

**DARKWING TEACHER'S GUIDE**  
**By Martha Martin**

**PRE-READING ACTIVITIES:**

1. As a class, complete the graphic organizer below, using jot notes:

What <b>facts</b> do you know about bats?	How do you think bats came to be on Earth ( <b>evolved</b> )?	Where could you find out more information about bats?

2. The book is divided into parts, with the first one entitled, "The Island." Why do you suppose the author chose to break the book into different parts? What do you think of, when you see the word, "island"?

**Let's Activate Your Pre-Knowledge!**

In order for you to understand what you are about to read, it's necessary to figure out what you already know. That may sound a bit confusing, but basically, you need to call up all the information you already know about:

- prehistoric Earth
- bats
- bugs
- habitats

Now that you're thinking, make a list of words that go with these topics, according to your teacher's instructions. Be prepared to share your list with your classmates, so you can make one giant word wall of terms you might find in *Darkwing*. You can group them in a graphic organizer of your choice, or just create a massive web or jot-noted list.

## Chapter One: Jump

1. The author, Kenneth Oppel, could have given the protagonist, Dusk, any name he liked. Out of all the choices, he picked "Dusk." What images or ideas do you think the name "Dusk" creates in the reader's imagination? Explain using the text and your own ideas.
2. Dusk looks very different from his fellow chiropters. Using specific details from the chapter, describe the ways he is different.

Quotations from the book that describe Dusk's physical appearance:	Page numbers where those quotations are found:

3. Why do you suppose the author spends considerable time in chapter 1 discussing the idea of leadership, the role of the leader, and the order of succession in Dusk's colony? Explain your thoughts.
4. Consider the following quotation:

"I will, I promise."  
"Ready to go again?"  
Dusk's **heart thundered**. "Yes," he said **instantly**. (p. 11)

Consider the last line in the above quotation, and especially the words in bold. What do they show us about Dusk's character? Explain.

## READING RESPONSE JOURNAL 1:

A reading response journal is a writing exercise where you *respond* to whatever text you're reading (a story, poem, song, novel, etc.) in some sort of personal way. You look at the ideas, images, and feelings the text has inspired in you, and you write about it in a journal form. You do have some choice, however...

You might want to *directly* respond to the text, discussing on paper exactly what you've read and the thoughts it's created in your mind. This is usually called a "reflection." On the other hand, you might want to create a *related* response, where you use what you've read as *inspiration* for your own, personal interpretation of the text (sort of your own version, but using the same ideas). There are usually topics given, to help you with creating your own related response.

Consider the following Reading Response Journal topics for Chapter 1:

- Father and son...
- Taking risks...
- Learning something new...
- Why am I such a misfit?
- Dusk reminds me...

You may use one of the topics above for your Reading Response Journal, or write a reflection on chapter one and your feelings about it. Remember to use all your best writing skills (including form, voice, word choice, ideas, sentence fluency, and point of view).

**BRAINSTORMING** (Plan your writing here):

## CHAPTER ONE RUBRICS

<b>#1 READING: Thinking</b> Analyze texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>1.7</b>	Analyze texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
<b>#2 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b>	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
<b>#3 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
<b>#4 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

### READING RESPONSE JOURNAL RUBRIC:

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b>	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
<b>WRITING: Application</b> Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. <b>2.8</b>	Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
<b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.

This assignment was on time?                      Yes    No

Parent Signature: \_\_\_\_\_

Spelling Corrections (five times each please): \_\_\_\_\_

## Chapter Two: Dusk

1. Consider these excerpts from the story. Give a one-word synonym for each word in **bold**.

- a) Though they often flitted down through the trees to **forage** on the ground, they never lingered near the chiropter perches. (p. 16)

Though they often flitted down through the trees to \_\_\_\_\_ on the ground, they never lingered near the chiropter perches.

- b) He sighted a blue dasher dragonfly, **strafed** it with clicks, and set his course for attack. (p. 20)

He sighted a blue dasher dragonfly, \_\_\_\_\_ it with clicks, and set his course for attack.

- c) "It was pure luck," said Dusk, trying to avoid a scrap. Sylph could be **combustible**. (p. 22)

"It was pure luck," said Dusk, trying to avoid a scrap. Sylph could be \_\_\_\_\_.

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

a)

Chiropters only glided down, never up. But maybe they *could* go up, if they learned the secrets of the birds. (p. 17)

b)

"Well, why not," he said. He was just glad none of them had seen him flapping. He could imagine what they'd say.  
*Always been a little odd, and now this.*  
*Thinks he can fly.*  
*Bird brain.* (p. 18)

3. A large creature crashes into Dusk's home territory, almost taking Dusk with it in its fall to earth. Think about the description of their encounter. Then decide:
- a) What kind of creature you believe it might be.
  - b) What you think made it fall to earth.
  - c) What it might have been trying to say to Dusk.

Make some jot notes to explain and defend your ideas. Then, when your teacher directs, meet with two or three other classmates and discuss your various opinions. Your teacher will walk around and observe your group discussions. Remember to allow for all members to have a say, practise excellent listening skills, and model appropriate group behaviour.

### **I CAN RELATE!**

#### This Reminds Me of the Time...

Have you ever been talked into doing something you *know* your family wouldn't like? Have you ever talked *yourself* into doing something you know isn't a good idea?

Sylph and Dusk are great at rationalizing what they really want to do. Reread page 28 to refresh your memory on how they do this.

Now write a brief account of a time when *you've* felt like Dusk and/or Sylph, and remember to **relate** your experiences back to theirs.

## CHAPTER TWO RUBRICS

<b>#1 WRITING: Knowledge</b> Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. <b>3.3</b>	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.
<b>#2 READING: Knowledge</b> Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b>	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
<b>#3 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
<b>#4 ORAL COMMUNICATION: Communication</b> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. <b>2.3</b>	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.	Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.

## WRITING A "RELATE" RUBRIC

<b>WRITING: Thinking</b> Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. <b>2.2</b>	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
<b>WRITING: Application</b> Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. <b>2.8</b>	Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.	Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.	Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.
<b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b>	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

### Chapter Three: Carnassial

1. Publishers have placed illustrations at the start of each chapter. How do they help the reader understand the text better? Explain your ideas.
2. Consider the word "saurian" (p.33), and the word "felid" (p. 37). Using what you know of the creatures' descriptions in the chapter and your own personal knowledge, what is a "saurian?" What might a "felid" be? If you aren't sure, think about any words we use today that might have some similarity to these words.
3. The last lines of the chapter are two dramatic sentence fragments:

The last saurian eggs. The completion of the Pact. (p.37)
--

Using what you've read so far, and without reading ahead, predict what you think this mysterious "pact" involved. Defend your prediction with information from the text as well as your own ideas.

### CREATURES THAT ROAMED IN THE EOCENE EPOCH

#### Hey, Check This Out!

With your teacher's permission and following an Acceptable User Policy, visit the following website at:

<http://en.wikipedia.org/wiki/Carnassials>

Read the information and answer the following questions:

1. What is a "carnassial?"
- 
- 

2. Why might Kenneth Oppel have determined this was a good name for the character of Carnassial in Darkwing? Explain your thoughts.



---

---

---

3. Now go to the slideshow found at [http://www2.nature.nps.gov/geology/education/teaching\\_paleo4/sld001.htm](http://www2.nature.nps.gov/geology/education/teaching_paleo4/sld001.htm) . Lead yourself through the various slides, reading as you go. Now answer the following questions:

4. Look at slide #6. What kind of tree is shown there? Do you know what its other name is?

---

---

5. Look at slide #10. How tall are the trunks, alone?

---

---

6. Slide #29 is an ancestor of what animal we have today? What is the Latin name of the fossilized animal?

---

---

7. What are some of the insects found in fossils, according to this slideshow?

---

---

8. What are some of the different ways fossils are created, according to this slideshow?

---

---

9. What was the most interesting slide to you, personally, in this slideshow? Why?

---

---

## CHAPTER THREE RUBRICS

<p><b>#1 READING: Knowledge</b> Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with limited effectiveness. <b>2.2</b></p>	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with some effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with considerable effectiveness.	Recognize a variety of organizational patterns in texts of different types and explain how the patterns help readers understand the texts, with a high degree of effectiveness.
<p><b>#2 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
<p><b>#3 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

## WEBSITE EXPLORATION RUBRIC

<p><b>INFORMATION STUDIES: Knowledge</b> Demonstrates limited ability to locate, bookmark, and read a selection of Internet resources with much assistance. <b>(Success finding sites independently)</b></p>	Demonstrate simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understand how information on websites is structured.	Demonstrate considerable ability to locate, bookmark, and read a selection of Internet resources. Understand how information on websites is structured, and uses this knowledge to process information.	Demonstrate thorough ability to locate, bookmark, and read a selection of Internet resources. Understand how information on websites is structured, and consistently uses this knowledge to process information.
<p><b>#1 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4 (#1, 4-10)</b></p>	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
<p><b>#2 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5 (#2 primarily)</b></p>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

## Chapter Four: The Pact

1. Do you think the colony made a good choice relocating to the island all those years ago? Why or why not? Explain.
2. Consider the following passage:

Dusk dreamed he was examining the saurian, studying its massive, featherless wings. He touched the taut skin. It felt like his own.

The creature stirred and turned towards him. Once more, Dusk saw himself reflected in its huge eye. The saurian breathed upon him and said, "I give you my wings." (p. 54)

Why do you suppose the author included this dream sequence in the novel? What do you think it means, and how might it help the reader understand the story?

3. Both Sylph and Dusk stand out as being different from the rest of their chiropter colony, and in this chapter, their differences are stressed in new ways. What new thing(s) do we learn about Sylph's personality and Dusk's skills? Use the chart below to communicate your findings:

What We Learn about Dusk:	Where We Read about It (quotation with page number):	What We Learn about Sylph:	Where We Read about It (quotation with page number):

## IN THEIR OWN WORDS

Dear Journal...

Have you ever felt like Dusk does in this chapter, like the world is full of shocking discoveries and you don't know what to do with them? Perhaps you've felt like his sister, Sylph, fighting to be heard and feeling perpetually misunderstood and frustrated.

