predicting from the Text (Ch. 15 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to make predictions while reading a story or novel, citing few examples of even simple information related to the text. Predictions are rarely explained or defended.	Demonstrates some ability to make predictions while reading a story or novel, citing some examples of simple information related to the text. Predictions are occasionally explained and/or defended.	Demonstrates considerable ability to make predictions while reading a story or novel, citing examples of information of some complexity related to the text. Predictions are often explained and defended.	Demonstrates a high degree of ability to make predictions while reading a story or novel, citing complex and clear examples of information related to the text. Predictions are consistently explained and defended.

COMMUNICATION: Interpreting Author’s Purpose (Ch.15 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author’s purpose in using repetition of a certain	Demonstrates some ability to interpret the author’s purpose in using repetition of a certain	Demonstrates considerable ability to interpret the author’s purpose in using repetition of a	Demonstrates thorough ability to interpret the author’s purpose in using repetition of a certain

phrase, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	phrase, by making simple or unconnected references to the text and personal knowledge/experiences.	certain phrase, by making connected references of some complexity to the text and personal knowledge/experiences.	phrase, by making complex, detailed references to the text and personal knowledge/experiences.
--	--	---	--

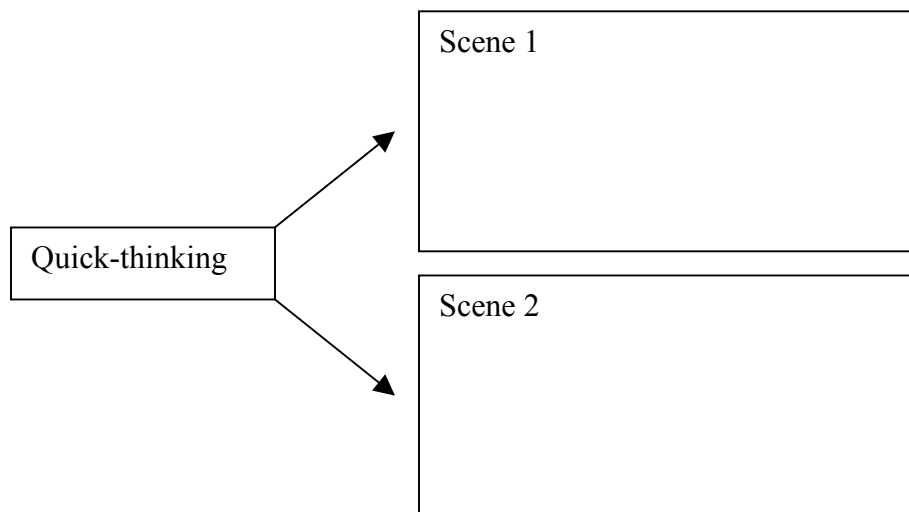
RUBRIC FOR WRITING A SCRIPT

THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a script, based on prompt (a part of the novel).	Writes script in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a script with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes script that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a script that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a script. Understanding of content is demonstrated.	Format of script may only be partially followed. Understanding of content is demonstrated with limited success.	Format of script is followed with some errors. Understanding of content is demonstrated with some success.	Format of script is followed correctly. Understanding of content is demonstrated with considerable success.	Format of script is followed flawlessly. Understanding of content is demonstrated with a high degree of success.

Goal for improvement next time: _____
How will you meet your goal? _____

Chapter 16: Rescue

1. Why do you think the author chooses the title “Rescue” for this chapter? Use information from the text and your own ideas to analyze this.
2. There are two examples in this chapter that show Matt is a quick thinker. Describe the scenes that prove this, using quotations from the book.



3. Now that we know who lives on this island, why is the author’s choice of name for the “Sisyphus Triangle” a particularly good one? You may need to refer back to Chapter 6 and your notes from your Internet research to help you.
4. Read these sentences from the story and state whether each word **in bold** is used as a **noun**, **a verb**, **an adjective** or **an adverb**. Then explain your answer in the space provided.

a)

“Well, there’s a great **deal** to tell...” (p.238)

The word **deal** is used as
 (Circle your answer) a noun a verb an adjective an adverb

I know this because

b)

“What is it?” the boy asked, sitting **bolt** upright. (p.239)

The word **bolt** is used as

CHAPTER 16 INTERNET WEBSITE ACTIVITY

NAME: _____

DUE: _____

Ken Oppel didn't invent the idea of airships, though he did create some marvelous innovations to the concept.

The most famous airship that existed in reality was the *Hindenberg*. In this chapter you will practice your information studies skills by researching the *Hindenberg* on the Internet. You will need to follow the instructions below, in order to answer the subsequent questions.

Move to a computer that has Internet access, with your teacher's permission and supervision. Be sure you have your pencil and this paper with you. Your teacher-librarian may be your instructor for this part of the lesson.

INSTRUCTIONS:

1. Once you are on the Internet, find the address bar on the screen.
2. Type in the URL <http://www.reekielum.com/newschool.htm> in the address bar. Bookmark this page under your "Favourites."
3. Scan down this page until you see the word "*Hindenberg*." There should be a number of references.
4. Use the links that have "*Hindenberg*" in their titles, and explore each one. Use your "Back" key to return to the first webpage when necessary.
5. Once you have explored each one, answer the questions below:

WEBSITE ASSESSMENT:

1. Which website did you personally find most interesting?
2. What made it appealing to you?
3. What website did you find least useful, and why?
4. What are five things you learned about the *Hindenberg*?
5. How did this website exploration help you understand *Airborn* better?

INFO STUDIES: Inquiry and Research –Applying/Organizing (Activity)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance. (INFO STUDIES & READING: KNOWLEDGE)	Demonstrates simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.	Demonstrates general ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.	Demonstrates independent ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.
Seldom makes judgments or draws conclusions from research to solve problems. (INFO STUDIES & READING: THINKING)	Occasionally makes judgments and draws conclusions from research to solve problems.	Often makes judgments and draws conclusions from research to solve problems.	Always makes judgments and draws conclusions from research to solve problems.

CHAPTER SIXTEEN RUBRICS

THINKING: Interpreting Author's Purpose (Ch.16 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing this ambiguous title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing this ambiguous title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing this ambiguous title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing this ambiguous title, by making complex, detailed references to the text and personal knowledge/experiences.

APPLICATION: Comparing Characters (Ch. 16 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying only one obvious characteristic of the character, or one that is not displayed in this chapter. Proof may be missing, or only partially done.	Demonstrates some understanding of the elements of a story by identifying some simple characteristics of the characters, though perhaps some that are not well displayed in this chapter. Proof may be simple or poorly explained.	Demonstrates considerable understanding of the elements of a story by identifying characteristics of the character that are displayed in this chapter. Proof is simple but complete.	Demonstrates thorough understanding of the elements of a story by identifying important characteristics of the character that are well displayed in this chapter. Proof is complete and well quoted.

APPLICATION: Interpreting Author's Purpose (Ch. 16 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing this combination of characters, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing this combination of characters, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing this combination of characters, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's in choosing this combination of characters, by making complex, detailed references to the text and personal knowledge/experiences.

KNOWLEDGE: Understanding Parts of Speech (Ch. 16 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of parts of	Demonstrates some understanding of parts of	Demonstrates considerable	Demonstrates thorough understanding of parts of

speech by identifying with limited accuracy the bolded words and providing a limited explanation of their uses in the sentences.	speech by identifying with partial accuracy the bolded words and providing some explanation of their uses in the sentences.	understanding of parts of speech by correctly identifying the bolded words and appropriately explaining their uses in the sentences.	speech by correctly identifying the bolded words and precisely explaining their uses in the sentences.
--	---	--	--

THINKING: Identifying and Analysing Themes (Ch. 16 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the theme required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the theme required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying an example of the theme required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the theme required, with detailed reference to the text and personal ideas.

RUBRIC FOR GROUP DISCUSSION (Ch. 16 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to discuss and assess the plan and its alternatives, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience. (O & VC: APPLICATION)	Demonstrates some ability to discuss and assess the plan and its alternatives, by connecting with some clarity and precision some simple references from the text to personal knowledge/experience.	Demonstrates the ability to discuss and assess the plan and its alternatives, by connecting with clarity and precision appropriate references from the text to personal knowledge/experience.	Demonstrates the ability to discuss and assess the plan and its alternatives, by clearly and precisely integrating textual references with personal knowledge/experience.
Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions with much assistance. Rarely uses constructive strategies in small-group discussions. O & VC: COMMUNICATION	Occasionally follows up on others' ideas, and sometimes recognizes the validity of different points of view in groups discussions. Occasionally uses constructive strategies in small-group discussions.	Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions. Uses constructive strategies in small-group discussions.	Follows up on others' ideas, taking on a leadership role, and recognizes the validity of different points of view in groups discussions. Consistently uses constructive strategies in small-group discussions.

