

Trick of the Light

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Teacher's Guide

(For grades 4, 5, or 6)

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Introduction

Similar to the guide for *Shadow of the Moon*, I wanted to break down activities according to various strategies of comprehension as outlined in *When Kids Can't Read, What Teachers Can Do* (Beers, 2003). These include:

Clarifying
Comparing and Contrasting
Connecting to Prior Experiences
Inferencing (Including Generalizing and Drawing Conclusions)
Predicting
Questioning the Text
Recognizing the Author's Purpose
Seeing Causal Relationships
Summarizing
Visualizing

I have done my best to identify each question according to the comprehension strategy that best suits what is necessary to respond.

I have further identified each question with the following icons:



for questions/activities that require **knowledge and understanding**



for questions/activities that use **thinking skills** or **processes**



for questions/activities that deal with **communication**



for questions/activities that require the **application of knowledge** and/or **making connections**

Though many questions obviously require more than one, perhaps even all of the above, I have chosen what I feel to be the central skill/process required.

Activities can be done individually, in pairs, or small groups—in notebooks, on the blackboard or on chart paper. Though you may feel free to print and photocopy any or all of this package, it was not designed for that purpose, but rather for teachers to use questions as think-alouds, in order to model how they, as expert readers, use the particular strategy to enhance understanding of the text. Activities may be selected for specific groups of students who require practise with a certain comprehension strategy while other activities may be used for assessment and evaluation.

It was also my intention to include connections to other subject areas, such as, **Science**, **Visual Art**, **Music** and **Drama**. **Media Literacy** is also integrated. I have included a page at the back of this package with links to the Ontario Curriculum in these areas.

Rubrics for assessing the various types of questions can be found at the back of this package.




Please note this guide is a work in progress. I hope it will evolve as I receive feedback from those who use it.

Sincerely,



Marina Cohen

Prior Knowledge

Inferencing:


1.  Examine the cover. What does it tell you about the story you are about to read? Can you tell what genre the book is just by looking at the cover? What clues does the cover give you about the setting? The characters? The plot?
2.  What is **personification**? How is the image of the castle personified?
3.  What object do you see behind the castle? What two objects are combined to form one? What do you think this could mean?

Clarifying:

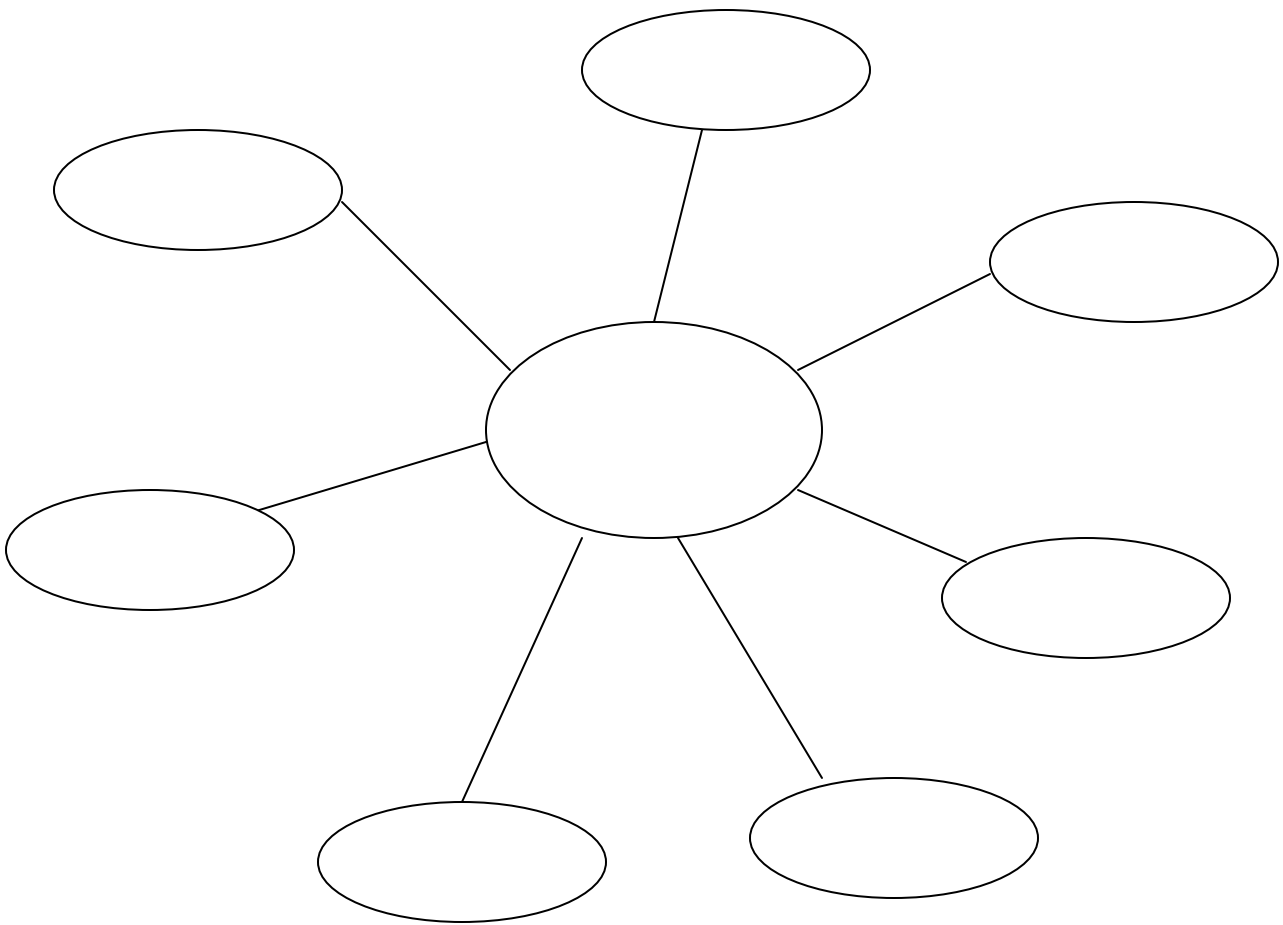
4.  Talk about: **theme** (the general idea expressed by a literary work), **symbolism** (attributing meaning or significance to objects, events or relationships) and **motif** (a reoccurring thematic element)
5.  What are the two characters holding in their hands? Why would they need these?


Chapter One

Predicting:

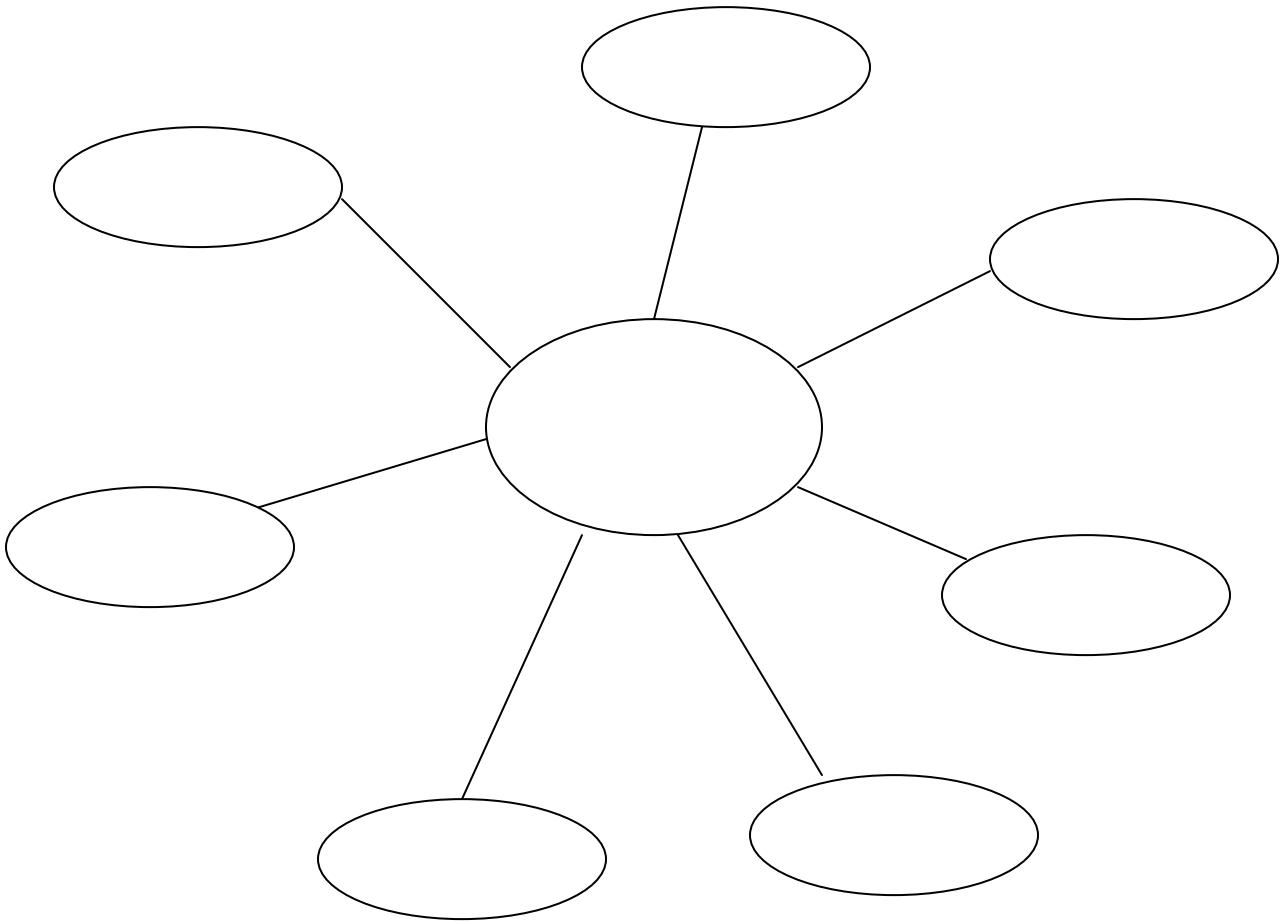
1.  Chapter one begins with Drake placing items in an envelope. What do you think the objects are? To whom is he sending them? Brainstorm possibilities.