Imagine you are one of the characters in this chapter. Think about all that you're feeling, and how you would best express it.

- What word choices would you make?
- What kind of sentences would you use?
- How would the reader know what you were really feeling?

**In the voice of the character you've chosen**, write a brief journal about your experiences in the last few days. Use the details in the story, but add your own ideas and "voice" to make your character come alive. Use the space below to plan your writing, using any graphic organizer or method of your choice. Remember to follow the conventions of journal writing as well!

Brainstorming:

## CHAPTER FOUR RUBRICS

<p><b>#1 READING: Communication</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
<p><b>#2 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
<p><b>#3 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

## JOURNAL RUBRIC

<p><b>WRITING: Thinking</b> Generate ideas about a potential topic using a variety of strategies and resources with limited effectiveness. <b>1.2</b></p>	Generate ideas about a potential topic using a variety of strategies and resources with some effectiveness.	Generate ideas about a potential topic using a variety of strategies and resources with considerable effectiveness.	Generate ideas about a potential topic using a variety of strategies and resources with a high degree of effectiveness.
<p><b>WRITING: Thinking</b> Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. <b>2.2</b></p>	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
<p><b>DRAMA: Knowledge</b> Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with limited effectiveness.</p>	Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with some effectiveness.	Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with considerable effectiveness.	Demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story, with a high degree of effectiveness.

## Chapter Five: The Prowl

1. Examine the three passages below.

a)

"Carnassial....It's Carnassial....Carnassial's back!" (p. 62)

b)

To distract himself, he paced through the prowl, basking in the felids' admiring glances. (p. 63)

c)

As the prowl's numbers continued to swell, they would all have to forage farther to find enough food. (pp. 63-64)

These sentences all use apostrophes, but for different reasons. Explain the differences, referring to the examples in your explanation.

2. The author, Kenneth Oppel, has selected certain words to help the reader get a feel for the mood of the chapter. Consider the following passage from the text:

**Saliva moistened his teeth.** Carnassial tried to turn himself around on the branch, but his **muscles clenched in rebellion.** He blinked and **felt faint,** his vision contracting. And in that moment, he knew.

Carnassial **knew exactly what he was about to do,** and that, **once done, things would never be the same.**

He looked all around. No one was watching.

He **sprang.** Landing on the paramys, he **smothered** it beneath the weight of his body, **driving its face** into the dirt to **muffle its shrieks.** Instinctively he **sank his claws** into its body to hold it in place, then **clamped his jaws** around the creature's neck and **squeezed.**

The paramys gave a **violent shake, trembled** for a moment, and then **was still.** (p. 67)

How do the words in **bold** influence the reader, and what is the mood these word choices help to create? Explain.

3. The author ends Chapter 5 with an interesting passage:

He quickly dipped his face into the water so he would not have to look at himself. (p. 68)

Explain what you think the author is trying to tell us about Carnassial.

## WRITE A PREDICTION

### From Here On, Things Will Never Be the Same...

As we read on page 67, Carnassial is quite convinced that this chapter is a turning point for him, and perhaps for all other felids after him. Do you think he is correct? What do you predict will occur, now that Carnassial has officially "crossed the line?" How do you see events "playing out" from here on?

Use a graphic organizer of your choice in the space below, to plan and organize your predictions. When you've got your ideas down, write your prediction in a narrative (or story-like) form. Make sure to add some details, rich word choices, and descriptive phrases, in order to enrich your writing.

## CHAPTER FIVE RUBRICS

<p><b>#1 WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
<p><b>#2 READING: Thinking</b> Analyze texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>1.7</b></p>	Analyze texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
<p><b>#3 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

## BRIEF PREDICTION RUBRIC

<p><b>WRITING: Knowledge</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. <b>1.5 (Brainstorming with graphic org)</b></p>	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
<p><b>READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.



## Chapter Six: The Expedition

1. Consider the following passages:

a)

Dusk noted their heading. "We'd have to stay well back," he whispered. "If we got caught—" (p.70)

b)

And yet, he wanted to go with Sylph. He doubted they'd see a saurian, or even a nest, but he would see the island's coastline, and the open sky — and more birds in flight. (pp. 70-71)

Why does the author use the dashes in these passages? How do they help the reader to understand the passages better?

2. Why do you suppose Dusk can fly, and Sylph can't? Explain your thoughts using your own ideas and information from the text.

3. Consider these sentences from the story:

a) "Can you climb any faster?" Sylph asked him impatiently. (p. 71)

b) Now that he'd found one, he felt completely unprepared. (p. 76)

c) "You think so?" Sylph sounded unsure. (p. 76)

Write the roots of the underlined words, as well as any applicable prefix or suffix, in the chart below.

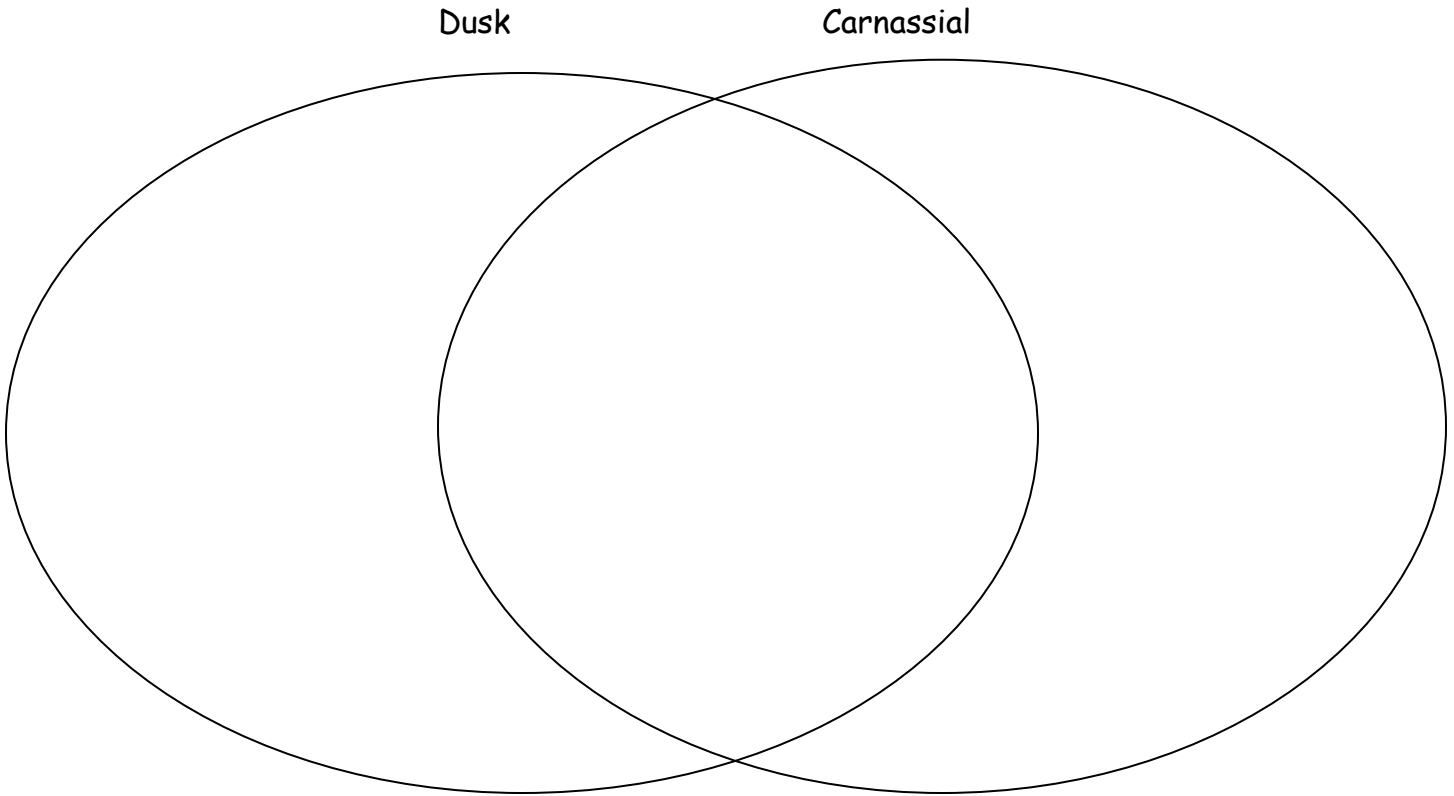
Word from Story	Prefix(es)	Root Word	Suffix(es)
faster			
impatiently			
unprepared			
unsure			

How can a prefix or a suffix totally change the meaning of a root word in a sentence? Use one of the words in the chart above to demonstrate your meaning.

**COMPLETE A VENN DIAGRAM**

In this chapter, the secret longings of both Dusk and Carnassial are discovered by others, and the author places the scenes side-by-side to allow for the reader to compare and contrast them.