PARENT SIGNATURE: _____

PERSONAL SPELLING WORDS:

Chapter Seventeen: The Pit

1. Here are some sentences from the story.

With a heavy heart, I **unlaced** them and **carefully** dropped them on the floor near the top of the hammock. (pp. 246-247)

At this Crumlin giggled **mirthlessly**. (p. 247)

Write the root word and the prefix or suffix for the words in the chart below.

Word from Story	Root Word	Prefix	Suffix
unlaced			
carefully			
mirthlessly			

Explain how the two suffixes change the root word of “mirthlessly” in the following sentence:

At this Crumlin giggled **mirthlessly**.

2. Here are some sentences from the story. Give a synonym for each word in **bold**.

a) I could feel Szpriglas’s eyes **boring** into my shoulder blades. (p. 247)

I could feel Szpriglas’s eyes _____ into my shoulder blades.

b) If I did not escape, he would **dispense** with me. (p. 248)

If I did not escape, he would _____ with me.

c) The hammock **sighed**. (p. 249)

The hammock _____.

d) Her eyes opened and she looked at me most **reproachfully** for a few seconds. (p. 252)

Her eyes opened and she looked at me most _____ for a few seconds.

3. What does the following passage show the reader about Matt's character?

My throat felt thick. I did not want to go back to the pirates' camp. I was free here in the woods. I felt I belonged to the night air, and I did not want to venture back and risk being caught. I wanted to run to the ship – my ship – and warn her and cast off.

I took a breath, stood, and started towards the pirate village. (pp. 251-252)

Prove using information from the story and your own ideas.

4. In a work of fiction, the *crisis* is the part of the story when a great truth has been revealed, often answering a mystery that has run through the course of the whole work. This novel has a number of long-standing mysteries, so the crisis actually starts quite a few chapters before Chapter 17.

Think about three revelations the reader has learned that make up the novel's crisis, and write each beside the mystery it answers.

MYSTERY	REVELATION/DISCOVERY
What did Ben really see on the mysterious island?	
What happened to Ben?	
Where is the pirates' lair?	

5. Draw a picture of Matt's invention from the Pit, labeling where necessary. Use information from the text.



6. What factors contributed to the success of Matt's invention? See if you can think of at least three (there are five hidden within the text).

WRITE A PLAN

Here's What We're Going to Do...

The situation for the *Aurora* is very grave. Matt and Kate need to figure out how they can help the ship and save the crew. It's time for them to make a plan.

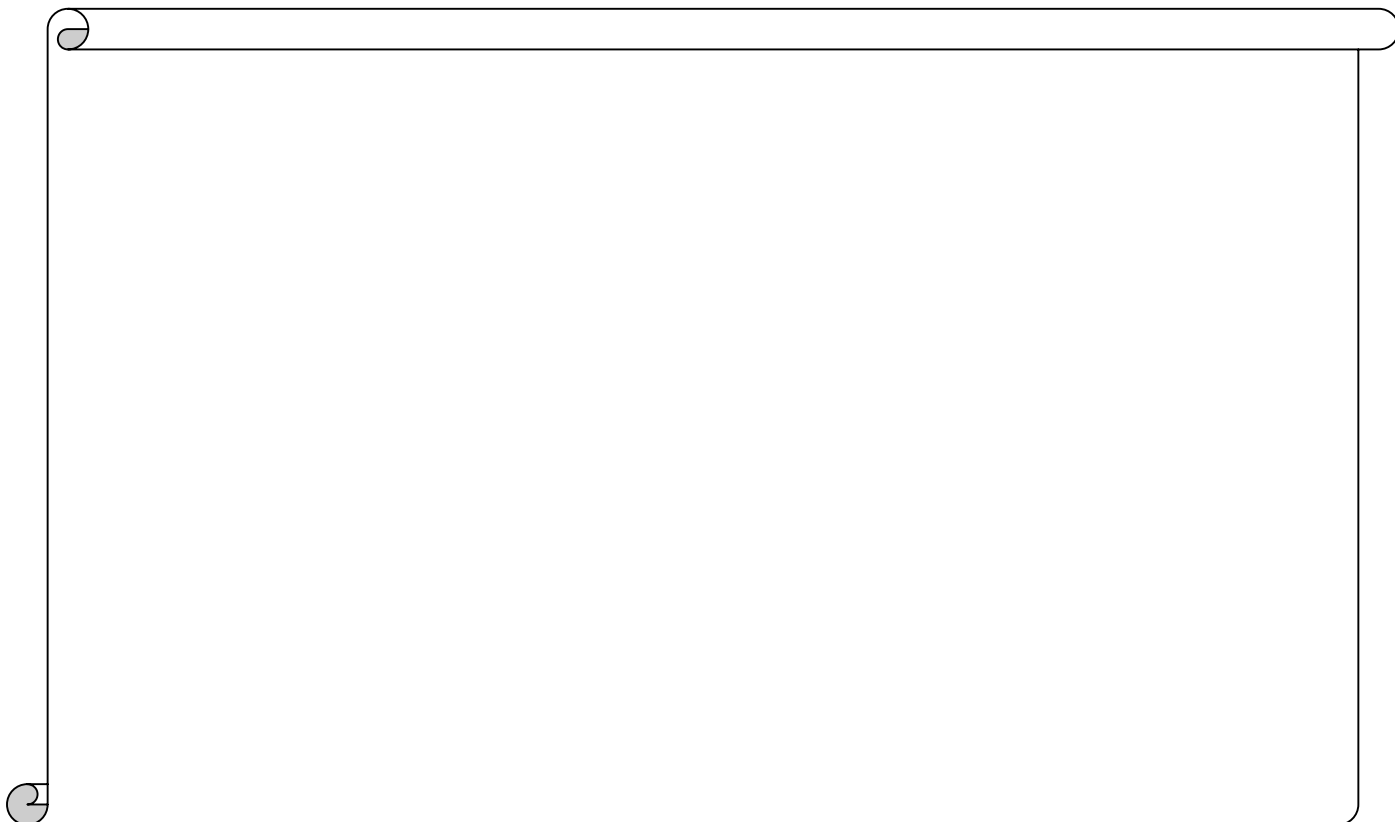
Imagine you are Matt or Kate. Using a format that you believe meets your purposes (jot notes, itinerary, agenda, etc.), create a plan you can use to free the *Aurora* from the evil pirate horde led by Captain Szpirglas.

Think About

- what tools are at your disposal.
- who might be able to help you.
- what you will need to do.
- what you have to avoid.

Make sure your plan uses lots of information from the story, including all your previous knowledge of the airship and her crew. Review the website www.airborn.ca if you need to refresh your memory. Also try to write your plan in character, as if you are Matt or Kate. If you feel diagrams would enrich your plan, by all means include them.

Whatever you do, DON'T peek or read ahead!



CHAPTER SEVENTEEN RUBRICS

KNOWLEDGE: Understanding Spelling Conventions (Ch. 17 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of spelling conventions by identifying affixes with limited accuracy and providing a partial or very simple explanation of how they help the reader understand word meanings.	Demonstrates some understanding of spelling conventions by identifying affixes with some accuracy and providing some explanation of how they help the reader understand word meanings.	Demonstrates considerable understanding of spelling conventions by correctly identifying affixes and explaining how they help the reader understand word meanings.	Demonstrates thorough understanding of spelling conventions by correctly identifying affixes and precisely explaining how they help the reader understand word meanings.

APPLICATION: Understanding Vocabulary in the Story (Ch. 17 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates some understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates considerable understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.

THINKING: Understanding Inference & Characterization (Ch. 17 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the character of the protagonist.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the character of the protagonist.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the character of the protagonist.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the character of the protagonist.

THINKING: Identifying and Analysing Crisis (Ch. 17 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying examples of the crisis, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying examples of the crisis, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying examples of the crisis, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying examples of the crisis, with detailed reference to the text and personal ideas.

APPLICATION/KNOWLEDGE: Using Information from the Text (Ch. 17 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the protagonist's invention by	Demonstrates some understanding of the protagonist's invention by	Demonstrates considerable understanding of the protagonist's invention by	Demonstrates thorough understanding of the protagonist's invention by

citing very simple information that is inconsistently related to the text. (APPLICATION)	citing some simple information that is consistently related to the text.	citing information of some complexity that is consistently related to the text.	citing complex and detailed information that is consistently related to the text.
Demonstrates limited understanding of different forms of texts by including a few simple labels and/or other organizers in the diagram, to help the reader understand it. (KNOWLEDGE)	Demonstrates some understanding of different forms of texts by including some labels and/or other organizers in the diagram, to help the reader understand it.	Demonstrates considerable understanding of different forms of texts by including simple labels and other organizers in the diagram, to help the reader understand it.	Demonstrates thorough understanding of different forms of texts by including detailed labels and other organizers in the elaborate diagram, to help the reader understand it.

