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<u>AIRBORN BY KENNETH OPPEL:</u> 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 <i>shriek</i> , 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 <i>Aurora</i> . (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)		

- 6. There are three ways you can learn about characters in a story:
 - a) by what the character says
 - b) by what the character does
 - c) by what others say about the character

What do we learn about Matt's character from the following passages in the story? Use jot notes to make your points in the space below:

PASSAGE:	WHAT IT TELLS US ABOUT MATT:
I felt no fear. If someone had put an ear to my	
heart he'd have found it beating no faster than it	
had in the crow's nest. It was no bravery on my	
part, simply a fact of nature, for I was born in the	
air, and so it seemed the most natural place in the	
world to me. I was slim as a sapling and light on	
my feet. The crew all joked I had seagull bones,	
hollow in the centre to allow for easy flight. To	
swing across this little gap, four hundred feet	
aloft, was no more to me than skipping a crack in	
the pavement. Because deep in my heart I felt that	
if I were ever to fall, the air would support me,	
hold me aloft, just as surely as it did a bird with spread wings. (p. 11)	
spread wings. (p. 11)	
"Is he going to be all right?" I asked the	
doctor.	
"I don't know yet" was all Doc Halliday	
answered, and his young face looked so grave	
that I felt a queer squeeze in my stomach. The	
wicker gondola looked odd and out of place in	
our cargo bay.	
"Get some sleep, Mr. Cruse," the captain said.	
I nodded, but didn't want to go. I watched them	
take the pilot away on the stretcher. I wondered	
who he was. I wanted to go through the gondola	
_	
and find out what had gone wrong. "Sleep first, Mr. Cruse," said the captain. "Your father would be very proud of you." I blinked away the hot tingle behind my eyes. "Thank you, sir." (p. 16)	

WRITING A FRIENDLY LETTER

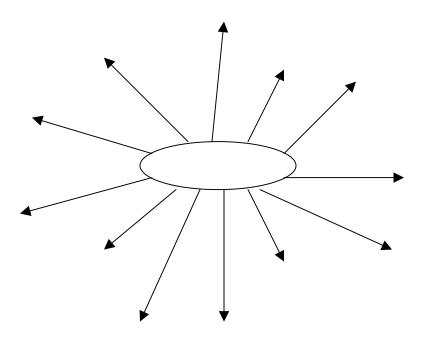
What An Adventure!

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

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

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

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

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

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

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

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

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

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

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

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates very	Demonstrates some	Demonstrates	Demonstrates a high
limited understanding of	understanding of	considerable	degree of understanding
inference by using a few	inference by using some	understanding of	of inference by using
simple and/or obvious	simple and/or obvious	inference by using ideas	complex ideas that are
ideas that may be	ideas that are	of some complexity that	consistently related to the
inconsistently related to	consistently related to the	are consistently related to	text to describe the
the text to describe the	text to describe the	the text to describe the	character of the
character of the	character of the	character of the	protagonist.
protagonist.	protagonist.	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: $1 \quad 2 \quad 3 \quad 4$

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.
COMMUNICATI ON: 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 runon 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)
"K	eep 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)
	saw the endless horizon and I felt like anything was possible: the whole rld 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:

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

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

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

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

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

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

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

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

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

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

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

PARENT SIGNATURE: _	 	
NEXT STEPS:		

RUBRIC FOR WRITING A CLASSIFIED AD

AME:
AME:

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

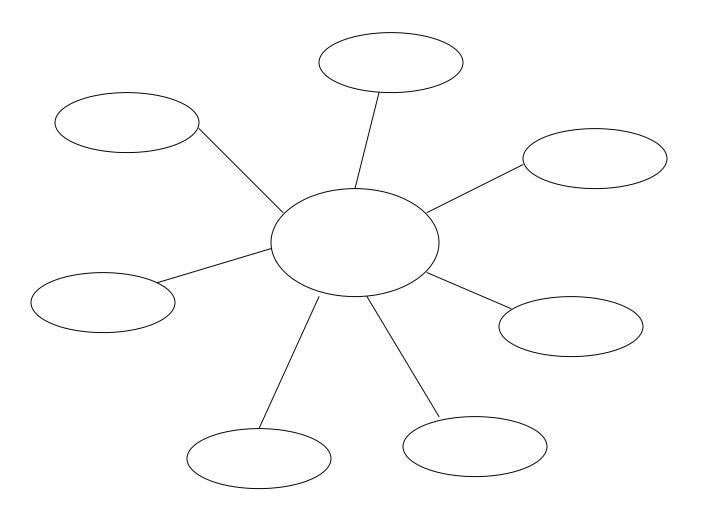
- how you would feel if you were Matt.
- what you would be thinking.
- the choices left to you.

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

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

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

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

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

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

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

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

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

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

	I ~	T ==		
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.
COMMUNICATI ON: 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
ST	TUDENT NAME:
	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 <i>Aurora</i> ." Stop when you are on the page with the "master blueprint" of the airship <i>Aurora</i> .
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 <i>Aurora</i> 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	Airborn Webpages	Airborn 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	Demonstrates simple ability to	Demonstrates considerable	Demonstrates thorough ability
locate, bookmark, and read a	locate, bookmark, and read a	ability to locate, bookmark,	to locate, bookmark, and read
selection of Internet resources	selection of Internet resources	and read a selection of Internet	a selection of Internet
with much assistance.	with some assistance.	resources. Understands how	resources. Understands how
	Understands how information	information on websites is	information on websites is
	on websites is structured.	structured, and uses this	structured, and consistently
		knowledge to process	uses this knowledge to process
		information.	information.