Using the Venn Diagram below, compare the two characters, using specific quotations and details from the book as your proof:



**VENN DIAGRAM RUBRIC**

<p><b>WRITING: Knowledge</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. <b>1.5</b></p>	<p>Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.</p>	<p>Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.</p>	<p>Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.</p>
<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>

## CHAPTER SIX RUBRICS

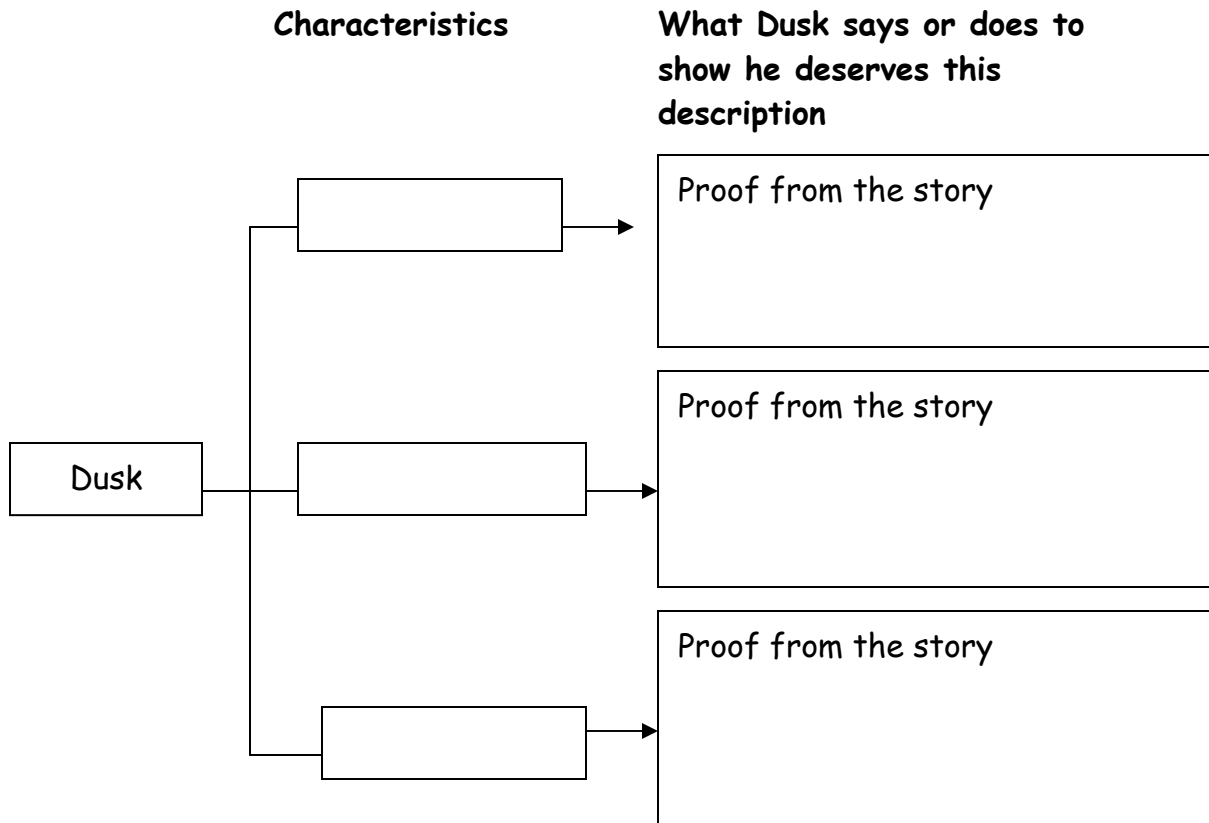
<p><b>#1 READING: Knowledge</b> Identify a variety of text features and explain how they help readers understand texts, with limited effectiveness. <b>2.3</b></p>	<p>Identify a variety of text features and explain how they help readers understand texts, with some effectiveness.</p>	<p>Identify a variety of text features and explain how they help readers understand texts, with considerable effectiveness.</p>	<p>Identify a variety of text features and explain how they help readers understand texts, with a high degree of effectiveness.</p>
<p><b>#2 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>
<p><b>#3 READING: Knowledge</b> Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>

**Chapter Seven: Way of the Future**

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

PASSAGE:	TYPE OF DESCRIPTIVE LANGUAGE:	REWRITE THE PASSAGE IN YOUR OWN WORDS:
He lay very still, listening to the start of the birds' dawn chorus, the first solitary notes carrying through the forest..." (p. 86)		
Yet right now he felt about as buoyant as a stone. (p. 87)		
His empty stomach yowled, but he felt listless. (p. 87)		

2. Think of three adjectives that describe Dusk's personality as we see it in these first seven chapters. Then, using the graphic organizer below, prove them with specific scenes or information from the story.



3. Are you surprised by Icaron's reaction to the news that Dusk can fly? Why or why not? Explain using your own ideas and information from the text.

### **DISCUSSION TIME**

#### **What Do You Think About...**

In the last chapter, Dusk asks Sylph, "Is 'different' wrong?" (p. 83). In this chapter, Icaron says, "Our differences can sometimes make us great, and lead us to a better future" (p. 96).

Think about the way our society treats people who are "different." Think about how you feel when you see someone who looks or behaves differently from you.

Now, when your teacher directs you, move into a discussion group of two or three peers and talk about this idea of being "different."

#### **Think About**

- how our society treats people and things that are different
- whether this is right or wrong
- how you personally feel about ways you are different from others
- whether or not we should, or could, change this

## CHAPTER SEVEN RUBRICS

<p><b>READING: Knowledge</b> Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>
<p><b>#2 WRITING: Knowledge</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. <b>1.5</b></p>	<p>Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.</p>	<p>Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.</p>	<p>Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.</p>
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>

## DISCUSSION RUBRIC

<p><b>ORAL COMMUNICATION: Thinking</b> Extend understanding of oral texts by connecting the ideas in the texts to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of oral texts by connecting the ideas in the texts to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them, with some effectiveness.</p>	<p>Extend understanding of oral texts by connecting the ideas in the texts to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of oral texts by connecting the ideas in the texts to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around them, with a high degree of effectiveness.</p>
<p><b>ORAL COMMUNICATION: Communication</b> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. <b>2.3</b></p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.</p>

## **Chapter Eight: Teryx**

1. Nova confronts Icaron and reports a number of objections and rumours regarding Dusk and his flying. List these in order as they appear in the chapter.
2. The encounter between Icaron and Nova shows the reader why Icaron is such an effective leader. What skills and strategies does he use to "handle" Nova's objections? Prove your ideas with examples from the story.
3. Why is it so significant that there was once a saurian nest on the island, and that there are remains of eggs and young saurians found nearby? Explain.

## **READING RESPONSE JOURNAL 2:**

In this reading response journal, you can once again do a pure "reflection" on the book so far, including your thoughts about events and characters in the story, or you can do a "related response," writing your own reading response journal based on one of the topics below. It's your choice!

Reading Response Journal topics for Chapter 8:

- When you can do something a parent can't do...
- The great mystery...
- A new friend.
- Prejudice rears its ugly head...

## CHAPTER EIGHT RUBRICS

<p><b>#1 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>#2 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>

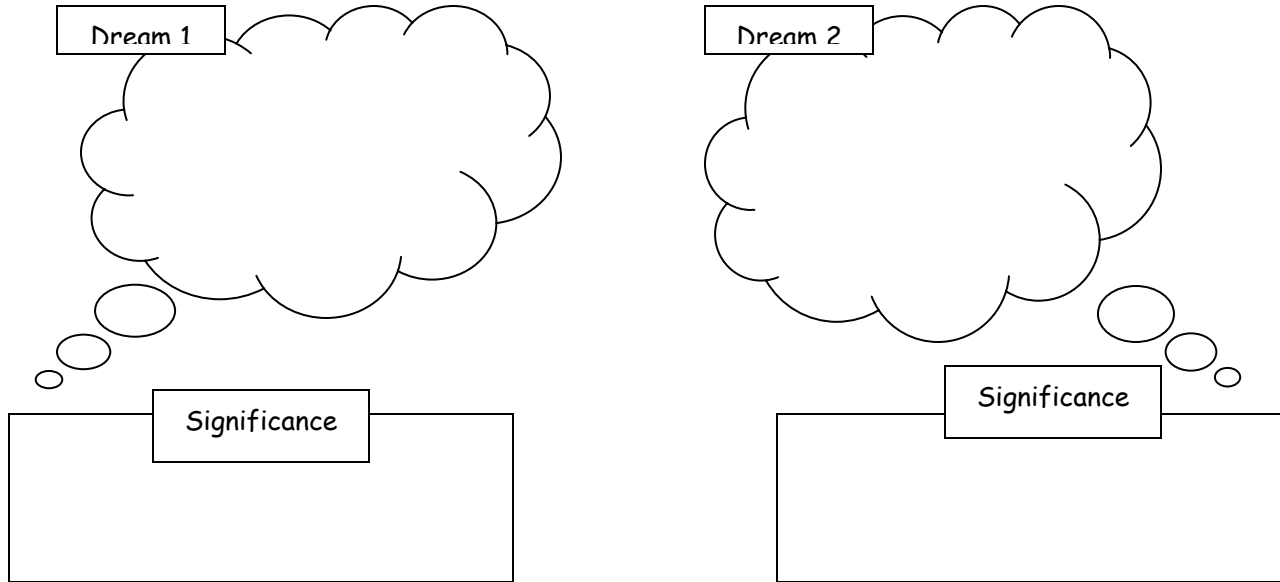
## READING RESPONSE JOURNAL RUBRIC

LEVEL ONE	LEVEL TWO	LEVEL THREE	LEVEL FOUR
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>WRITING: Application</b> Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. <b>2.8</b></p>	<p>Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.</p>	<p>Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.</p>	<p>Produce revised draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.</p>
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.</p>



**Chapter Nine: Outcast**

1. Once again the author uses dream sequences to let the reader know that something significant has occurred. In this chapter, Dusk has two dreams. Describe each of these dreams, and what you think each might mean, using jot notes and the diagram below:



2. Are you surprised by the intended actions of Sylph, Jib, and Terra? Why or why not? Explain.
3. The author uses a lot of descriptive language and specialized vocabulary in the story. Give your best guess for the meaning of the following **bold** words from this chapter in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
He dreamed of flying above the trees, <b>exultant</b> . (p. 114)		
No one else seemed to have noticed it, and Dusk was ready to think it was just his anxious		

imagination - the memory of that ferocious mother bird - or some sonic <b>mirage</b> cast by his still-dreamy mind. (p. 115).		
Despite his feelings of guilt, he count not <b>quell</b> his sadness. (p. 115)		
Yesterday the hunting had been particularly <b>meagre</b> . (p. 130)		
They would have to become better hunters, especially now that the beasts were becoming more and more <b>vigilant</b> . (p. 130)		

**WANTED: DEAD OR ALIVE**

Have You Seen This Character?

Using the form below as an example, create a "wanted poster" for either Carnassial, the killer(s) of Aeolus, or the destroyer(s) of the island's saurian nest.

Your teacher will tell you whether or not you may do this on the computer or in a particular medium. Include the details you know that could help identify this character: last known location, likely physical characteristics, habits, any known information, etc.