THINKING: Identifying and Analysing Crisis (Ch. 17 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the factors influencing the success of the plan.	Demonstrates some understanding of the factors influencing the success of the plan.	Demonstrates considerable understanding of the factors influencing the success of the plan.	Demonstrates thorough understanding of the factors influencing the success of the plan.

RUBRIC FOR WRITING A PLAN

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses the creative thinking process to generate ideas and reflect on material.	Ideas may be incomplete or presented with limited effectiveness.	Ideas are related in simple, mechanical ways, with some effectiveness.	Ideas are related with considerable effectiveness.	Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a plan, based on personal ideas and the text.	Writes a plan in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a plan with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes a plan that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a plan that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.

Chapter 18: Ship Taken

1. THIS QUESTION MUST BE DONE BEFORE YOU READ!!!

Before you read Chapter 18, meet in groups of 3 or 4 according to your teacher or teacher-librarian's instructions. Bring your plan from Chapter 17 with you, and show your group members your version of the plan. Pass it from member to member around the circle, or stand up and present it to your group. Then discuss:

- How many used graphic organizers in their plans, and why?
- How likely to succeed is each member's plan?
- What problems do you still see in each plan?
- What solutions can the group suggest for the problems?

NOW READ THE CHAPTER AND THEN MEET AGAIN WITH YOUR DISCUSSION GROUPS...

- Who had the plan most similar to what occurred in the chapter?
- Select one member of the group to read through the Editing Checklist below. Each member should analyse his or her plan to see how closely the correct writing methods were followed.

<u>Revising Checklist</u>		<u>Yes</u>	<u>No</u>
<u>Thinking</u>	I have included details about events, characters and the setting in my story.		
	I have made the plot of my story interesting.		
	I have considered the audience for my story.		
	My story has a beginning, middle and an end.		
	My ideas flow in a logical way.		
<u>Communication</u>	I have used a variety of sentence types and structures.		
	I have used a varied vocabulary.		
	I have used well-linked paragraphs.		
<u>Editing Checklist</u>		<u>Yes</u>	<u>No</u>
<u>Communication</u>	I have checked my grammar and know that the pronouns agree with the nouns and the verb tenses are correct.		
	I have checked for correct punctuation (capitals, periods, apostrophes, etc.).		
	I have checked my spelling using a dictionary or a spell-checker.		

PLAN FOR IMPROVEMENT!

- What should you plan to do to improve your writing next time? Make two goals for your writing below:

GOAL 1:

GOAL 2:

2. Kenneth Opel could have chosen any name of his protagonist, but he calls him Matt Cruse. What do you think the author was hoping to suggest by choosing Cruse as Matt's last name?
3. Authors choose words carefully. Read the following paragraph from the story:

I started counting pirates. A gaunt fellow with a pockmarked face and a Glock blunderbuss in his fist, a second fellow who must have fancied himself something of a gangster dandy with greased hair and a carbine. There was Rhino Hand, the one-handed fellow, his thick finger barely fitting through the trigger loop of his pistol. The sight of all these guns took something out of me, I had to admit – all that greased metal. Six pirates I counted, and Szpirglas, and the great brute Crumlin made eight. Eight pirates. I hoped there were no more lurking on board. (p. 271)

Circle the words and the phrases from the paragraph above that help you know what the pirates are really like.

How do the words and phrases that you circled affect you as a reader?

4. This chapter is extremely lengthy, especially considering other chapters in the novel. Why do you suppose the author chose to include all these events in one chapter, rather than splitting them up into two (or more) chapters?
5. Initially, Matt seems quite shocked by Kate's bloodthirstiness in this chapter. Is this a change in her character, in your opinion, or is it consistent with what we know of her? Prove your personal belief with specific examples from the text and your own ideas.
6. The conflict of "Character *versus* Self" is also commonly used in literature. This occurs when the character must face his or her inner feelings of turmoil (fear, panic, self-disgust, guilt, weakness, anger, *etc.*) The battle must be internal. Matt has one of these when he is in the cave in Chapter 9, and also in this chapter in the dumbwaiter. Can you recall a personal incident in your life where you battled some negative feeling within yourself? Relate this to Matt's struggle, looking for similarities and differences in your situations.

WRITE A COMIC OR GRAPHIC NOVEL EXCERPT

A Picture Is Worth a Thousand Words...

Comic books and graphic novels are visual representations of stories or information. They have specialized conventions, like speech bubbles for dialogue, boxes for images and words, and minimal text overall. They need to be read differently, as the pictures lead the reader, rather than the words.

Think About

- what makes a good comic.
- what scene in this chapter would be interesting in comic form.
- what sort of illustrations and/or points of view would be most effective.

Pretend you are a comic book writer or graphic novelist. Decide on one particular section or scene within this chapter – not the whole thing. You should be creating an EXCERPT from this chapter only! Plan to illustrate 5 boxes, and decide what should go in each box using the brainstorming area below. Then use the paper your teacher or teacher-librarian supplies, and start creating your boxes, remembering what you plan to place in each one. Try to space them out so they are visually appealing, and remember to add a title and your name. Don't worry if your drawing skills are not your strongest asset...just do your best. Your pictures should ideally demonstrate more than one point of view or perspective, and don't forget to add the necessary text and dialogue in the correct manner!

You may want to examine some comic books or graphic novels that your teacher or teacher-librarian will supply, in order to see for yourself what conventions are necessary. Indeed, your teacher or teacher-librarian may have you work with a partner, examining some actual comics or graphic novels in order to better familiarize yourself with the requirements of this type of writing. Think about the purpose for writing in this manner while you are completing the assignment.

Brainstorming:

--	--	--	--	--

CHAPTER EIGHTEEN RUBRICS

RUBRIC FOR GROUP DISCUSSION (Ch. 18 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to discuss and assess the plan and its alternatives, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience. APPLICATION/THINKING	Demonstrates some ability to discuss and assess the plan and its alternatives, by connecting with some clarity and precision some simple references from the text to personal knowledge/experience.	Demonstrates considerable ability to discuss and assess the plan and its alternatives, by connecting with clarity and precision appropriate references from the text to personal knowledge/experience.	Demonstrates the ability to thoroughly discuss and assess the plan and its alternatives, by clearly and precisely integrating textual references with personal knowledge/experience.
Follows up on others' ideas, and recognizes the validity of different points of view in groups discussions with limited effectiveness. Rarely uses constructive strategies in small-group discussions. COMMUNICATION	Follows up on others' ideas with some effectiveness, and sometimes recognizes the validity of different points of view in groups discussions. Occasionally uses constructive strategies in small-group discussions.	Follows up on others' ideas with considerable effectiveness, and recognizes the validity of different points of view in groups discussions. Uses constructive strategies in small-group discussions.	Follows up on others' ideas with a high degree of effectiveness, taking on a leadership role, and recognizes the validity of different points of view in groups discussions. Consistently uses constructive strategies in small-group discussions.

APPLICATION: Interpreting Author's Purpose (Ch.18 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing this name, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing this name, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing this name, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing this name, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Understanding Descriptive Language (Ch. 18 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the use of elements and structures of words to understand what they read by providing a	Demonstrates some understanding of the use of elements and structures of words to understand what they read by providing some	Demonstrates considerable understanding of the use of elements and structures of words to understand what they	Demonstrates thorough understanding of the use of elements and structures of words to understand what they read by precisely

limited explanation of how the circled words help them as a reader.	explanation of how the circled words help them as a reader.	read by appropriately explaining how the circled words help them as a reader.	explaining how the circled words help them as a reader.
---	---	---	---

THINKING: Interpreting Author's Purpose (Ch. 18 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to interpret the author's purpose in creating a longer than usual chapter, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to interpret the author's purpose in creating a longer than usual chapter, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to interpret the author's purpose in creating a longer than usual chapter, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in creating a longer than usual chapter, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Analysing Character Personality for Change (Ch. 18 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very limited ability to identify whether or not a character's behaviour is consistent or changing, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates limited ability to identify whether or not a character's behaviour is consistent or changing, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates general ability to identify whether or not a character's behaviour is consistent or changing, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to identify whether or not a character's behaviour is consistent or changing, by making complex, detailed references to the text and personal knowledge/experiences.

APPLICATION: Identifying and Analysing Conflicts (Ch. 18 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying an example of the conflict required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying an example of the conflict required, with some assistance and with some reference to the text and personal ideas.	Demonstrates general understanding of the elements of a story by identifying an example of the conflict required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the conflict required, with detailed reference to the text and personal ideas.

