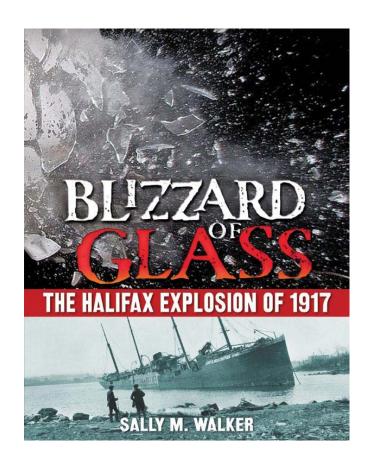
Heroes

BLIZZARD OF GLASS



SDA Church in Canada Office of Education Pathways
Daily Lesson Guide

HEROES

BLIZZARD OF GLASS

INTRODUCTORY MATERIALS







Seventh-day Adventist Church in Canada 1148 King St. E. Oshawa, Ontario CANADA L1H 1H8

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BLIZZARD OF GLASS

by Sally M. Walker

DAILY LESSON GUIDE FOR GRADE 8

by Brandi Mills and Kathleen Mitchell

INTRODUCTORY MATERIALS

SYNOPSIS

On December 6, 1917, two ships, one loaded with munitions, collided in Halifax Harbour. The resulting explosion destroyed much of the two towns of Halifax and Dartmouth and killed nearly two thousand people. Using a variety of primary sources, Sally Walker recounts the experiences of five families as they suffer the tragedy and struggle to rebuild their lives. By putting faces on the facts, the author helps students experience history as the stories of real people in real places.

AUTHOR INFORMATION

Sally M. Walker is an American writer best known for her books of nonfiction for children. She has also written *Fossil Fish Found Alive, Written in Bone: Buried Lives of Jamestown and Colonial Maryland*, and *Secrets of a Civil War Submarine*, which was awarded a Sibert Medal. She first learned about the Halifax Harbour explosion while she and her family were living in Halifax. As part of the extensive research she did for this book, she interviewed the descendants of family members who had survived the explosion.

Please note: Though the content of this DLG is specific to this theme book, the descriptions of *Pathways* components (especially Management and Word Study) remain essentially unchanged.

PATHWAYS THEME AND THE ADVENTIST WORLDVIEW

HEROES

"For I can do everything through Christ, who gives me strength. Philippians 4:13 (NLT)

Essential Question: What can we learn from heroes that will enable us to be heroes for God?

Big Idea: God uses heroes to reveal who He is.

ADVENTIST WORLDVIEW				
Creation— What is God's intention?	Fall— How has God's purpose been distorted?			
 God created human beings in His image While created in His image, each human being is also unique God's plan is that each of us reveal His character in ways that demonstrate the gifts He has given 	 Humanity took on a sinful nature because of wrong choices God's image in human beings has been blurred because of sin Nature was affected as a result of sin Human beings find it difficult to see a God who is loving, involved, and forgiving 			
Redemption— How does God help us to respond?	Re-creation— How can we be restored in the image of God?			
 God enables us to act according to His will God gives flawed humans the privilege of revealing His character through heroic acts, whether small or great 	 In giving His Son, God was the ultimate hero in the salvation of His Creation With the second coming of Christ, our true Hero restores His perfect Creation 			

NAD STANDARDS

Reading – Literatu	re			
Key Ideas & Details	LA.8.RL.2	Analyze the development of a main idea throughout the text, including its relationship to supporting ideas; connect the text to one's personal worldview (RL.8.2)		
Integration of Knowledge & Ideas	LA.8.RL.8	Evaluate the validity of an argument, recognizing when irrelevant evidence is introduced (RI.8.8)		
Range of Reading & Level of Text	LA.8.RL.11	Read and comprehend literary nonfiction of appropriate complexity, independently and proficiently (RI.8.10)		
Complexity	LA.8.RL.12	Use a variety of reference and research materials, both print and digital		
Writing				
	LA.8.W.1	Write arguments to support claims that include: an introduction; clear and logical reasoning validated by well-organized evidence from credible sources; acknowledgement of alternate or opposing claims; transitional words, phrases, and clauses; a style appropriate for the audience; and a supported conclusion (W.8.1)		
Text Types & Purposes	LA.8.W.2	Write informative/explanatory texts that include: an introduction that previews what is to follow; analysis of relevant content; transitions and content-specific vocabulary; organizational structure formatting; multimedia and graphics when useful; style appropriate for the audience; and a supported conclusion (W.8.2)		
	LA.8.W.3	Write narratives to develop real or imagined experiences or events that include: relevant descriptive details; well-structured event sequences; a specific context and point of view; a narrator and/or characters; and a conclusion (W.8.3)		
	LA.8.W.4	Write for meaning from a Biblical worldview		
	LA.8.W.5	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (W.8.4)		
Production & Distribution of Writing	LA.8.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting, or trying a different approach, focusing on how well purpose and audience have been addressed (W.8.5)		
	LA.8.W.7	Use technology, including the Internet, to produce and publish writing, present the relationships between information and ideas, and to interact and collaborate (W.8.6)		
Research to Build and Present	LA.8.W.8	Conduct short research projects to answer questions (including self- generated questions), drawing on several sources and generating additional questions for multiple avenues of exploration (W.8.7)		
Knowledge	LA.8.W.10	Draw evidence from literary or informational texts to support analysis, reflection, and research (W.8.9)		

Range of Writing	LA.8.W.11	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (W.8.10)	
Speaking and Liste	ening		
Comprehension & Collaboration	LA.8.SL.1	Engage in collaborative discussions in diverse groups, extending others' ideas and expressing one's own with clarity: prepare by reading or researching material, reflect on ideas under discussion, and refer to the material during discussion; pose questions that connect the ideas of several speakers; acknowledge new information expressed by others (SL.8.1)	
Presentation of Knowledge & Ideas	LA.8.SL.4	Present claims and findings on an issue or topic in a focused, coherent manner, using relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation (SL.8.4)	
Language			
Conventions of	LA.8.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: form and use verbs in the active and passive voice (L.8.1)	
Standard English	LA.8.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation (e.g., comma, ellipsis, dash) to indicate a break; use an ellipsis to indicate an omission; spell correctly (L.8.2)	
Knowledge of Language	LA.8.L.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening: use verbs in the active/passive voice and in the conditional/subjunctive mood to achieve particular effect (L.8.3)	
Vocabulary Acquisition & Use	LA.8.L.6	Acquire and use content-specific words and phrases (L.8.6)	

PROVINCIAL STANDARDS

ALBERTA

General Outcome 1: Students will listen, speak, read, write, view and represent to explore thoughts, ideas, feelings and experiences.

1.1 Discover and Explore

Express ideas and develop understanding

- Revise understanding and expression of ideas by connecting new and prior knowledge and experiences
- review, reread, discuss and view reflect on oral, print and other media texts to explore, confirm or revise understanding
- seek out and consider diverse ideas, opinions and experiences to develop and extend own ideas, opinions and experiences

Experiment with language and forms

 discuss and respond to ways that forms of oral, print and other media texts enhance or constrain the development and communication of ideas, information and experiences

1.2 Clarify and Extend

Consider the ideas of others

• acknowledge the value of the ideas and opinions of others in exploring and extending personal interpretations and perspectives

Combine ideas

• Exchange ideas and opinions to clarify understanding and to broaden personal perspectives **General Outcome 2:** Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.

2.1 Use Strategies and Cues

Use comprehension strategies

- Enhance understanding by paraphrasing main ideas and supporting details, and by rereading and discussing relevant passages
- Monitor understanding; skim, scan or read slowly and carefully, as appropriate, to enhance comprehension

Use phonics and structural analysis

• Choose and use strategies for word identification, vocabulary development and spelling that either build on specific strengths or address areas for improvement

Use references

 Use a thesaurus to extend vocabulary and locate appropriate words that express particular aspects of meaning

2.2 Respond to Texts

Experience various texts

- Experience oral, print and other media texts from a variety of cultural traditions and genres, such as magazine articles, diaries, drama, poetry, Internet passages, fantasy, nonfiction, advertisements and photographs
- Write and represent narratives from other points of view
- Explain connections between own interpretation and information in texts, and infer how texts will influence others

Construct meaning from texts

- Interpret the choices and motives of characters portrayed in oral, print and other media texts, and examine how they relate to self and others
- Identify and describe characters' attributes and motivations, using evidence from the text and personal experiences

 Compare two similar oral, print or other media texts by considering the characters, plot, conflicts and main ideas

2.3 Understand Forms, Elements, and Techniques

Understand techniques and elements

• Identify and explain characters' qualities and motivations, by considering their words and actions, their interactions with other characters and the author's or narrator's perspective

2.4 Create Original Text

Generate ideas

• Create oral, print and other media texts related to issues encountered in texts and in own life Elaborate on the expression of ideas

• Retell oral, print and other media texts from different points of view

Structure texts

Create oral, print and other media texts with both main and minor characters

General Outcome 3 Students will listen, speak, read, write, view and represent to manage ideas and information.

3.1 Plan and Focus

Focus attention

• Identify and trace the development of arguments, opinions or points of view in oral, print and other media texts

3.2 Select and Process

Use a variety of sources

 Obtain information from a variety of sources, such as artifacts, debates, forums, biographies, autobiographies, surveys, documentaries, films, CDROMs, charts and tables, when conducting research

Access information

 Record key ideas and information from oral, print and other media texts, avoiding overuse of direct quotations

3.3 Organize, Record and Evaluate

Organize information

- Organize ideas and information creatively, as well as logically, to develop a comparison or chronology, or to show a cause-effect relationship
- Organize ideas and information to establish an overall impression or point of view in oral, print and other media texts

Evaluate information

- Evaluate the relevance and importance of gathered information; address information gaps
- Incorporate new information with prior knowledge and experiences to develop new understanding

3.4 Share and Review

Share ideas and information

- communicate ideas and information in a variety of oral, print and other media texts, such as interviews, mini-lessons and documentaries
- integrate appropriate visual, print and/or other media to inform and engage the audience

General Outcome 4 Enhance the clarity and artistry of communication.

4.1 Enhance and Improve

Appraise own and others' work

- Share draft oral, print and other media texts in a way that will elicit useful feedback
- Evaluate how particular content features contribute to, or detract from, the overall effectiveness of own and others' oral, print and other media texts; make and suggest revisions

Revise and edit

- Revise to enhance sentence variety, word choice and appropriate tone
- Enhance the coherence and impact of documents, using electronic editing functions

Expand knowledge of language

• Infer the literal and figurative meaning of words in context, using idioms, analogies, metaphors and similes

4.2 Attend to Conventions

Attend to grammar and usage

- Use words and phrases to modify, clarify and enhance ideas and descriptions in own writing
- Use a variety of simple, compound and complex sentence structures to communicate effectively, and to make writing interesting
- Use verb tenses consistently throughout a piece of writing

Attend to capitalization and punctuation

- Identify semicolons, dashes and hyphens when reading, and use them to assist comprehension
- Use appropriate capitalization and punctuation for referencing oral, print and other media texts
- Use parentheses appropriately in own writing

4.3 Present and Share

Present information

- Plan and facilitate small group and short, whole class presentations to share information Enhance presentation
 - Present information to achieve a particular purpose and to appeal to interest and background knowledge of reader or audience

Use effective oral and visual communication

 Plan and shape presentations to achieve particular purposes or effects, and use feedback from rehearsals to make modifications

General Outcome 5 Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.