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited	Demonstrates some knowledge	Demonstrates general	Demonstrates thorough
knowledge of different forms	of different forms of text by	understanding of different	understanding of different
of text by identifying the use	identifying the use of	forms of text by identifying the	forms of text by identifying the
of photographs, captions,	photographs, captions,	use of photographs, captions,	use of photographs, captions,
subheadings, charts, etc. on the	subheadings, charts, etc. on the	subheadings, charts, etc. etc.	subheadings, charts, etc. on the
Airborn website, and	Airborn website, and	on the Airborn website, and	Airborn website, and
providing limited descriptions	providing simple descriptions	providing descriptions of some	providing complex
regarding their purpose.	regarding their purpose.	complexity regarding their	descriptions regarding their
		purpose.	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	Demonstrates some knowledge	Demonstrates general	Demonstrates thorough
knowledge of different forms	of different forms of text by	understanding of different	understanding of different
of text by identifying the use	identifying the use of	forms of text by identifying the	forms of text by identifying the
of photographs, captions,	photographs, captions,	use of photographs, captions,	use of photographs, captions,
subheadings, charts, etc. and	subheadings, charts, etc. and	subheadings, charts, etc. and	subheadings, charts, etc. and
providing limited descriptions	providing simple descriptions	providing descriptions of some	providing complex
regarding how they help the	regarding how they help the	complexity regarding how they	descriptions regarding how
reader.	reader.	help the reader.	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	Compares formats of print and	Compares formats of print and	Compares formats of print and
electronic reference materials	electronic reference materials	electronic reference materials	electronic reference materials
to facilitate selection of	to facilitate selection of	in a general way, to facilitate	in a detailed way,
information with much	information with some	selection of information.	independently, to facilitate
assistance.	assistance.		selection of information.

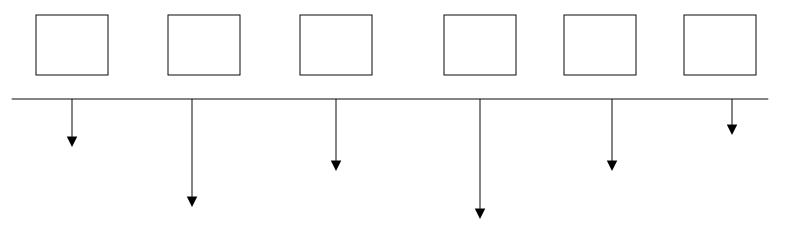
Chapter Five: The Log of the Endurance

- 1. Benjamin Molloy's ship could have been named any number of things. Why is it fitting that the author, Ken Oppel, chose to name the air balloon *The Endurance*? Use information from the story and your own ideas to explain.
- 2. Explain the use of the **colon** in the sentence below:

Small neat lines of ink covered each page: date, position, wind speed, altitude,	
observations. (p. 67)	

- 3. Why does the author use numbers with colons when referring to time in the journal (e.g. 18:02)? Use information from the story and your own ideas to answer.
- 4. There are two fonts used in the story. One is used for the majority of the work, but in Chapter 5, we see a different font. How does the different font used in this chapter help the reader to understand the story better?
- 5. Do you believe it is possible there are still undiscovered species in our world? What is a Zoological Society, and why was it so important to Kate that her grandfather's work be taken seriously by it? In the time provided by your teacher, discuss this in groups of 3 or 4, being sure to follow appropriate discussion format. Refer to the text and your own ideas and knowledge to solidify your position.
- 6. In the space below, create a timeline to match the "Log of the *Endurance*." Be sure to include at least one statement per date. Simple illustrations should also be included in the rectangles above each entry.

TIMELINE FOR THE LOG OF THE ENDURANCE



WRITING A JOURNAL ENTRY

What Happened Next?

Benjamin Molloy's log is quite mysterious. After the final entry, there are only drawings, and these are very unusual.

Pretend you are Benjamin, and in his voice and style, using references to the earlier log notes if necessary, write the journal entry that you believe would have most likely followed his last written words:

A	Airship in the distance. Will signal for help. (p. 74)

CHAPTER FIVE RUBRICS

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

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

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

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

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

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

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

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

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

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

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

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

RUBRIC FOR A JOURNAL ENTRY

Student's Name:	Rec'd On Time	? Yes	No
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THE STATE OF THE S	01 1: : 1	G1 C		
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.
COMMUNICATI ON: 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

wn that ladder faster than a firefighter	down a pole! (p. 85)
How do the words and phrases in bold l	help you as a reader?
5. The scene with Featherstone is very does the author make it so violent?	shocking and violent. In your opinion, why
6. Using the Venn Diagram, compare t Szpirglas below:	the characters of Captain Walken and Captain
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	Demonstrates some	Demonstrates	Demonstrates thorough
understanding in	understanding in	considerable	understanding in
selecting information	selecting information	understanding in	selecting information
from the text that	from the text that	selecting information	from the text that
supports the main idea.	supports the main idea.	from the text that	supports the main idea.
Information is	Information is	supports the main idea.	Information is
inconsistently	summarized, with some	Information is	summarized in a detailed
summarized, with many	errors or omissions.	summarized with no	manner, with clarity and
errors or omissions.		errors or omissions.	style.

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Begins to search the			
Internet using Boolean	Internet using Boolean	Internet using Boolean	Internet using Boolean
operators in single search			
engine with much	engine with some	engine with little	engine independently
assistance and limited	assistance and some	assistance and	with a high degree of
effectiveness.	effectiveness.	considerable	effectiveness.
		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	accompaniment for the	accompaniment for the	accompaniment for the
text, with limited	text, with some	text, by suggesting a	text, by suggesting a
effectiveness. A possible	effectiveness. A possible	possible soundtrack for	elaborate soundtrack for
soundtrack is partially	soundtrack is suggested,	the chapter's events, and	the chapter's events, and
suggested. Choices are	and choices are	explaining or describing	explaining and
rarely explained or	sometimes explained or	choices in considerable	describing choices with a
described.	described.	detail.	high degree of detail.