<p>What We Know:</p> <div style="border: 1px solid black; height: 150px; margin-top: 5px;"></div>	<p><b>WANTED:</b> _____</p> <div style="border: 1px solid black; padding: 5px; margin-top: 20px;"> <p>Description of the Crime(s):</p> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div> </div>
---	--

## CHAPTER NINE RUBRICS

<p><b>#1 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>#1 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>
<p><b>#2 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>#3 WRITING: Knowledge</b> Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. <b>3.3</b></p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.</p>

## WANTED POSTER RUBRIC

<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>READING: Communication</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4</b></p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.</p>

## Chapter Ten: Change in the Tide

1. Examine the sentences from the story below. Place each of the words in **bold** into the correct column on the chart, based on your knowledge of the parts of speech. Use a dictionary to help you be sure.
  - a) Dusk missed her **terribly**. (p. 132)
  - b) A **poison mushroom** had given him a **nightmare**. (p. 134)
  - c) It made his heart **pound** just to think about it. (p. 134)
  - d) "**These felids are monsters**." (p. 136)
  - e) "It depends how **vigilant** they are," the bird **replied**. (p. 136)

Nouns	Verbs	Adjectives	Adverbs

2. Both the birds and the chiropters demonstrate prejudice against each other. Where do we see this prejudice in this chapter, and how is it voiced? Use specific examples from the story to demonstrate your knowledge.
3. At the end of the chapter, the author manages to leave us with a "cliffhanger" ending, full of suspense. Describe how he does this so effectively, using information from the text and your own ideas.

## DRAW WHAT DUSK SAW

### A Picture's Worth a Thousand Words

Dusk uses his echovision to explore the island when he senses the birds are silent and some new threat has invaded. As Dusk explores, the author describes what Dusk sees. Using this information, create a map or a diagram of the area. Remember to use the conventions of maps or diagrams in your work, for full marks.

## CHAPTER TEN RUBRICS

<p><b>#1 WRITING: Knowledge</b> Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. <b>3.3</b></p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.</p>	<p>Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.</p>
<p><b>#2 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>#3 READING: Knowledge</b> Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>

## ISLAND DRAWING RUBRIC

<p><b>READING: Knowledge</b> Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with limited effectiveness. <b>1.2</b></p>	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with some effectiveness.</p>	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with considerable effectiveness.</p>	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with a high degree of effectiveness.</p>
<p><b>VISUAL ARTS: Application</b> Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. <b>3.3</b></p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.</p>

## Chapter Eleven: The Massacre

1. Look up "massacre" in the dictionary. Then look it up in the thesaurus. How does knowing what the word means help you understand this chapter better? Explain.

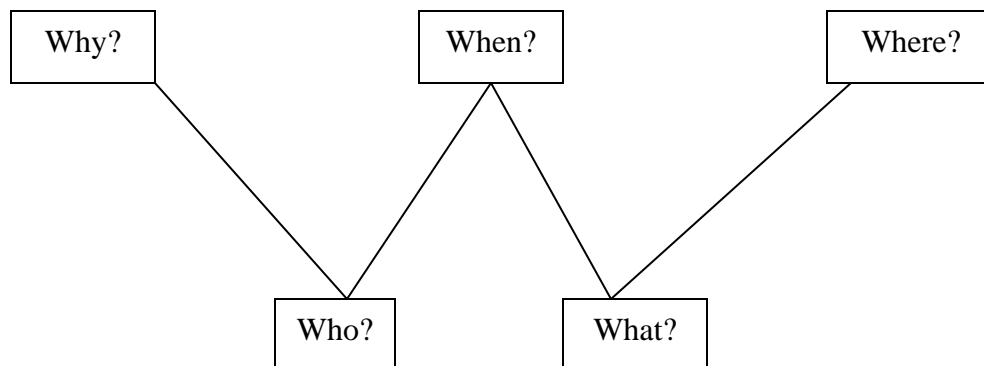
What the Dictionary Says:	
What the Thesaurus Says:	
How the Information Helps You:	

2. How does the author create suspense in this chapter? Use specific parts of the text, as well as your own ideas, in your answer.
3. Dusk demonstrates that he, too, has natural leadership qualities. Where do we see him demonstrating these skills? How does he help his colony survive?

## WRITING A NEWSPAPER ARTICLE

### **The Chiropter Chronicle**

Write a short newspaper article about the massacre, including all the important information and using the conventions of that form of media text (e.g. headlines, by-lines, facts, the five W's, etc.) Use the "five W" chart below to help you plan your newspaper report"



## CHAPTER ELEVEN RUBRICS

<b>#1 WRITING: Knowledge</b> Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. <b>3.3</b>	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.
<b>#1 READING: Thinking</b> Analyze texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>1.7</b>	Analyze texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.
<b>#2 READING: Knowledge</b> Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b>	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.	Identify various elements of style - including alliteration, descriptive adjectives and adverbs, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.
<b>#3 READING: Communication</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b>	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.

## PLANNING AND WRITING A NEWS STORY RUBRIC

<b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b>	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.
<b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4</b>	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.
<b>WRITING: Knowledge</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. <b>1.5</b>	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.

**Chapter Twelve: To The Coast**

1. Are you surprised at Sylph's feeling about her father's survival and her mother's death? Why or why not? Explain your feelings.
2. Explain the use of the **colon** in the sentence below:

He saw things that were completely unremarkable: insects on a branch, a mushroom, his mother frowning - and yet in his dreams they were charged with doom, and woke him up as if he'd glimpsed a monster, his heart racing. (p. 168)

---



---



---

3. 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:	REWRITE THE PASSAGE IN YOUR OWN WORDS:
When he did lurch back into sleep, his slumbering mind churned. (p. 168)		
He was only starting to feel the full nightmare terror of last night. (p. 169)		
He looked back at the sunlight dancing broken on the water. (p. 172)		
He would've given a whoop of joy, if he hadn't been so afraid of the felids hearing. (p. 172)		

**READING RESPONSE JOURNAL 3:**

In this reading response journal, you can once again do a pure



"reflection" on the book so far, including your thoughts about events and characters in the story, or you can do a "related response," writing your own reading response journal based on one of the topics below. It's your choice!

Reading Response Journal topics for Chapter 12:

- Oh no! I've been spotted!
- The day of the big journey...
- Leaving the home I love...
- I miss my mom!
- What if our plan doesn't work?

### CHAPTER TWELVE RUBRICS

<p><b>#1 READING: Communication</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>#2 WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.</p>
<p><b>#3 READING: Knowledge</b> Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>

## READING RESPONSE JOURNAL RUBRIC

<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>WRITING: Application</b> Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with limited effectiveness. <b>2.8</b></p>	<p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with some effectiveness.</p>	<p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with considerable effectiveness.</p>	<p>Produce revised, draft pieces of writing to meet identified criteria based on the expectations related to content, organization, style, and use of conventions, with a high degree of effectiveness.</p>
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.</p>

## **Chapter Thirteen: The Crossing**

1. How is Dusk hoping to use the thermals? How does the plan work?
2. Why do you think Nova is unwilling to try Dusk's strategy? Explain using information from the text and your own ideas.
3. Dusk's father says to Dusk, very quietly and suddenly, "You're very brave" (p. 182). How do you suppose Dusk felt, hearing that? Do you agree with Icaron? Why or why not?

### **WEBSITE EXPLORATION: LET'S RIDE SOME THERMALS!**

With your teacher's permission and according to an Acceptable User Policy, navigate to the following site on the "Soaring Flight of Land Bird:"

<http://www.paulnoll.com/Oregon/Birds/flight-soaring-land.html>

While this site isn't about chiropters, it does seek to explain how birds use thermals to rise and soar high. Read the webpage you've found and answer the following questions:

1. Where are some good places thermals build, according to this webpage?
2. Would it have been possible for Dusk and the colony to use thermals to escape Carnassial's prowl if it had been a cloudy day? Why or why not?
3. Now find the hotlink on the page that will take you to a "soaring flight diagram." Click on it.
4. Copy the diagram from the webpage according to your teacher's instructions. If you'd like, you can also adapt it to fit the particular setting in which Dusk and the colony have to use thermals. Make sure to use labels in your diagram to explain your work, as well as any other diagram conventions you feel are necessary!

## CHAPTER THIRTEEN RUBRICS

<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>

## WEBSITE EXPLORATION RUBRIC

<p><b>INFORMATION STUDIES: Knowledge</b> Demonstrate limited ability to locate, bookmark, and read a selection of Internet resources with much assistance. (<b>Success finding sites independently</b>)</p>	<p>Demonstrate simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understands how information on websites is structured.</p>	<p>Demonstrate considerable ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and uses this knowledge to process information.</p>	<p>Demonstrate thorough ability to locate, bookmark, and read a selection of Internet resources. Understands how information on websites is structured, and consistently uses this knowledge to process information.</p>
<p><b>READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4</b></p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.</p>

## Chapter Fourteen: The Mainland

1. Why do you suppose the author, Kenneth Oppel, goes to the trouble of dividing the book into parts? How does it affect the reading process for you as a reader? Does it make you understand the book better? Does it change how you feel about reading further? Explain.
2. How is Gyrokus' colony governed and organized? Compare this to Icaron's. Which do you personally think is better? Why?
3. The author has selected certain words to influence how the reader feels about the situation at the start of the chapter. Consider the following passage:

Dusk looked back at the island and saw Carnassial standing **hunched** on the **rocky** shore, **flanked** by the rest of his **prowl**. Their **whines and growls** carried **eerily** across the water, setting his **fur on end**. Once the tide went out, the felids could **bound** across in **pursuit**. Dusk wanted to get as far away as possible. (p. 185)

What is the mood these word choices help to create?

### WRITE A POEM

#### There Once Was a Chiropter Who Flew...

Think of all you've learned about Dusk, Carnassial, Sylph, Icaron, and the world of the chiropters on the island. Think about their characters, their fears, and their triumphs. It's time to celebrate them in a poem!