5.1 Respect Others and Strengthen Community

Appreciate diversity

• Compare own with others' understanding of people, cultural traditions and values portrayed in oral, print and other media texts

5.2 Work with a Group

Cooperate with others

- Propose ideas or advocate points of view that recognize the ideas of others and advance the thinking of the group
- Use opportunities as a group member to contribute to group goals and extend own learning Work in groups
 - Organize and complete tasks cooperatively by defining roles and responsibilities, negotiating to find the basis for agreement, setting objectives and time frames, and reviewing progress

BRITISH COLUMBIA

Oral Language (Listening and Speaking)

Purposes (Oral Language)

A1 Interact and collaborate in pairs and groups to support the learning of self and others , explore experiences, ideas, and information, understand the perspectives of others, comprehend and respond to a variety of texts, and create a variety of texts

A2 Express ideas and information in a variety of situations and forms to explore and respond, recall and describe , narrate and explain , persuade and support

A3 Listen to, comprehend, interpret, and evaluate ideas and information from a variety of texts, considering messages , effects and impact

Strategies (Oral Language)

A4 Select and use a range of strategies to interact and collaborate with others in pairs and groups, including contributing ideas and recognizing the ideas of others, demonstrating awareness of diverse points of view, and reaching consensus or agreeing to differ

A5 Select and use a range of strategies to prepare oral communications, including interpreting a task and setting a purpose, planning and rehearsing presentations

A7 Use listening strategies to understand, recall, and analyze a variety of texts, including making reasonable predictions , identifying main points, and generating thoughtful questions Thinking (Oral Language)

A8 Speak and listen to make personal responses to texts, by making connections with prior knowledge and experiences, describing reactions and emotions, and developing opinions with reasons A9 Speak and listen to interpret and analyze ideas and information from texts, by examining and comparing ideas and elements within and among texts and identifying perspectives A10 Speak and listen to synthesize and extend thinking, by personalizing ideas and information , and explaining relationships among ideas and information

Reading and Viewing

Purposes (Reading and Viewing)

B1 Read, both collaboratively and independently, to comprehend a variety of literary **texts**, including literature reflecting a variety of times, places, and perspectives , and poetry in a variety of narrative and lyric forms

B2 Read, both collaboratively and independently, to comprehend a variety of **information** and persuasive **texts** with some complexity of ideas and **form**, such as articles and reports , textbooks, magazines, and newspapers, and print and electronic reference material

B3 View, both collaboratively and independently, to comprehend a variety of visual **texts**, such as web sites , film and video, photographs , art , and visual components of print media

B6 During reading and viewing, select and use a range of strategies to construct, monitor, and confirm meaning, including predicting, questioning, visualizing, and making connections, summarizing, and self-monitoring and self-correcting

B7 After reading and viewing, select and use a range of strategies to extend and confirm meaning, including responding to text , asking questions, reviewing text and purpose for reading , making inferences and drawing conclusions , synthesizing, and applying ideas

Thinking (Reading and Viewing)

B8 Explain and support personal responses to texts, by making connections with prior knowledge and experiences, describing reactions and emotions and developing opinions using evidence
B9 Interpret and analyze ideas and information from texts, by making and supporting judgments , examining and comparing ideas and elements within and among texts, identifying points of view
B10 Synthesize and extend thinking about texts, by personalizing ideas and information, explaining relationships among ideas and information, and applying new ideas and information
Features (Reading and Viewing)

B12 Recognize and explain how structures and features of text shape readers' and viewers' construction of meaning, including form and genre, functions of text, literary elements, and non-fiction elements B13 Demonstrate increasing word skills and vocabulary knowledge, by determining meanings and uses of words based on context and using vocabulary appropriate to audience and purpose

Writing and Representing

Purposes (Writing and Representing)

C1 Write meaningful personal texts that explore ideas and information to express self , make connections , and remember and recall

C2 Write purposeful information texts that express ideas and information to record and describe , analyze and explain, persuade and engage

C4 Create thoughtful representations that communicate ideas and information to explore and respond and engage

Strategies (Writing and Representing)

C5 Select and use a range of strategies to generate, develop, and organize ideas for writing and representing, including making connections, setting a purpose and considering audience, gathering

and summarizing ideas from personal interest, knowledge, and inquiry, analyzing writing samples or models

C6 Select and use a range of drafting and composing strategies while writing and representing, including using a variety of sources to collect ideas and information , generating text , organizing ideas and information, analyzing writing samples or models, and creating and consulting criteria

C7 Select and use a range of strategies to revise, edit, and publish writing and representing, including checking work against established criteria , refining specific aspects and features of text, and proofreading

Thinking (Writing and Representing)

C8 Write and represent to explain and support personal responses to texts, by making connections with prior knowledge and experiences , describing reactions and emotions , and developing opinions using evidence

C9 Write and represent to interpret and analyze ideas and information from texts, by making and supporting judgments , examining and comparing ideas and elements within and among texts, and identifying points of view

C10 Write and represent to synthesize and extend thinking, by explaining relationships among ideas and information, and applying new ideas and information

C11 Use metacognitive strategies to reflect on and assess their writing and representing, by relating their work to criteria

Features (Writing and Representing)

C12 Use and experiment with elements of style in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including syntax and sentence fluency, point of view, literary devices, and visual/artistic devices

C14 Use conventions in writing and representing, appropriate to purpose and audience, to enhance meaning and artistry, including grammar and usage , punctuation, capitalization, and Canadian spelling, and presentation/layout

MANITOBA

General Outcome 1: Students will listen, speak, read, write, view, and represent to explore thoughts, ideas, feelings, and experiences.

1.1 Discover and Explore

- 1.1.1 Express Ideas Explore diverse ideas to develop predictions, opinions, conclusions, and understanding
- 1.1.2 *Consider Others' Ideas* Integrate new understanding with previous viewpoints and interpretations.

1.2 Clarify and Extend

- 1.2.2 Explain Opinions Articulate, represent, and explain personal viewpoints clearly.
- 1.2.4 Extend Understanding Reconsider initial understanding in light of new information, and ask clarifying questions; listen to diverse o pinions and recognize ambiguity.

General Outcome 2: Students will listen, speak, read, write, view, and represent to comprehend and respond personally and critically to oral, literary, and media texts.

2.1 Use Strategies and Cues

2.1.1 *Prior Knowledge* Make connections between previous experiences, prior knowledge, and a variety of texts, and apply them to new contexts.

2.2 Respond to Texts

- 2.2.1 *Experience Various Texts* Experience texts from a variety of forms and genres [such as articles, diaries, drama...] and cultural traditions; compare own interpretations to those of others.
- 2.2.2 *Connect Self, Texts, and Culture* Discuss how similar ideas, people, experiences, and traditions are conveyed in various oral, literary, and media texts [including texts about Canada or by Canadian writers].

2.3 Understand Forms and Techniques

2.3.5 *Create Original Texts* Create original texts [such as descriptions, panel discussions, impersonations, collages, timelines, documentary videos, journals or diaries...] to communicate and demonstrate understanding of forms and techniques.

General Outcome 3: Students will listen, speak, read, write, view, and represent to manage ideas and information.

3.1 Plan and Focus

- 3.1.1 *Use Personal Knowledge* Determine personal knowledge of a topic to generate possible areas of inquiry or research.
- 3.1.3 *Contribute to Group Inquiry* Contribute ideas, knowledge and strategies to help identify group information needs and sources.

3.2 Select and Process

3.2.1 *Identify Personal and Peer Knowledge* Access, record, and appraise personal and peer knowledge and understanding of a topic to establish an information base for inquiry or research.

3.3 Organize, Record, and Assess

3.3.1 *Organize Information* Organize information and ideas in order of priority according to topic and task requirements.

General Outcome 4: Students will listen, speak, read, write, view, and represent to enhance the clarity and artistry of communication.

4.1 Generate and Focus

- 4.1.1 Generate Ideas Experiment with several ways to generate ideas and focus a topic.
- 4.1.2 *Choose Forms* Compose using specific forms [such as biographies, letters to the editor, newspaper articles, audio-visual presentations...] that ensure a match between content, audience, and purpose.
- 4.1.3 *Organize Ideas* Identify and use a variety of organizational patterns [such as cause and effect, comparison and contrast, sequence...] in own oral, written, and visual texts; compose effective introductions and conclusions.

4.2 Enhance and Improve

- 4.2.2 Revise Content Revise to enhance meaning and effect according to audience and purpose.
- 4.2.4 *Enhance Artistry* Experiment with figures of speech and compound and complex sentences to clarify and combine ideas; provide effective descriptions.

4.3 Attend to Conventions

- 4.3.1 *Grammar and Usage* Edit for sentence variety, word choice, and tone appropriate to audience and purpose, and to eliminate misplaced modifiers.
- 4.3.3 *Punctuation and Capitalization* Know and apply capitalization and punctuation conventions consistently in a variety of sentence structures and written forms when editing and proofreading.

4.4 Present and Share

4.4.2 *Effective Oral Communication* Explain, share, and present orally using appropriate conventions of public speaking in a variety of settings [such as small-group and whole-class presentations...]; use visual aids to enhance the effectiveness of oral presentations.

General Outcome 5: Students will listen, speak, read, write, view, and represent to celebrate and to build community.

5.1 Develop and Celebrate Community

- 5.1.2 *Relate Texts to Culture* Recognize ways in which oral, literary, and media texts capture specific elements of a culture or period in history.
- 5.1.3 Appreciate Diversity Interpret the choices and motives of individuals encountered in oral, literary and media texts and examine how they relate to self and others; discuss personal participation and responsibility in communities.

5.2 Encourage, Support, and Work with Others

- 5.2.1 *Cooperate with Others* Engage in dialogue to understand the feelings and viewpoints of others and contribute to group harmony.
- 5.2.2 *Work in Groups* Organize and complete tasks cooperatively and collaboratively; evaluate group productivity and efficiency.

NOVA SCOTIA

The students will be expected to:

- 1.3 State appoint of view in a convincing manner, offering relevant information to support that viewpoint.
- 2.2 Understand the importance of adapting communication choices such as vocabulary, sentence structure, rate of speech, and tone to meet the needs of different purposes and audiences; select suitable communication choices in various speaking contexts
- 3.4 Recognize that different situations require different speaking and listening conventions appropriate to the situation
- 5.1 Access appropriate print and non-print sources with increasing independence and select information to meet specific needs with increasing speed, accuracy, and confidence
- 6.3 With increasing confidence and flexibility, find evidence in texts to support personal claims and viewpoints about issues, themes, and situations
- 8.1 Demonstrate competence in the frequent use of writing and representing strategies to extend learning; to explore their own thoughts and consider others' ideas, to reflect on their feelings, values, and attitudes; and to identify problems and describe logical solutions.
- 9.4 Keep the reader and purpose for writing in mind when choosing content, writing style, tone of voice, language choice, and text organization
- 10.2 Choose, with increasing regularity, the prewriting, drafting, revising, editing, proofreading and presentation strategies to aid in producing various texts
- 10.3 Attempt to use various technologies for communicating to a variety of audiences for a range of purposes

ONTARIO

Oral Communication

- 1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
- 1.1 identify a range of purposes for listening in a variety of situations, formal and informal, and set goals appropriate to specific listening tasks (e.g., to evaluate the effectiveness of the arguments on both sides of a class debate on an environmental, social, or global issue; to respond to feedback in peer conferences and student/teacher conferences)
- 1.2 demonstrate an understanding of appropriate listening behaviour by adapting active listening strategies to suit a wide variety of situations, including work in groups (e.g., follow the conversation and make relevant contributions in a group discussion; express interest in what is being said by commenting and questioning)
- 1.3 identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of increasingly complex and challenging oral texts (e.g., use background knowledge about the structure of oral texts such as debates, interviews, speeches, monologues, lectures, and plays to make predictions and identify important ideas while listening; ask questions for clarification or further information; use a range of note-taking strategies to keep track of or summarize important points; use self-questioning to monitor understanding of what is being said)
- 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
- 2.2 **2.1** identify a range of purposes for speaking in a variety of situations, both straightforward and more complex, and explain how the purpose and intended audience might influence the choice of speaking strategies (e.g., to introduce a speaker; to support the resolution in a debate; to dramatize a favourite poem; to explain a complex procedure to an individual or group; to work towards the solution to a problem with a partner)
- 3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

- **3.1** identify what strategies they found most helpful before, during, and after listening and speaking and what steps they can take to improve their oral communication skills
- **3.2** identify how their skills as viewers, representers, readers, and writers help them improve their oral communication skills

Reading

- 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
- 1.3 identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand increasingly complex or difficult texts (e.g., activate prior knowledge on a topic through dialogue or by developing mind maps; use visualization and comparisons with images in other texts or media to clarify impressions of characters, scenes, or concepts; ask questions to monitor and clarify understanding; identify important ideas; synthesize ideas to broaden understanding)
- 1.6 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 texts, and to the world around them
- 1.7 analyse a variety of texts, including complex or difficult texts, and explain how the various elements in them contribute to meaning and influence the reader's reaction (e.g., narrative: rising action holds attention and creates suspense; report on an investigation: the opening paragraph tells the reader about the purpose, goals, and audience for the report
- 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
- 2.2 analyse increasingly complex texts to identify different types of organizational patterns used in them and explain how the patterns help communicate meaning (e.g., a "before-and-after" comparison in an advertisement; time order and cause and effect in an online magazine or newspaper article)
- 2.3 identify a variety of text features and explain how they help communicate meaning (e.g., tree diagrams, tables, endnotes, and "Works Cited"or "References" lists help readers locate information and understand its context)
- 2.4 identify a range of elements of style including symbolism, irony, analogy, metaphor, and other rhetorical devices and explain how they help communicate meaning and enhance the effectiveness of texts (e.g., the use of dramatic irony, in which the audience understands the implications of words or actions better than the characters do themselves, can create humour or a sense of foreboding)
- 3. use knowledge of words and cueing systems to read fluently

that activate existing knowledge of oral and written language);