RUBRIC FOR WRITING A GRAPHIC NOVEL EXCERPT

Student's Name: _____

Rec'd On Time? Yes No

THINKING: Uses planning skills, the writing process, and the creative thinking process to generate ideas and reflect on material.	Shows limited use of a plan; ideas may be incomplete or presented with limited effectiveness.	Shows some use of a plan; ideas are related in simple, mechanical ways, with some effectiveness.	Shows use of a logical plan and clear focus; ideas are related with considerable effectiveness.	Shows use of a logical and creative plan and focus. Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a graphic novel excerpt, based on prompt.	Writes a graphic novel excerpt with limited effectiveness. Some parts of it may be off topic. Uses simple details that are inconsistently related to the narrative and/or to each other.	Writes a graphic novel excerpt with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes graphic novel excerpt that is considerably effective and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes graphic novel excerpt that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATIO N: Uses appropriate writing techniques -speech bubbles -captions Uses an appropriate voice/addresses a specific audience Uses logical sequence in comic blocks, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing text; uses little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple text – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure in text; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over text; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.
KNOWLEDGE: Format follows organization of a graphic novel excerpt (narrative). Understanding of content is demonstrated.	Format of graphic novel excerpt may only be partially followed. Understanding of content is demonstrated with limited success.	Format of graphic novel excerpt is followed with some errors. Understanding of content is demonstrated with some success.	Format of a graphic novel excerpt is followed correctly. Understanding of content is demonstrated with considerable success.	Format of a graphic novel excerpt is followed flawlessly. Understanding of content is demonstrated with a high degree of success.

NEXT STEP: _____

PARENT SIGNATURE: _____

Chapter 19: Airborne

1. There is no table of contents or index in *Airborn*. What reason can you give for this?
2. Read the following passage:

“Quick,” she said, snatching the bowl of soup out of my hands, then tugging at me roughly. My back and neck sang with pain as my body unfolded itself. I tumbled out stiffly. “I heard someone. I think he went into the toilets across the corridor.” (p. 285)

Who says “I heard someone” and how does the reader know the speaker’s identity? Use the passage and your own ideas to explain.

3. Read this sentence from the story:

“They still seem awfully lively,” Kate said, as more guffaws and shouting passed through the walls.” (p. 285)

State whether each underlined word is used as a noun, a verb, an adjective or an adverb and explain your answer.

- a. seem is used as
 (Circle your answer) a noun a verb an adjective an adverb

I know this because

- b. guffaws is used as
 (Circle your answer) a noun a verb an adjective an adverb

I know this because

Now state a synonym for the two words above, using context clues:

WORD:	SYNONYM:
seem	
guffaws	

4. The *climax* is the part of the story where the peak of the action occurs. It is the final confrontation between the protagonist(s) and the antagonist(s), the most exciting part to which all of the earlier parts have been leading. Describe the

scene where you believe the climax of *Airborn* begins, and explain why you believe this.

5. How does the author build suspense in this chapter? Use information from the text and your own ideas to prove your answer.
6. Read the following passage:

Anything could have gone wrong. “Maybe they didn’t eat the soup. Maybe it got too diluted, or there wasn’t enough, or they found out when they tasted it.” I didn’t like to think of that; I could imagine what they’d do to Mr. Vlad if they thought he was trying to drug them.
 “No, they ate it,” said Kate. “I could smell it on them as they came into the room. Couldn’t you?” (p. 295)

Why do you suppose Ken Oppel chose to add Kate’s line about how strong the fish smell was, at this particular spot in the book?

WRITE A CROSSWORD

Getting Your Point Across...and Down!

A crossword puzzle uses clues to help the reader figure out missing word solutions. Clever clues make a crossword puzzle very challenging.

Think About

- words from *Airborn* that would be good in a crossword puzzle.
- clues you could give for those words.
- how you could make those clues less obvious.

Create a crossword puzzle with at least 5 words across and 5 words down. Use the conventions of crossword puzzles (like abbreviations, acronyms, etc.) whenever possible. Refer to your *Writing Sense* book and/or crossword puzzles in newspapers or magazines to refresh your memory regarding the proper crossword puzzle format.

Once you have finished your rough copy, you will need to make a polished version. If you have access to the Internet and can be supervised by your teacher or teacher-librarian, go to the Puzzlemaker website (www.puzzlemaker.com). Make sure you are following your school’s Acceptable Use Policy. Explore the site, and use it to create a published crossword puzzle. The instructions are on the website. If you cannot use the Internet and this program, graph paper is an excellent alternative.

CHAPTER NINETEEN RUBRICS

KNOWLEDGE: Understanding Use of Non-Fiction Conventions (Ch. 19 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of organizational elements by explaining in a very simple way why non-fiction organizers are not used in the novel.	Demonstrates some knowledge of organizational elements by explaining in a simple way why non-fiction organizers are not used in the novel.	Demonstrates considerable knowledge of organizational elements by explaining with some complexity why non-fiction organizers are not used in the novel.	Demonstrates thorough knowledge of organizational elements by explaining in a complex way why non-fiction organizers are not used in the novel.

COMMUNICATION: Understanding Punctuation in the Story (Ch. 19 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of punctuation by identifying with limited accuracy the functions of quotation marks and providing a limited explanation of how they help the reader to understand the text.	Demonstrates some understanding of punctuation by identifying with some accuracy the functions of quotation marks and providing some explanation of how they help the reader to understand the text.	Demonstrates considerable understanding of punctuation by correctly identifying the functions of quotation marks and explaining how they help the reader to understand the text.	Demonstrates thorough understanding of punctuation by correctly identifying the functions of quotation marks and precisely explaining how they help the reader to understand the text.

KNOWLEDGE: Understanding Parts of Speech (Ch. 19 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of parts of speech by identifying with limited accuracy the underlined words and providing a limited explanation of their uses in the sentences.	Demonstrates some understanding of parts of speech by identifying with partial accuracy the underlined words and providing some explanation of their uses in the sentences.	Demonstrates considerable understanding of parts of speech by correctly identifying the underlined words and appropriately explaining their uses in the sentences.	Demonstrates thorough understanding of parts of speech by correctly identifying the underlined words and precisely explaining their uses in the sentences.

COMMUNICATION: Understanding Vocabulary in the Story (Ch. 19 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	Demonstrates some understanding of vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	Demonstrates considerable understanding of vocabulary used in the story by choosing appropriate synonyms to closely match the story context.	Demonstrates thorough understanding of vocabulary used in the story by choosing specific synonyms to accurately match the story context.

THINKING: Identifying and Analysing Climax (Ch. 19 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying the start of the	Demonstrates some understanding of the elements of a story by identifying the start of the	Demonstrates considerable understanding of the elements of a story by identifying the start of the	Demonstrates thorough understanding of the elements of a story by independently identifying

story's climax, with much assistance and with minimal reference to the text and personal ideas.	story's climax, with some assistance and with some reference to the text and personal ideas.	story's climax, with minimal assistance and with reference to the text and personal ideas.	the start of the story's climax, with detailed reference to the text and personal ideas.
---	--	--	--

THINKING: Interpreting Author's Purpose (Ch. 19 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in creating suspense, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in creating suspense, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in creating suspense, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in creating suspense, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Interpreting Author's Purpose (Ch. 19 Qu. 6)

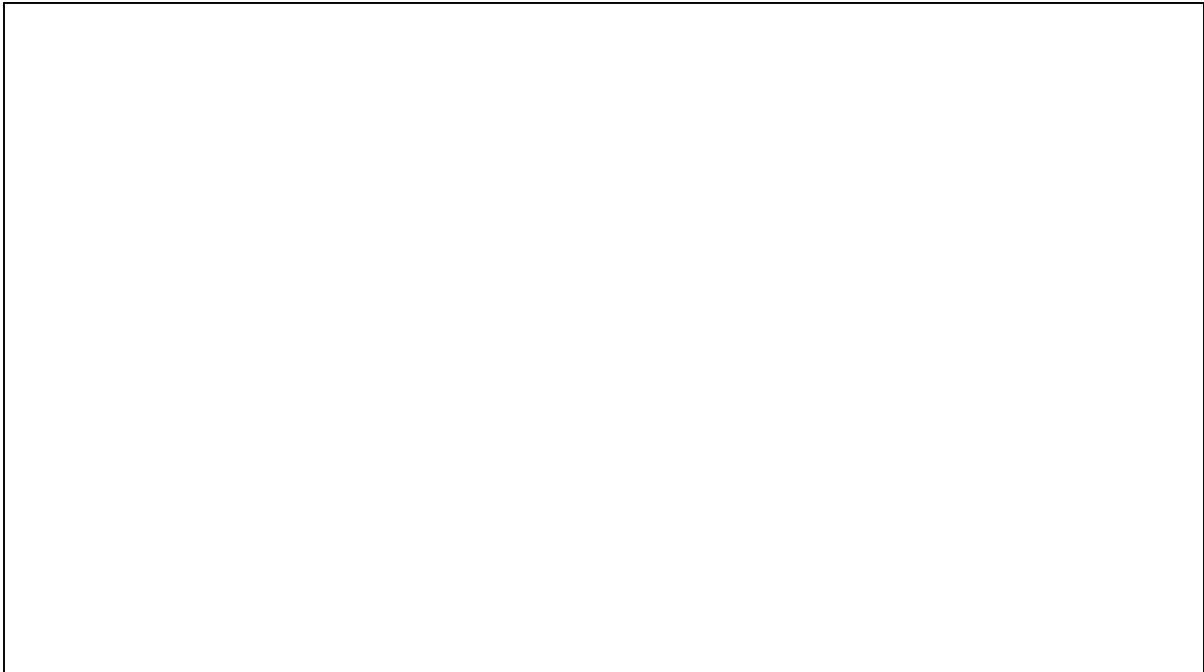
LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in using a certain passage as foreshadowing, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in using a certain passage as foreshadowing, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in using a certain passage as foreshadowing, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in using a certain passage as foreshadowing, by making complex, detailed references to the text and personal knowledge/experiences.