BRAINSTORMING:




2.  At the end of chapter one, Drake has melted into the shadow between a crack in the cement. In your opinion, what has taken Drake and where has it taken him? Brainstorm possibilities.

BRAINSTORMING:




Clarifying:

3.  Using context and/or a dictionary, explain the meaning of the following words:


manila
scrutinized
compensate

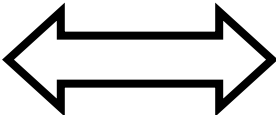

Comparing/Contrasting:

4.  In chapter one, Drake is compared to a football player. What phrases/vocabulary does the author use to make this comparison?

Phrases	Vocabulary

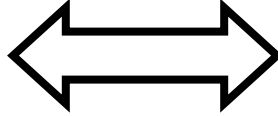
Connections to Science:

5.  List three things that you need to create a shadow and give examples of each.

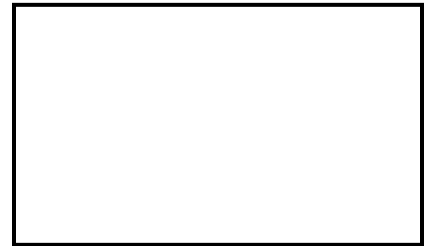
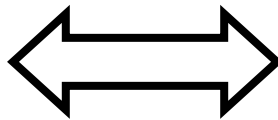
1. _____  


Examples

2. _____



3. _____




6.  What was unusual about one of the shadows that Drake saw? Where should a shadow be in relation to the light source?



Chapter Two


Inferencing:

1.  Examine the following excerpt from the novel:


Ignoring his mother, tuning her out, playing dumb—he'd tried it all before. It was only delaying the inevitable. Much easier to just get things over with.

What does this tell you about Sherman Glutz's mother and his relationship with her?

Comparing/Contrasting:



2.  Examine the following comparison: "The recognition hit him like a fastball square in the jaw and his knees buckled." Is this a simile or a metaphor? How do you know? What sport is used for this comparison?

Summarizing:

3.  Why does everyone believe Drake is crazy? According to Sherman, what does Drake believe happened to his twin sister?

Connections to Science:

Anticipation chart:

4.   Fill in the first two parts of the following chart:

What I know about the praying mantis	What I would like to know about the praying mantis	What I learned

Media Literacy:


With your teacher's permission, search the following site for information about the praying mantis: <http://www.insecta-inspecta.com/mantids/praying/>

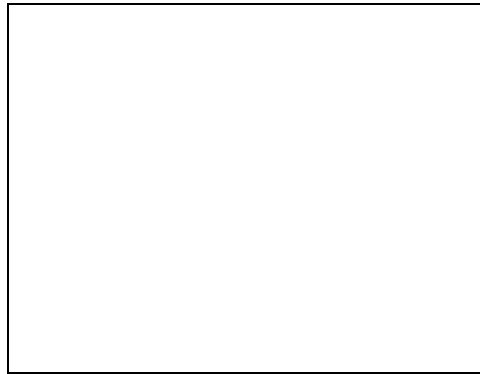
Now fill in the third part of the chart.




Chapter Three

Visualizing:


1.  Describe Sherman's clock. How is it different from other clocks? The description is different from the clock on the cover of the novel. Draw a picture of the clock as you visualize it.




Connecting to Prior Experiences:

2.  Have you or anyone you know ever received a mysterious letter? Write a mysterious letter to a friend. Include the conventions of a friendly letter.

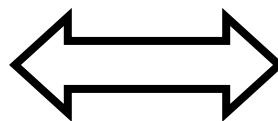
Questioning the Text:

3.  Write two questions that pop into your head when you read Drake's letter.

Predicting:

4.  In your opinion, what could the diary full of circles mean? Give three possibilities.

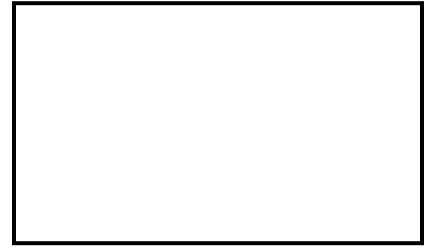
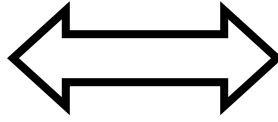
Possibility # 1



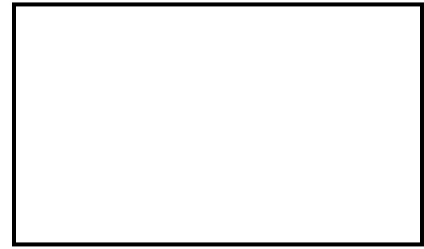
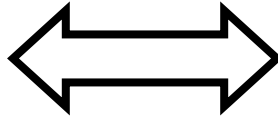
Explanation




Possibility # 2



Possibility # 3




Connections to Visual Arts:

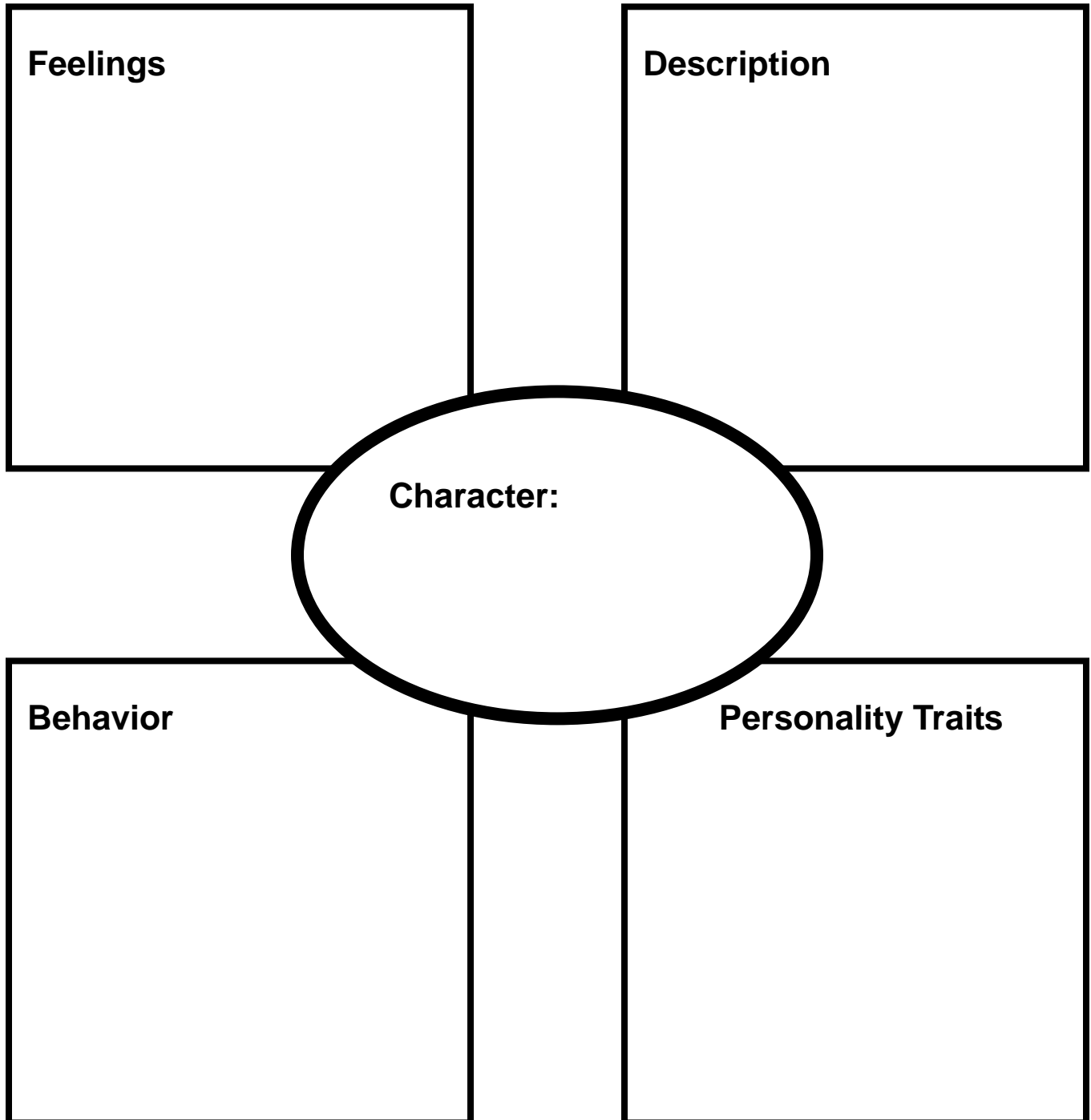
5.  Draw a picture of the head that appears on Sherman's computer screen:



Chapter Four

Visualizing:

1.  What new character is introduced in this chapter? Use the following graphic organizer to describe this character:




Seeing Casual Relationships:

2.  Examine the following excerpt from the novel:


Sherman couldn't decide what was worse. At his old school, except for Drake, he had been totally ignored. At his new school, he got plenty of attention, though not of the positive sort.