- 3.1 automatically read and understand most words in a wide range of reading contexts (e.g., words from grade-level texts; terminology used in discussions and posted in the classroom; words from shared-, guided-, and independent reading texts, electronic texts, and resource material used in the curriculum subject areas)
- 3.2 predict the meaning of and rapidly solve unfamiliar words using different types of cues, including:
 semantic (meaning) cues (e.g., base words, prefixes, suffixes, phrases, sentences, and visuals
 - syntactic (language structure) cues (e.g., word order and the relationship between words, language patterns, punctuation);
 - graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within larger words, similarities between words with known spelling patterns and unknown words)
- 3.3 read appropriate texts with expression and confidence, adjusting reading strategies and reading rate to match the form and purpose (e.g., orally read to entertain a younger class, using suitable emphasis, intonation, and phrasing)
- 4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

- 1. generate, gather, and organize ideas and information to write for an intended purpose and audience
- 1.1 1.1 identify the topic, purpose, and audience for more complex writing forms (e.g., a personal memoir about the school experience to share with classmates, family, and friends at graduation; a report on a topic of current interest in the style of a newspaper article, including headlines, for a school or community newspaper; a campaign flyer or brochure to promote a candidate for school government)
- **1.2** generate ideas about more challenging topics and identify those most appropriate to the purpose
- 1.3 gather information to support ideas for writing, using a variety of strategies and a wide range of print and electronic sources (e.g., produce a plan and timeline for carrying out research tasks; interview people with knowledge of the topic; identify and use graphic and multimedia resources; record sources used and information gathered in a form that makes it easy to understand and retrieve)
- 1.5 identify and order main ideas and supporting details and group them into units that could be used to develop a summary, a debate, or a report of several paragraphs, using a variety of strategies (e.g., making jot notes; making sketchboard outlines of a procedure or series of events) and organizational patterns (e.g., combined/multiple orders such as order of importance and cause and effect)
- 1.6 determine whether the ideas and information they have gathered are relevant, appropriate, and sufficiently specific for the purpose, and do more planning and research if necessary (e.g., check for depth and breadth of coverage of the topic)
- 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
- 2.1 write complex texts of a variety of lengths using a wide range of forms (e.g., a memoir of a significant Canadian; a report comparing the economies of two nations and explaining how a new industry might affect each nation's economy; briefing notes for an oral debate outlining both sides of an argument, including appeals to both logic and emotion; a narrative in the style of a particular author, adding to or extending a text by that author; an original satirical, science-fiction, or realistic fiction piece modelled on the structures and conventions of the genre; a free verse or narrative poem, or a limerick)
- **2.5** identify their point of view and other possible points of view, evaluate other points of view, and find ways to respond to other points of view, if appropriate
- **2.6** identify elements in their writing that need improvement, selectively using feedback from the teacher and peers, with a focus on depth of content and appropriateness of tone
- 2.7 make revisions to improve the content, clarity, and interest of their written work, using a variety of strategies (e.g., use sticky notes while rereading to record questions and ideas; cut and paste to improve logic of organization; add or substitute words and phrases, including vocabulary from other subject areas; use idioms, figurative language, and rhetorical devices such as analogy to achieve particular effects; adjust sentence length, type, and complexity to suit the audience and purpose; use patterns such as repetition with variations to emphasize important points and hold the attention of the audience)
- 2.8 produce revised draft pieces of writing to meet identified criteria based on the expectations (e.g., adequate development of information and ideas, logical organization, appropriate use of form and style, appropriate use of conventions)
- 3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
- **3.1** spell familiar words correctly (e.g., words from their oral vocabulary, anchor charts, and shared, guided-, and independent reading texts; words used regularly in instruction across the curriculum)

- **3.2** spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling (e.g., orally emphasize differences in easily confused words: affect/effect, technicality/technically; compare complicated words to words with known letter patterns; use knowledge of the history of a word to help spell it: sheep herder/shepherd; use knowledge of familiar words to spell technical terms)
- 3.3 confirm spellings and word meanings or word choice using a wide variety of resources appropriate for the purpose (e.g., locate entry words, pronunciation keys, prefixes, and information about word origins in online and print dictionaries, including thematic dictionaries such as a dictionary of synonyms, antonyms, and homonyms, a science dictionary)
- **3.4** use punctuation appropriately to communicate their intended meaning in more complex writing forms, including forms specific to different subjects across the curriculum, with a focus on the use of: commas to separate introductory phrases from the main part of a sentence and to separate words, phrases, and clauses in a series; quotation marks to distinguish words being discussed as words and to indicate titles; ellipses (...) and dashes to indicate sentence breaks, ambiguities, or parenthetical statements
- **3.6** proofread and correct their writing using guidelines developed with peers and the teacher (e.g., an editing checklist specific to the writing task
- 4. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.
- **4.2** describe how their skills in listening, speaking, reading, viewing, and representing help in their development as writers
- **4.3** select pieces of writing that they think reflect their growth and competence as writers and explain the reasons for their choice

Media Literacy

- 1. demonstrate an understanding of a variety of media texts;
- 1.5 demonstrate understanding that different media texts reflect different points of view and that some texts reflect multiple points of view (e.g., a television broadcast of a sports game presents the views of fans, the announcers, the sponsors, and the television network; different media texts represent people of different age, gender, income level, or ethnocultural background differently, communicating obvious or subtle messages that might indicate bias or stereotyping; different points of view are often presented in a news report of a conflict)
- **2.** identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
- **3.** create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
- **3.4** produce a variety of media texts of some technical complexity for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
 - a multimedia presentation examining two or more elements of a narrative, such as theme, plot, setting, or character
 - a one-minute video advertising a class fund-raising project
 - a website based on the content of a unit of study
 - a report on school sports events to be presented during morning announcements
 - magazine advertisements for a particular product, aimed at different age groups among the students in the school
 - an interview with a family member about his or her cultural heritage for publication in a school or community magazine/newspaper
 - a public-service announcement on a current issue that is relevant to their fellow students, such as daily physical activity, literacy, or bullying
 - a storyboard for a video of a favourite song that is not available as a video
- **4.** reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating **media texts.**

- 4.1 identify what strategies they found most helpful in making sense of and creating media texts, and explain how these and other strategies can help them improve as media viewers/listeners/ producers
- 4.2 explain how their skills in listening, speaking, reading, and writing help them to make sense of and produce media texts

QUEBEC

- 1. To Read and Listen to Literary, Popular and Information-Based Texts
 - To use a response when reading and listening to literary, popular and information-based texts
 - To construct meaning by applying appropriate reading strategies
- 2. To Write Self-Expressive, Narrative, and Information-Based Texts
 - To follow a process when writing
 - To integrate her/his knowledge of texts into own writing
 - To self-evaluate her/his writing development
 - To use writing as a system for communicating and constructing meaning
- 3. To Represent Her/His Literacy in Different Media
 - To follow a production process in order to communicate for specific purposes to a specified audience
 - To follow a process to respond to media texts
 - To construct her/his own view of the world through the media
- 4. To Use Language to Communicate and Learn
 - To use language (talk) for learning and thinking
 - To interact in collaborative group activities in a variety of roles
 To use language (talk) to communicate information, experiences and point of view

SASKATCHEWAN

Comprehend and Respond (CR). Students will extend their abilities to view, listen to, read, comprehend, and respond to a range of contemporary and traditional grade-level texts from First Nations, Métis, and other cultures in a variety of forms (oral, print, and other texts) for a variety of purposes including for learning, interest, and enjoyment.

- CR8.1 View, listen to, read, comprehend, and respond to a variety of texts that address identity, social responsibility, and efficacy.
- CR8.2 Select and use appropriate strategies to construct meaning before, during, and after) viewing, listening, and reading.
- CR8.4 View critically and demonstrate comprehension of a variety of visual and multimedia texts including videos, television broadcasts, informational presentations, dramatic presentations, websites, and news programs to locate and interpret key messages and details, to develop conclusions, opinions, and understanding, and to evaluate the effectiveness of the text.
- CR8.5 Listen critically to understand, gather information, follow directions, form an opinion, and analyze oral presentations for diverse opinions, presenter's point of view, values, and biases, stereotypes, or prejudices.
- CR8.7 Read independently and demonstrate comprehension of a variety of information texts including understanding the main ideas and supporting evidence, explaining connections between new ideas and information and previous thoughts, and recognizing any biases or false reasoning.

Compose and Create (CC). Students will extend their abilities to speak, write, and use other forms of representation to explore and present thoughts, feelings, and experiences in a variety of forms for a variety of purposes and audiences.

- CC8.1 Create various visual, oral, written, and multimedia (including digital) texts that explore identity social responsibility, and efficacy.
- CC8.4 Use textual, syntactical, and other cues (e.g, use appropriate sound effects, visuals, and multimedia to enhance presentations) to construct and to communicate meaning.

- CC8.5 Create and present a variety of visual and multimedia presentations including an illustrated report, a role play that ends with a tableau, a dramatization, presentation software, a newscast with adequate detail, clarity, and organization, to persuade, and to entertain.
- CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations (e.g., to debate a point, to participate in a meeting, to give a dramatic reading of a poem or play excerpt)
- CC8.7 Use oral language to effectively express information and ideas of complexity in formal and informal situations.

Assess and Reflect on Language Abilities (AR). Students will extend their abilities to assess and reflect on their own language skills, discuss the skills of effective viewers, representers, listeners, speakers, readers, and writers, and set goals for future improvement.

AR8.2 Appraise own and others' work for clarity, correctness, and variety.

WRITING FORMATS

Students will use various writing formats throughout this unit including:

- Journals
- Online Fakebook
- Compare and contrast
- Research
- Essay
- News article

ACROSS THE CURRICULUM

BIBLE: See Spiritual Connection

DRAMA: public speaking, news anchor reporting, and monologues

MATH: measuring, Pythagorean theorem, and estimating

PRACTICAL ARTS: cooking and designing

SCIENCE: vacuum experiment

SOCIAL STUDIES: geography, map studies, and cultural understanding

TECHNOLOGY: researching, videos, virtual maps, and reenactments

SPIRTUAL CONNECTIONS



- A. Blizzard of Glass illustrates how we often isolate ourselves from others and God, blocking communication in our walk with God, just as the Halifax victims were isolated. When we work together instead and communicate, there will be amazing benefits for everyone involved. This follows hymn #505 in the SDA Hymnal ("I Need the Prayers of Those I Love").
- B. Using Luke 16:10, students will learn how students can help in even the smallest ways to show God they are faithful to Him. Students will learn that everyone has a valuable place to help in God's kingdom; they must only be willing to help. Just as some children were an amazing tool to help during the Halifax explosion, kids can be God's helpers too.

C. Using Jeremiah 29:11, students will explain how the power of hope can save many lives. The teacher can pull in examples of some people in critical condition, on the verge of death, who have lived simply because they had hope and willed to live still. This can be compared to our hope in Christ's redemption for us and His return and how that changes our view on how to live each day.

TECH CONNECTIONS

Tech Connection

- A. Vince Coleman dispatcher https://www.youtube.com/watch?v=f5DYKobF7Ko
- B. CBC info page http://www.cbc.ca/halifaxexplosion/index.html
- C. Primary sources from survivors http://www.novascotia.ca/nsarm/virtual/explosion/personal.asp
- D. Maritime Signal Flags (bulletin board) http://www.omniglot.com/writing/imsf.htm
- E. Hamburger writing templates
 - http://historytech.wordpress.com/2011/10/21/tip-of-the-week-hamburgerdiagram/
 - http://gse.buffalo.edu/org/writingstrategies/Toolbox/Strategies_Toolkit.html
 - http://ohmarieoh.blogspot.ca/2012/01/elementary-hamburger-paragraph.html
- F. Fakebook page

http://www.classtools.net/FB/home-page

- G. Holocaust ID Cards Example
 - http://www.ushmm.org/remember/id-cards
- H. WWI Overview

http://www.sparknotes.com/history/european/ww1/context.html

- I. Loon calls
 - http://www.allaboutbirds.org/guide/common_loon/sounds
- J. Moose Calls
 - http://www.soundboard.com/sb/Moose Sounds audio clips
- K. How to Make Moose Calls
 - http://www.oodmag.com/hunting/big-game/must-know-moose-calls/
- L. How to Make a Paper Boat
 - http://www.wikihow.com/Make-a-Paper-Boat
- M. Collision re-enactment from different angles (could be included as part of the Post-Reading on p. 41 where the collision and scientific reasons for the results are examined) http://www.cbc.ca/halifaxexplosion/he2 ruins/interactives/timeline.html
- N. Egg Experiment
 - http://www.stevespanglerscience.com/lab/experiments/egg-in-bottle
- O. Tsunami information
 - http://itic.ioc-unesco.org/index.php?option=com_content&view=category&id =1160&Itemid=1077
- P. List of historical tsunamis
 - http://en.wikipedia.org/wiki/List of historical tsunamis
- Q. German Coast Guard
 - https://www.youtube.com/watch?v=j9pVCFYndFg

- R. Debate Rules and Info http://www.learnnc.org/lp/pages/636
- S. Janet Piers' eyewitness account https://www.youtube.com/watch?v=Jc8qEXyyk30
- T. Peggy Gregoire's account https://www.youtube.com/watch?v=vx8Nn5tHEOw
- U. Mi'kmaq land story https://www.youtube.com/watch?v=hw oGyo GbA
- V. Extra Halifax Explosion info page http://www.halifaxexplosion.org/intro.html
- W. Mosaic tutorial https://www.youtube.com/watch?v=6--o7diaRvw
- X. Barley Soup recipe http://vegetarian.about.com/od/soupsstewsandchili/r/barleyvegsoup.htm

WHOLE BOOK ACTIVITIES

BULLETIN BOARDS

- A. Create a bulletin board with a blue background to represent the sea/water. Add the title: Get the Message? Put 1-3 boats on the bulletin board. Print the Maritime signal flags- see Tech Connections D. Then string the flag across the board or off the side to create any message you want with the appropriate flags. Give students a legend to understand the messages. Give pairs of students the responsibility of changing the message 2x a week. Options for messages include main themes from the book or challenge words.
- B. Enlarge the map on p. 6 in *Blizzard of Glass* and put on the bulletin board, highlighting the places on the map, for reference throughout the book. When students do their presentations, this could be a background for news reports and a point of reference to describe the character's actions on the day of the explosion.