CROSSWORD PUZZLE RUBRIC

EXPECTATIONS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Produces pieces of writing using a variety of forms, techniques, and resources appropriate to the form and purpose, and materials from other media. (WRITING)	With limited effectiveness	With some effectiveness	With considerable effectiveness	Independently and with thorough effectiveness
Sorts information using a variety of organizers and formats; selects information appropriate to needs using a variety of strategies. (INFO STUDIES: Inquiry and Research)	Rarely	Sometimes	Usually	Always
Uses information technology to relate prior knowledge, locate information, synthesize findings, formulate conclusions and transfer knowledge and skills. (INFO STUDIES: Information Technologies)	With limited effectiveness	With some effectiveness	With considerable effectiveness	Independently and with thorough effectiveness

Chapter 20: Airborn

1. Why did the author choose to make the title of this chapter so similar to the title of the last chapter?
2. Foreshadowing involves an author giving the reader clues about what will happen later in the story. Often the reader doesn't realize the clue has been given until much later. Where do we see an example of foreshadowing in this chapter, and how is it fulfilled? Use information from the novel to support your answer.
3. Why is it fitting that the cloud cat kills Crumlin?
4. Create a graphic organizer of your choice to document what happens to each of the 8 pirates on the airship. Refer to the book to prove your conclusions.



5. In your opinion, why does the author choose to have Bruce end up getting killed? Justify your answer with information from the text and your own ideas.
6. The literary *conflict* of “Character *versus* Character” is very common in many stories. Explain how the author uses this conflict in this chapter.

DISCUSSION ACTIVITY

There are a number of passages in this chapter that are not only written beautifully, but contain deeper messages and symbolism within their descriptive language. Look at each of the four excerpts on the next pages, and make some brief point-form notes

about how you think they help the reader's understanding of the story. If you are stuck, think about the following:

- a) Consider where the author chooses to indent sentences. Do these indented sentences affect how the reader understands and/or reads the text? Why does he indent where he does?
- b) Look at the images he's chosen to reveal, and how he uses language. Are any images similar to ones from earlier chapters?
- c) Do any phrases suggest the themes we've discussed previously?

Once you have your point-form notes, get into groups assigned by your teacher or teacher-librarian, and discuss your ideas in your group. Remember to take turns and respect the opinions of others.

PASSAGE ONE:

I fell backwards and instinctively opened my arms, spread my legs. I felt the air pouring over me, felt how it parted for my head and over my shoulders and over my chest and down my torso to trail off my legs. I tucked an arm and rolled my shoulders so I was falling face first towards the ship's stern.

I was not frightened.

This was how my father fell.

It was the most natural thing in the world. I knew it would be like this. It was very smooth and slow. I had time to look down at the sea. I even looked back over my shoulder and saw Szpirglas watching me, and the cloud cat, still crouching farther forward. I gazed ahead and saw the ship's great fins coming towards me. I would soar clear over the horizontal fin on the starboard side. Then I would be free of the ship and it would be just me and the air.

If my father could do it, I could do it. I was born in the air. (p. 306)

NOTES:

PASSAGE TWO:

I could not fly. I had crashed. I was not lighter than air, after all.

I'd fallen, and a great shame seeped through me.

I was heavy as a stone.

All my life I'd told myself I was light and could soar free of things. I was light and I could outrun sadness. I could fly away and keep flying forever.

But I could never catch up with my father. He had fallen like Gilgamesh, and I had not been there to save him with an all-powerful Enkidu hand. He was gone, well and truly gone, and now everything had caught up with me: all the years of sailing away from my family, and my sadness. (p. 307)

NOTES:

PASSAGE THREE:

It was falling all over again, just as it had the moment it was born. Only this time there was no island beneath her to break her fall.

Come on. Fly now.

Somehow, despite its crimped wing, the cloud cat leveled off. I saw its wings move up and then down in a powerful stroke, and it lifted a bit. Gradually, it gained more altitude. It was still tilty in the air, hadn't quite worked out yet how to steer and stay level.

But the cloud cat was flying.

It soared away from the *Aurora*, trying out its wings, playing with this new thing called flight. It did a couple of clumsy turns, but with every second, was getting better. I was laughing and crying, and I think I must have been a little mad with the pain and knowing my own death was close, and yet I no longer felt sad or afraid. It was so good to see the cloud cat fly, back in its own element. It was never meant to be landlocked. I kept my eyes fixed on the cat until I could see it no more. (p. 307-308)

NOTES:

PASSAGE FOUR:

Down he went, spinning through the air.
And I thought: *His boy. His poor boy.* (p. 309)

NOTES:

WRITE A REFLECTION**Mirror, Mirror...**

Recall what you learned about writing a reflection to the text in Chapters 8 and 12. Now think about all you've said and heard in your discussion of the four passages.

Think About

- any new ideas you gained.
- the images the author has created, and how they help you understand.
- what you particularly liked or disliked in these passages
- what you think the author was trying to tell the reader

Using your best writing skills, information from the text, what you learned in the discussion, and your own knowledge, write a personal reflection about the four quotations.

CHAPTER TWENTY RUBRICS

THINKING: Interpreting Author's Purpose (Ch.20 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing this title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing this title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing this title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing this title, by making complex, detailed references to the text and personal knowledge/experiences.

APPLICATION: Understanding Foreshadowing (Ch. 20 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text to describe the use of foreshadowing.	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are consistently related to the text to describe the use of foreshadowing.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text to describe the use of foreshadowing.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text to describe the use of foreshadowing.

THINKING: Interpreting Author's Purpose (Ch. 20 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in suggesting nemesis, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in suggesting nemesis, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in suggesting nemesis, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in suggesting nemesis, by making complex, detailed references to the text and personal knowledge/experiences.

KNOWLEDGE: Recalling and Understanding Story Details (Ch. 20 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding by responding with very simple information that is inconsistently related to the text.	Demonstrates some understanding by responding with some simple information that is consistently related to the text.	Demonstrates considerable understanding by responding with information of some complexity that is consistently related to the text.	Demonstrates thorough understanding by responding with complex information that is consistently related to the text.

KNOWLEDGE: Using Graphic Organizers (Ch. 20 Qu. 4)

Uses appropriate organizers with limited effectiveness	Uses appropriate organizers with some effectiveness	Uses appropriate organizers independently and with	Uses appropriate organizers with a high degree of
--	---	--	---

and/or many errors.	and/or some errors.	considerable effectiveness.	effectiveness, independence, and detail.
---------------------	---------------------	-----------------------------	--

THINKING: Interpreting Author's Purpose (Ch.20 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing to kill off a character, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing to kill off a character, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing to kill off a character, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing to kill off a character, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Identifying and Analysing Conflict (Ch. 20 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying examples of the conflict required, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying examples of the conflict required, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying examples of the conflict required, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying an example of the conflict required, with detailed reference to the text and personal ideas.