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

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

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

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

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited	Demonstrates some	Demonstrates	Demonstrates thorough
understanding of the	understanding of the	considerable	understanding of the
elements of a story by	elements of a story by	understanding of the	elements of a story by
identifying, comparing	identifying, comparing	elements of a story by	identifying, comparing
and contrasting only a	and contrasting some	identifying, comparing	and contrasting
few obvious	fairly obvious	and contrasting many	numerous characteristics
characteristics of the two	characteristics of the two	characteristics of the two	of the two captains using
captains using a Venn	captains using a Venn	captains using a Venn	a Venn diagram and
diagram and the text.	diagram and the text.	diagram and the text.	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	Writes a wanted poster with	Writes a wanted poster that	Writes a wanted poster that
very limited way. Uses	some effectiveness. One or	is clearly developed and on	is clearly and thoroughly
simple details to describe	two parts of it may be off	topic. Uses details of	developed. Uses complex
some elements of story that	topic. Uses simple details to	considerable complexity to	details to describe setting,
are inconsistently related to	describe some elements of	describe setting, characters,	characters, and events (plot)
the narrative and/or to each	the story that relate to the	and events (plot) that relate	that relate to the narrative
other. (WRITING:	narrative and to each other.	to the narrative and to each	and to each other.
THINKING)		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 Aurora 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 <i>Aurora</i> 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	Writes an instructional	Writes an instructional	Writes an instructional
manual with limited	manual with some	manual that is	manual that is thoroughly
effectiveness. Uses	effectiveness. One or two	considerably developed	developed. Uses complex
simple details to describe	parts of it may be off	and on topic. Uses details	details to describe
some instructions that are	topic. Uses simple details	of considerable	instructions that relate to
inconsistently related to	to describe instructions	complexity to describe	the narrative and to each
the narrative and/or to	that relate to the	instructions that relate to	other. It is effective to a
each other. (WRITING:	narrative and to each	the narrative and to each	high degree.
APPLICATION)	other.	other.	
Shows limited accuracy	Shows some accuracy in	Shows considerable	Shows a high degree of
in spelling, grammar and	spelling, grammar and	accuracy in spelling,	accuracy in spelling,
punctuation.	punctuation.	grammar and	grammar and
(WRITING:		punctuation.	punctuation.
COMMUNICATION)			

CHAPTER SEVEN RUBRICS

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited ability	Demonstrates some ability	Demonstrates considerable	Demonstrates thorough
to interpret and/or	to interpret and/or	ability to interpret and	ability to interpret and
categorize a few examples	categorize some selected	categorize selected	categorize selected
of descriptive language, by	examples of descriptive	examples of descriptive	examples of descriptive
making a few simple,	language, by making simple	language, by making	language, by making
unclear, or unconnected	or unconnected references to	connected references of	complex, detailed references
references to the text and	the text and personal	some complexity to the text	to the text and personal
personal	knowledge/experiences.	and personal	knowledge/experiences.
knowledge/experiences.		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	Demonstrates some	Demonstrates considerable	Demonstrates thorough
understanding of the key	understanding of the key	understanding of the key	understanding of the key
events in the chapter by	events in the chapter by	events in the chapter by	events in the chapter by
citing very simple	citing some simple	citing information in a	citing complex and detailed
information in a summary	information in a summary	summary that is an	information in a summary
that is too small or large a	that is too small or large a	appropriate size, of some	that is an appropriate size
size, and that is	size, but that is consistently	complexity, and that is	and that is consistently
inconsistently related to the	related to the text.	consistently related to the	related to the text.
text.		text.	

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

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

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

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

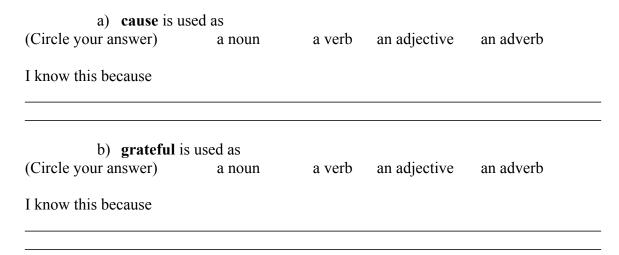
PARENT SIGNATURE: _	
PERSONAL SPELLING:	

Chapter 8: The Island

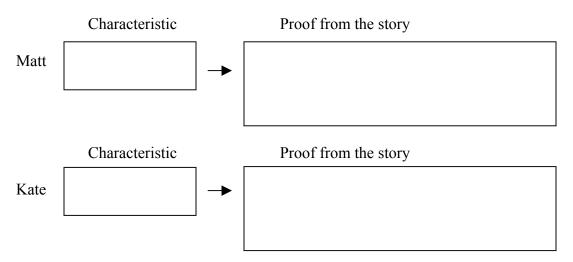
1.	Read	this	sentence	from	the	story	:

"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.



- 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.



- 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

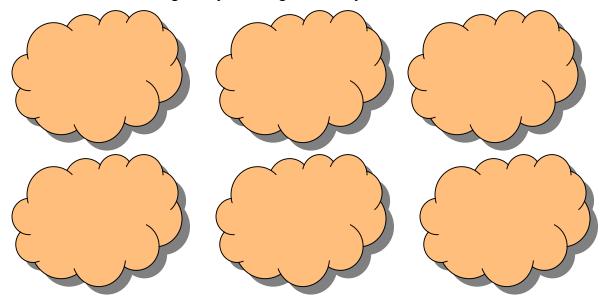
- what you like about the story.
- your favourite part(s) so far.
- what has confused you.
- what you would have done differently if you were the author.
- how you feel about the characters.
- anything else that is associated with the book and pops into your head.

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

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

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

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

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

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

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

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

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

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

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

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

RUBRIC FOR WRITING A REFLECTION

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

Parent Signature	•	
U		_

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

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

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

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

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

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

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

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

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

INFO STUDIES: APPLICATION (Webquest)

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

Late

On Time

Webquest was completed 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)

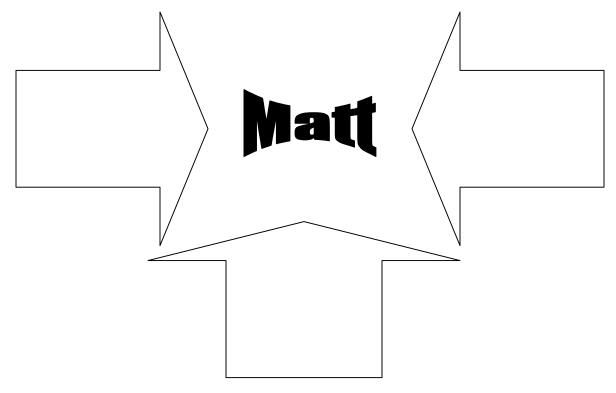
Write the root word and the prefix or suffix for the words in the chart below.