CULMINATING ACTIVITIES

- A. Culminating Activity: Art
 Students will create a glass mosaic depicting a main symbol from the book, such as a clock,
 anchor, or boat, etc. See Tech Connection W for a tutorial on how to make this project.
- B. Culminating Activity: Wax Museum Students will show their knowledge of the text by writing and performing a monologue for the class from the perspective of the character they followed throughout the book. Similar to the videos on YouTube (Tech Connection S-U), students will reflect back on their experience and share what they went through, including their thoughts, feelings and actions on the day of the explosion.

The students can then dress up as their character and choose objects to place around them to identify them as they give their monologue. Set up students along a hallway or classroom and allow parents and other classes to come see their monologues one night. They will stand as still as they can between monologues, like you would see in a wax museum. Give a small bell or other sound for visitors to ring to signify the beginning of

each student's monologue. They will begin their monologue each time a new group comes to hear about their life as a Halifax citizen.

As an added touch to this event, you or your students could make and serve barley soup for the visitors who attend the wax museum, as this was the meal Gerald O'Brien had to go get barley for when the Halifax Explosion took place. See Tech Connection X for a sample recipe for vegetable barley soup.

C. Projects

- 1. Fakebook Page- See Tech Connection F (p. 17). It is a link to a fake Facebook page that students will use to develop their characters from the narrative. Students will include a picture, information about the character, and updated wall posts for the events taking place. This project will continue throughout the study of the book, as guided in the extension activities. Schools with limited Internet access may prefer option 2 below.
- 2. Fakebook Journal- Create a journal/diary for their given characters from the book, including a simple sketch of the person, information about family and interests, and updated entries for the events taking place in the town and life of the character.
- 3. ID Cards- See Tech Connection G. Students are given names for 1-2 members from each family featured in *Blizzard of Glass* and will then create a fake ID for each name. Students will include the name, year of birth and address for each ID. Laminate and use as a bookmark while reading. See extension activities throughout the book to utilize these ID cards.

MANAGEMENT

Most of the activities in this *Daily Lesson Guide* are designed for whole-class instruction, but some activities may be modified to use in centers with small groups.

When you finish this unit, do not feel that you must immediately begin the next unit. Take several days between units to increase the time spent with Guided Reading groups and Reading Workshop. Use guided reading books as well as other reading materials that are available in your school.

This unit contains numerous activities. Don't expect that all the activities will be completed. Select activities based on student needs and time constraints. Core activities that should not be omitted are indicated in the Skills Overview.

MULTIGRADE INSTRUCTION



The flexibility contained in *Pathways* allows for the combining, grouping, and rotating of themes appropriate for managing the multigrade classroom. The nine themes are specifically planned so that all grades can be in the same theme at the same time during the year. This enables the teacher to use a single theme book for several grades at a time.

Many of the themes can be integrated into other areas of the curriculum such as science and social studies.

The specific target skills, spelling, handwriting, and reading strategies will be taught at the appropriate levels individually, in small groups, and/or as mini-lessons. Continual assessment assures that each student's needs are being addressed.

Chapter 12 of the *Teacher Manual* has more suggestions on managing the multigrade classroom. In addition, the North American Division Pathways website (under the Multigrade Helpful Hints tab) lists the target skills, spelling words, handwriting, etc., by theme for all levels for use in planning.

STRUGGLING READERS

In this guide, you will find adaptations designed for students having difficulty with reading. Struggling readers should have access to reading materials at their independent and instructional levels. In addition, care must be taken to ensure that the pacing through the materials is appropriate for their skill level.

TIMELINE FOR UNIT

Pathways units are designed to last approximately one month. Use your professional judgment to determine when you have met all target skills objectives and provincial requirements. Keep in mind the yearly time frame and the advantages of covering all nine units.

Notice that this unit contains nine sessions. As you progress through the unit, incorporate Guiding Reading Groups, Reading Workshop and Writer's Workshop.

In schools that departmentalize, teachers must maximize the minutes spent in the classroom. It will be impossible to cover all of the elements of *Pathways* on a daily basis; therefore, it is important to prioritize and assign different elements of *Pathways* to different days of the week. Daily Oral Language (DOL), reading strategies, and guided reading should be covered daily. Handwriting might be a focus just once a week, and spelling two or three times a week. Once or twice a week may be sufficient for Reading/Writing Workshop activities, which often will focus around the theme book study. Integration of writing activities with other subject areas can also add incentive and purpose to writing projects. Many student-directed activities can become homework assignments. Time spent organizing the schedule will assure coverage of the main *Pathways* objectives and components.

Pathways Suggested Daily Schedule for Grades 7 and 8

NUMBER OF MINUTES	TASK
40	Daily Routine Read-Aloud Daily Oral Language Focus on Words Handwriting Spelling
40	Reading Instruction Thematic Study Guided Reading
60	Workshops • Reading • Writing
140	Total

Pathways Expanded Sample Daily Schedule for Grades 7 and 8

NO. OF MINS	TASK	CURRICULUM FOCUS	PROCEDURE	GROUPING	COMPONENT/ RESOURCES
40	Daily Routine	 Read-Aloud Daily Oral Language Focus on Words Handwriting Spelling 	Teacher modeling Teacher- directed	Whole class	Teacher-selected book DOL sentences Daily Lesson Guide (DLG)
40	Reading Instruction Thematic Instruction Guided Reading	 Comprehension Strategies Cross-curricular Integration Comprehension Strategies Fluency 	Teacher- directed Teacher- directed	Whole class Flexible small groups; similar proficiency levels	Daily Lesson Guide (DLG) Theme book Leveled books
60	Workshops Reading workshop Writing workshop	 Skills Comprehension Strategies Writing Process Writing Genre Grammar and Conventions 	Self-selected reading Mini-lesson Conferencing Mini-lessons Conferencing	Individuals Pairs Small groups Individuals Pairs Small groups	Classroom/library books (aligned with unit theme when possible) Writer's Handbook
140	Total Minutes				

PARENT NEWSLETTER

Blackline 1 contains a sample letter that may be sent to families at the beginning of this theme. This will introduce them to the theme of heroes and the theme book.

BOOKLIST

At a minimum, teachers will need copies of the following books:

Dear Canada: No Safe Harbour: The Halifax Explosion Diary of Charlotte Blackburn, Halifax, Nova Scotia, 1917, by Julie Lawson. Scholastic (Canada), 2006.

The Halifax Explosion by Joyce Glasner. Altitude Publishing (Canada), 2003.



ASSESSMENT

Due to the number of ongoing activities in this unit, most assessment could be done through checking on the progress of the students' reading, journal entries or their grasp of the main ideas in the book. Many rubrics have been included in this unit for help to make your standards clear to the students, but also to aid the teacher in marking and assessment. The main target skills being met in this chapter include understanding an informational text, how history impacts human lives, the importance of following the proper rules, and how people tend to band together and help each other in times of crisis.

Areas of assessment will include the following: Debating, Discussion, Graphic Organizers, Journals, Projects, Questions, Retellings, and Comprehension



Be sure to assess students in other ways. Continue to evaluate growth in word recognition by examining students' writing and assessing oral reading. Make sure that you read with each student two or more times a week. You may want to use reading records as described in the *Teacher Manual* to summarize reading information.

WORD STUDY

GENERAL IDEAS

THEME BOARD: Designate a special place in the classroom for a Theme Board where you post words that relate to the unit theme. Words collected on the Theme Board are different from Word Wall words. Rather than being high-utility, high-frequency words, these words are specific to the theme and assist students when writing about the theme.

SUGGESTED THEME WORDS

maelstrom	benzene
Halifax	heroism



WRITER'S HANDBOOK: The Writer's Handbook is used as a resource for word study and Writer's Workshop. The Writer's Handbook contains a list of high-frequency words, many of which follow specific word patterns. Information and word lists for assisting students in learning prefixes, suffixes, compound words, and syllabication are available.

Materials to support Writer's Workshop is also included in the *Writer's Handbook*. The writing process, forms of writing, and other writing strategies equip the student with necessary information to write successfully.

DAILY ROUTINE

The Daily Routine consists of the Daily-Read-Aloud and the Daily-Oral-Language (DOL), which will give an introduction to the session's main ideas and grammar tips from the chapters being read.

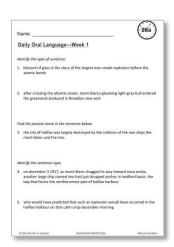


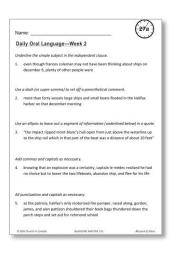
DAILY READ-ALOUD: The "Daily" Read-Aloud will represent the first 10-15 minutes of class time at the beginning of the session, where the teacher will read aloud to the students. Each session will include one "Daily" Read-Aloud that could be extended to each day of the session, or only used on the first day of the session, where preferred. A passage on

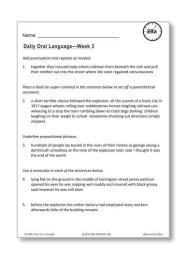
the main idea will be suggested, but the teacher may choose his or her own book on the related theme of heroes. See the *Teacher Manual* for more information about reading aloud.

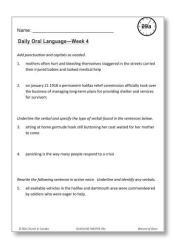
DAILY ORAL LANGUAGE (DOL): Daily Oral Language will be used to help students recognize and correct grammatical errors, along with the regular grammar exercises in each session. Daily Oral Language is designed to reinforce concepts found in the North American Division *Integrated Language Arts Curriculum Guide, K-8*, and can lead students beyond minimum understanding to expand their knowledge of the English language.

There is one Daily Oral Language sentence for each day of the week. Teachers should place these sentences on a board, overhead or PowerPoint (see Blacklines 20-23a; see also Blacklines 20-23b for Answer Keys). At the beginning of the school year, Daily Oral Language sentences should be completed as a class. Correct grammatical terminology (noun, verb, etc.) should be implemented during this time. When editing sentences, have students use the appropriate common editing marks (see Blackline 30).