RUBRIC FOR DISCUSSION ACTIVITY

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to discuss the quoted passages and infer their significance, by making a few simple, unclear, or unconnected references from the text to personal knowledge/experience. (APPLICATION)	Demonstrates some ability to discuss the quoted passages and infer their significance, by connecting some simple references from the text to personal knowledge/experience with some effectiveness.	Demonstrates the ability to discuss the quoted passages and infer their significance, by connecting appropriate references from the text to personal knowledge/experience with considerable effectiveness.	Demonstrates the ability to discuss the quoted passages and infer their significance, by integrating textual references with personal knowledge/experience with a high degree of effectiveness.
Follows up on others' ideas, and recognizes the validity of different points of view in group discussions with limited effectiveness. Rarely uses constructive strategies in small-group discussions. (COMMUNICATION)	Occasionally follows up on others' ideas, and sometimes recognizes the validity of different points of view in group discussions. Occasionally uses constructive strategies in small-group discussions.	Follows up on others' ideas, and recognizes the validity of different points of view in group discussions with considerable effectiveness. Uses constructive strategies in small-group discussions.	Follows up on others' ideas, taking on a leadership role, and recognizes the validity of different points of view in group discussions. Consistently uses constructive strategies in small-group discussions.

PARENT SIGNATURE: _____

RUBRIC FOR WRITING A REFLECTION

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING: Uses the creative thinking process to generate ideas and reflect on material.	Ideas may be incomplete or presented with limited effectiveness.	Ideas are related in simple, mechanical ways, with some effectiveness.	Ideas are related with considerable effectiveness.	Ideas are related with a high degree of effectiveness.
APPLICATION: Understands the purpose is to write a reflection, based on personal ideas and the text.	Writes a reflection in a very limited way. Some parts of it may be off topic. Uses simple that are inconsistently related to the narrative and/or to each other.	Writes a reflection with some effectiveness. One or two parts of it may be off topic. Uses simple details that relate to the narrative and to each other.	Writes a reflection that is considerably developed and on topic. Uses details of some complexity that relate to the narrative and to each other.	Writes a reflection that is clearly and coherently developed with a high degree of effectiveness. Uses complex details that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -varied sentences -vocabulary Uses an appropriate voice/addresses a specific audience Uses logical sequence in sentences, paragraphs, and overall organization and structure. Applies language conventions correctly.	Uses unclear or confusing sentences; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; very limited evidence of sequencing ideas; engages the reader in a limited way. Shows limited accuracy in spelling, grammar and punctuation.	Uses simple sentence types and lengths – may include fragments and run-ons; uses some descriptive language or vocabulary. Shows some sense of voice; some evidence of sequencing ideas; engages the reader in a simple way. Shows some accuracy in spelling, grammar and punctuation.	Uses clear sentence structure with a variety of sentence lengths and/or types; uses descriptive language and specialized vocabulary effectively. Shows a considerable sense of voice; ideas are organized into paragraphs using appropriate and logical connections; engages the reader in an active way. Shows considerable accuracy in spelling, grammar and punctuation.	Demonstrates a high degree of control over sentence structure; uses a complex range of sentence lengths and/or types; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; ideas are well organized using a range of complex and logical connections to link paragraphs; engages and sustains the reader through a natural, personal tone and style. Shows a high degree of accuracy in spelling, grammar and punctuation.

PERSONAL SPELLING WORDS:

Chapter 21: At Anchor

1. Why do you think the author crafts the last chapter to occur six months after Chapter 20?
2. What is the significance of the title “At Anchor?” Use information from the text and your own ideas.
3. What makes the first paragraph of this chapter, shown below, a good way to begin the chapter?

First Paragraph:	Why Does It Work as a Lead?
<p>It was difficult to get close to the skeleton, there was such a crowd of people around it – the men in their tall top hats and the women with an abundance of fruit and flowers and stuffed tropical birds sprouting from their wide-brimmed headgear. It was like being back in the jungle all over again, only smellier, with enough colognes and perfumes and toilet waters to choke an anaconda. (p. 315)</p>	

4. The *denouement*, or *resolution*, is the part of a story where all the loose ends are tied up. In *Airborn*, this occurs in Chapter 21. What do we learn in *Airborn*'s denouement? Did anything surprise you, and if so, what?
5. Earlier Ken Oppel suggested that a romance was developing between Matt and Kate, though he didn't get overly mushy about it. Why do you think the author didn't dwell on the romance very much?

6. In this chapter, Matt and Kate seem to find it difficult to feel comfortable with each other at first, though as the chapter ends, things are better. Find examples from the text that prove the change in their characters over the course of the chapter.

	Kate	Matt
Characteristic at the beginning of the chapter		
Proof from the story		
Characteristic at the end of the chapter		
Proof from the story		

MEDIA ACTIVITY

There are a number of movies that have similar themes, setting, and/or characters as *Airborn*. Now that you have finished the novel, you should be able to relate it to one of these movies.

Think About

- any similarities you can see between the movie chosen and *Airborn*.
- any differences you notice between the two.

Your teacher or teacher-librarian may choose one of the following movies, or another of his or her choice:

- *Titan A. E.*
- *Treasure Planet*
- *Swiss Family Robinson*
- *Sky Captain and the World of Tomorrow*

You should also look for the media techniques used in the movie selection, like special effects, sound effects, animation techniques, etc.

Your teacher or teacher-librarian will determine the method of comparison you are to create, which may involve a chart, a comparative essay, movie and book reviews, Internet research on the movie, a simple “Relate,” or any combination of these.

RUBRICS FOR CHAPTER 21

THINKING: Understanding Author's Purpose (Ch. 21 Qu. 1)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of the author's purpose in concluding the story in this manner by identifying a few simple characteristics of an epilogue-like chapter.	Demonstrates some knowledge of the author's purpose in concluding the story in this manner by identifying some simple characteristics of an epilogue-like chapter.	Demonstrates considerable understanding of the author's purpose in concluding the story in this manner by identifying characteristics of some complexity regarding an epilogue-like chapter.	Demonstrates thorough understanding of the author's purpose in concluding the story in this manner by identifying complex characteristics regarding an epilogue-like chapter.

APPLICATION: Interpreting Author's Purpose (Ch.21 Qu. 2)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's purpose in choosing this title, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's purpose in choosing this title, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's purpose in choosing this title, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's purpose in choosing this title, by making complex, detailed references to the text and personal knowledge/experiences.

THINKING: Understanding Author's Purpose (Ch. 21 Qu. 3)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge of the author's purpose in beginning the chapter in this manner by identifying a few simple characteristics of a chapter lead.	Demonstrates some knowledge of the author's purpose in beginning the chapter in this manner by identifying some simple characteristics of a chapter lead.	Demonstrates considerable understanding of the author's purpose in beginning the chapter in this manner by identifying characteristics of some complexity regarding chapter leads.	Demonstrates thorough understanding of the author's purpose in beginning the chapter in this manner by identifying complex characteristics regarding chapter leads.

KNOWLEDGE/THINKING: Identifying and Analysing Denouement (Ch. 21 Qu. 4)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying information in the denouement, with much assistance and with minimal reference to the text and personal ideas.	Demonstrates some understanding of the elements of a story by identifying information in the denouement, with some assistance and with some reference to the text and personal ideas.	Demonstrates considerable understanding of the elements of a story by identifying information in the denouement, with minimal assistance and with reference to the text and personal ideas.	Demonstrates thorough understanding of the elements of a story by independently identifying information in the denouement, with detailed reference to the text and personal ideas.

THINKING: Interpreting Author's Purpose (Ch. 21 Qu. 5)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability to interpret the author's reasons for not dwelling on the romance, by making a few simple, unclear, or unconnected references to the text and personal knowledge/experiences.	Demonstrates some ability to interpret the author's reasons for not dwelling on the romance, by making simple or unconnected references to the text and personal knowledge/experiences.	Demonstrates considerable ability to interpret the author's reasons for not dwelling on the romance, by making connected references of some complexity to the text and personal knowledge/experiences.	Demonstrates thorough ability to interpret the author's reasons for not dwelling on the romance, by making complex, detailed references to the text and personal knowledge/experiences.

APPLICATION: Comparing Characters (Ch. 21 Qu. 6)

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of the elements of a story by identifying only one obvious characteristic of the characters, or characteristics that are not displayed in this chapter. Proof of change may be missing, or only partially done.	Demonstrates some understanding of the elements of a story by identifying some simple characteristics of the characters, though perhaps some that are not well displayed in this chapter. Proof of change may be simple or poorly explained.	Demonstrates considerable understanding of the elements of a story by identifying characteristics of the characters that are displayed in this chapter. Proof of change is simple but complete.	Demonstrates thorough understanding of the elements of a story by identifying important characteristics of the characters that are well displayed in this chapter. Proof of change in both characters is complete and well quoted.