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.



across the sand. "I" We could leave	t's disgraceful, this whole	around us as we carried his crate business." ted to say. But we can't promise you
story. Give your best g	1 0	and specialized vocabulary in the ne following bold words from this r 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)		
(p. 119)		1
a)	he apostrophe in the senter aid Kate. "Let's get this or	
b)		

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	Demonstrates some	Demonstrates	Demonstrates thorough
understanding of spelling	understanding of spelling	considerable	understanding of spelling
conventions by	conventions by	understanding of spelling	conventions by correctly
identifying affixes with	identifying affixes with	conventions by correctly	identifying affixes and
limited accuracy and	some accuracy and	identifying affixes and	precisely explaining how
providing a partial or	providing some	explaining how they help	they help the reader
very simple explanation	explanation of how they	the reader understand	understand word
of how they help the	help the reader	word meanings.	meanings.
reader understand word	understand word		
meanings.	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	Demonstrates some	Demonstrates	Demonstrates thorough
understanding of	understanding of	considerable	understanding of
inference by using a few	inference by using some	understanding of	inference by using
simple and/or obvious	simple and/or obvious	inference by using ideas	complex ideas that are
ideas that may be	ideas that are	of some complexity that	consistently related to the
inconsistently related to	consistently related to the	are consistently related to	text to describe the
the text to describe the	text to describe the	the text to describe the	factors affecting the
factors affecting the	factors affecting the	factors affecting the	protagonist.
protagonist.	protagonist.	protagonist.	

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

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

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

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

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

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

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

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

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

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

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

PARENT SIGNATURE:		_
Next Step/ Goal for Next Time?		

Chapter 11: The One That Fell

- 1. Another classic theme authors use to structure their writing is the theme of "Family." Look for places in the story where the author has mentioned some aspect of family relationships, real or created. Select one of these scenes and summarize it, showing how it reinforces the theme of "Family" in *Airborn*.
- 2. Kenneth Oppel creates some wonderful dialogue in the novel, especially between Kate and Matt. Give an example of this dialogue from the chapter that shows us the developing relationship between these two characters. Be sure to cite it correctly, using quotation marks where necessary, and recording the page number on which it can be found. Then explain what you like about it, and/or what it shows us about the two main characters.

Quote:	
What You	
Like About	
It:	
What It	
Shows Us:	

- 3. Matt and Kate suspect that the "cloud cat" they find is the "one that fell." What do they hypothesize happened, and how has the "one that fell" adapted to survive? Use information from the text to answer.
- 4. As you have discovered, there are three ways you can learn about characters in a story:
 - a. by what the character says
 - b. by what the character does
 - c. by what others say about the character

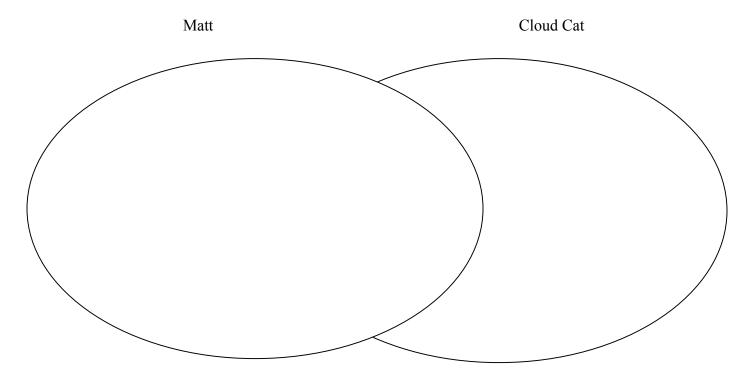
What do we learn about Kate's character from the following passages in the story? Use jot notes to make your points in the space below:

PASSAGE:	WHAT IT TELLS US ABOUT KATE:
"They certainly don't want me to study at university.	
All they want me to do is dress and behave appropriately	
and not embarrass them. My interests seem to embarrass	
them. And my talking. I'm always being told I'm saying	
the wrong thing, or at the wrong time, or too boldly. 'Kate,	
you are too bold,' my mother always says. She hates being	
embarrassed. She'd rather have the Black Death than be	
embarrassed. Though I suppose having the Black Death	
would be rather embarrassing in high society. The	
coughing and drooling and so on."	
"I'm wondering if your parents paid the pirates to sink	
our ship."	
To her credit, she laughed. (p. 160)	

"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.' " "I didn't even think about it." "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."	
She looked at me angrily, as if this were all my fault	
somehow. "Let's call it 'she,' then," I suggested.	
Her frown disappeared." All right. Good. She." (p. 168)	

- 5. Kate demonstrates some excellent scientific research skills in this chapter.
 - a) Use information from the story and your own ideas to outline in pointform 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



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 organiz	zer of your choice below, to organize your id	leas as brainstorming:

CHAPTER ELEVEN RUBRICS

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

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

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

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

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

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

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR

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

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

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

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

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

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

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

STORYBOARD ORGANIZER FOR VISUAL PRESENTATION

NAME(S):		
IIILE.		
TYPE OF SOFTWARE: _		
SLIDE #		
Topic: SLIDE #	Font:	Colour(s):
Topic:	Font:	Colour(s):

SLIDE #		
ic:	Font:	Colour(s):
IDE #		
oic:	Font:	Colour(s):

SLIDE #			
Topic:	Font:	Colour(s):	
CLIDE #			
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.