Rather than suggest one particular poetry form, you may choose a form of your choice (unless of course your teacher has a preference). Forms can include, but aren't limited to: haiku, cinquain, diamante, shape (or concrete) poem, free verse, etc. The poem must be original, and it must "belong" to *Darkwing*. The rest is up to you!

Once you have your rough draft, make sure to conference and edit it with a friend and create a polished good copy with appropriate presentation (illustrations, fonts, etc.).

Happy writing!

## CHAPTER FOURTEEN RUBRICS

<p><b>#1 READING: Knowledge/Application</b> Identify a variety of text features and explain how they help readers understand texts, with limited effectiveness. <b>2.3</b></p>	Identify a variety of text features and explain how they help readers understand texts, with some effectiveness.	Identify a variety of text features and explain how they help readers understand texts, with considerable effectiveness.	Identify a variety of text features and explain how they help readers understand texts, with a high degree of effectiveness.
<p><b>#2 READING: Communication</b> Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with some effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with considerable effectiveness.	Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions, with a high degree of effectiveness.
<p><b>#3 READING: Thinking</b> Analyze texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>1.7</b></p>	Analyze texts and explain how specific elements in them contribute to meaning, with some effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.	Analyze texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.

## POETRY RUBRIC

<p><b>WRITING: Application</b> Write more complex texts using a variety of forms with limited effectiveness. <b>2.1</b></p>	Write more complex texts using a variety of forms with some effectiveness.	Write more complex texts using a variety of forms with considerable effectiveness.	Write more complex texts using a variety of forms with a high degree of effectiveness.
<p><b>WRITING: Thinking</b> Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. <b>2.2</b></p>	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.	Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
<p><b>WRITING: Application</b> Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with limited effectiveness. <b>3.7</b></p>	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with some effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with considerable effectiveness.	Use some appropriate elements of effective presentation in the finished product, including print, script, different fonts, graphics, and layout, with a high degree of effectiveness.

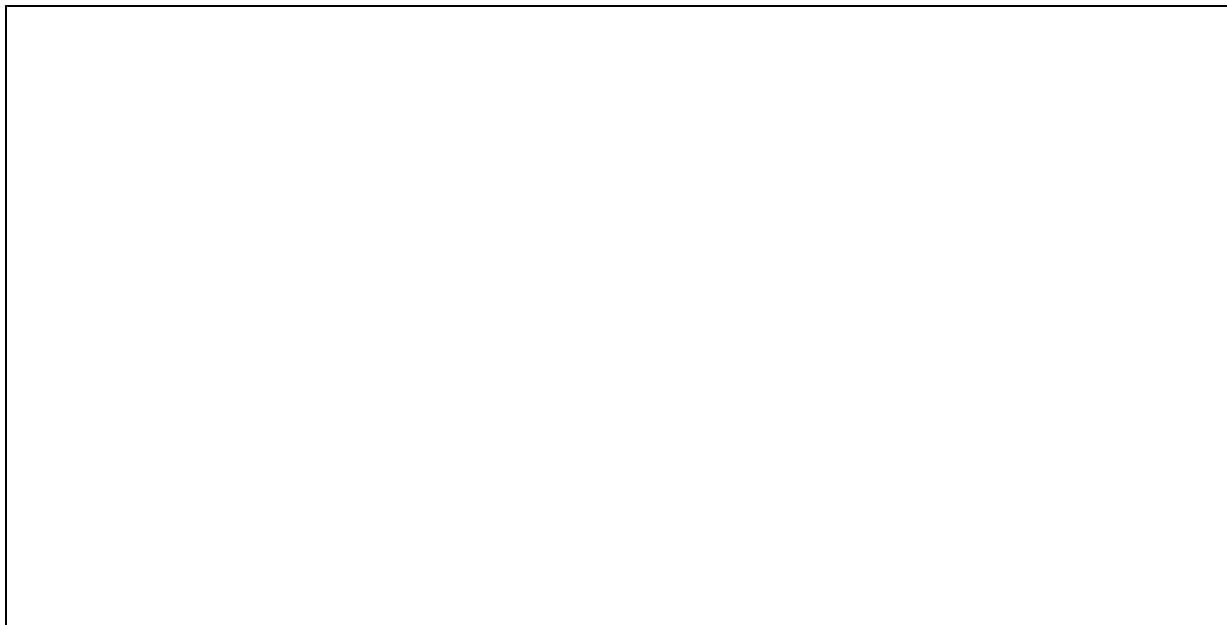
## Chapter Fifteen: True Natures

1. What new predators have appeared on the island? Have they always been there, or have they recently arrived? Skim the text in order to prove your theory with a quotation from the chapter.
2. Do you think Icaron should have renounced his past and said he regretted his "traitorous decision to abandon the Pact" (p. 205) in order to stay with Gyrokus' colony? Why or why not?
3. Why do you suppose the author chose the title "True Natures" for this chapter? Explain your thoughts using information from the text and your own ideas.

## DO I NEED TO DRAW YOU A PICTURE?

### Diagram of a Predator

Draw a diagram of the predator that snatches and kills Miacis, in the space below. Use labels to pinpoint the various attributes Carnassial mentions in his description of the raptor's attack. You can also use the scene where Patriofelis is attacked for further details.



## CHAPTER FIFTEEN RUBRICS

<p><b>#1 READING: Knowledge</b> Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with limited effectiveness. <b>1.2</b></p>	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with some effectiveness.</p>	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with considerable effectiveness.</p>	<p>Identify a variety of purposes for reading and choose reading materials appropriate for those purposes, with a high degree of effectiveness.</p>
<p><b>#2 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>#3 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>

## LABELED DIAGRAM RUBRIC

<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>VISUAL ARTS: Application</b> Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. <b>3.3</b></p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.</p>
<p><b>WRITING: Application</b> Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with limited effectiveness. <b>3.8</b></p>	<p>Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with some effectiveness.</p>	<p>Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with considerable effectiveness.</p>	<p>Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with a high degree of effectiveness.</p>



## Chapter Sixteen: Tree Runners

1. Give your best guess for the meaning of the following **bold** words from this chapter in the chart provided. Then look for their meaning in a dictionary:

Excerpt from the book:	Your best guess:	Actual meaning from dictionary:
From the branches, one of the <b>spry</b> creatures scampered eagerly towards Icaron. (p. 217)		
He then spat the bark onto the leaf dust, and with his <b>dextrous</b> fingers, mixed it all together... (p. 218)		
Dusk smiled at the tree runner's good-natured <b>impetuosity</b> , but he himself couldn't imagine being anything other than what he was. (p. 221)		
"Such <b>deviousness</b> isn't in my nature." (p. 224)		

2. Why do you believe there are no other animals in the vicinity of the tree runners? Explain your thoughts using information from the text to support your ideas.
3. Sylph suggests that Icaron should have just "told Gyrokus what he wanted to hear...even if he didn't mean it" (p. 215). Later, Panthera tells Carnassial he "could have lied to Patriofelis and appeased him" (p. 224). What do their statements say about Sylph's and Panthera's values? Explain.

## CAN YOU RELATE?

### This Reminds Me of the Time...

Consider the following passage:

"I want things back the way they were."  
"Me too." (p. 220)

Sylph and Dusk are overwhelmed by their new situation and longing for the security of the life they knew back in the sequoia. Have you ever felt overwhelmed by a new situation? Have you ever longed to just go back to a simpler, safer time or place?

Write a brief account of a time when *you've* felt like Dusk and/or Sylph, and remember to **relate** your experiences back to theirs. Be prepared to share your "relate" with a peer or teacher. Use the space below to create a graphic organizer of your choice, in order to brainstorm your ideas.

Brainstorming:

## CHAPTER SIXTEEN RUBRICS

<b>#1 WRITING: Knowledge</b> Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. <b>3.3</b>	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.
<b>#2 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b>	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.
<b>#3 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.

## RELATE RUBRIC

<b>WRITING: Knowledge</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. <b>1.5</b>	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
<b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
<b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b>	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

## **Chapter Seventeen: The Feast**

1. This chapter is full of descriptive word choices that help reinforce Dusk's mood throughout the chapter. Select a paragraph of your choice and use it to demonstrate how Kenneth Oppel's word choices help the reader "see" how Dusk is feeling.
2. How have the tree runners managed to survive and flourish in their world? How would you describe this type of relationship? (Hint: think like a scientist!)
3. Carnassial makes a similar arrangement with the hyaenodons, led by Danian. What are the terms of *their* new agreement?

### **HYENA-WHAT?**

#### **Researching the Creatures of the Paleocene Epoch**

With your teacher's permission and according to an Acceptable User Policy, navigate to the *Darkwing* website found at:

[www.darkwing.ca](http://www.darkwing.ca)

Using what you know of the conventions of webpages and the Internet, navigate to the part of the website where you can learn about the hyaenodons (hint: they are CREATURES!) In the space below, using jot notes, outline what you learn from the webpage on hyenadons:

## CHAPTER SEVENTEEN RUBRICS:

<p><b>#1 READING: Knowledge</b> Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>
<p><b>#2 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>
<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>

## WEBSITE EXPLORATION AND JOT-NOTE RUBRIC

<p><b>INFORMATION STUDIES: Knowledge</b> Demonstrate limited ability to locate, bookmark, and read a selection of Internet resources with much assistance. <b>(Success finding sites independently)</b></p>	<p>Demonstrate simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understand how information on websites is structured.</p>	<p>Demonstrate considerable ability to locate, bookmark, and read a selection of Internet resources. Understand how information on websites is structured, and uses this knowledge to process information.</p>	<p>Demonstrate thorough ability to locate, bookmark, and read a selection of Internet resources. Understand how information on websites is structured, and consistently uses this knowledge to process information.</p>
<p><b>#1 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4 (#1, 4-10)</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>

## Chapter Eighteen: A New Order

1. Once again, the author moves the story along with a dream sequence. Whose voice do you think Dusk is hearing in his dreams? What do you predict this dream means? Explain.
2. Icaron reveals a shocking secret to Dusk and Sylph as he lies dying. Are you surprised by the secret, or do his actions in the past make sense to you? Describe your thoughts.
3. Consider these sentences from the story:
  - d) Muttering and flinching, Icaron slept **fitfully**. (p. 246)
  - e) Since leaving the sinister quiet of the tree runners' forest, they had **re-emerged** into a world of beasts vying for territory. (p. 247)
  - f) "I will bring us all **safely** to a new home."\_(p. 256)

Write the roots of the underlined words, as well as any applicable prefix or suffix, in the chart below.