Do you think it is worse to be bullied or to be ignored? Explain your answer.

Connecting to Prior Experiences:

3.  Name at least three different forms of bullying. Has anyone ever bullied you? How did you handle it?

Connections to Science:

4.  What possibilities does Billie propose the circles in the diary represent? What do you know about a Binary System? Fill out the first two parts of the following chart:

Anticipation chart:

What I know about a Binary System	What I would like to know about a Binary System	What I learned

Media Literacy:



With your teacher's permission, search the following sight for information:
http://en.wikipedia.org/wiki/Binary_numeral_system

Now complete the last section of the chart.



Chapter Five


Clarifying:

1.  What is special about the gold pen that was lodged in the spine of the diary?
2.  Examine the following quote from Gandhi:

*I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent—
Mahatma Gandhi.*

Explain what Gandhi meant in your own words.

Anticipation chart:

3.  What do you know about Mahatma Gandhi? What would you like to know? Fill in the first two sections of this chart.

What I know about Mahatma Gandhi	What I would like to know	What I learned

Media Literacy:

With your teacher's permission, search the following sight for information:
<http://www.mkgandhi.org/>

Now complete the last section of the chart.

Connecting to Prior Experience:



4. Have you ever gotten into trouble at school? What were the consequences? Did you feel that the consequences were justified?


Predicting:

5.  Examine the riddle Sherman and Billie found on the pen:

*Written in the night
When the moon is New,
In the Full Moon's light
All appears in view*

In your opinion, what does this mean?

Clarifying:

6.  Using context and/or a dictionary, explain the meaning of the following words:


gelatinous zooplankton



Chapter Six


Clarifying:

Connections to Science:

-  What are the eight phases of the moon? Complete the chart with the title of the phase and a diagram showing how the moon appears during this phase.

Title:								
Diagram:								

Summarizing:


-  How many brothers does Billie claim to have? List the names of those brothers you have already heard her mention and list their jobs and organizations they belong to. What do you notice? Add to this chart as the story continues.

Name	Organization

Summarizing:

2.  In this chapter, Billie tries to trick Sherman into divulging the meaning of the riddle. How does she do this?


Questioning the Text:

3.  According to Sherman’s mother the Greenhouse effect and Volcanoes are connected. How does she explain this? Write a question you have about either Volcanoes or the Greenhouse effect.

Connections to Science:


4.  What is the Greenhouse Effect?

Comparing and contrasting:

6.  Sherman’s mother and father have opposite personalities. Choose a characteristic for each and give proof from the text.

	Characteristic	Evidence from the story
Mortimer	<input type="text"/>	<input type="text"/>
Shirley	<input type="text"/>	<input type="text"/>


Connections to Science:

5.  Using a diagram or model, explain how a lunar eclipse occurs.




Chapter Seven

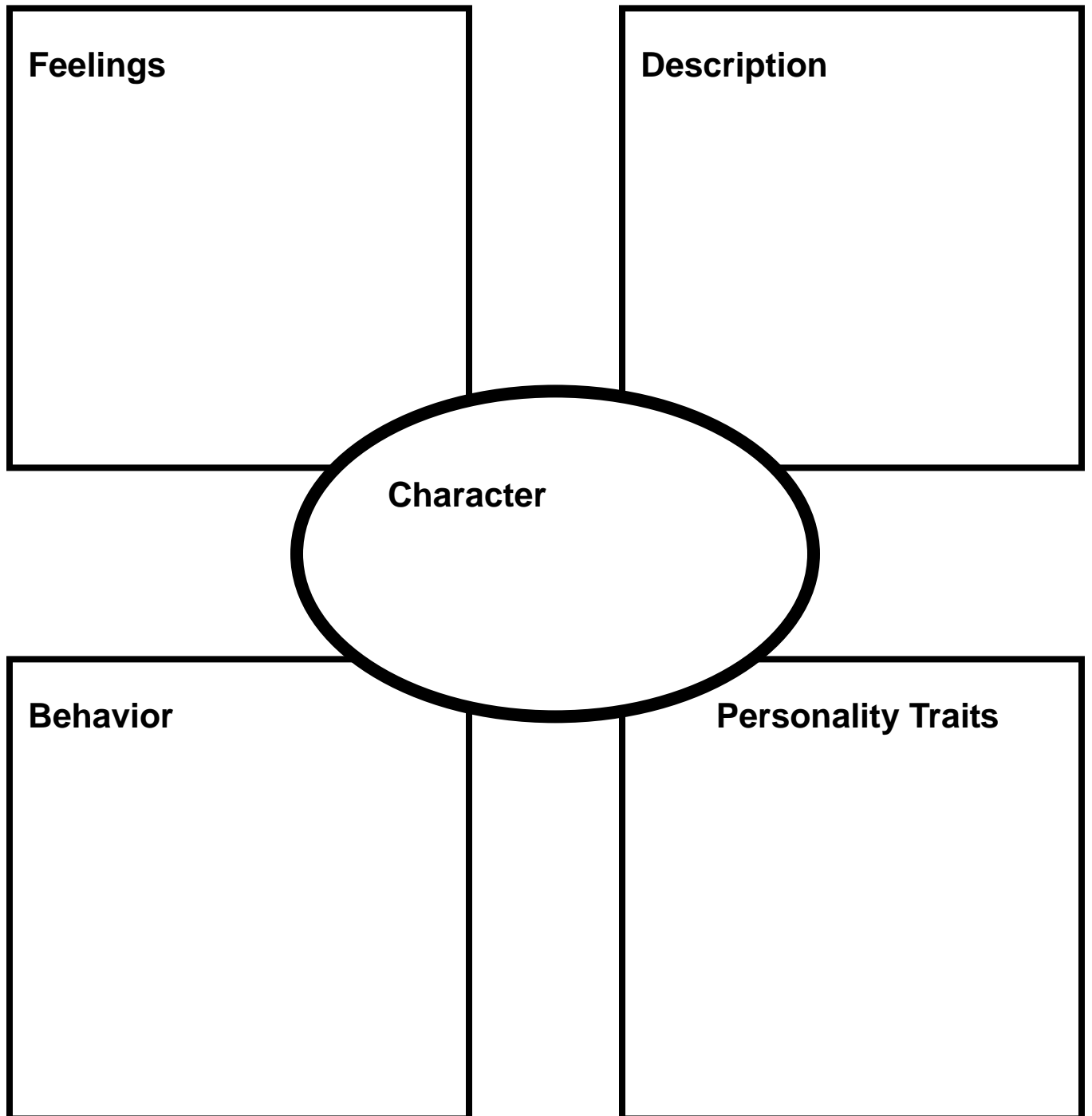
Questioning the Text:

1.  Write a question you have about this chapter. Share your questions with a partner and try to answer each other's questions.


Chapter Eight

Visualizing:

1.  In this chapter we meet the character known as Umbra. Using the graphic organizer, describe this character.




Connections to Science:


2.  According to Umbra, Drake has been asleep for 39 Halfstone years. How is this possible? What explanation does Drake have? Show the equivalent of time in each world.

Earth time	Halfstone time
1 minute =	
1 hour =	
1 day =	

Sumarizing:



3.  At the end of this chapter, Drake comes up with a plan. What is his plan? In your opinion is this a good plan.

Predicting:

4.  Who or What is Spinneret? What does the name suggest?


Chapter Nine

Connecting to Prior Experiences:

-  1. In this chapter, Sherman uncovers the mystery of the diary. Design a mystery code. Write a message to a friend using your code and ask them to solve it.
-  2. Choose a scene from your favourite novel and write it as a play including all the conventions of a play, such as staging suggestions.

Chapter Ten

Summarizing:

1.  The diary reveals important information about what has happened prior to the start of this novel. This is called “back story”. Use the following graphic organizer to give a summary of important events.

Event:



Event:



Event:

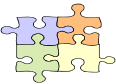


Event:




Event:

Connecting to Prior Experiences:

2.  Would you like to see into your future? If you had a crystal ball or a magic diary that could tell you the future, what would you do? What would be the pros and cons to being able to see into the future?

Pros	Cons

Connections to Drama:

3.  In this chapter, Sherman reads a scene in the diary. This is a scene from the novel *Shadow of the Moon*. Read the pages with this scene (p. 33-34). Now with a partner, act out this scene.

Trick of the Light

Act 1

Scene 1

A sidewalk in winter.

Sherman Glutz: Ahem.

Drake Livingstone: (swinging round to face him.) **Sherman, don't you know better than to sneak up on someone?"**

Sherman Glutz: I wasn't *sneaking*. I was approaching in silence. There's a difference.

Drake Livingstone: Look Sher, I know you sent me the note.

Sherman Glutz: What note?

Drake Livingstone: Don't play games with me. I know it was you.

Sherman Glutz: I have no idea what you're talking about. I just wanted to tell you... (his voice fades.)

Drake Livingstone: Spit it out. I haven't got all day. (Sherman clears his throat twice. Drake turns to leave.)

Sherman Glutz: I'm going to get even with Parks.




Chapter Eleven


Predicting:

1.  In this chapter, Sherman and Billie set off to steal Drake's alarm clock. In your opinion, why is this clock important to the story? What role do you think it could play?