INFORMATION STUDIES RUBRIC (OSLA INFO STUDIES DOCUMENT)

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING	Creates	Creates	Creates	Creates storyboard
Creates storyboard	storyboard	storyboard	storyboard	organizer to plan
organizer to plan video and	organizer to	organizer to plan	organizer to plan	video and electronic
electronic slide	plan video and	video and	video and	slide presentations
presentations (<u>INFO</u>	electronic slide	electronic slide	electronic slide	with a high degree of
STUDIES: Information	presentations	presentations	presentations	effectiveness.
Technologies-	with limited	with some	with considerable	Storyboard organizer
Organizing)	effectiveness	effectiveness	effectiveness.	is detailed, precise,
	(many errors or	(some errors or		and has additions.
	omissions).	omissions).		
APPLICATION	Integrates text,	Integrates text,	Integrates text,	Integrates text,
Integrates text, graphics,	graphics, and	graphics, and	graphics, and	graphics, and sound
and sound in presentations	sound in	sound in	sound in	in presentations
(INFO STUDIES:	presentations	presentations	presentations	independently, and
Information Technologies	with much	with some	with virtually no	assists others as well.
<u>– Communicating</u>)	assistance.	assistance.	assistance.	

ORAL AND VISUAL COMMUNICATION RUBRIC

TRAITS	LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
THINKING	Creates a variety	Creates a variety	Creates a variety of	Creates a variety of media
Creates a variety of	of media works	of media works	media works with	works with a high degree
media works.	with limited	with some	considerable	of effectiveness and helps
	effectiveness.	effectiveness.	effectiveness. Work	others. Work is complete,
	Work is	Work is mostly	is complete.	detailed, and has additions
	incomplete.	complete.		that enrich media work.
COMMUNICATI	Makes reports,	Makes reports,	Makes reports,	Makes reports, describes
ON	describes and	describes and	describes and	and explains a course of
Makes reports,	explains a course	explains a course	explains a course of	action, and follows
describes and	of action, and	of action, and	action, and follows	detailed instructions with
explains a course of	follows detailed	follows detailed	detailed instructions	no assistance, and in fact,
action, and follows	instructions with	instructions with	with little assistance.	helps others. Instructions
detailed	much assistance.	some assistance.	Instructions are	are followed and report is
instructions.	Instructions are	Instructions are	followed.	extensive.
	rarely followed.	often followed.		
IF DONE AS	Rarely	Sometimes	Usually contributes	Consistently contributes
GROUPWORK:	contributes or	contributes and	and works	and works constructively
COMMUNICATI	works	works	constructively in	in groups.
ON	constructively in	constructively in	groups.	
Contributes and	groups.	groups.		
works				
constructively in				
groups.				

OVERALL LEVEL: 1	2	3	4
PARENT SIGNATURE:			

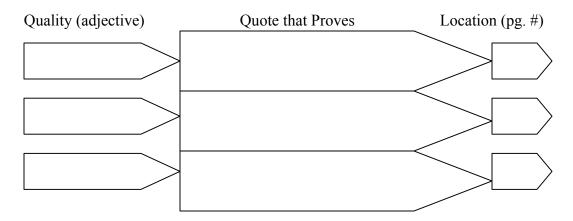
Chapter Twelve: Shipwrecked

Aurora.

· · · · · · · · · · · · · · · · · · ·
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
 What is the plan to save the ship? Use information from the text to summarize the plan. 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 <i>Aurora</i> 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 <i>Aurora</i>. (p. 184)
Two sailmakers were down the port side of the

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.



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.

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)

[&]quot;Tell me why you're so frightened," Kate said, from what seemed a long way away.

[&]quot;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.

[&]quot;Why do you need to fly so much?" she asked.

[&]quot;If I don't, it'll catch up with me." The words just came out.

[&]quot;What will?"

[&]quot;Unhappiness."

<u>CHAPTER TWELVE RUBRICS</u> <u>COMMUNICATION: Understanding Descriptive Language (Ch. 12 Qu. 1)</u>

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

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

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

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited	Demonstrates some	Demonstrates a	Demonstrates a thorough
understanding of	understanding of	considerable understanding	understanding of
- C	2		Č
punctuation by identifying	punctuation by identifying	of punctuation by correctly	punctuation by correctly
with limited accuracy the	with some accuracy the	identifying the functions of	identifying the functions of
functions of a comma and	functions of a comma and	the comma and colon and	the comma and colon and
colon and providing a	colon and providing some	explaining how they help	precisely explaining how
limited explanation of how	explanation of how they	the reader to understand the	they help the reader to
they help the reader to	help the reader to	text.	understand the text.
understand the text.	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	Demonstrates some understanding of	Demonstrates a considerable understanding	Demonstrates a thorough understanding of
vocabulary used in the story by choosing synonyms with limited accuracy to match the story context.	vocabulary used in the story by choosing synonyms with some accuracy to match the story context.	of vocabulary used in the story by choosing appropriate synonyms to closely match the story	vocabulary used in the story by choosing specific synonyms to accurately match the story context.
		context.	

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

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

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

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

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

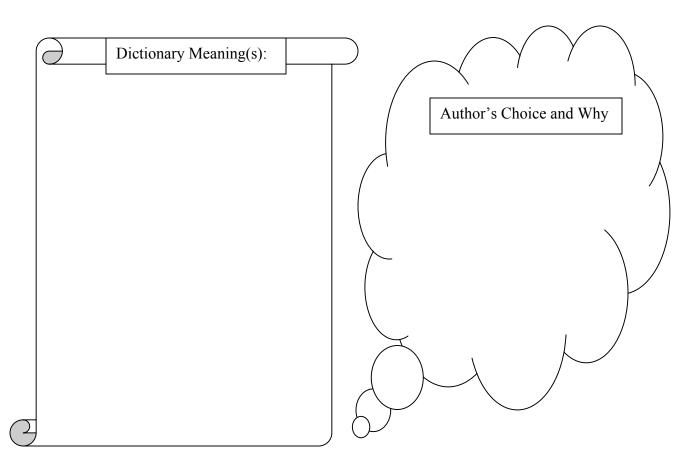
RUBRIC FOR WRITING A REFLECTION

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

PARENT SIGNATURE:	
PARENI SIUNATURE.	