Word from Story	Prefix(es)	Root Word	Suffix(es)
fitfully			
re-emerged			
safely			

### WRITE AN OBITUARY

#### How Should Icaron be Remembered?

Find the section in your local paper where death notices are announced. These are called "obituaries," and they have certain conventions specific to their particular text form. Once you've read a few of these, see if you can figure out what those conventions are. Then use them to create an obituary, or death notice, for Icaron. Be sure to include all the pertinent information we know about Icaron, and remember your purpose and audience! Then "publish" your good copy so that it looks like a real obituary!

## CHAPTER EIGHTEEN RUBRICS

<b>#1 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b>	Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.	Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.
<b>#2 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b>	Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.	Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.	Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.
<b>#3 WRITING: Knowledge</b> Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with limited effectiveness. <b>3.3</b>	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with some effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with considerable effectiveness.	Confirm spellings and word meanings or word choice using different types of resources appropriate for the purpose, with a high degree of effectiveness.

## OBITUARY RUBRIC

<b>WRITING: Application</b> Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with limited effectiveness. <b>3.8</b>	Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with some effectiveness.	Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with considerable effectiveness.	Produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies, with a high degree of effectiveness.
<b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4</b>	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.	Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.
<b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b>	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.	Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.

## Chapter Nineteen: Chimera

1. In this chapter, Dusk encounters a number of unfamiliar creatures. Using the chart below and jot notes, list those he meets, and include whatever descriptions you can pull from the text.

Creature:	Description/Characteristics:

2. One of the creatures Dusk meets is particularly significant, and the encounter might even be referred to as a "life-altering experience." Describe this meeting, and why it is so important for Dusk.
3. Where do you predict Sylph, Auster, Nova, and the rest of the colony have gone? Prove your prediction with information from the text and your own ideas.

## THE WORLD ACCORDING TO DUSK

### Map This!

Dusk has a particularly good view of their new home and the surrounding countryside from his vantage point in the sky. Using the information in the chapter, create a map with all the conventions a map should have (key or legend, title, direction, scale, etc.) Your teacher will tell you what media you should use and anything else you need to complete the task.



## CHAPTER NINETEEN RUBRICS

<p><b>#1 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>#2 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>#3 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>

## MAP RUBRIC

<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b> <b>(Accuracy of information)</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4 (Map conventions)</b></p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.</p>
<p><b>VISUAL ARTS: Application</b> Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. <b>(Artistic elements)</b></p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.</p>

**Chapter Twenty: Abandoned**

1. 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

With this in mind, what do we learn about the character of Dusk from the following passages? Use jot notes to highlight some of your conclusions.

**Passage A**

<p>He wrapped himself in his wings. Should he simply go back to the mighty tree on the hill, and find Chimera and the other bats? At least there he'd have a home.</p> <p>But what about the pact he'd made with Sylph, to take care of each other? It seemed she'd already broken it. But part of him couldn't believe this. His sister had the most loyal of hearts. If she wasn't here, there must be some good reason for it - and one, he hoped, that wasn't terrible. Tomorrow he'd think more clearly. Tomorrow he'd know how to find her. (pp. 279-280)</p>	<p>What It Tells Us about Dusk:</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
---	---

**Passage B**

<p>"I know, but...what if I can't do it," he</p>	<p>What It Tells Us about Dusk:</p>
--	-------------------------------------

murmured. "What if I can't get everyone across?"

"You can do it."

"You don't know what you're talking about," he said, suddenly angry. "What if I can't see far enough? What if I make a mistake? What if I tell everyone to go one way and it's the wrong way and they get eaten?"

"You got us off the island—"

"Not everyone. Some died."

"Most lived. And you saved most of us from getting eaten by that diatryma."

"What if I get scared and fly off?" Dusk said. The idea had been haunting him all day.

"You'd never do that," she said. "You've got a loyal heart too, you know."

"But I'm not like the rest of you," he blurted out. (p. 284)

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

2. Consider the following passage:

"...be starting out soon..."  
"...is your hind leg any better...?"  
"...a pool of water along that branch if you're thirsty..."  
"...don't be afraid; Dusk can see in the dark..."  
"...be in our new home soon..."  
"...he'll lead us through the dark, you'll see..." (p. 285)

Why are there ellipses at both the beginning and the end of each of these pieces of dialogue? Explain.

3. On page 284, Sylph says the following:

"It doesn't matter what you're called...You're different, we always knew that. But you're still you. You haven't changed." (p. 284)

Is Sylph correct? Is Dusk the same creature he's always been, or has he changed?

Working with two or three peers and recording your thoughts so you can refer to them later, discuss how you feel about the quote and its larger implications. Your teacher will observe your discussion and make anecdotal assessments of both your ideas and your group's discussion skills.

Use the following discussion prompts to guide your conversation:

- Does a different name really change anything about a person's character?
- Do you think Dusk should worry about what the colony thinks of him?
- Is Dusk really the same creature he was at the start of the novel? How has he changed or developed?
- Should Dusk tell Auster and Nova about Chimera and her colony? Why or why not?

Remember! A good group discussion should:

- involve all members equally
- give each member a chance to speak, and a chance to listen
- have only one speaker talking at a time, respectfully and with adequate volume
- refer back to the story, using the text to prove points and demonstrate ideas
- have all members sitting close together on the same level, able to see each other's faces
- encourage the following up and clarifying of ideas
- look like a ping-pong game, with the ideas flying back and forth with the dialogue

## **WRITE A REFLECTION**

### **Now Turn Your Discussion into a Reflection!**

A reflection is a very personal writing experience, and after doing three Reading Response Journals, you should be ready to tackle one in its purest form. As you read way back in Chapter One, a reflection involves the

writer putting on paper all of the ideas, feelings, questions and responses a story has inspired in the writer.

Create a reflection based on your previous group discussion. It should be conversational and informal, almost as if you are thinking on paper. Be sure to look back on your discussion notes to remind you of key ideas and feelings. Your reflection should be at least one page, double-spaced.

## CHAPTER TWENTY RUBRICS

<p><b>#1 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>#2 READING: Knowledge</b> Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>
<p><b>#3 ORAL COMMUNICATION: Communication</b> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. <b>2.3</b></p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.</p>
<p><b>#3 READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>

## REFLECTION RUBRIC

<p><b>WRITING: Thinking</b> Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. <b>2.2</b></p>	<p>Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.</p>	<p>Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.</p>	<p>Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.</p>
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.</p>
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>

## Chapter Twenty-One: Soricids

1. With your teacher's permission, and following an Acceptable User Policy, go to the *Darkwing* website found at [www.darkwing.ca](http://www.darkwing.ca). Using what you know about navigating websites, explore the *Darkwing* site. Locate the information about soricids (hint: they are CREATURES!) and use jot notes to summarize the key bits of information you've found.
2. 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:	REWRITE THE PASSAGE IN YOUR OWN WORDS:
He scuttled around small gnarled plants whose leaves spread overhead like the canopies of miniature trees. (p. 286)		
Fireflies pulsed like stars dislodged from the sky. (p. 287)		
Wind whispered through the grass. (p. 287)		
A shriek traveled like jagged lightning through the night. (p. 287)		
...he sent a hail of sound earthward. (p. 287)		
In horror Dusk beheld torrents of soricids flowing from their many holes. (p. 293)		
A horrible numbness climbed his spine, vertebra by vertebra, clenching the muscles of his legs... (p. 294)		

3. Dusk and Sylph demonstrate their loyalty to each other frequently in the novel, and this chapter is no exception. Skim through the chapter and describe where we see them coming to each other's aid.