Week 1 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
Identify the type of sentence. 1. blizzard of glass is the story of the largest man-made explosion before the atomic bomb	Blizzard of Glass is the story of the largest man-made explosion before the atomic bomb. DECLARATIVE	 Capitalizing appropriate words in the title Underlining (or italicizing) the title Recognizing declarative sentences
Identify the type of sentence. 2. after crossing the atlantic ocean, mont-bloncs gleaming light-gray hull entered the gravesend dockyard in Brooklyn new york	After crossing the Atlantic Ocean, <i>Mont-Blanc's</i> gleaming light-gray hull entered the Gravesend dockyard in Brooklyn, New York, on November 25, 1917. DECLARATIVE	 Capitalizing proper nouns Underlining (or italicizing) ship names Using commas to separate city/state and month date/year Recognizing declarative sentences
Find the passive tense in the sentence below and rewrite the sentence using the active tense. 3. the city of halifax was largely destroyed by the collision of the two ships the mont-blanc and the imo.	The collision of the two ships, the <i>Mont-Blanc</i> and the <i>Imo</i> , largely destroyed the city of Halifax.	 Capitalizing all proper nouns Underlining (or italicizing) ship names Using commas to separate clarifying information Recognizing the passive tense
Identify the sentence type. 4. On december 3 1917 as mont-blanc chugged its way toward nova scotia, another large ship, named imo, had just dropped anchor in bedford basin, the bay that forms the northernmost part of halifax harbour	On December 3, 1917, as Mont-Blanc chugged its way toward Nova Scotia, another large ship, named Imo, had just dropped anchor in Bedford Basin, the bay that forms the northernmost part of Halifax Harbour. DECLARATIVE	 Capitalizing all proper nouns Underlining (or italicizing) all ship names Using commas to separate clarifying information, including non-restrictive/parenthetical information. Recognizing declarative sentences
Identify the sentence type. 5. Who would have predicted that such an explosion would have occurred in the halifax harbour on that calm crisp december morning	Who would have predicted that such an explosion would have occurred in the Halifax Harbour on that calm, crisp December morning? INTERROGATIVE	 Capitalizing all proper nouns Using a comma to separate two adjectives describing the same noun Recognizing interrogative sentences

WEEK 2 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
Identify a simple subject in the independent clause 1. even though frances coleman may not have been thinking about ships on december 6, plenty of other people were	Even though Frances Coleman may not have been thinking about ships on December 6, plenty of other people were.	 Using a comma after an introductory clause Capitalizing proper nouns Identifying a simple subject
2. more than forty vessels large ships and small boats floated in the Halifax harbor on that december morning	More than forty vessels— large ships and small boats— floated in the Halifax Harbor on that December morning.	 Using a dash as a super-comma to set off parenthetical comment Capitalizing proper nouns
3. Use an ellipsis to leave out a segment the impact ripped mont-blanc's hull open from just above the waterline up to the ship rail which in that part of the boat was a distance of about 20 feet	The impact ripped Mont-Blanc's hull open from just above the waterline up to the ship rail which was a distance of about 20 feet.	 Capitalizing proper nouns Underlining names of boats Using ellipsis to indicate written information that was left out
4. knowing that an explosion was a certainty captain le médec realized he had no choice but to lower the two lifeboats abandon ship and flee for his life	Knowing that an explosion was a certainty, Captain Le Médec realized that he had no choice but to lower the two lifeboats, abandon ship, and flee for his life.	 Capitalizing proper nouns Capitalizing titles that precede proper nouns Using a comma after an introductory dependent clause Using commas to separate words in a series
5. as the patricia halifax's only motorized fire pumper raced along gordon james, and alan pattison shouldered their book bags thundered down the porch steps, and set out for Richmond school	As the Patricia, Halifax's only motorized fire pumper, raced along, Gordon, James, and Alan Pattison shouldered their book bags, thundered down the porch steps, and set out for Richmond School.	 Capitalizing proper nouns Using an apostrophe to show possession Using commas for non-restrictive elements Using commas to separate elements in a series (either words or groups of words)

WEEK 3 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
1. together they rescued baby eileen coleman from beneath the sink and pulled their mother out into the street, where she soon regained consciousness.	Together, they rescued baby Eileen Coleman from beneath the sink and pull their mother out into the street, where she soon regained consciousness.	 Capitalizing all proper nouns Using commas for clarity and to separate some dependent clauses from the words they modify Maintaining consistent verb tense
2. a short terrible silence followed the explosion. all the sounds of a lively city in 1917 wagon wheels rolling over cobblestones horses naying railroad cars wheezing to a stop the tram rumbling down its track dogs barked children laughing on their way to school stevedores shouting out directions simple stopped	A short, terrible silence followed the explosion. All the sounds of a lively city in 1917—wagon wheels rolling over cobblestones, horses neighing, railroad cars wheezing to a stop, the tram rumbling down its track, dogs barking, children laughing on their way to school, stevedores shouting out directions—simply stopped.	 Using a comma to separate words when both words describe the nouns Using of dash as a super-comma to set off parenthetical comment Maintaining the same verb tense within parallelisms Using correct homophone
3. Underline prepositional phrases hundreds of people lay buried in the ruins of their homes. As george young, a dartmouth schoolboy at the time of the explosion, later said, i thought it was the end of the world	Hundreds of people lay buried in the ruins of their homes. As George Young, a Dartmouth schoolboy at the time of the explosion, later said, "I thought it was the end of the world."	 Recognizing prepositional phrases Capitalizing proper nouns Recognizing a direct quote and use quotations marks appropriately
4. Lying flat on the ground in the middle of barrington street james pattison opened his eyes he was sopping wet muddy and covered with black greasy soot however he was still alive!	Lying flat on the ground in the middle of Barrington Street, James Pattison opened his eyes. He was sopping wet, muddy, and covered with black, greasy soot; however, he was still alive!	 Capitalizing proper nouns Using commas to separate dependent clauses from the main clause Using commas to separate lists Using commas to separate two adjectives that describe the same noun Using a semi-colon to separate two independent clauses that are closely related Using a comma after a subjunctive adverb Using an exclamation mark to emphasize feeling
5. before the explosion the cotton factory had employed many workers afterwards little of the building remains	Before the explosion, the Cotton Factory had employed many workers; afterwards, little of the building remained.	 Using a comma to separate prepositional phrases from the independent clause Capitalizing proper nouns Using a semi-colon to separate two closely-related independent clauses Using correct verb tense Using a comma following a subjunctive adverb (which follows a semi-colon)

WEEK 4 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
1. mothers often hurt and bleeding themselves staggered in the streets carried their injured babies and looked medical help	Mothers—often hurt and bleeding themselves— staggered in the streets, carried their injured babies, and looked for medical help.	 Using a dash as a super-comma to set off parenthetical comment Using commas to separate lists of phrases
2. on january 21 1918 a permanent halifax relief commission officially took over the business of managing long-term plans for providing shelter and services for survivors	On January 21, 1918, a permanent Halifax Relief Commission officially took over the business of managing long-term plans for providing shelter and services for survivors.	 Capitalizing proper nouns Using correct punctuation between day, year, and after the year when the sentence continues
3. Underline and identify the verbal (and specify type) in the sentence below: sitting at home gertrude hook still buttoning her coat waited for her mother to come.	Sitting (participle) at home, Gertrude Hook, still <u>buttoning</u> (<u>participle</u>) her coat, waited for her mother <u>to come</u> (<u>infinitive</u>).	 Using and identifying gerunds Using comma after introductory participle phrase Using commas to set off interrupter participle phrase Capitalizing proper nouns
4. Underline and identify the verbal (and specify type) in the sentence below: panicking, the sailors started to run for the woods	Panicking (gerund), the sailors started to run (infinitive) for the woods.	Using and identifying gerunds
5. Rewrite the following sentence in active voice. Underline and identify any verbals. all available vehicles in the halifax and dartmouth area were commandeered by soldiers who were eager to help.	Soldiers who were eager to help commandeered all available vehicles in the Halifax and Dartmouth area.	 Recognizing active/passive voice Identifying infinitives

FOCUS ON WORDS: Some concepts have been identified for some sessions in many of the Daily Lesson Guides. Instruction can occur in quick mini-lessons during word study with the challenge words or in an activity later in the session.



CHALLENGE WORDS: The challenge word lists support the Focus on Words taught as part of the Daily Routine. Challenge words may be used for spelling, games or extended study for advanced students in the session. If used for spelling, suggested methods for students to study their words are located in the *Teacher's Manual*. Attention to these

words should be given so that the student fully comprehends the narrative.

CHALLENGE WORD LISTS FOR UNIT 1

Session 1:

- 1. valour
- 2. courage
- 3. heroism
- 4. empathy
- 5. protagonist

Session 2:

- 1. amassed
- 2. alliances
- 3. assassin
- 4. maelstrom
- 5. negotiable
- 6. shipwright
- 7. stevedore
- 8. munitions
- 9. neutral
- 10. flanks

Session 3:

- 1. Mi'kmaq
- 2. advocate
- 3. stoking
- 4. thrummed
- 5. ensuring
- 6. smokestack
- 7. refinery
- 8. tram
- 9. scaffolding
- 10. wharf

Session 4:

- 1. moored
- 2. assurance
- 3. maneuver
- 4. chugging
- 5. barge
- 6. benzene
- 7. acrid
- 8. dismantle
- 9. sufficient
- 10. telegraph

Session 5:

- 1. detonated
- 2. unsparing
- 3. spewed
- 4. vacuum
- 5. bungalow

Session 6:

- 1. obliterated
- 2. hodgepodge
- 3. unbeknownst
- 4. debris
- 5. pandemonium
- 6. brewing
- 7. retrofitted
- 8. morgue
- 9. commissioner
- 10. scuttle

Session 7:

- 1. pummeled
- 2. mired
- 3. floundered
- 4. coroner
- 5. trudge

Session 8:

- 1. misconception
- 2. exposure
- 3. imprint
- 4. attributed
- 5. appalled
- 6. linoleum
- 7. boulevard
- 8. Hydro-Stone

communal

10. forged

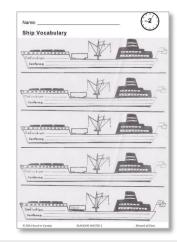
9.

Session 9:

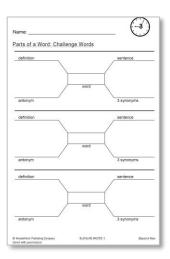
- 1. impending
- 2. archives
- 3. intrigued
- 4. cataloguing
- 5. tangible
- 6. recluse
- 7. trauma
- 8. repercussions
- 9. devastation
- 10. kindred

Possible methods for using challenge words:

- 1. Ship Dictionary: Using Blackline 2, cut out the form of the ship and add the individual words, completing the blanks.
- 2. Word Game: Create cards with the special word printed on the front and four made up definitions—one of which is the correct definition—on the back. Place the letter of the letter of the correct definition on the bottom right hand corner. With the students sitting in a circle, play the game where the person to the right reads the definition to the student on their left.



3. All Parts of a Word: Using Blackline 3, students will identify each part of the word, including the part of speech, its definition, a synonym for the word, a sentence using the word correctly.



\$ESSION 1 (INTRODUCTION)

CURRICULUM FOCUS	ACTIVITY	MATERIALS	PROCESS
Pre-reading	Making a K-W-L	Chart paper BLM 3	Predicting Discussing BLM 3
Pre-Reading	Previewing	Blizzard of Glass	Previewing
Grammar	Hyperbole	Writer's Handbook BLM 17a	Writing
Extension Activity: Writing	Make a hamburger paper	Computer, K-W-L chart BLM 5 (Editing) BLM 6 BLM 7	Thinking critically Writing Editing
Extension Activity: Exaggerations	List types of hyperbole		Sharing Discussing
Extension Activity: Fakebook page	Create a fakebook page	Internet, computers	Creating a Fakebook page
Extensions Activity: Art	Draw, paint, sculpt or design a hero monument	Art materials	Designing Creating

DAILY ROUTINE

DAILY READ-ALOUD: Read aloud pp. 3-30 from <i>No Safe Harbour</i> by Julie Lawson. Model					
engagement with the text by thinking out loud af	after each section of reading. Use statements lik	кe:			
"I wonder what it felt like to	" "What would it have been like to live like				
instead of the way we do now?" "It r	must have been when	"			

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: valour, courage, heroism, empathy, protagonist

PRE-READING

Begin with a K-W-L chart with students to establish their background knowledge of heroes. See Blackline 5. Have students break off into smaller groups to complete this list on chart paper. Give both a definition as well as known attributes of heroes. Discuss Biblical heroes as well as heroes in the world today. See Hebrews 11 for reference of Biblical heroes, if needed.



PRE-READING

Preview the synopsis at the back of *Blizzard of Glass* with the students. Make any wanted additions to what I want to know about how the people in Halifax were heroes. Compare what they have written about heroes to the description in the synopsis. Predict who will be a hero in the novel.



GRAMMAR

Review the information provided in the *Writer's Handbook* on similes and then students will give various examples of similes. Have students compare heroes using the words like or as, to

practice similes. Use Blackline 20a for guided practice. (Note: This may need to be a two-step lesson since metaphors are included on this guided practice sheet. Also used in Session 4.)

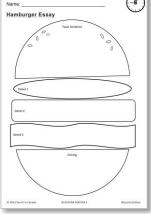
EXTENSION ACTIVITY: WRITING

Show students a model of a proper hamburger-style composition. Students will then choose a biblical hero to write about in their own composition, following the modeled format. Students can use Blackline 6 to aid their writing. Have

students review and edit their work as well as a peer's paper before turning in their final draft. Use Blackline 7 for peer editing checklist.

EXTENSION ACTIVITY: EXAGGERATION

Give examples of exaggeration, such as Jesus asking Peter to forgive 70x7, or "If I've told you once, I've told you a thousand times," or "I'm starving," or Jesus explaining that it was easier for a camel to go through the eye of a needle, than for a rich man to enter heaven. Have students write 10 exaggerated sentences with a partner. Have them share two with the class. (See also Blackline 17a which reviews hyperbole.)