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.



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.

	Revising Checklist	Yes	No
Reasoning	I have included details about events, characters and the setting in my story.		
	I have made the plot of my story interesting.		
	I have used a variety of sentence types and structures.		
Communication	I have considered the audience for my story.		
	I have used a varied vocabulary.		
	My story has a beginning, middle and an end.		
<u>Organization</u>	My ideas flow in a logical way.		
	I have used well-linked paragraphs.		
	Editing Checklist	Yes	No
Language	I have checked my grammar and know that the pronouns agree with		
Conventions	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	Demonstrates the ability	Demonstrates the ability	Demonstrates the ability
to determine the probable	to determine the probable	to determine the probable	to determine the probable
meaning of a descriptive	meaning of a descriptive	meaning of a descriptive	meaning of a descriptive
language passage from context clues with	language passage from context clues with some	language passage from context clues with	language passage from context clues with a high
limited effectiveness.	effectiveness.	considerable	degree of effectiveness.
		effectiveness.	

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited	Demonstrates some	Demonstrates	Demonstrates thorough
ability to interpret the	ability to interpret the	considerable ability to	ability to interpret the
author's purpose in	author's purpose in	interpret the author's	author's purpose in
creating a movie that	creating a movie that	purpose in creating a	creating a movie that
suggests elements of the	suggests elements of the	movie that suggests	suggests elements of the
plot, by making a few	plot, by making simple or	elements of the plot, by	plot, by making complex,
simple, unclear, or	unconnected references to	making connected	detailed references to the
unconnected references to	the text and personal	references of some	text and personal
the text and personal	knowledge/experiences.	complexity to the text and	knowledge/experiences.
knowledge/experiences.		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	Demonstrates some	Demonstrates	Demonstrates thorough
understanding of the key	understanding of the key	considerable	understanding of the key
events in the chapter by	events in the chapter by	understanding of the key	events in the chapter by
citing very simple	citing some simple	events in the chapter by	citing complex and
information in a summary	information in a summary	citing information in a	detailed information in a
that is too small or large a	that is too small or large a	summary that is an	summary that is an
size, and that is	size, but that is	appropriate size, of some	appropriate size and that
inconsistently related to	consistently related to the	complexity, and that is	is consistently related to
the text.	text.	consistently related to the	the text.
		text.	

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

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

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

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

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

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

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

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

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

NEXT STEP(S):	_
PERSONAL SPELLING:	

RUBRIC FOR WRITING A MYTH OR LEGEND
Name: _____ Rec'd On Time? Yes No Student's Name:

THE STATE OF	G1 1: 1: 1	G1 0		
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.
communicati on: 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.

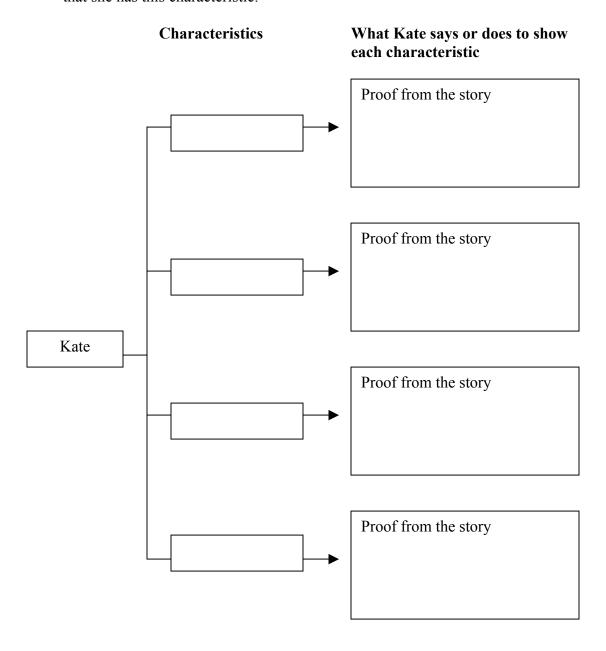
NEXT STEP:	
PARENT SIGNATURE: _	
Self-Reflection:	

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

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

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

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

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

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

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

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

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

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

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

I leaned back	against the tree trun	k, closed my	eyes, listened to
the heat. (p. 2	19)		

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 <u>and</u> 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:

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.

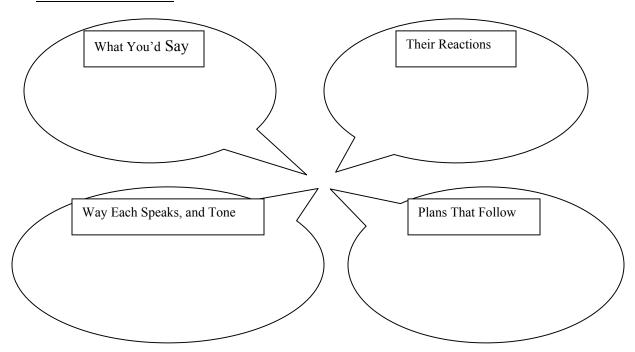
Imagine you are Bruce and you have just returned to the *Aurora* after your harrowing attack by the cloud cat. Matt and Kate are still out in the jungle somewhere. Suddenly you see either Captain Walken, or Baz, Matt's friend.

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	Demonstrates some	Demonstrates a considerable	Demonstrates a thorough
understanding of how	understanding of how	understanding of how	understanding of how
punctuation helps the reader to	punctuation helps the reader to	punctuation helps the reader to	punctuation helps the reader to
understand what is read, by	understand what is read, by	understand what is read, by	understand what is read, by
explaining the use of a comma in	partially explaining the use of a	appropriately explaining the use	expertly explaining the use of a
the text with many errors.	comma in the text.	of a comma in the text.	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	Demonstrates some ability to	Demonstrates considerable	Demonstrates thorough ability to
interpret and/or categorize a few	interpret and/or categorize some	ability to interpret and categorize	interpret and categorize selected
examples of descriptive	selected examples of descriptive	selected examples of descriptive	examples of descriptive
language, by making a few	language, by making simple or	language, by making connected	language, by making complex,
simple, unclear, or unconnected	unconnected references to the	references of some complexity	detailed references to the text
references to the text and	text and personal	to the text and personal	and personal
personal knowledge/experiences.	knowledge/experiences.	knowledge/experiences.	knowledge/experiences.