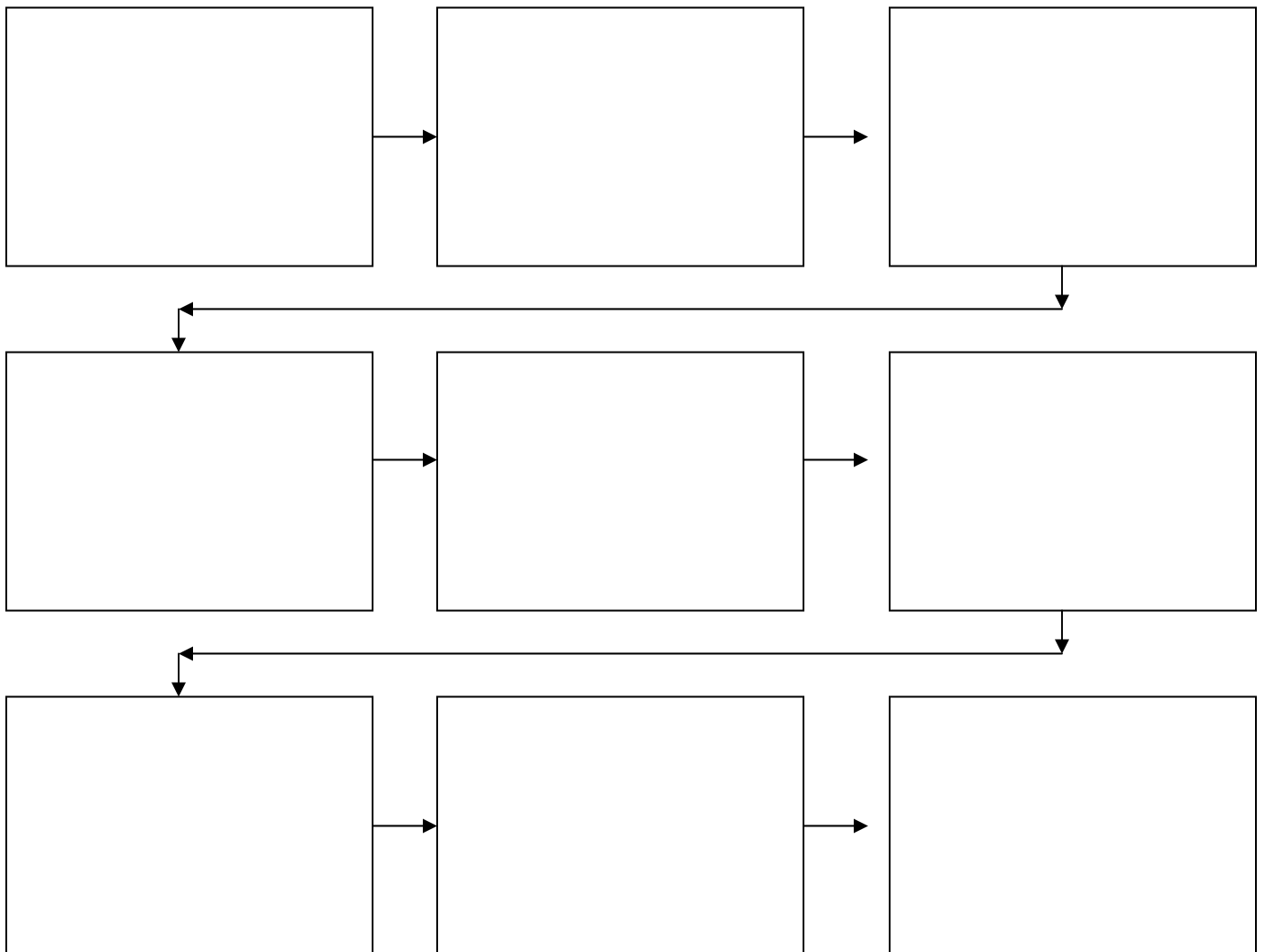


## CREATING A VISUAL CHAIN OF EVENTS

### And Then...And Then...

Using images and captions, create a visual timeline or chain of events that outlines the events in this chapter. Consider it a visual summary.

You can use one long piece of paper or a series of pages (like a graphic novel). You can also use a computer program that allows you to use presentation software, if your teacher permits and it is available. Remember to include important details, but keep text to a minimum (captions and speech bubbles are sufficient). You may use the space below as a rough planning guide, adding illustration boxes as needed:



## CHAPTER TWENTY-ONE RUBRICS

<p><b>#1 INFORMATION STUDIES: Knowledge</b> Demonstrate limited ability to locate, bookmark, and read a selection of Internet resources with much assistance. (<b>Success finding sites independently</b>)</p>	<p>Demonstrate simple ability to locate, bookmark, and read a selection of Internet resources with some assistance. Understand how information on websites is structured.</p>	<p>Demonstrate considerable ability to locate, bookmark, and read a selection of Internet resources. Understand how information on websites is structured, and uses this knowledge to process information.</p>	<p>Demonstrate thorough ability to locate, bookmark, and read a selection of Internet resources. Understand how information on websites is structured, and consistently uses this knowledge to process information.</p>
<p><b>#1 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>#2 READING: Knowledge</b> Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>
<p><b>#3 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>

## VISUAL CHAIN OF EVENTS RUBRIC

<p><b>READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4</b></p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.</p>

## Chapter Twenty-Two: Alone in the Grasslands

1. Consider the following passage:

"Where are all the others?" Sylph whispered.  
"Hiding like us," Dusk said. He hoped so, anyway.  
"Fly up and see," said Sylph.  
"You sure?" He didn't want to leave her alone.  
"Just do it fast. Find out what's going on." (p. 297)

How do you know who is speaking the last two lines, since there isn't a name attached to them? Explain.

2. On page 303, Dusk and Sylph are lost in the fog, and the paragraph ends with the line, "together they crept on through the mist." After a brief space without text, the story continues with a new paragraph and the sentence, "I smell them" (p. 303). Why does the author insert that blank space into the text, rather than just indenting for the new paragraph? How do those two lines, coming one after the other, create tension in the reader? Explain.
3. Consider the following passage, and in particular, the verbs used:

"Get inside the skull!" he yelled at his sister.  
Two felids bounded towards them. Dusk and Sylph hurled themselves at the skeleton and squeezed through an eye socket, tumbling down the smooth white insides to the saurian's jaw.  
Dusk peered through the chinks between its clenched teeth. Carnassial and his companion leaped onto the skull and tried to push their heads and shoulders into its various openings. But they were too big, just as Dusk had hoped. Carnassial suddenly thrust in a paw, claws fully extended. Dusk cringed out of reach. (pp. 305-306)

How does the author's choice of verbs help the reader understand what's happening?

## MUSIC TO MY EARS

### Create a Musical Soundtrack

This chapter is full of exciting action and suspense as the climax builds. Imagine you are in charge of the musical soundtrack that accompanies the chapter. What songs would you choose for the various scenes in the chapter? On what would you base your choice?

Complete the chart below, in order to show the "movie's director" your plans:

Scene (describe and cite with page numbers)	Song You'd Choose	Musical Artist (singer or composer)	Reason for Choice (describe in detail)	Anything Else to Add?

## CHAPTER TWENTY-TWO RUBRICS

<p><b>#1 WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6</b></p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.</p>	<p>Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.</p>
<p><b>#2 READING: Communication</b> Explain how the particular characteristics of various text forms help communicate meaning, with limited effectiveness. <b>2.1</b></p>	<p>Explain how the particular characteristics of various text forms help communicate meaning, with some effectiveness.</p>	<p>Explain how the particular characteristics of various text forms help communicate meaning, with considerable effectiveness.</p>	<p>Explain how the particular characteristics of various text forms help communicate meaning, with a high degree of effectiveness.</p>
<p><b>#3 READING: Knowledge</b> Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4</b></p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>

## MUSICAL SOUNDTRACK PLAN

<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>MUSIC: Thinking/Application</b> Create and/or select an accompaniment for the text, with limited effectiveness. A possible soundtrack is partially suggested. Choices are rarely explained or described.</p>	<p>Create and/or select an accompaniment for the text, with some effectiveness. A possible soundtrack is suggested, and choices are sometimes explained or described.</p>	<p>Create and/or select an accompaniment for the text, by suggesting a possible soundtrack for the chapter's events, and explaining or describing choices in considerable detail.</p>	<p>Create and/or select an accompaniment for the text, by suggesting a elaborate soundtrack for the chapter's events, and explaining and describing choices with a high degree of detail.</p>

## Chapter Twenty-Three: Birthplace

1. Sylph and Dusk argue over what to do with the saurian eggs (p. 314). Think about all they've been through, and everything they've learned. Who do you think is right? Explain your reasoning, using information from the story to prove your point.
2. Predict what you think happened to Panthera and Carnassial after Dusk lost sight of them. Defend your prediction with information from the text and your own ideas.
3. Who comes to the aid of Sylph and Dusk late in the chapter, and why do you think Sylph enjoys it so much, she gives "a cry of sheer delight" (p. 320)?

### CAN YOU MAKE "SENSE" OF THIS?

#### Looking for Sensory Description in the Text

A good descriptive passage should always include sensory elements (sights, sounds, tastes, smells, and textures (or the way things feel when you touch them)). Go back through the first few paragraphs in the chapter, skim the text, and compile as many examples of these sensory descriptions as you can find. Use the graphic organizer below to help you sort your findings, and be sure to cite the page on which you found the description!

Sight	Sound	Smell	Taste	Touch

## CHAPTER TWENTY-THREE RUBRICS

<p><b>#1 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>
<p><b>#2 READING: Thinking</b> Make inferences about texts using stated and implied ideas from the text as evidence, with limited effectiveness. <b>1.5</b></p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with some effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with considerable effectiveness.</p>	<p>Make inferences about texts using stated and implied ideas from the text as evidence, with a high degree of effectiveness.</p>
<p><b>#3 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>

## FINDING SENSORY DESCRIPTION RUBRIC

<p><b>READING: Knowledge</b> Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts, with limited effectiveness. <b>1.3 (success of finding examples and completing chart independently)</b></p>	<p>Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts, with some effectiveness.</p>	<p>Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts, with considerable effectiveness.</p>	<p>Identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts, with a high degree of effectiveness.</p>
<p><b>READING: Knowledge</b> Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with limited effectiveness. <b>2.4 (accuracy and amount of examples)</b></p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with some effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with considerable effectiveness.</p>	<p>Identify various elements of style - including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures - and explain how they help communicate meaning, with a high degree of effectiveness.</p>

## Chapter Twenty-Four: A New Home

1. Consider the following passage:

Exhausted, they'd started their ascent in darkness, but before long the dawn's light had ignited the tree's high canopy and slid down the trunk to meet them, warming their fur, easing their aching muscles. Steam lifted from the luminous bark, and Dusk felt his weariness lift away with it. (pp. 321-322)

Rewrite this passage in your own words.

2. The dénouement, or resolution, is the part of a story where all the "loose ends are tied up." In this chapter, the author shows the reader how the colony is going forward, adjusting to life in its new home. What are some of the things we learn?
3. Look closely at this excerpt from the book:

"I'm afraid to go," he said, and then Sylph shoved him hard off the branch.  
Dusk was so surprised, he plunged a few seconds before opening his wings and pulling up. He banked sharply.  
"You pushed me!" he cried out indignantly.  
"Believe me," she said, "no one wants to make the first jump. Isn't that why Dad used to say?"  
He hovered for a moment, looking at her. "Thanks, Sylph."  
Then he flapped harder, rising up through the branches and into the darkening sky. (pp. 327-328)

How is this scene similar to the scene in chapter one, where Dusk learns to fly? Why do you think the author ends the story with such a similar scene? Explain.

4. Are you surprised by Dusk's choice at the end of the book? What do you predict he'll end up choosing? Why?



## **BOOK CHAT**

### **And Now, For Our Final Discussion...**

Working with a group of peers according to your teacher's instructions, discuss how you feel about the book.