EXTENSION ACTIVITY: WRITING/TECH (FAKEBOOK PAGE)

Choose 1-2 name(s) for each student from the family trees at the beginning of *Blizzard of Glass*. See Project C1 in Whole Book Activities and Tech

Connection F.



EXTENSION ACTIVITY: ART

After finishing their composition on heroes, students will use the ideas they came up with to design a hero monument. They can decide who it is for and what types of heroic acts they want to emphasize. This activity

will be repeated in the last session to see how the students' idea of a hero has changed after reading the text, but will focus on a character from the book.

SESSION 2 (CHAPTERS 1 & 2)

Curriculum focus	Activity	Materials	Process
Pre-reading	Previewing pictures	Blizzard of Glass	Previewing
Reading	Read Ch. 1	Blizzard of Glass BLM 8	Reading Timeline
Post-reading	Research WWI	Internet, computers	Researching
Reading	Read Ch. 2	Blizzard of Glass BLM 9	Reading Boat Description
Grammar	Analyze paragraph structure, including the role of particular sentences in developing and refining a key concept	Writer's Handbook BLM 16	Analyzing paragraph structure
Extension Activity: Vocab Battleship Math	Play battleship with challenge words	Graph paper, list of challenge words BLM 2, 3	Alpha numeric skills Deductive reasoning
Extension Activity: Compare/Contrast	Compare/Contrast relationship between U.S. & Canada prior to and during wartime	Blizzard of Glass	Analyzing Compare/Contrast Discussing
Extension Activity: Art	Create a model of the town and harbour of Halifax	Craft materials	Creating Modeling
Extension Activity: Socials	Finding Halifax on a map	Map(s) of Nova Scotia and Canada BLM 4	Geography Map-reading

DAILY ROUTINE

DAILY READ-ALOUD: Read aloud pages 21-40 from *No Safe Harbour*. Lead students in a discussion as to why countries and people go to war, causes of war and where you could find heroes in a war.

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: amassed, alliances, assassin, maelstrom, negotiable, shipwright, stevedore, munitions, neutral, flanks

OVERVIEW

Chapter 1 (A Story to Tell)

A brief history of Halifax is given from its early settlement by First Nations peoples to its important role in producing and transporting goods during World War I. Period pictures and a map of the

Halifax Harbour are included to set the scene for the coming events, which are recorded chronologically through the subsequent chapters.

Chapter 2 (Steaming Toward Disaster: November 25 to December 5)

The Mont-Blanc and the Imo, the two ships involved in the explosion, are described in detail, with

a focus on the two weeks leading up to December 6.

PRE-READING

Go through pictures in Chapters 1-2, discussing the significance of each pictures and how it shows the life of people in Halifax at that time. Compare the life of the Mi'kmaq to those living in Halifax. (See also Tech Connection U, p. 18.)

READING

Give students a timeline (Blackline 8) to fill in as they read Chapter 1, beginning with the 1600s and marking each century, on the lines, then putting the significant dates between them. Read Chapter 1 aloud with students, pausing to fill in major events from Halifax's history.

TIMELINE TOO Condo Cando Cando Mario Mari

POST-READING

Have students research Halifax's importance in WWI and the importance of the navy to the war efforts. Give a broad overview of the events of WWI for student understanding; include North America's antagonism toward Germany- See Tech Connection

READING

While reading chapter 2, contrast the two ships, including their cargo, crew, captains, location, and ship information. Use Blackline 9 to fill in these details.

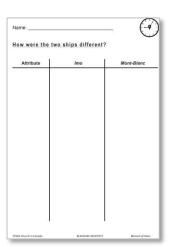
GRAMMAR

Use Blackline 18 to help students learn to analyze paragraph structure, including the role of particular sentences in developing and refining a key concept.

EXTENSION ACTIVITY: MATH (Vocabulary Battleship)

Set up battleship using graph paper and vocabulary words instead of ships to sink. Put a barrier between two students and have them choose where their "ship words" will go. Using an alpha numeric grid, organize the columns by letter and the rows with numbers.

One student would call out a coordinate, such as B6 to try to hit the words until all words are "sunk."





EXTENSION ACTIVITY: COMPARE/CONTRAST

Discuss the collaborative relationship between the U.S. and Canada during WWI in contrast with prior issues between the countries. Examples to be used could be the War of 1812, the Upper

Canada Rebellion and the Red River Settlement. Have students compare possible reasons for the joined effort during the war.

EXTENSION ACTIVITY: ART

Research slavery in the United States and Canada. Describe when and how it was abolished. Students will create a 3D model of the town and major landmarks in Halifax, such as the Acadia Sugar Refinery, the Narrows, and the railway station, Fort Needham, etc. Students can use their creativity as to the layout of the town based on pictures and descriptions from Chapters 1-2. This can be used later to explain the whereabouts of characters as well as to show areas of destruction.

Writer's Handbook

GRAMMAR

Conduct a mini-lesson with students on pronouns. You may want to show the following Schoolhouse Rock song about pronouns found on YouTube: https://www.youtube.com/watch?v=Eu1ciVFbecw

(note: this may be a bit juvenile for Gr. 8, though they may enjoy it). Have students complete Blackline 31a for practice. Students can refer to the *Writer's Handbook* as needed.



EXTENSION: SOCIAL STUDIES

Students will locate Nova Scotia on the map of Canada, as well as Truro, Dartmouth, Halifax and the Bay of Fundy on a Nova Scotia map. (See Blackline 4.)



SESSION 3 (CHAPTERS 5 & 6)

Curriculum focus	Activity	Materials	Process
Pre-reading	Drawing ID Cards	Laminator Tech Connection F	Create Draw
Pre-Reading	Diagram family trees	Blizzard of Glass Chart paper	Drawing
Reading	Read Ch. 3	Blizzard of Glass	Reading
Post-reading	Oral Report by Family Members	Blizzard of Glass BLM 10	Speaking Listening
Grammar	Use verbs in the active voice	Writer's Handbook BLM 19a	Use verbs in the active voice
Extension Activity: Fakebook page	Include information on Fakebook	Computer, Internet	Writing
Extension Activity: Science	Animal Calls	Primary source or internet source	Listening Identifying
Extension Activity: Art	Beading or basket making	Beads, string or leather strips, basket materials	Creating

DAILY ROUTINE

DAILY READ-ALOUD: Read aloud pages 41-61 in *No Safe Harbour*. Discuss how could the way someone treats others, even if they are the enemy or just from another side of war, make them a hero.

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: Mi'kmaq, advocate, stoking, thrummed, ensuring, smokestack, refinery, tram, scaffolding, wharf

OVERVIEW

Chapter 3 (December 6, 1917)

The five families whose experiences are recounted throughout the book are introduced in this chapter, and the areas where they lived (Dartmouth and the Richmond neighbourhood of Halifax) are described. The focus is on their whereabouts and activities on the morning of December 6, the day of the explosion. Pictures of the neighbourhoods and children help to bring history to life.

PRE-READING

See Whole Book Activities, Culminating Activity C1 (p. 19).

PRE-READING

Using chart paper, students will diagram the 5 families from the beginning pages of *Blizzard of Glass*, to place around the classroom for reference. May include pictures of each individual if desired.

READING

Read Chapter 3.

POST-READING

Meet in family groups to discuss and write down who each family member is and what their daily schedule is like. They will then give an oral report to the class from the oldest to the youngest in each family, explaining who they are. Use Blackline 10 to grade these presentations.

GRAMMAR

Use Blackline 19a to teach students how to use verbs in the active voice.



EXTENSION: WRITING (FAKEBOOK PAGE)

Students will update the information and family ties on their Fakebook pages, including at least 2 posts about their plans for that day,

December 6 and 1 post about the weather.

*Note: This activity could also apply to those doing journal entries instead of Fakebook.

EXTENSION: SCIENCE

Either bring in a guest who knows how to do animal calls or go to Tech Connection H, I, J to show animal calls. Students may practice the different types of moose calls, referencing the Mi'kmaq animal calls on p. 22.

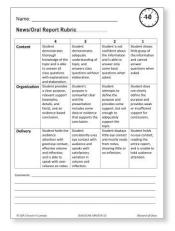
EXTENSION: ART

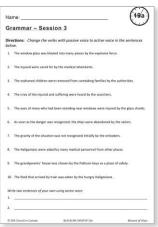
Do a Native craft that you feel comfortable with. Examples might be basket weaving, beading or moccasins. For ideas to get you started, see:

https://www.youtube.com/watch?v=73LdvyXM-io

https://www.youtube.com/watch?v=wz5EEdIKg_s

https://www.youtube.com/watch?v=QTGyNjQ9-OU





SESSION 4 (CHAPTERS 4-5)

Curriculum focus	Activity	Materials	Process
Pre-reading	Make a paper boat	Instructions for paper boats	Creating
Reading	Read chapter 4-5, do a reenactment	Blizzard of Glass	Reading Identifying
Post-reading	Begin a Timeline for ID Character	Blizzard of Glass BLM 8	Sequencing
Grammar	Use and learn metaphors and similes (Blizzard of Glass title is a metaphor)	Writer's Handbook BLM 20a	Learning and applying use of metaphors and similes
Extension Activity: Bible	Communication	Bible, Tech Connection O, flags from Tech D	Discussion
Extension Activity: Ship Comprehension Game	Board game on the floor	Papers for floor spaces, flags from Tech D, Paper boats, Questions from chapter	Comprehension Creating
Extension Activity: Fakebook or Journal	Update Fakebook accounts or Journals	Internet, computer Blizzard of Glass	Writing
Extension Activity: News Report	Report an On the Minute news cast	Possible video device Pretend or real microphone BLM 10	Dramatization

DAILY ROUTINE

DAILY READ-ALOUD: Read aloud pp. 62-70 in *No Safe Harbour*.

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: moored, assurance, maneuver, chugging, barge, benzene, acrid, dismantle,

sufficient, telegraph

OVERVIEW

Chapter 4 (In Halifax Harbour)

The events of the morning of December 6 that culminated in the initial collision between the *Mont-Blanc* and the *Imo* are described. The decisions of the captains and pilots are described, showing that the accident was a culmination of many errors. A diagram, later used to accompany testimony in court, is included to illustrate how the positions of the ships changed, causing them to collide.

Chapter 5 (Shortly Before Nine O'Clock)

The activities of members of the book's five families on the morning of December 6 are described. Some individuals were directly involved in the events of the explosion (i.e., telegraphing a final warning to a station five miles away) and others were spectators at the harbour, unaware of the impending disaster that began with the collision of two ships.

PRE-READING

See Tech Connection L for how to make paper boats. Students can first colour, then fold their boat. Student will use these for reenactment as they read the story and for the extension activity comprehension game.

READING

Read chapter 4-5, reenacting the ship's course with a partner and their paper boats after finishing Chapter 4.

POST-READING

Students will begin creating a timeline for their ID card person starting shortly before 9:00 (see line 1 of chapter 5), and continuing to 9:04. See Blackline 8.

GRAMMAR

Use Blackline 20a to teach students how to use metaphors and similes and how to determine when to use which comparison.

Spiritual Connection

EXTENSION: BIBLE

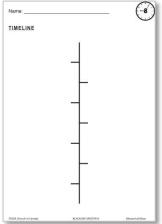
Show the affirmative and negative flags to the students to remind them which one is which. Also, show them the red explosives flag to ensure they know what it stands for.

*Note: The Mont-Blanc was NOT flying this red flag as they should have been, due to the rumour of nearby German spies and the desire for security (Glasner, Halifax Explosion, p. 35). Show video about proper communication from the German coast guard to show the importance of proper communication: See Tech Q.

Read Proverbs 14:12. Leading ideas/questions:

- a. Give examples from the narrative where it would have made a difference had the captains followed protocol in the Narrows.
- b. In ways do we make decisions that we think are the best, but can hurt others and ourselves?
- c. What happens when we don't communicate properly with others? Give examples of negative responses to others and ask students to share ways to respond positively instead. Possible examples: "Yeah, right" or "How did you sleep last night? Lying down with my eyes closed."

Note: Sometimes we are not communicating what we think we are, so we need to be careful.





EXTENSION: SHIP COMPREHENSION GAME

Materials needed include:

- the ships from the pre-reading activity
- paper for game spots
- affirmative (C) and negative (N) flags
- an answering pennant for each student (could be printed or made by students).
- your list of comprehension questions from chapters 1-5 (see Blacklines 22a-c).

In a clear section of the room, tape plain paper to the floor, in a game board formation, with a start being at the ocean and a finish at the Bedford Basin. All students will place their boats they made onto the start square. Students will then sit in their desks, each with an affirmative flag, a negative flag, and an answering pennant.