MEDIA ACTIVITY RUBRIC

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited understanding of inference by using a few simple and/or obvious ideas that may be inconsistently related to the text or movie to describe the differences and similarities between the two selected media. (READING: APPLICATION)	Demonstrates some understanding of inference by using some simple and/or obvious ideas that are related to the text or movie to describe the differences and similarities between the two selected media.	Demonstrates considerable understanding of inference by using ideas of some complexity that are consistently related to the text or movie to describe the differences and similarities between the two selected media.	Demonstrates thorough understanding of inference by using complex ideas that are consistently related to the text or movie to describe the differences and similarities between the two selected media.
Inconsistently analyses data to make inferences and arguments. Rarely makes analogies to connect ideas in a variety of formats. Deconstructs media works with much assistance and limited effectiveness. (INFO STUDIES: THINKING)	Analyses data to make some inferences and arguments. Sometimes makes analogies to connect ideas in a few formats. Deconstructs media works with some assistance and effectiveness.	Often analyses data to make general inferences and arguments. Makes logical analogies to connect ideas in a variety of formats. Deconstructs media works independently, with considerable effectiveness.	Consistently analyses data to make higher-level inferences and arguments. Makes creative analogies to connect ideas in a variety of formats. Deconstructs media works in detail, independently, with a high degree of effectiveness.

SPELLING LISTS AND ACTIVITIES

(There are nine spelling lists, roughly corresponding to the first nine chapters. Since spelling lists generally are used for a week, this amount seemed sufficient.)

List 1 (Goes with Ch. 1)

perched	pulsed	constellation	heroes	villains
spyglass	gondola	feat	propulsion	glistened
rustled	keel	starboard	port	baggage
propellers	moustache	bravery	aloft	circumnavigation

1. Write each word three times.
2. Define the words in **bold**, using a dictionary and selecting the best meaning to go with the book.
3. Rewrite all the verbs in the list.

List 2 (Goes with Ch. 2)

airborne	amazing	anchor	ballast	captain
cells	crew	croissants	freighters	hangar
harbour	mooring	officer	ornithopter	passengers
promotion	rudder	rumours	sailmaker	voyage

1. Write each word three times.
2. Circle the words that are nouns.
3. Define each of the words in **bold**, using the dictionary.
4. Try to create a paragraph in which the remaining, non-bolded words are used. See how creative you can get, while still making sense.

List 3 (Goes with Ch. 3)

catwalk	compass	dolt	engraved	enthusiasm
grandfather	headache	infirmary	inflated	portholes
liar	mangoes	membrane	metal	mettle
pressure	quarters	trainee	unsettled	winged

1. Write each word three times.
2. Put the words in **bold** in the chart below, dividing them up as shown:

Prefix	Root	Suffix

3. List all the compound words in the list, dividing the words into their component parts: e.g. table-cloth
4. Define mettle and metal by using the dictionary.

List 4 (Goes with Ch. 4)

academy	appalling	asleep	cabin	camera
chaperone	cinema	confided	curious	icebox
lounge	midnight	nudge	ominously	oozing
tripod	sketches	steward	suspicious	swashbuckler

1. Write each word three times.
2. Make a chart with all the adjectives in the list.
3. Define the words in **bold**, using a dictionary.
4. Using only five sentences, (four list words in each sentence), try to use all the list words. Do the best you can.

List 5 (Goes with Ch. 5)

wobbled	hemisphere	instinctively	element	migration
curiosity	scientific	wingspan	panther	gashes
claws	silhouette	skeleton	caption	weirdly
prey	island	globe	coordinates	creatures

1. Write each word three times.
2. Define the words in **bold**, using the dictionary.
4. Circle all the adverbs in the list.
5. Make a chart like so:

Social Studies	Science

Now put any words that you could expect to find in these subjects, into the appropriate column in the chart (e.g. map = social studies)

List 6 (Goes with Ch. 6)

nestled	talkative	friendly	distress	luckily
course	region	unimpressed	goggles	scare
slightly	hunched	lunged	heights	waist
predator	thunderous	raptor	disobey	threateningly

1. Write each word three times.
2. Define the words in **bold**, using a dictionary.
3. Use ten words of your choice in a paragraph that MAKES SENSE. Underline the words you use.

List 7 (Goes with Ch. 7)

breeched	harness	satchel	safety	hull
<u>poisonous</u>	helmet	<u>lighten</u>	dying	reek
incredible	lens	lonesome	crumpled	stern
typhoon	poetry	snug	<u>unpleasantly</u>	pummeled

1. Write each word three times.
2. Define the words in **bold**, using a dictionary.
3. Put the underlined words in the chart below, dividing them up as shown:

Prefix	Root	Suffix

List 8 (Goes with Ch. 8)

parasols	glare	insubstantial	mirages	reef
apologize	load	collapse	frenzy	doubtful
sunbathe	inland	pirates	disembark	leak
trousers	humble	dozing	annoyed	lagoon

1. Write each word three times.
2. Define the words in **bold**, using a dictionary.
3. Circle the words that are old-fashioned, or more common in an earlier time.

List 9 (Goes with Ch. 9)

disdainfully	<u>bamboo</u>	veil	excels	palms
strode	accompanied	<u>hemmed</u>	foliage	indigenous
<u>pictures</u>	spiky	ruckus	<u>sifted</u>	bunk
<u>breezy</u>	shade	<u>breath</u>	<u>breathe</u>	cascade

1. Write each word three times.
2. Define the words in bold, using a dictionary.
3. Use the chart below to sort the underlined words into the appropriate parts of speech:

NOUN	VERB	ADJECTIVE	ADVERB

PRE-READING
ACTIVITIES
(Appendix 1)

PRE-READING ACTIVITIES

1. Examine the cover. What do you notice? Predict what you think this story will be about. During what time period do you think it occurs? Can you determine any other setting details? Who is the boy, do you think? Why might he be featured on the cover?
2. If you can print the three different covers off the website www.airborn.ca, do so and have the students brainstorm why the covers are different, what each does or doesn't show or suggest, etc. Turn this into a media lesson and talk about audience.
3. How do you think YOU handle trouble? Are you a problem-solver, or a panic-person? Do you "react" or "respond" to trouble? Recount a personal experience that proves your own characteristics.
4. Have you ever been away from your loved ones for a long period of time? If so, how did you handle that? What do you think would be challenging about that experience?
5. Find Sydney, Australia on a map. Then search for a city that has a large Lion's Gate Bridge in it (perhaps by doing a search on the Internet, if your teacher or teacher-librarian can supervise you, and your school's Acceptable User Policy permits you).
6. Think of a favourite character from a book you love. What characteristics would you use to describe that character? What made you like him or her? Be as detailed as you can.

POST-READING
ACTIVITIES
(Appendix 2)

POST-READING ACTIVITIES

1. Hold a debate on one of the following topics:
 - a) Should girls and women be scientists, or should only men? Consider this as if you are in the time period of *Airborn*.
 - b) Should capital punishment be used on criminals like the pirates of Szpirglas' crew?
 - c) Should the class system of rich and poor be abolished? Consider this as if you are in the time period of *Airborn*.
2. Complete a plot graph of the novel on the graphic organizer provided.
3. Complete a "novel museum" for *Airborn*, using the outline in Appendix 2.
4. Dramatize your favourite scene in groups, using the text as your prompt for the script. Create costumes, sets, props, etc.
5. Create a newspaper article about Matt's adventures and/or his receiving the reward.
6. Write a song (music and/or lyrics) for the soundtrack of the movie version of *Airborn*.
7. Create casting notes for the movie version of *Airborn*, explaining which actors you see in each role, and why.
8. Create a model of one of the settings of the book. This can be done alone or in groups, as your teacher or teacher-librarian assigns.
9. Write a letter from Matt to his late father, recounting his adventures, the lessons he has learned, and how he now feels about his dad's death.
10. Write the "drama" that likely occurred when Kate got home and met with her parents, telling them about her adventures, how they were wrong about her grandfather, how she planned to go to university, etc. Use script format and consider the voices of the characters as you would expect them to be.
11. Write an email to Ken Opper, telling him what you thought of the book and why.
12. Write an email to the creator of the website, Peter Riddihough, telling him what you thought of the website and why.
13. Publish your electronic slideshows on the school or class website. If possible, add your song lyrics and/or music to accompany the slideshows.
14. Hold an *Airborn* potluck, where you only serve the foods mentioned in the book.

WRITING A PLOT OUTLINE

The Way I See It...

The author is writing a sequel to *Airborn*.

Think About

- the characters that should return.
- the setting that would be best for the new story.
- what might have happened to the characters in the intervening time.

In point-form, write a potential outline for the plot of the new book, the way you would choose to write it if you were Ken Opel. Use the organizer below to help you structure your sequel.

SEQUEL PLANNER

Setting

What are the details of where your sequel takes place, its time period, and the situation at its start?

Characters

Who is in your sequel?
What are they like?