#### **Think About:**

- The ways in which Dusk changed as the story progressed.
- The lessons he's learned.
- How Sylph has (and hasn't) changed.
- What you'd like to see Dusk choose as his final home.
- Whether or not you liked the book, and why?
- What you'd do differently, if you were the author.
- How you felt about the climax and the dénouement.
- Which scene was your favourite, and why?
- Anything else that strikes your fancy and is book-related!

#### **Remember! A good group discussion should:**

- involve all members equally
- give each member a chance to speak, and a chance to listen
- have only one speaker talking at a time, respectfully and with adequate volume
- refer back to the story, using the text to prove points and demonstrate ideas
- have all members sitting close together on the same level, able to see each other's faces
- encourage the following up and clarifying of ideas
- look like a ping-pong game, with the ideas flying back and forth with the dialogue

## CHAPTER TWENTY-FOUR RUBRICS

<p><b>#1 WRITING: Thinking</b> Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with limited effectiveness. <b>2.2</b></p>	<p>Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with some effectiveness.</p>	<p>Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with considerable effectiveness.</p>	<p>Establish a personal voice in their writing, with a focus on using words and stylistic elements that convey a specific mood, with a high degree of effectiveness.</p>
<p><b>#2 READING: Knowledge</b> Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with limited effectiveness. <b>1.4</b></p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with some effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with considerable effectiveness.</p>	<p>Demonstrate understanding of a variety of texts by summarizing important ideas and citing important supporting details, with a high degree of effectiveness.</p>
<p><b>#3 READING: Thinking</b> Analyze texts and explain how specific elements in them contribute to meaning, with limited effectiveness. <b>1.7</b></p>	<p>Analyze texts and explain how specific elements in them contribute to meaning, with some effectiveness.</p>	<p>Analyze texts and explain how specific elements in them contribute to meaning, with considerable effectiveness.</p>	<p>Analyze texts and explain how specific elements in them contribute to meaning, with a high degree of effectiveness.</p>
<p><b>#4 READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>

## DISCUSSION RUBRIC

<p><b>ORAL COMMUNICATION: Communication</b> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. <b>2.3</b></p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.</p>
<p><b>ORAL COMMUNICATION: Application</b> Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with limited effectiveness. <b>2.4</b></p>	<p>Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with some effectiveness.</p>	<p>Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with considerable effectiveness.</p>	<p>Use appropriate words and phrases from the full range of their vocabulary, including inclusive and non-discriminatory terms, and appropriate elements of style, to communicate their meaning accurately and engage the interest of their audience, with a high degree of effectiveness.</p>
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>READING: Communication</b> Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with limited effectiveness. <b>1.8</b></p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with some effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with considerable effectiveness.</p>	<p>Make judgements and draw conclusions about the ideas and information in texts and cite stated or implied evidence from the text to support their opinions, with a high degree of effectiveness.</p>

## POST-READING ACTIVITIES

### MEDIA LITERACY/INFORMATION STUDIES

1. Go back to the *Darkwing* website and look at how it is created. What special effects are used? How is it organized? What conventions of websites do you see in use? Visit all the pages and then "review" the website according to your teacher's instructions.
2. Check out the part of the website where videoclips have been used. You can find these at <http://www.darkwing.ca/bats.htm> and <http://www.darkwing.ca/book.htm> . Now discuss the following:
  - a) Why do you suppose the website creators chose to use videoclips on the website? Try to think of a few reasons.
  - b) Who do you suppose is the intended audience? Why do you think this?
  - c) How might a videoclip help a reader using the website?
  - d) How are the videoclips organized, in each case?
  - e) In each videoclip, the subject is speaking directly to the video camera, and there is no other voice present. Why do you think this format might have been chosen?
3. Check out the part of the website where the Paleocene Epoch is outlined. How does the inclusion of the various eras and epochs help you understand the story better? Click on each part of the graph to learn about the Earth's history. Which time period do you wish you could visit, and why?
4. Visit the other websites created by Kenneth Oppel and his collaborator, Peter Riddihough. These can all be accessed through the author's website, [www.kennethoppel.ca](http://www.kennethoppel.ca) . Which is your favourite? Why?
5. Compare and contrast the various websites using a graphic organizer of your choice. What do they all have in common? What are some differences?

6. Create some promotional materials and an advertising campaign for *Darkwing*. See the back of this guide for instructions.

## WRITING

1. Write a friendly letter or an email to the author, letting him know how you felt about the book and why.
2. Go to a review site, like [www.cool-reads.co.uk](http://www.cool-reads.co.uk) and post a review of the book, or go to your local online bookstore and post reviews there.
3. Write the outline for a sequel to *Darkwing*. See the back of the guide for an appropriate organizer.

## DRAMA

1. Create a Reader's Theatre script for all or part of the novel. Act it out in person, or turn it into a radio play with appropriate sound effects.

## DARKWING DESIGN INC.

### How Would You Promote *Darkwing*?

Your advertising firm has been chosen to design an advertising campaign for *Darkwing*! You can create any number of items, but one **MUST** be a promotional T-shirt featuring a character from the novel with an appropriate and catchy slogan.

You will then present your ad campaign and your designs to the "publishers" (your peers) in an oral presentation. It's your job to use this presentation to "sell" the publishers on your particular campaign and product, so choose your words carefully!

You should also have some visual aids to help you in your presentation. One of these should include an actual "mock-up" of the T-shirt, or at least an illustration of your design and slogan.

Before you finalize your campaign and items, think about your product's target audience, and the merchandise's purpose. Be prepared to explain how your design *best* meets that target audience and purpose when you present your ideas.

Use this organizer to help you get started:

Name of Design Firm: \_\_\_\_\_

Date for Presentation of Campaign: \_\_\_\_\_

Ideas: \_\_\_\_\_

Target Audience: \_\_\_\_\_

Purpose of Product (e.g. humour, information, etc.): \_\_\_\_\_

## DARKWING AD CAMPAIGN RUBRIC

Name: \_\_\_\_\_

On Time?    Yes    No

<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6 (ad connected to novel)</b></p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.</p>	<p>Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Knowledge</b> Identify the purpose and audience for a variety of media texts with limited effectiveness. <b>1.1 (explanation of purpose and audience)</b></p>	<p>Identify the purpose and audience for a variety of media texts with some effectiveness.</p>	<p>Identify the purpose and audience for a variety of media texts with considerable effectiveness.</p>	<p>Identify the purpose and audience for a variety of media texts with a high degree of effectiveness.</p>
<p><b>MEDIA LITERACY: Application</b> Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with limited effectiveness. <b>3.4 (effectiveness as ad)</b></p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with some effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with considerable effectiveness.</p>	<p>Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques, with a high degree of effectiveness.</p>
<p><b>VISUAL ARTS: Application</b> Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with limited effectiveness. <b>3.3 (artistic elements)</b></p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with some effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with considerable effectiveness.</p>	<p>Produce two- and three-dimensional works of art that communicate thoughts, feelings, and ideas for specific purposes and to specific audiences, with a high degree of effectiveness.</p>
<p><b>VISUAL ARTS: Communication</b> Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with limited effectiveness. <b>3.4 (explanation of art as means to persuade)</b></p>	<p>Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with some effectiveness.</p>	<p>Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with considerable effectiveness.</p>	<p>Explain how the elements of design are organized in a work of art to communicate feelings and convey ideas, with a high degree of effectiveness.</p>
<p><b>ORAL COMMUNICATION: Application</b> Use a variety of appropriate visual aids to support or enhance oral presentations, with limited effectiveness. <b>2.7 (use of visuals)</b></p>	<p>Use a variety of appropriate visual aids to support or enhance oral presentations, with some effectiveness.</p>	<p>Use a variety of appropriate visual aids to support or enhance oral presentations, with considerable effectiveness.</p>	<p>Use a variety of appropriate visual aids to support or enhance oral presentations, with a high degree of effectiveness.</p>
<p><b>ORAL COMMUNICATION: Communication</b> Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with limited effectiveness. <b>2.3 (effectiveness of oral presentation skills)</b></p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with some effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with considerable effectiveness.</p>	<p>Communicate in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form, with a high degree of effectiveness.</p>

## PLAN A SEQUEL:

### ...And Then What Happened?

If you were Kenneth Oppel, what would you plan for a sequel to *Darkwing*?

Think About

- the characters you would bring back.
- the mission or quest you would plan for Dusk.
- the new creatures and discoveries that you would introduce.

Using jot notes and the planning sheet below, draft a plan for the sequel to *Darkwing*.

### SEQUEL PLANNING SHEET

<b>Characters with Descriptions:</b>	Protagonist(s):		Antagonist(s):
<b>Setting:</b>	Time:	Place:	Situation:
<b>Introduction:</b>			
<b>Plot Summary:</b>			



<b>Denouement:</b>	

### RUBRIC FOR SEQUEL PLAN

<p><b>WRITING: Thinking</b> Generate ideas about a potential topic using a variety of strategies and resources with limited effectiveness. <b>1.2 (Ideas)</b></p>	Generate ideas about a potential topic using a variety of strategies and resources with some effectiveness.	Generate ideas about a potential topic using a variety of strategies and resources with considerable effectiveness.	Generate ideas about a potential topic using a variety of strategies and resources with a high degree of effectiveness.
<p><b>WRITING: Knowledge</b> Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with limited effectiveness. <b>1.5 (Organizer)</b></p>	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with some effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with considerable effectiveness.	Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers, with a high degree of effectiveness.
<p><b>WRITING: Communication</b> Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with limited effectiveness. <b>3.2, 3.4, 3.6 (Conventions, clarity)</b></p>	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with some effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with considerable effectiveness.	Use punctuation appropriately to help communicate their intended meaning; spell familiar words correctly; proofread and correct their writing, with a high degree of effectiveness.
<p><b>READING: Application</b> Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with limited effectiveness. <b>1.6 (Success as a sequel related to Darkwing)</b></p>	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with some effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with considerable effectiveness.	Extend understanding of texts, including increasingly complex or difficult texts, by connecting the ideas in the texts to their own knowledge, experience, and insights, to other familiar texts, and to the world around them, with a high degree of effectiveness.

### PERSONAL SPELLING WORDS:

---