You will ask a question, then count to three. At this point, students will raise either affirmative or negative to answer the question if it is a yes/no question or raise the answering pennant if it is a short answer question. All students with the correct answer may move their boat ahead one space. For a short answer question, only the fastest student can answer and then move their boat ahead. Note the 3 fastest, because if the 1st student gives an incorrect answer, the 2nd, then 3rd can get a chance to steal. Any students who do not comply or raise their hand before the number three is said will move back one space.









EXTENSION: WRITING (FAKEBOOK OR JOURNAL)

Students will update their Fakebook to share the events happening on the day of the explosion. Have students include their location and the sights

they see, as well as how they feel when before and after the blast. This may include posts to

family, concerns about safety and fears.

EXTENSION: NEWS ORAL REPORT

In groups of 2-4, students will present an In This Minute news report to represent what is occurring all over Halifax on Dec. 6 before the blast. Can include interviews of town members such as Billy Wells, Constant Upham, Captain Brannen, or Captain From who are not members of the five families the students are studying. See Blackline 10 for rubric.



SESSION 5 (CHAPTER 6)

Curriculum focus	Activity	Materials	Process
Pre-reading	Discuss different types of measurements	Measuring tape, classroom walls, flag pole, etc.	Measuring Estimating
Reading	Read Ch. 6	Blizzard of Glass	Reading
Post-reading	Do cause and effect worksheet	Blizzard of Glass BLM 11	Critical thinking Analyzing
Grammar	Use verbs in the active voice	Writer's Handbook BLM 25a	Use verbs in the active voice
Extension Activity: Science	Egg Experiment	Erlenmeyer flask or other small mouthed glass bottle	Hypothesizing Comprehension
Extension Activity: Science	Tsunamis	Internet research, newspaper articles, or books about recent tsunamis	Comparing events and texts
Extension Activity: Math	Pythagorean Theorem	Pythagorean formula, flag pole or building	Measuring Calculating

DAILY ROUTINE

DAILY READ-ALOUD: Read aloud pp. 71-87 in *No Safe Harbour*. Ask the students if they see any way that the people in Halifax might have prevented the collision or if their daily lives could affect the things that happen. How can a hero be someone who saves the day if they do not know what is going to happen?

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: detonated, unsparing, spewed, vacuum, bungalow

OVERVIEW

Chapter 6 (A Horrendous Explosion)

Explains the details of how, minutes after the initial collision, the explosives carried by the *Mont-Blanc* detonated. This explosion dispersed the ship and sending shock waves and a tsunami across Halifax and Dartmouth as well as through the neighbouring communities. The devastation that resulted is captured in words and pictures in this chapter.

PRE-READING

Measure the height and length of classroom, the school, gym, flagpole or other large objects in feet. Students will be reading about many measurements in this chapter and you can use these measurements as a reference point. These are given in imperial measures, which may not be familiar to many of the students. You may wish to convert imperial measures to metric.

READING

Read Chapter 6.

POST-READING

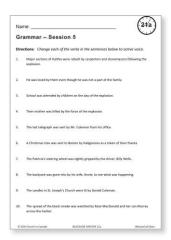
Using the Blackline 11, show cause and effect on the day of the blast, with the causes being the tsunami, the vacuum and the explosion itself. Students will fill in the effects, referencing the pages where they found the information. (Note: you may want to consider also using the collision reenactment activity in Tech Connection M, p. 17.)

GRAMMAR

Use Blackline 21 to reinforce writing verbs in active voice.

EXTENSION: SCIENCE

Using a small-mouthed glass bottle, such as a milk bottle or Erlenmeyer flask, create a vacuum by burning candles or a piece of paper in the bottle, then placing a peeled, hard-boiled egg on the rim. The egg will then by sucked in once the fire has burned up all the oxygen and gone out. Explain how a vacuum is formed after an explosion and how this affects the area around it. See Tech M for the experiment online. If you do not have access to these materials, you could also show the students the video.



EXTENSION: SCIENCE

Using the Internet or other books, students will make comparisons between three other previous tsunamis and the Halifax tsunami. Comparisons can include number of deaths, size of the waves, area of destruction, cause of the tsunami, the year it occurred, its location, and the monetary level of destruction. See Tech Connections O and P for resources to share. Ensure the students compare the response time that many places have when a tsunami hits, unlike in the Halifax Harbour.

EXTENSION: MATH

Using the Pythagorean theorem and some of the measurements from the pre-reading activity, students will determine the hypotenuse of the triangles created. This can be done on smaller objects like desks, to larger objects like a flagpole.

SESSION 6 (CHAPTERS 7-8)

Curriculum focus	Activity	Materials	Process
Pre-reading	Emergency Plan in the school, emergency kit	Chart paper, possible guest speaker	Planning
Reading	Read Ch. 7-8	Blizzard of Glass	Reading Identifying
Grammar	Use ellipsis and dashes properly	Blizzard of Glass Writer's Handbook	Using ellipsis and dashes properly
Extension Activity: Spiritual connection	Connect isolation and communication to our walk with God	Bible SDA Hymnal #505	Making connections Singing
Extension Activity: Newspaper article	Write an article for the front page of a newspaper	Blizzard of Glass Sample newspaper BLM 12	Use challenge words Writing informational text Formal writing
Extension Activity: Fakebook	Fakebook Update	Blizzard of Glass Internet, computer	Collecting information Responding
Extension Activity: Foreshadowing	Predicting what will happen next	Blizzard of Glass	Predicting

DAILY ROUTINE

DAILY READ-ALOUD: Read aloud from *No Safe Harbour* starting at p. 87 and continue reading, focusing on how we respond to a state of emergency. How would a hero respond to a state of emergency?

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: obliterated, hodgepodge, unbeknownst, debris, pandemonium, brewing, retrofitted, morgue, scuttle, commissioner

OVERVIEW

Chapter 7 (The End of the World)

This chapter traces the events of the minutes following the explosion. Members of the book's five families struggle to make sense of the resulting devastation. Some survived, with various injuries; others did not. Fear and confusion spread as hundreds of people struggled to locate their homes and loved ones.

Chapter 8 (Help!)

The rescue work began almost immediately and many members of the book's five families were involved in these efforts. Temporary hospitals and first aid stations sprang up across the city. Rescue workers and family members searched for survivors through the evening and night, unaware of a coming storm.

PRE-READING

Have a principal or a teacher explain what the school's current emergency procedures are for fire, earthquake or lockdown. Have students then discuss what procedure they could make for a nearby bomb blast. Write suggestions on chart paper, the board, etc. Next, the students will each create an emergency kit, including what they think would be essential for survival. Students could write a list, bring in the items to place in a Ziploc bag or draw the items to include. This will relate to how Halifax has dealt with the disaster they encounter.

READING

Read Chapters 7-8 in *Blizzard of Glass*. Ensure students do not read past the end of chapter 8, so they can do the foreshadowing extension activity.

Have students make a list of ways that people helped each other after the blast happened. You could narrow it down to specific areas, such as medical, professional and civilians or students could list helpers based on the area of town or the tasks completed by different age groups.

Writer's Handbook

GRAMMAR

Review use of ellipsis (pp. 17, 22), and dashes with the students. Have students write out the two examples from pp. 17 and 22, and then they will each create their own ellipsis from sentences in Chapters 7-8. Ensure that students only remove information that is not critical to the passage it has

been removed from. Refer to the Writer's Handbook as needed.

Next, have students locate eight examples from Chapters 1-8 where the author has used dashes, as there are many examples. They will write out the sentences and then two rules as to how dashes are used in the text.



EXTENSION: SPIRITUAL CONNECTION

The city of Halifax was cut off from aid and communication from the rest of the country because of the downed power lines from the blast and the blizzard. No one would have known of their situation if it were not for Coleman's last telegraph message to the train. We too can be isolated

unless we have our connection with God. It is through our connection with God that we receive help from others and from God himself. Other individuals were waiting for aid and had no way to call out or remove themselves from debris unless someone else dug them out. So it is with our Christian walk where we sometimes get ourselves into sin or even end up in a bad situation we had no control over and we need God's help, or sometimes the help

of others to get us out.

Discuss situations in which isolation is detrimental to our spiritual lives and have the students write a paragraph, journal entry, song, etc., showing how this takes place.

EXTENSION: WRITING (NEWSPAPER ARTICLE)

Show students an example of a newspaper cover story. Take note of the type of formal writing that is used in the cover story, including headlines, dialogue and evidence-based claims. Students will create their own cover story about the Halifax Explosion and the relief aid



provided afterwards, including facts, formal writing and at least one interview quote. See Blackline 12 for rubric.



EXTENSION: WRITING (FAKEBOOK)

Update their Fakebook page to reflect their state after the blast with 2-4 more posts. Have them include a Facebook exchange between two people. May include where they went or whom they found. If the character has died, they may show a post from another family member saying goodbye or

looking for them.

EXTENSION: FORESHADOWING

Reread the last paragraph of chapter 8 (pp. 83-84), and then have the students write 1-2 paragraphs about what they think will happen next. They should each explain how this event will take place and what the consequences will be.

SESSION 7 (CHAPTER 9)

Curriculum focus	Activity	Materials	Process
Pre-reading: Spiritual Connection	Little kids can be big helpers	Bible- Luke 16:10	Discussion Listening
Reading	Read Ch. 9	Blizzard of Glass	Reading
Post-reading	Morgue Organization	Blizzard of Glass	Writing
Grammar	Use commas and semicolons properly	Writer's Handbook Blackline 23a	Use commas and semicolons properly
Extension Activity: Art	What Would Be in My Pocket?	Printed pocket & transparent material for the cover, glue or double-sided tape Blackline 11	Drawing
Extension Activity: Poetry/Writing	Make a song, poem or obituary to honour someone who died	Sample obituary Blackline 14	Writing

DAILY ROUTINE

DAILY READ-ALOUD: Continue to read aloud from *No Safe Harbour*. Refer to hard to read words and how to use root words to determine the meaning. Have students describe and compare *No Safe Harbour* to *Blizzard of Glass*.

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: pummeled, mired, floundered, coroner, trudge

OVERVIEW

Chapter 9 (A Turn for the Worse)

December 7, the day following the explosion, brought a blizzard that seriously hampered rescue efforts. In spite of the blizzard, efforts to recover and identify bodies continued, and the author describes the procedures used to collect and label the bodies and their personal effects. Relief efforts from other parts of Canada and the U.S. included volunteers, supplies, and money.



PRE-READING

Show students the picture and caption on p. 94 of the kids helping to bring medicine. Ask them other ways children might be able to help in that disaster. Read Luke 16:10 to the students- ""He who is faithful in a very little thing is faithful also in much; and he who is unrighteous in a very little

thing is unrighteous also in much." Have the students discuss what they can do to be faithful in little things in their lives to show Jesus that they can be trusted with the bigger things too.

READING

Read Chapter 9 in Blizzard of Glass.

POST-READING

Students will write 1-2 paragraphs about how the coroner would organize the bodies in the morgue and how they would be classified, according to the information in the chapter. They can include examples from the text. Students also need to explain why Halifax, compared to other places, had a system already in place for the classification of so many bodies at one time.

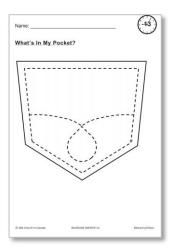
GRAMMAR

Use Blackline 23a to teach students to use commas and semicolons properly after explaining the differences of the two and giving some examples of each used.

EXTENSION: ART

Hand out the paper pocket design (Blackline 13) and give the students a transparent cover that is about 2 cm wider than the pocket design. The students will use this pocket to answer the question, If the hero I chose at the beginning was in a bomb blast today, like they experienced in Halifax, what would they find in their pockets or backpack?

Students will then draw the objects on their pocket or if the objects are small enough, place in the pocket they will make- tell the students to keep their contents SECRET, so others won't be able to guess easily in the game. Around the pocket, give at least two physical descriptions of the person.



To put the pocket together, glue the transparent film to the paper, around the pocket shape. Other options could be to use Velcro to seal the pocket or a sealable sandwich bag for the contents.

When all are completed, mix them up and have them displayed on the edge of a table, a desk, or the board, etc., with numbers on each for students to identify. The students will then use a piece of paper with numbers, and record which numbered pocket belongs to whom.

EXTENSION: POETRY/WRITING

Students will write a song, a poem, an obituary or a missing ad in the newspaper for someone who has died or is still missing in Halifax. See Blackline 14 for rubric.