Connecting to Prior Experiences:

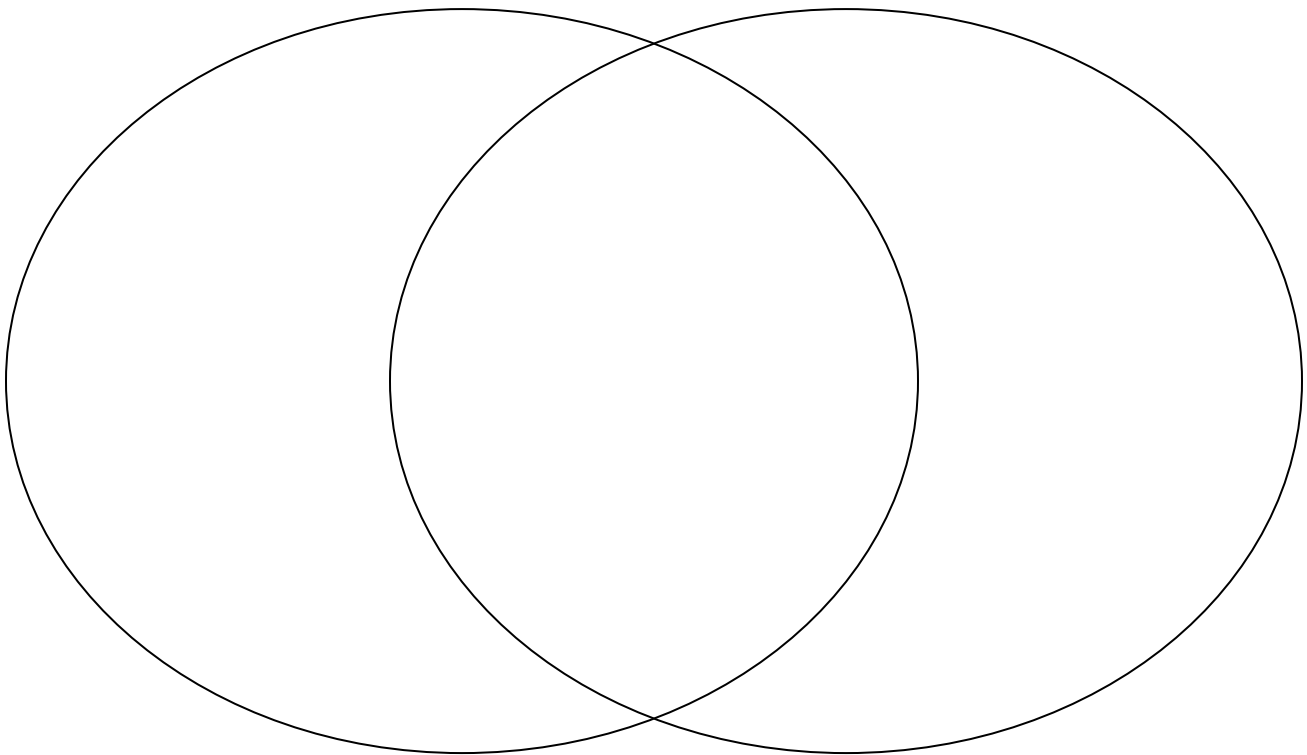
2.  How do you think Sherman felt about having to deceive Mr. and Mrs. Livingstone? Why didn't he just tell them the truth? Have you ever had to deceive someone to protect them? How did this make you feel?

Comparing and Contrasting:

3.  Sherman and Billie are two very different characters and yet they have some similarities. Use the following Venn Diagram to show their similarities and differences.


Sherman

Billie



Connections to Science:

Anticipation chart:

4.  What do you know about the Hubble Space Telescope? What would you like to know? Fill in the first two sections of this chart.


What I know about the Hubble Space Telescope	What I would like to know	What I learned

Media Literacy:

With your teacher’s permission, search the following sight for information:

<http://hubble.nasa.gov/>

Now complete the last section of the chart.


5.  In this chapter, Billie and Sherman discuss Stella’s pendant. Billie claims it is not a stone. She gives three examples of black stones. What are they? Give a description (if any) and list the reason they decide the pendant is not this type of stone.

Type of Stone	Description	Reason




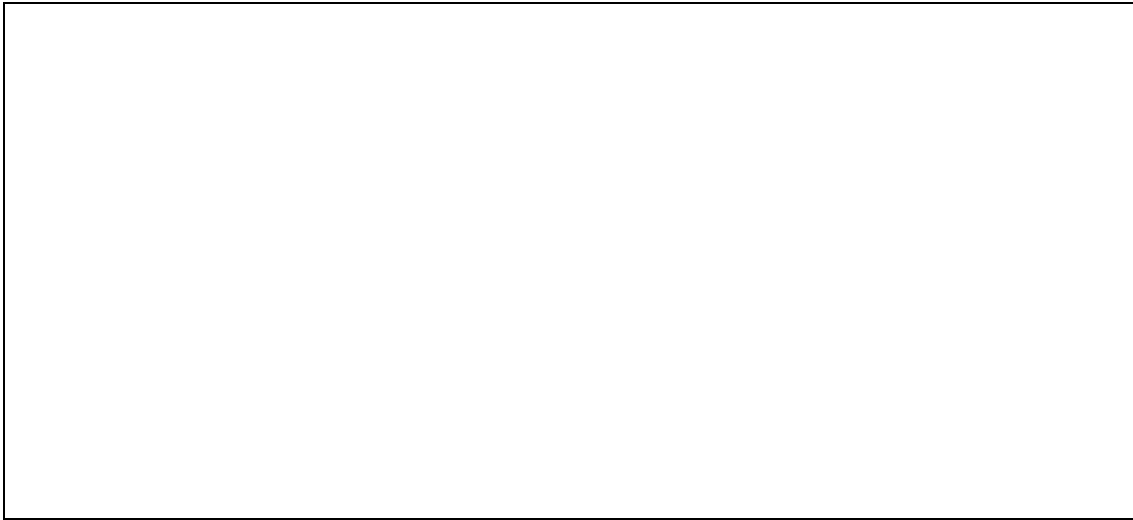
Chapter Twelve

Summarizing:


1.  How does Drake choose to hide his thoughts from Umbra? In your opinion is this a good idea?

Visualizing:

2.  In this chapter we discover what Spinneret is. Draw a picture of her.




Clarifying:

3.  Using context and/or a dictionary, explain the meaning of the following words:

garb
obelisk
prevail
chelicerae

Recognizing the Author's purpose:

4.  Point of View refers to how the story is told—what style of narration. There are three types of narration:

First-Person Narrator

In first-person, the story is told through the eyes, or “point of view” of one character using “I”. The I-narrator can take part in the action or simply be a witness to it. In this type of narration, the reader can only know what the narrating character experiences. The reader is considered “limited” to what the narrator tells him/her.

Second-Person Narrator

In second-person, the narrator uses “you”. For example: “You are walking down the street. You hear a whistle. You turn. You see a man pointing at you.” This style of narration is rare.

Third-Person Narrator

Third-person is the most common of the three styles and uses “he/she”. In third-person narration, the narrator is usually omniscient—this means, the narrator can tell the reader about things that are happening near and far, in each of the characters minds, etc.

However, there is a narration style that is known as **third-person personal**. In this case, the focus is on one character, limiting observations only to what that particular character witnesses, hears and feels. Although it is similar in its limitations to first-person, this narrator still uses “he/she”.


In each case, the reader must decide if the narrator is reliable or not.

What narration style is Trick of the Light? Through whose eyes is most of the story told? In this chapter the point of view changes three times. List the three people through whose eyes this chapter is told.



Chapter Thirteen

Connections to Science:

-  In this chapter Sherman and Billie are sucked through a black hole. Using the following graphic organizers to research black holes.

Black Holes

Sources I will use to research black holes:

1.

2.

3.

4.

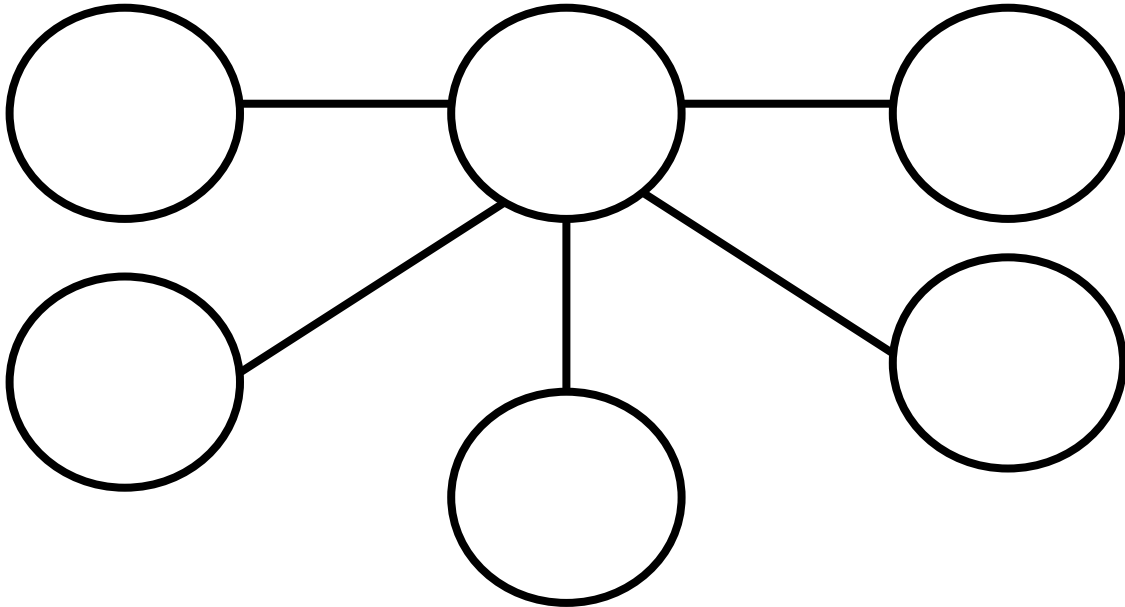
QUESTIONS I want answered:

1.