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

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

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

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
Demonstrates limited knowledge	Demonstrates some knowledge	Demonstrates considerable	Demonstrates thorough
of organizational elements by	of organizational elements by	knowledge of organizational	understanding of organizational
explaining in a very simple way	explaining in a simple way the	elements by explaining in with	elements by explaining in a
the functions of italics in the	functions of italics in the text.	some complexity the functions	complex way the functions of
text.		of italics in the text.	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	Demonstrates some ability to	Demonstrates considerable	Demonstrates a high degree of
make predictions while reading a	make predictions while reading a	ability to make predictions while	ability to make predictions while
story or novel, citing few	story or novel, citing some	reading a story or novel, citing	reading a story or novel, citing
examples of even simple	examples of simple information	examples of information of some	complex and clear examples of
information related to the text.	related to the text. Predictions	complexity related to the text.	information related to the text.
Predictions are rarely explained	are occasionally explained	Predictions are often explained	Predictions are consistently
or defended.	and/or defended.	and defended.	explained and defended.

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

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

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

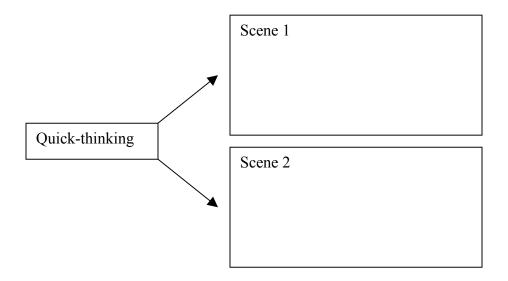
RUBRIC FOR WRITING A SCRIPT

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.
COMMUNICATI ON: 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 runons; 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.

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

(Circle your ans	wer)	a noun	a verb	an adjective	an adverb
I know this beca	nuse				
c)					
		rifled through l astrolabe. (p.2	-	ocket and brough	nt out a
_		d is used as			
(Circle your ans	wer)	a noun	a verb	an adjective	an adverb
I know this beca	nuse				

- 5. The literary theme of "Good *versus* Evil" is running through this chapter, as is the theme of "Appearance *versus* Reality." Pick one of these to explore, showing how the author uses the theme you've chosen in the chapter.
- 6. In the time provided by your teacher, discuss the following questions in groups of 3 or 4, being sure to follow appropriate discussion format. Refer to the text and your own ideas and knowledge to solidify your position.
 - a) What should Matt and Kate do, in your opinion, to get out of this terrible situation?
 - b) What would you do differently than they have done?
 - c) How do you think their plan will succeed?

Planning for Your Discussion:

Question a) Thoughts:	Question b) Thoughts:	Question c) Thoughts:

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

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

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

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

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

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

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

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

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

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

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

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

PARENT SIGNATURE:	
PERSONAL SPELLING WORDS:	

Chapter Seventeen: The Pit

1. Here are some sentences from the story.

few seconds

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

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

informat	tion 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.

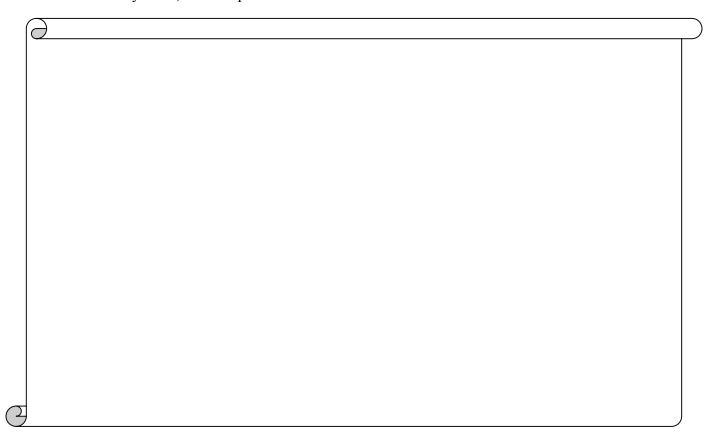
Imagine you are Matt or Kate. Using a format that you believe meets your purposes (jot notes, itinerary, agenda, etc.), create a plan you can use to free the *Aurora* from the evil pirate horde led by Captain Szpirglas.

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)

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

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

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

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

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

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

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

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

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

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

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

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

RUBRIC FOR WRITING A PLAN

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

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:

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

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

- e. Who had the plan most similar to what occurred in the chapter?
- f. 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.

	Revising Checklist	<u>Yes</u>	<u>No</u>
	I have included details about events, characters and the setting in my		
<u>Thinking</u>	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.		
	I have used a variety of sentence types and structures.		
Communication	I have used a varied vocabulary.		
	I have used well-linked paragraphs.		
	Editing Checklist	Yes	<u>No</u>
Communication	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!

g.	goals for your writing below:
GC	OAL 1:
GC	OAL 2:

- 2. Kenneth Oppel 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)

what the pirates are really like.
How do the words and phrases that you circled affect you as a reader?

Circle the words and the phrases from the paragraph above that help you know

- 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

Brainstorming:

- 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.