Possible Lead Sentence

Plot Elements

RUBRIC FOR A PLOT OUTLINE

Student's Name: _____ Rec'd On Time? Yes No

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
REASONING: Understands the purpose is to write a plot outline based on prompt (sequel to the book). Develops ideas that are related to the purpose and to each other.	Writes a plot outline in a very limited way. Some parts of it may be off topic. Uses simple details to describe some elements of story that are inconsistently related to the narrative and/or to each other.	Writes a plot outline in a limited way. One or two parts of it may be off topic. Uses simple details to describe some elements of the story that relate to the narrative and to each other.	Writes a plot outline that is clearly developed and on topic. Uses details of some complexity to describe setting, characters, and events (plot) that relate to the narrative and to each other.	Writes a plot outline that is clearly and coherently developed. Uses complex details to describe setting, characters, and events (plot) that relate to the narrative and to each other.
COMMUNICATION: Uses appropriate writing techniques -jot notes -vocabulary -repeats some elements of original story or picks up variations on them Uses an appropriate voice/addresses a specific audience	Uses unclear or confusing notes; uses few descriptive words and/or little vocabulary from the story. Shows a limited sense of voice; engages the reader in a limited way.	Uses simple basic jot notes; uses some descriptive language or vocabulary. Shows some sense of voice; engages the reader in a simple way.	Uses clear jot notes; uses descriptive language and specialized vocabulary effectively. Shows a sense of voice; engages the reader in an active way.	Demonstrates an effective control over jot notes; uses descriptive language and specialized vocabulary innovatively. Shows a strong sense of voice; engages and sustains the reader through a natural, personal tone and style.
ORGANIZATION OF IDEAS: Uses logical sequence in jot notes, and overall organization and structure. Format follows organization of a plot outline.	Shows limited use of a plan; very limited evidence of sequencing ideas; ideas may be incomplete. Format for a plot outline may only be partially followed.	Shows some use of a plan, some evidence of sequencing ideas; ideas are related in simple, mechanical ways. Format for a plot outline is followed with some errors.	Shows use of a logical plan and clear focus; ideas are organized into jot notes. Format of a plot outline is followed correctly.	Shows use of a logical plan and clear focus; ideas are well organized and detailed, using jot notes. Format of a plot outline is followed flawlessly.
CONVENTIONS: Applies language conventions correctly.	Shows limited accuracy in spelling, grammar and punctuation.	Shows some accuracy in spelling, grammar and punctuation.	Shows general accuracy in spelling, grammar and punctuation.	Shows consistent accuracy in spelling, grammar and punctuation.

OVERALL LEVEL: 1

2

3

4

NEXT STEP: _____

PARENT SIGNATURE: _____

NAME: _____

BOOK: _____

NOVEL MUSEUMS

Have you ever been to a museum? What was it like? Museums have fancy displays that are engineered to catch the eye of the visitor to the museum, but also are intended to teach the visitor something. If you had to create a museum for your novel, what types of things would be in it?

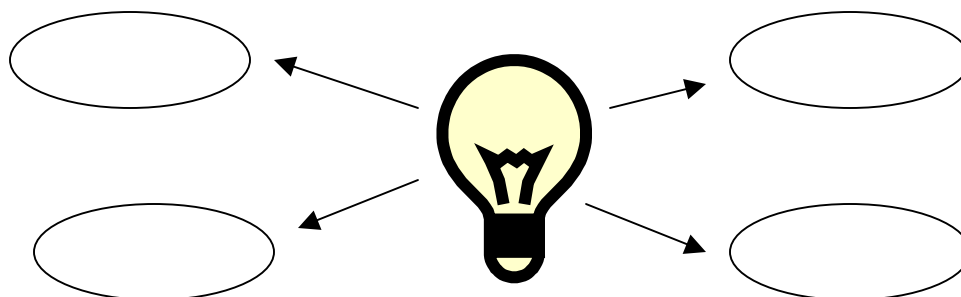
1. As you read your latest novel choice, make a list of things that come up in your book. Consider places, objects significant to your characters or to the plot, and even anything that you found particularly interesting.
2. How could you showcase these things from number one? In what way could you display them so they would tell a visitor about your book? Would a map work? Is there an item you could find at home, or you could create, to imitate something from the book?

THE JOB:

You need to be your most creative, and design a museum display for your novel. The display must include the following:

- a) A poster showing the title and author of the book, and showing some scene from the book. It cannot simply be a reprint of the real cover, off the internet. It must be ORIGINAL! Try to make it appealing to the viewer, eye-catching, exciting, etc.
- b) Three to five “artifacts” from your book. These can include objects, maps, and anything else you can think of.
- c) Labels, clearly printed or typed (and at least recipe card size), that go with each of your artifacts, explaining their significance. The character in the book who owns the artifact should also be mentioned. Your visitor should understand why this artifact is important in your story, from reading your labels.

Try to ensure that your artifacts and your poster look good together and make an effective display. People seeing them should want to read your book because they are so intriguing. These will be featured in the library, so do your best work!

BRAINSTORMING IDEAS:

NOVEL MUSEUM RUBRIC

NAME: _____ BOOK: _____
 DUE DATE: _____ AUTHOR: _____

- _____ Have you finished the book?
 _____ Do you have a poster of 11 x 18 or more?
 _____ Do you have at least five artifacts that go with your novel?
 _____ Do you have a clearly read label for each artifact?
 _____ Does each of your labels include the name of the artifact?
 _____ Does each of your labels include the owner of the artifact?
 _____ Does each of your labels include the importance/significance of the artifact to the story?

READING LEVELS:

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p style="text-align: center;">READING: OVERALL EXPECTATIONS</p> <p>The student rarely explains his or her own interpretation of a written work, supporting it with evidence from the work and from his or her own knowledge and experience (detail of work, creativity shown, and obvious effort).</p>	<p>The student sometimes explains his or her own interpretation of a written work, supporting it with evidence from the work and from his or her own knowledge and experience.</p>	<p>The student often explains his or her own interpretation of a written work, supporting it with evidence from the work and from his or her own knowledge and experience.</p>	<p>The student always explains his or her own interpretation of a written work, supporting it with detailed evidence from the work and from his or her own knowledge and experience.</p>
<p style="text-align: center;">READING: REASONING AND CRITICAL THINKING</p> <p>The student seldom explains how the various elements in a story function in relation to each other (effectiveness of labels including "significance" of artifact explained).</p>	<p>The student occasionally explains how the various elements in a story function in relation to each other.</p>	<p>The student usually explains how the various elements in a story function in relation to each other.</p>	<p>The student consistently explains how the various elements in a story function in relation to each other.</p>

WRITING LEVEL:

<p style="text-align: center;">WRITING: WORD USE AND VOCABULARY BUILDING</p> <p>The student rarely uses the vocabulary expected for this grade level accurately or imaginatively in their writing. Words are seldom selected or used with sophistication or effectiveness. The student rarely uses more complex sentence structures correctly (complexity, effectiveness, and accuracy of writing in labels and on poster).</p>	<p>The student sometimes uses the vocabulary expected for this grade level accurately and imaginatively in their writing. Words are occasionally selected and/or used with sophistication and effectiveness. The student sometimes uses more complex sentence structures correctly.</p>	<p>The student often uses the vocabulary expected for this grade level accurately and imaginatively in their writing. Words are usually selected and/or used with sophistication and effectiveness. The student often uses more complex sentence structures correctly.</p>	<p>The student always uses the vocabulary expected for this grade level accurately and imaginatively in their writing. Words are consistently selected and used with sophistication and effectiveness. The student always uses more complex sentence structures correctly.</p>
--	---	--	--

VISUAL ARTS LEVELS:

<p>VISUAL ARTS: CREATIVE WORK</p> <p>The student produces two- and three-dimensional works of art that rarely communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences (effectiveness of poster).</p>	<p>The student produces two- and three-dimensional works of art that sometimes communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences.</p>	<p>The student produces two- and three-dimensional works of art that often communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences.</p>	<p>The student produces two- and three-dimensional works of art that always communicate a range of thoughts, feelings, and experiences for specific purposes and to specific audiences.</p>
<p>VISUAL ARTS: KNOWLEDGE OF ELEMENTS</p> <p>The student seldom uses tools, materials, and techniques correctly, selecting those appropriate to the size, scope, and intent of the work (skills demonstrated in all artistic components of project).</p>	<p>The student occasionally uses tools, materials, and techniques correctly, selecting those appropriate to the size, scope, and intent of the work.</p>	<p>The student usually uses tools, materials, and techniques correctly, selecting those appropriate to the size, scope, and intent of the work.</p>	<p>The student consistently uses tools, materials, and techniques correctly, selecting those appropriate to the size, scope, and intent of the work.</p>

Was this work completed on time? YES NO

STRENGTH(S):

NEXT STEPS/AREAS FOR IMPROVEMENT:

PARENT SIGNATURE: _____

COMMENT: _____

PLOT GRAPH