2.

3.

What are some key sub-topics I have come across in my research?



What are some keywords I have come across in my research?

- 1.
- 2.
- 3.
- 4.
- 5.

Questions

What I've learned:

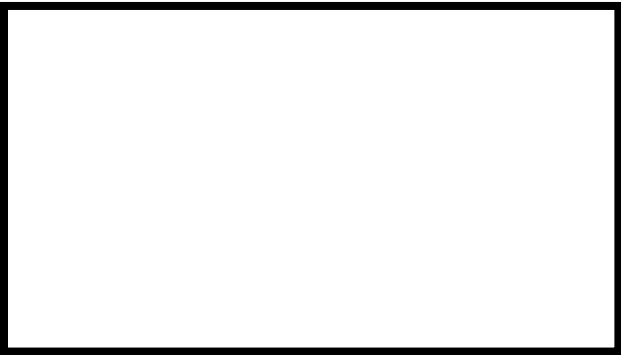
1. _____
2. _____
3. _____



1. _____

2. _____

3. _____



1. _____


2. _____

3. _____




Chapter Fourteen

Questioning the Text:

1.  Write three very interesting questions for this chapter. Use one of the following verbs in each of your questions:

construct, describe, discover, illustrate, predict, critique, evaluate, extend, identify, judge, rank, identify, list, sequence, show, summarize

Connections to Science:

2.  Examine the following paragraph:

He held the small plastic tube between his fingers. One quick snap and the hydrogen peroxide inside the inner vial mingled with the phenyl oxalate ester and dye solution. Presto! A bright yellow light cut through the darkness and illuminated Sherman's room with a ghostly glow.


In your own words, describe how a glow stick works and draw a diagram to illustrate.

Explanation


Diagram

Explanation	Diagram


Predicting:

3.  At the end of this chapter, Sherman here's a voice. In your opinion, who or what is talking?

Visualizing:

4.  Write a paragraph describing the place where Sherman and Billie now find themselves.


Connections to Visual Arts:

5.  Sketch this new setting, or construct a diorama.




Chapter Fifteen

Summarizing:

1.  Drake begins a rhyme in his mind (As I was going to St. Ives...). How does this rhyme continue? What is the answer to the riddle?

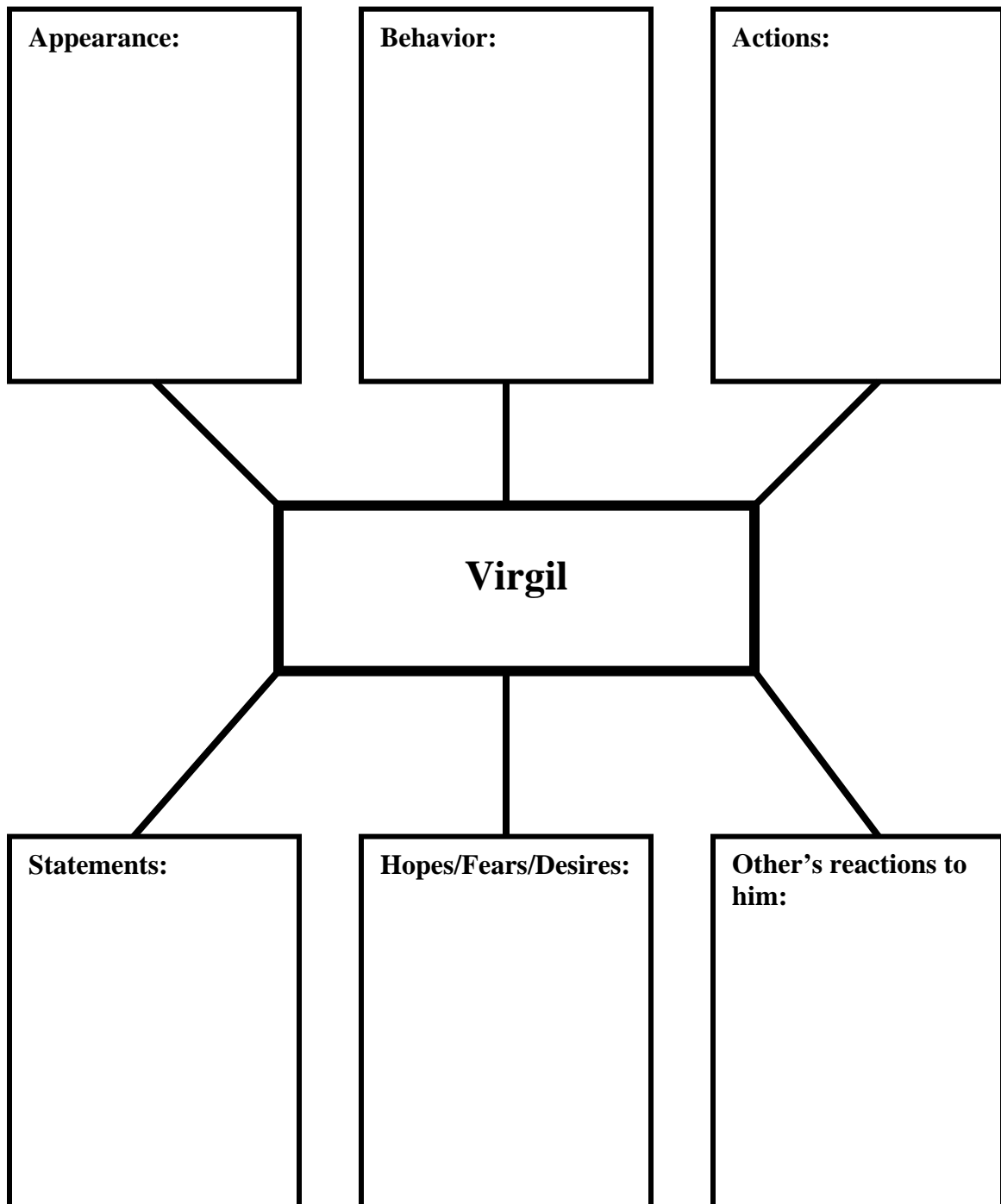
Inferencing:

1.  At the end of this chapter, Drake begins to hum “You are my sunshine, my only sunshine...” He decides this was not a good choice. Why?


Chapter Sixteen

Visualizing:

1.  In this chapter we meet Virgil. Fill out the following attribute web.




Recognizing the Author's Purpose:

2.  Examine the following quote:


“So, are you a good dwarf or a bad one?” asked Billie.
“Not one,” said the dwarf sharply. “Neither the other.”

Why does the author choose to make Virgil's response a vague one?

Clarifying:

3.  What does Virgil call the stone in Stella's pendant? What is he explain it represents?

Connections to Science:

4.  Many names in this novel have symbolic meaning, for example, Umbra, Aura, Drake Livingstone. Virgil is said to be a White Dwarf. What is a White Dwarf?


Media Literacy:

With your teacher's permission, search the following site for information:

http://imagine.gsfc.nasa.gov/docs/science/know_12/dwarfs.html

Chapter Seventeen

Connecting to Prior Experience:

-  1. Explain Sherman and Virgil's deal. Have you ever made a deal with someone? Did you stick to your end of the bargain?

Clarifying:


-  2. Examine the following excerpt from the novel:

Virgil leapt into the air and clicked his heels. He let out a creepy giggle.


“I will guide you, but your safety is not guaranteed.” His lips parted exposing a crown of pointed white teeth. “There are perils in each circle. If you overcome these obstacles it will be by your own strength and prowess, not mine.”

What do you think Virgil means?

Connecting to Prior Experience:

-  3. What is “sloth”? Have you ever seen The Wizard of Oz? Does the Circle of Sloth remind you of any part of The Wizard of Oz?

Predicting:

-  4. At the end of this chapter, we discover that the next circle is known as the Ring of Walls. What obstacles do you think await Sherman and Billie?

Chapter Eighteen


Predicting:



At the end of this chapter, what does Umbra present Drake with? What does he expect him to do with it? What do you think Drake will do?


Chapter Nineteen

Clarifying:

1.  Using context and/or a dictionary, explain the meaning of the following words:

trepidation
pirouette
woe


Summarizing:

2.  Sherman and Billie discover that the walls in this chapter represent their fears. Complete the chart listing the fears that are mentioned:

Sherman	Fears:
Billie	Fears:

How are their fears similar? How are they different?