CHAPTER EIGHTEEN RUBRICS

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

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

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

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

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

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

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

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

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

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

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

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

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

RUBRIC FOR WRITING A GRAPHIC NOVEL EXCERPT
Student's Name: Rec'd On Time? Yes No

				Las
THINKING:	Shows limited use of a	Shows some use of	Shows use of a	Shows use of a
Uses planning skills,	plan; ideas may be	a plan; ideas are	logical plan and clear	logical and creative
the writing process,	incomplete or presented	related in simple,	focus; ideas are	plan and focus. Ideas
and the creative	with limited	mechanical ways,	related with	are related with a
thinking process to	effectiveness.	with some	considerable	high degree of
generate ideas and		effectiveness.	effectiveness.	effectiveness.
reflect on material.				
APPLICATION:	Writes a graphic novel	Writes a graphic	Writes graphic novel	Writes graphic novel
Understands the	excerpt with limited	novel excerpt with	excerpt that is	excerpt that is clearly
purpose is to write a	effectiveness. Some	some effectiveness.	considerably	and coherently
graphic novel	parts of it may be off	One or two parts of	effective and on	developed with a
excerpt, based on	topic. Uses simple	it may be off topic.	topic. Uses details of	high degree of
prompt.	details that are	Uses simple details	some complexity that	effectiveness. Uses
	inconsistently related to	that relate to the	relate to the narrative	complex details that
	the narrative and/or to	narrative and to	and to each other.	relate to the narrative
	each other.	each other.		and to each other.
COMMUNICATIO	Uses unclear or	Uses simple text –	Uses clear sentence	Demonstrates a high
N: Uses appropriate	confusing text; uses	may include	structure in text; uses	degree of control
writing techniques	little vocabulary from	fragments and run-	descriptive language	over text; uses
-speech bubbles	the story. Shows a	ons; uses some	and specialized	descriptive language
-captions	limited sense of voice;	descriptive	vocabulary	and specialized
Uses an appropriate	very limited evidence	language or	effectively. Shows a	vocabulary
voice/addresses a	of sequencing ideas;	vocabulary.	considerable sense of	innovatively. Shows
specific audience	engages the reader in a	Shows some sense	voice; ideas are	a strong sense of
Uses logical	limited way. Shows	of voice; some	organized using	voice; ideas are well
sequence in comic	limited accuracy in	evidence of	appropriate and	organized using a
blocks, and overall	spelling, grammar and	sequencing ideas;	logical connections;	range of complex and
organization and	punctuation.	engages the reader	engages the reader in	logical connections;
structure.		in a simple way.	an active way. Shows	engages and sustains
Applies language		Shows some	considerable	the reader through a
conventions		accuracy in	accuracy in spelling,	natural, personal tone
correctly.		spelling, grammar	grammar and	and style. Shows a
		and punctuation.	punctuation.	high degree of
		F	F	accuracy in spelling,
				grammar and
				punctuation.
KNOWLEDGE:	Format of graphic novel	Format of graphic	Format of a graphic	Format of a graphic
Format follows	excerpt may only be	novel excerpt is	novel excerpt is	novel excerpt is
organization of a	partially followed.	followed with	followed correctly.	followed flawlessly.
graphic novel excerpt	Understanding of	some errors.	Understanding of	Understanding of
(narrative).	content is demonstrated	Understanding of	content is	content is
Understanding of	with limited success.	content is	demonstrated with	demonstrated with a
content is		demonstrated with	considerable success.	high degree of
demonstrated.				
demonstrated.		some success.		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 <u>seem</u> awfully lively," Kate said, as more <u>guffaws</u> 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. <u>seem</u> 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	Demonstrates some	Demonstrates considerable	Demonstrates thorough
knowledge of	knowledge of	knowledge of	knowledge of
organizational elements by	organizational elements by	organizational elements by	organizational elements by
explaining in a very simple	explaining in a simple way	explaining with some	explaining in a complex
way why non-fiction	why non-fiction organizers	complexity why non-fiction	way why non-fiction
organizers are not used in	are not used in the novel.	organizers are not used in	organizers are not used in
the novel.		the novel.	the novel.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Uses appropriate organizers	Uses appropriate organizers	Uses appropriate organizers	Uses appropriate organizers
with limited effectiveness	with some effectiveness	independently and with	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	Demonstrates some ability	Demonstrates considerable	Demonstrates thorough
ability to interpret the	to interpret the author's	ability to interpret the	ability to interpret the
author's purpose in	purpose in choosing to kill	author's purpose in	author's purpose in
choosing to kill off a	off a character, by making	choosing to kill off a	choosing to kill off a
character, by making a few	simple or unconnected	character, by making	character, by making
simple, unclear, or	references to the text and	connected references of	complex, detailed
unconnected references to	personal	some complexity to the text	references to the text and
the text and personal	knowledge/experiences.	and personal	personal
knowledge/experiences.		knowledge/experiences.	knowledge/experiences.

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

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

RUBRIC FOR DISCUSSION ACTIVITY

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

RUBRIC FOR WRITING A REFLECTION

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

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?
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)	

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

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

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

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

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

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

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

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

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

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

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

MEDIA ACTIVITY RUBRIC

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

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 grandfather	compass headache	dolt infirmary	engraved inflated	enthusiasm 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)

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

- 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 trousers	inland humble	pirates dozing	disembark annoyed	leak lagoon
ti ousti s	Humbic	dozing	aimoyea	iagoon

- 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)

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

- 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 panicperson? 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 Oppel, 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 Oppel. Use the organizer below to help you structure your sequel.

SEQUEL PLANNER

Setting	Characters
What are the details of where your	Who is in your sequel?
sequel takes place, its time period,	What are they like?
and the situation at its start?	
D 21 I IC 4	
Possible Lead Sentence	
Plot Elements	

If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Organ	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Orga	nizer or Other Visual:	
If You Need Space f	or a Diagram, Organ	nizer or Other Visual:	

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?

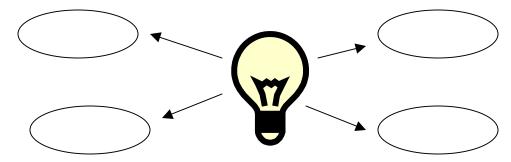
THE JOB:

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

E: BOOK:
DATE: AUTHOR:
TI
_ 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

READING LEVELS:

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

WRITING LEVEL:

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

VISUAL ARTS LEVELS:

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

Was this work completed on time? YES NO	
STRENGTH(S):	
NEXT STEPS/AREAS FOR IMPROVEMENT:	
PARENT SIGNATURE:	
COMMENT:	

PLOT GRAPH