Inferencing:


3.  What does Sherman discover about Billie in this chapter? How does his feelings toward her change? How do you know?

Connecting to Prior Experience:


4.  If you were to face seven Walls of Fear, what would you have to face?

Chapter Twenty

Inferencing:


1.  What is a Stradivarius? How do you know?

Clarifying:

2.  Using context and/or a dictionary, explain the meaning of the following words:

brine
malevolence
spite

Visualizing:

3.  According to Greek mythology, Phlegyas, in a fit of rage, burned down Apollo's temple. Apollo slew him and condemned him to the Underworld to act as ferryman, transporting souls across the river Styx. Choose another character from Greek mythology (hero, god or monster) and complete the following chart:


Name: _____

Father: _____

Mother: _____


<u>Physical characteristics</u>	<u>Important talents</u>	<u>Important facts</u>

Predicting:

4.  In your opinion, why does Virgil want the necklace? What other piece of gold is Sherman referring to?

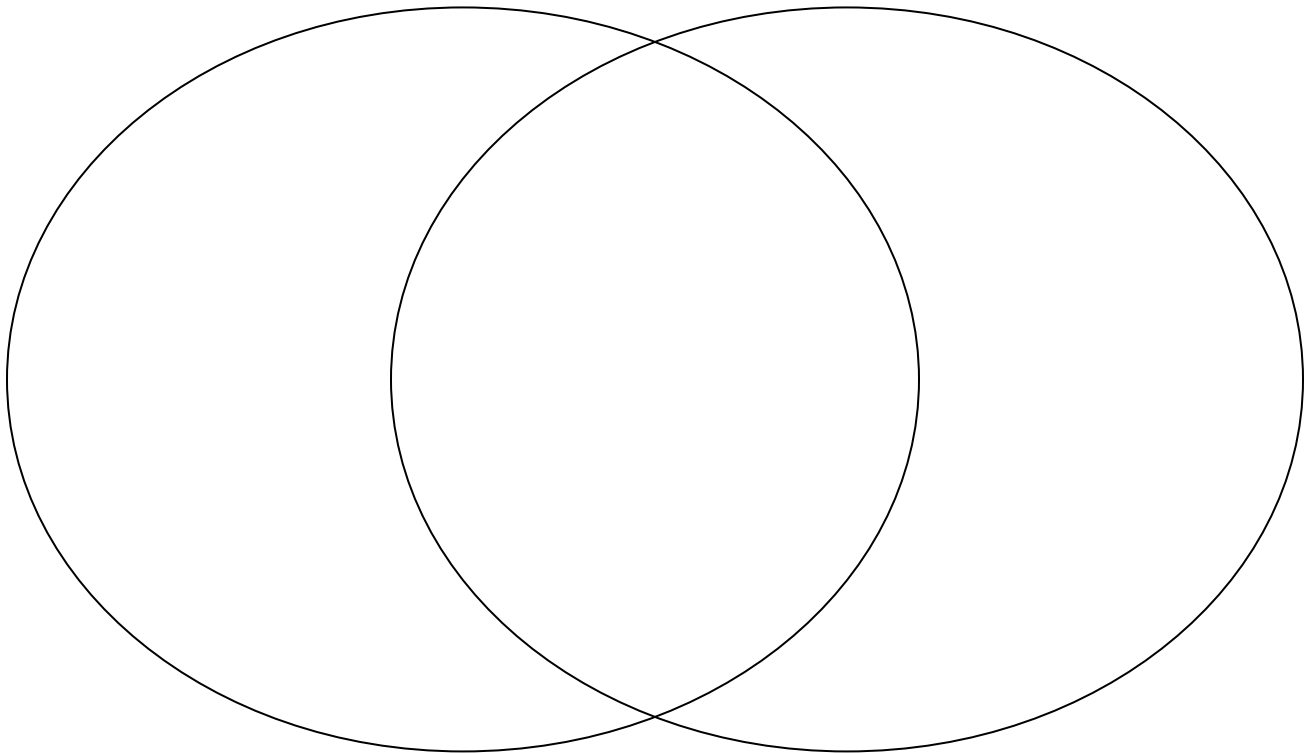
Chapter Twenty-one

Comparing and Contrasting:

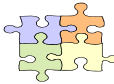
1.  Two castles appear in this novel. How are they similar? How are they different? Use the following Venn diagram to illustrate your response:

Imwratheer

The Palace of Al



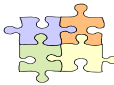
Connections to Music:

2.  Examine the following quote:


Virgil cast him a devious sideways glance that said, *Watch this*. Then he stood stock-still, facing the giant doors. He began to hum. It was a ghostly high-pitched note, like the sound of someone blowing through tissue paper wrapped over a comb. It reverberated from the whole of his being and rippled outward like sonar waves.

Using your voice or an instrument of any kind, try to reproduce this sound.

Connections to Science:

3.  In the Palace of AI, Sherman examines a painting. Billie claims the painting depicts a quasar. According to Billie's description, what is a quasar?

Connections to Visual Arts:

4.  Draw a picture of a quasar as it is described in the text.



Chapter Twenty-two


Clarifying:

1.  Examine the following quote from the text:


Drake shivered as Umbra's mind collided with his own. He felt Umbra inside his head searching his motives. It was like they were no longer two beings but one. Even Drake's words were no longer his own. He spoke like Umbra now. He looked like Umbra. He was losing himself. He was becoming the shadow.

What other characters are connected in this story?

Inferencing:


2.  What is Drake supposed to do with the sword? Whose plan is this? Why do you think Aura is so confident?

Predicting:


3.  By going to the Obelisk Drake seems to have bought himself some time. What do you think he is planning to do once he is there?

Chapter Twenty-three

Inferencing:

1.  Who is AI? How do you know?

Seeing Casual Connections:


2.  Examine the following quote:

There's bravery... thought Sherman, opening his other eye, and then there's stupidity...I just can't figure her out!

How can bravery and stupidity be related?

Connections to Science:

Anticipation chart:

3.  What do you know about wormholes? What would you like to know? Fill in the first two sections of this chart.

What I know about wormholes	What I would like to know	What I learned

Media Literacy:



With your teacher's permission, search the following sight for information:

<http://www.hypography.com/topics/wormholes.cfm>

Now complete the last section of the chart.


Chapter Twenty-four

Clarifying:

1.  Explain the expression “drunk with power”.
2.  Did Umbra’s plan work? What made Drake plunge the sword into the capsule? Is this what you expected?

Chapter Twenty-five


Comparing and Contrasting:

1.  Examine the following quote:

Running across this ground is like racing across a slice of salami.

Is this a simile or a metaphor? What word tells you?

Summarizing:

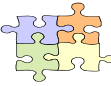
2.  Sherman and Billie's relationship undergoes a great deal of change from the start of the novel to now. Use the following chart to explain the changes:

START OF THE NOVEL

NOW

START OF THE NOVEL	NOW

Connections to Visual Arts:

3.  In this novel, the black hole is a series of circles, getting smaller and smaller, from Limbo Forest to the Gorge.


Draw a map of the Black hole using a series of circles within circles.
Include as many details as possible.

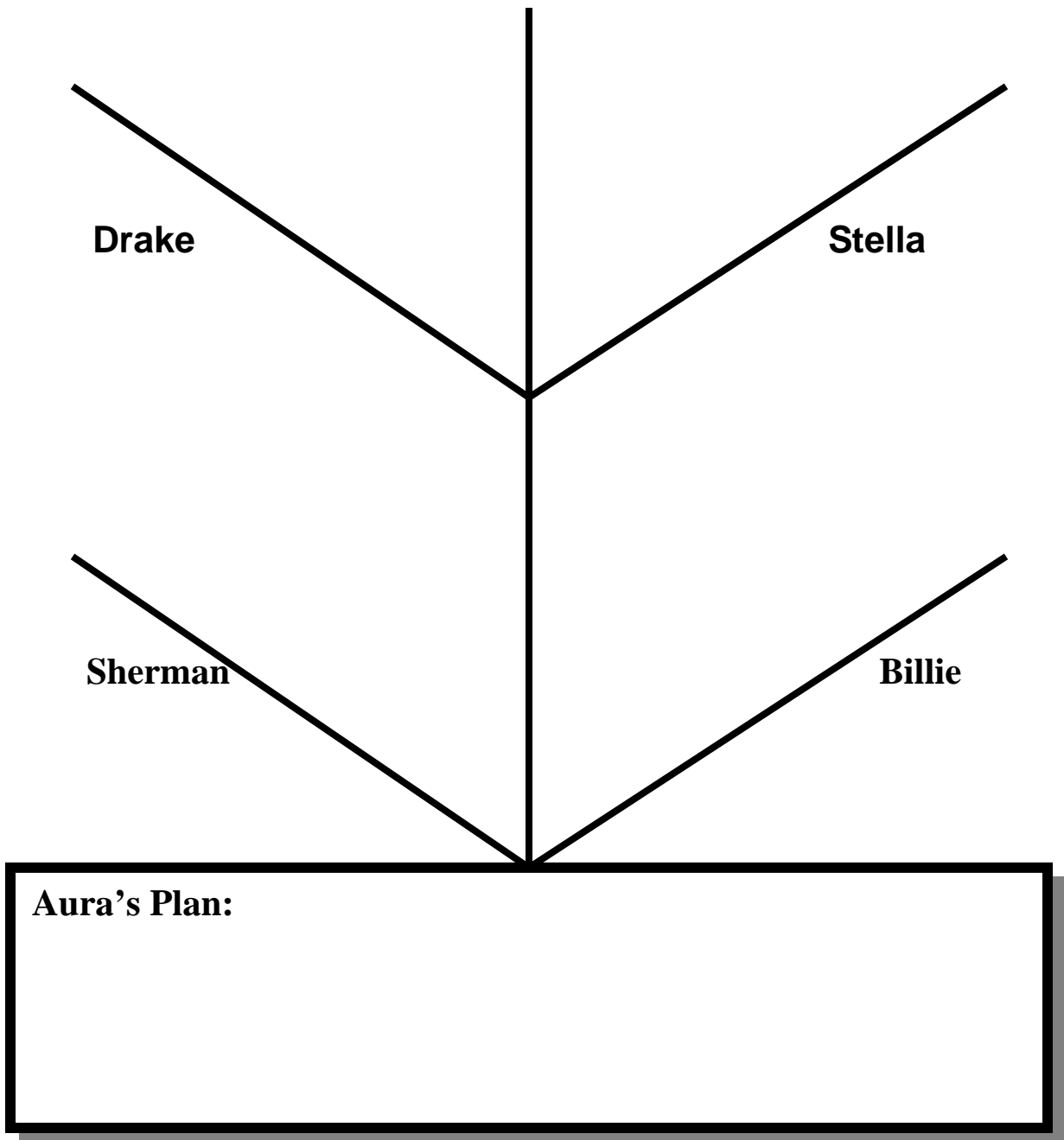
Or

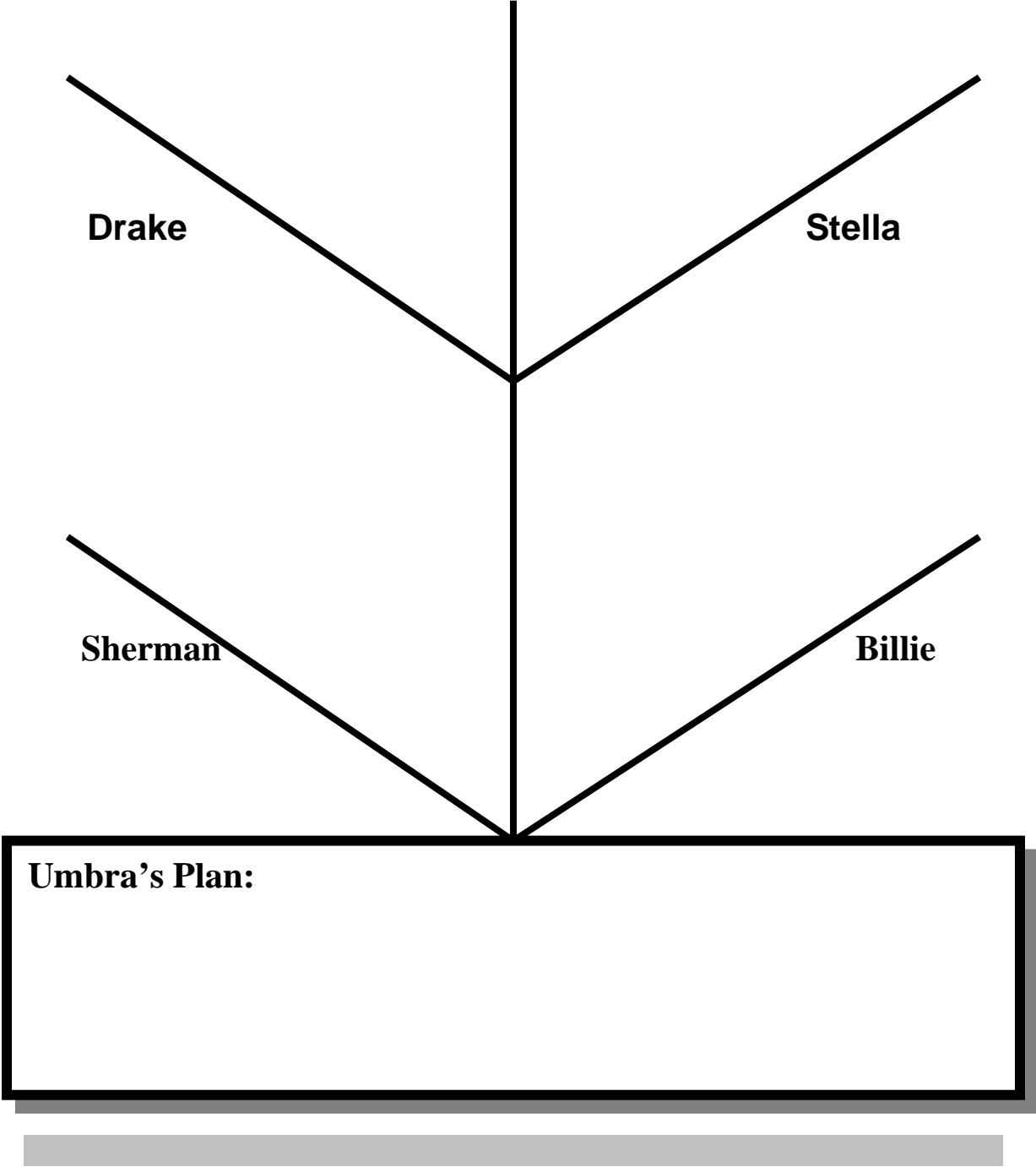
Make a three-dimensional model of the black hole, for example, a diorama.

Chapter Twenty-six

Clarifying:


1.  In this chapter, we discover that Aura and Umbra each had plans to outwit the another. Drake, Stella, Sherman and Billie unknowingly figure in these plans. Complete the following charts describing Aura and Umbra's plans and the four friends roles in these plans.






Chapter Twenty-seven

Inferencing:


1.  How can the reader tell that Sherman's feelings toward Billie have completely changed since the start of the novel?

Connecting to Prior Experiences:


2.  Have you ever had to sacrifice something that meant a lot to you? How did it make you feel?

Chapter Twenty-eight

Clarifying:


1.  Where did the black hole lead?

Connecting to Prior Experiences:

2.  Do you think there are really tunnels in time and space? If you could go to the past or the future which would you choose?

Twenty-nine

Questioning the Text:


-  1. What surprised you about this chapter? Write three questions you had at the end of this story.

Clarifying:

-  2. Examine the following quote from the text:


“No,” said Stella. “Not gone. He can never be gone. Not completely. You can’t kill the darkness any more than you can kill light. And besides, would you really want to?”

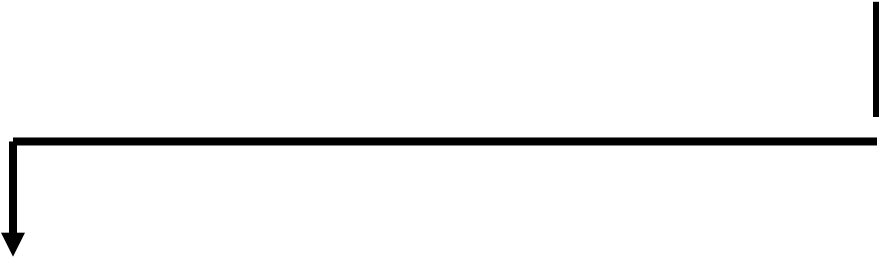
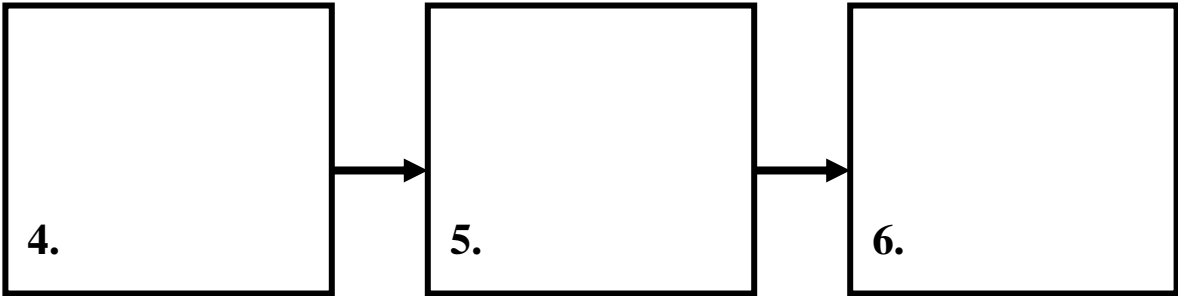
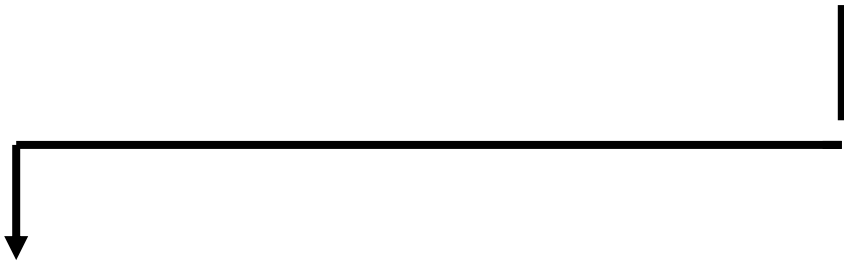
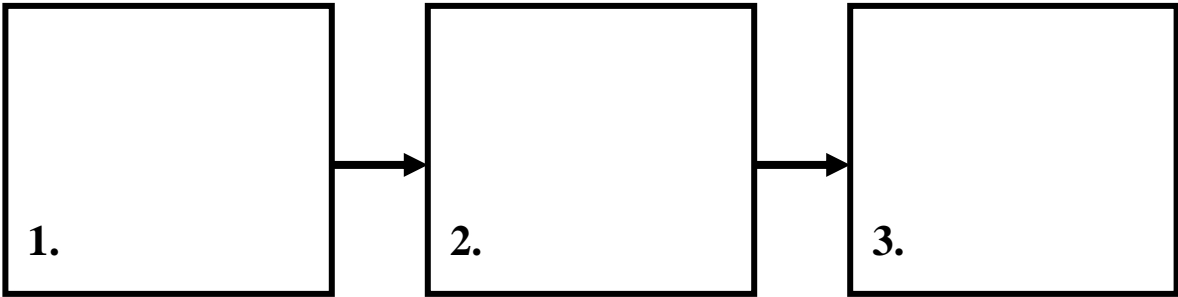
There is wisdom in Stella’s words. Explain.

-  3. At the end of this novel, time appears to have shifted again and the three friends find themselves back at the time of the solar eclipse. Yet, each has one reminder that their adventure did, in fact, happen. What are these reminders?

Sherman:	
Drake:	
Stella:	

Summarizing:

-  3. Write a timeline listing major events in this story. Remember, certain main events occurred prior to the start of this novel and were revealed in the diary as well as in flashbacks.



Links to the Ontario Curriculum

(excerpts taken from the Ministry of Education document)

Science and Technology:

Energy and Control: Grade 4: Light and Sound Energy

Overall Expectations:

1. demonstrate an understanding of the characteristics and properties of light and sound;
2. investigate different ways in which light and sound are produced;
3. identify technological innovations related to light and sound;

Specific Expectations:

1. identify a variety of natural and artificial light sources;
2. distinguish between objects that produce their own light and those that reflect light;
3. identify some objects that give off light but produce little or no heat (e.g. glowsticks);

Earth and Space Systems: Grade 6: Space

Overall Expectations:

1. demonstrate an understanding of the patterns of change observable on earth as a result of the movement of the different bodies in the solar system (e.g. solar and lunar eclipses, phases of the moon);
2. investigate, using models and simulations, the relationship between the sun earth and moon, the patterns of change observable on earth that result from the movement of these bodies;

Specific Expectations:

1. describe the physical characteristics of components of the solar system;
2. identify bodies in space that emit light and those that reflect light;
3. identify cycles in nature (e.g. phases of the moon);
4. describe, using models or simulations, the effects of the relative motion and positions of the earth, moon, and sun (e.g. solar and lunar eclipses);

5. follow safety procedures when observing the sun;

The Arts:

Visual Arts: Grade 4

Overall Expectations:

1. produce two- and three-dimensional works of art that communicate ideas for specific purposes and to specific audiences;

Specific Expectations:

1. produce two- and three-dimensional works of art that communicate thoughts, feelings and ideas for specific purposes and to specific audiences;
2. plan a work of art, identifying the artistic problem and a proposed solution;

Visual Arts: Grade 5

Overall Expectations:

1. produce two- and three-dimensional works of art that communicate a range of ideas;

Specific Expectations:

1. Select the most appropriate tools, materials, and techniques for a particular purpose, and use them correctly;
2. organize art works to create a specific effect, using the elements of design;
3. produce two- and three-dimensional works of art;

Visual Arts: Grade 6

Overall Expectations:

1. produce two- and three-dimensional works of art that communicate a range of ideas;

Specific Expectations:

1. identify the most appropriate tools, materials and techniques for the size and scope of the work and use them correctly;
2. produce two- and three-dimensional works of art;

Drama and Dance: Grade 4

Overall Expectations:

1. interpret and communicate the meaning of stories, poems, plays and other material drawn from a variety of sources and cultures, using a variety of drama techniques;
2. identify and apply solutions to problems presented through drama and dance, and make appropriate decisions in large and small groups;

Specific Expectations:

1. demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story;
2. identify and explain the use and significance of symbols or objects;
3. enact or create, rehearse, and present drama and dance works based on novels, stories, poems and plays;
4. represent and interpret main characters by speaking, moving, and writing in role;
5. demonstrate control of voice and movement by using appropriate techniques;
6. demonstrate the ability to maintain concentration while in role (e.g. create tableaux in small groups)
7. demonstrate an understanding of the use of production technology to create different effects;

Drama and Dance: Grade 5

Overall Expectations:

1. interpret and communicate the meaning of stories, poems, plays and other material drawn from a variety of sources and cultures, using a range of drama techniques;
2. solve problems presented through drama and dance, working in large and small groups and using various strategies;

Specific Expectations:

1. demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama;

2. demonstrate the ability to sustain concentration in drama and dance (e.g. by adding transitions between tableaux);
3. rehearse and perform small-group drama and dance presentations drawn from novels, poems, stories, plays and other source materials;

Drama and Dance: Grade 6

Overall Expectations:

1. interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of drama and dance techniques;
2. solve problems presented through drama and dance in different ways, and evaluate the effectiveness of each solution;

Specific Expectations:

1. demonstrate understanding of ways of sustaining the appropriate voice or character when speaking or writing in role for different purposes;
2. recognize when it is necessary to sustain concentration in drama and dance;
3. create, rehearse and present drama and dance works to communicate the meaning of poems, stories, paintings, myths, and other source material;

Music: Grade 4

Overall Expectations:

1. create and perform music, using a variety of sound sources;
2. communicate their response to music in ways appropriate for this grade;

Specific Expectations:

1. write new words to familiar melodies, using their knowledge of rhythm to ensure that the new text fits with the melody;
2. create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour;

Music: Grade 5

Overall Expectations:

1. create and perform music, using a variety of sound sources;

2. communicate their response to music in ways appropriate for this grade;

Specific Expectations:

1. create an accompaniment for a story, poem, or drama presentation, using their knowledge of beat, rhythm, and tone colour and melody;

Music: Grade 6

Overall Expectations:

1. communicate their response to music in ways appropriate for this grade;

Specific Expectations:

1. create a musical accompaniment for a story, poem, or drama presentation;
2. describe, through listening, the main characteristics of pieces of music from the Baroque and Classical periods (e.g., Clarinet Concerto in A, K.622 by Mozart)



Assessment and Evaluation

Reading:

	Level 1	Level 2	Level 3	Level 4
Clarifying	Student demonstrates limited understanding of content and is unable to express/explain ideas in own words	Student demonstrates some understanding of content and is able to express/explain ideas in own words with some effectiveness	Student demonstrates considerable understanding of content and is able to express/explain ideas in own words with effectiveness	Student demonstrates thorough understanding of content and is able to express/explain ideas in own words with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Comparing and Contrasting	Student is able to recognize 1 or 2 similarities and/or differences and responds with limited effectiveness	Student is able to recognize 1 or 2 similarities and 1 or 2 differences and responds with some effectiveness	Student is able to recognize many similarities, many differences and responds with considerable effectiveness	Student is able to recognize most similarities, most differences and responds with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Connecting to Prior Experiences	Student is unable to connect content to prior and/or personal experiences or makes connections that appear unrelated to the text	Student is able to connect content to prior and/or personal experiences with some effectiveness or makes some connections that are loosely related to the text	Student is able to connect content to prior and/or personal experiences with considerable effectiveness or makes connections that are closely related to the text	Student is able to connect content to prior and/or personal experiences with a high degree of effectiveness or makes thoughtful connections that are coherently related to the text

	Level 1	Level 2	Level 3	Level 4
Inferencing	Student is unable to use or limited in their use of the various types of inferences and therefore demonstrates limited understanding of important text implications	Student is able to use 1 or 2 of the various types of inferences and therefore understands some important text implications; may include misinterpretations	Student uses the various types of inferences with considerable effectiveness and therefore understands important text implications	Student uses the various types of inferences with a high degree of effectiveness and therefore demonstrates thorough understanding of important text implications

	Level 1	Level 2	Level 3	Level 4
Predicting	Student makes illogical predictions that appear unrelated to the text and responds with limited effectiveness	Student makes predictions that are somewhat reasonable and loosely related to the text and responds with some effectiveness	Student makes predictions that are reasonable and closely related to the text and responds with considerable effectiveness	Student makes thoughtful predictions that follow a logical sequence and are coherently related to the text and responds with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Questioning the Text	Student takes the text at face-value and is able to detect bias and/or subtle manipulation of language when prompted by the teacher with limited effectiveness	Student is aware of bias and subtle manipulation of language, questions the text when prompted by the teacher: responds with some effectiveness	Student is able to detect bias and/or subtle manipulation of language; questions the text independently; responds with considerable effectiveness	Student has a thorough grasp of bias and/or subtle manipulation of language; questions the text independently; responds with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Recognizing the Author's Purpose	Student is able to connect the use of specific vocabulary and images to the author's specific intentions and is able to verbalize such with limited effectiveness	Student is able to connect the use of specific vocabulary and images to the author's specific intentions and is able to verbalize such with some effectiveness	Student is able to connect the use of specific vocabulary and images to the author's specific intentions and is able to verbalize such with considerable effectiveness	Student is able to connect the use of specific vocabulary and images to the author's specific intentions and is able to verbalize such with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Seeing Casual Relationships	Student is able to make connections between various contexts with limited effectiveness	Student is able to make connections between various contexts with some effectiveness	Student is able to make connections between various contexts with considerable effectiveness	Student is able to make connections between various contexts with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Summarizing	Student is able to recall a limited number of facts, mostly copied from the text, and is able to organize these into the correct sequence with limited effectiveness; may include some inaccurate information	Student is able to give a partial summary, mostly in own language with some important ideas and facts and is able to organize these into the correct sequence with some effectiveness	Student is able to give an adequate summary in own language, including many important ideas, facts, details and events and is able to organize these into the correct sequence with considerable effectiveness	Student is able to give a comprehensive summary in own language, including all important ideas, facts, details and events and is able to organize these into the correct sequence with a high degree of effectiveness

	Level 1	Level 2	Level 3	Level 4
Visualizing	Student is able to recall/reproduce 1 or 2 details and organizes ideas/information with limited effectiveness	Student is able to recall/reproduce some important details and organizes information with some effectiveness	Student is able to recall/reproduce many important details and organizes information with considerable effectiveness	Student is able to recall/reproduce most important details and organizes information with a high degree of effectiveness