SESSION 8 (CHAPTERS 10-11)

Curriculum focus	Activity	Materials	Process
Pre-reading	Discussing orphans		Discussing
Reading	Read Ch. 10-11	Blizzard of Glass	Reading
Post-reading	Social Programs	Venn- BLM 13	Discussing
Grammar	Learn and use personification and analogies	Writer's Handbook BLM 21	Learn and use personification and analogies
Extension Activity: Socials	Trial with Judge and Prosecutors	A type of gavel for judge	Analyzing Dramatizing Persuasive Arguing Critical Thinking
Extension Activity: Debate	Debate	Tech Connection R	Critical Thinking Persuasive Arguing
Extension Activity: Spiritual Connection	Power of hope	Bible- Jer. 29:11	Discussion

DAILY ROUTINE

DAILY READ-ALOUD: Continue to read aloud from *No Safe Harbour*. Lead student discussion on how heroes often instill hope in others and how that helps. Which of the two books being read do you prefer? What is it about the book that you like better than the other? Could compare narrative and informational text here.

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: misconception, exposure, imprint, attributed, appalled, linoleum, boulevard, Hydro-Stone, communal, forged

OVERVIEW

Chapter 10 (The Blame)

The explosion was initially thought to be the result of a German bombing, though by December 17, court cases began to gather testimony from witnesses and determine what really happened. The identification of bodies in the morgue, many of who were children, continued. Unclaimed children ended up in orphanages together with those whose parents had died in the explosion.

Chapter 11 (Recovery and Reconstruction)

The book's five families begin to rebuild their lives and homes. Plans were made for the permanent reconstruction of the communities that had been destroyed. Surviving members of families were often overwhelmed in spite of the varying levels of relief assistance provided by the Halifax Relief Commission. The disparity between the amount of relief given to the survivors is shown, with some receiving inadequate care.

PRE-READING

Have students discuss what makes someone an orphan and how they would feel if their parents

died in one day and they were alone. Also if they were living in Halifax, how would they help kids who had become orphans?

READING

Read Chapters 10-11.

POST-READING

Using a Venn diagram (Blackline 15), students can compare and contrast the social programs today and those that existed at the time of the explosion in Halifax. Include areas like education, housing, food, medical aid, and care for the elderly and children (including orphans).

GRAMMAR

Teach students to learn and use personification and analogies, giving examples from the book, including the title of the book. Use Blackline 24 to further facilitate this idea.

EXTENSION: SOCIAL STUDIES

Divide the students into two groups, with one being the prosecutors and another being defendants. From that group, have them appoint their representative to do the trial. Others can be witnesses, Pilot Francis Mackey, Pilot William Hayes, Captain Le Medec and Captain

From (defendant side), crew members or lawyers. The teacher will take the role of Judge Drysdale.

You will then give students the time to review the information and come up with reasons for their cause and questions to ask the witnesses or the captains.

*Note: Useful information can be found on pp. 25-39 of The Halifax Explosion by Joyce Glasner.

EXTENSION: DEBATE

You will give the students 2 debate topics and the students will choose in turn which topic they would like to write on and whether they will be for or against that topic. See Tech Connection R for debate rules and information.

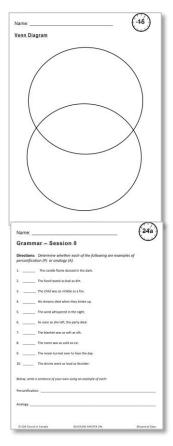
Debate Topic 1: The trial for Le Medec and Mackey was just and fair.

Debate Topic 2: The Halifax Relief Commission Housing policy was just and fair.



EXTENSION: SPIRITUAL CONNECTION

Based on the last paragraph of Chapter 11, discuss the power of hope and how important it would have been to the people of Halifax as they began to recover from the tragedy. Talk about ways to give others hope or ways that Christ gives us hope. Read Jeremiah 29:11.



SESSION 9 (CHAPTER 12 AND ACKNOWLEDGEMENTS)

Curriculum focus	Activity	Materials	Process
Comprehension	Comprehension Game	Paper boats, flags (Tech Connection D), student- made questions	Comprehension Applying
Reading	Read Ch. 12 & Acknowledgements	Blizzard of Glass	Reading
Post-reading	Connect text to self	Blizzard of Glass	Writing Connecting Sharing
Grammar	Practice proper subject-verb agreement	Writer's Handbook BLM 25b	Practice proper subject-verb agreement
Extension Activity: Fakebook	Updating Fakebook or Journal Entries	Internet, computers BLM 16	Applying Concluding
Culminating Activity: Art	Mosaic Art	Mosaic tiles, other art materials (see Tech Connection W, p. 18)	Creating
Culminating Activity: Wax Museum	Halifax Explosion Monologue	Student-chosen materials (Tech Connections S, T, X, p. 18)	Dramatizing Performing Applying

DAILY ROUTINE

DAILY READ-ALOUD: Continue to read aloud from *No Safe Harbour*. If you can, read the book at least to p. 159. Give students the option to finish the book on their own, may. Focus your reading on how people learn to cope after tragedy and losing loved ones. Stories could be shared of personal loss, of people or even possessions.

DAILY ORAL LANGUAGE: See Word Study section

CHALLENGE WORDS: impending, archives, Intrigued, cataloguing, tangible, recluse, trauma,

repercussions, devastation, kindred

OVERVIEW

Chapter 12 (Time Passes)

This final chapter describes how the stories of the Halifax explosion continue to be passed down through the children, grandchildren, and great-grandchildren of those who lived at the time of the explosion. The experience of devastation and despair is also a story of recovery and hope.

COMPREHENSION

Play the same game as played in Session 4, with the boats and classroom game board. Instead of asking the students questions from a list, divide Chapters 6-12 among the students to come up with 4-5 yes/no questions and 2-3 short answer questions from their chapter.

READING

Read Chapter 12 and Acknowledgements.

POST-READING

Show students a couple videos of stories from the Halifax explosion: See Tech Connection S and T. Students will write about and then share their stories from home with the class, focusing on stories that have been passed down by many generations. This could be a homework assignment to be researched at home and presented in class. This is related to how Janet Kitz found stories of people who lived during the Halifax explosion to share with the world.

GRAMMAR

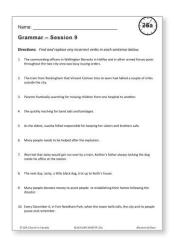
Model then show guided practice for how to practice proper subject-verb agreement. Students can then do individual work using Blackline 25.



EXTENSION: FAKEBOOK

Students should update their Fakebook page to reflect what happened to their ID card, their family member after the cleanup, and how the rest of their life played out, if they survived the disaster.

Include a final post by Janet Kitz, the Halifax Explosion researcher and author, about the importance of remembering the past. When they are completed, have students print their pages and share with other classmates before submitting the final copy for a grade. Blackline 16 rubric can be used for assessment.





CULMINATING ACTIVITY: ART

Students will create a glass mosaic depicting a main symbol from the book, such as a clock, anchor, or boat, etc. See Tech Connection W for a tutorial on how to make this project.

CULMINATING ACTIVITY: WAX MUSEUM

Students will show their knowledge of the text by writing and performing a monologue for the class from the perspective of the character they followed throughout the book. Similar to the videos on YouTube (Tech Connections S,T), students will reflect on their experience and share what they went through, including their thoughts, feelings and actions on the day of.

The students can then dress up as their character and choose objects to place around them to identify them as they give their monologue. Set up students along a hallway or classroom and allow parents and other classes to come see their monologues one night. They will stand as still as they can between monologues, as in a wax museum. Give a small bell or other sound for visitors to ring to signify the beginning of each student's monologue. They will begin their monologue each time a new group comes to hear about their life as a Halifax citizen.

*Note: As an added touch to this event, you or your students could make and serve barley soup

*Note: As an added touch to this event, you or your students could make and serve barley soup for the visitors who attend the wax museum, as this was the meal Gerald O'Brien had to go get barley for when the Halifax Explosion took place. See Tech Connection X for a sample recipe for vegetable barley soup.

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Bird, Michael J. *The Town that Died: The True Story of the Greatest Man-made Explosion before Hiroshima*. Toronto: McGraw-Hill Ryerson, 1962.

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MacDonald, Laura M. *Curse of the Narrows: The Halifax Explosion 1917*. HarperCollins Publishers, 2010

STERS



Pathways Newsletter

Dear Family,

Our class will soon begin a thematic unit on heroes. The book we will use as our primary focus for our theme will be *Blizzard of Glass: The Halifax Explosion of 1917*, a story of the events that occurred on December 6, 1917. This is the story of ordinary people who banded together in a tragic situation and who would be classified as heroes.

During this unit, the students will learn the importance of following protocol even when they think it would be better to do things their own way. They will analyze and make independent judgments based on information and facts that have been recorded concerning the Halifax Explosion

You may want to encourage your student to read about people – men and women, boys and girls - who have overcome adversity and become heroes. Please contact me for additional book selections.

Sincerely,



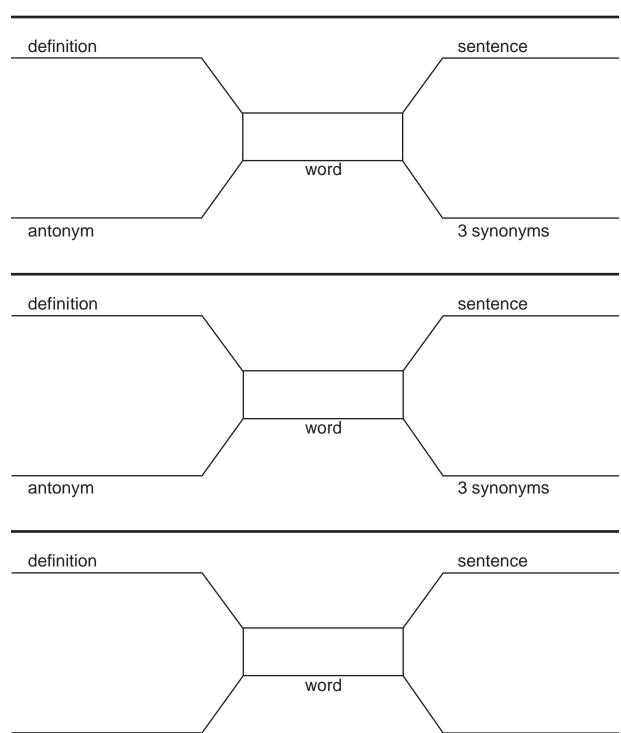
Ship Vocabulary

Definition Sentence		JAM.	Jan
Definition Sentence			John John Street
Definition Sentence			James
Definition Sentence			Joseph Jo
Definition	Word		F3 (#)

Name:



Parts of a Word: Challenge Words



antonym

3 synonyms

Name:	



Map of Canada/Nova Scotia



Royal Society of Canada. Canada. Department of National Defence. Library and Archives Canada, e000000569 /.

Retrieved from https://www.flickr.com/photos/lac-bac/8148373492/in/photostream/



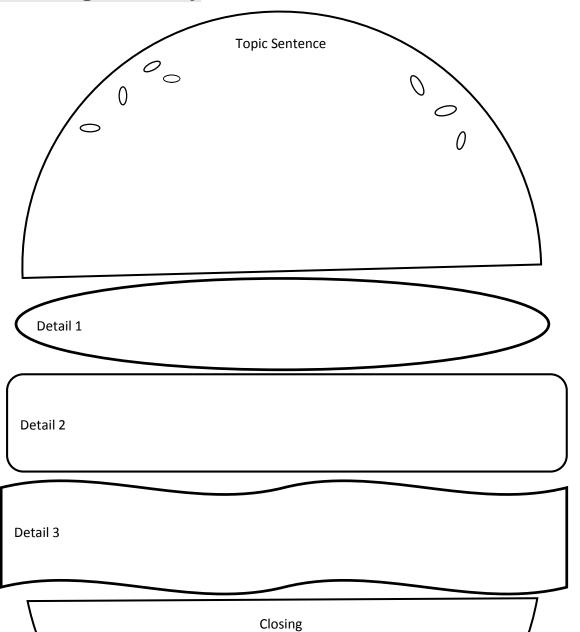
K-W-L Chart

What I'velearned about		
What I want to know about		
What I know about		

Name: _____



Hamburger Essay



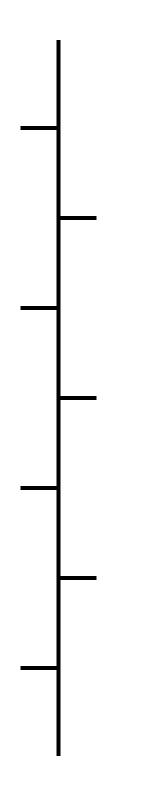


Peer Editing Checklist

	Subjects and verbs agree.
	Pronouns and nouns agree.
	Paragraphs are indented.
	All sentences start with capital letters.
	All sentences end with proper punctuation.
	All proper nouns are capitalized. (specific names)
	Double negatives are corrected.
	Proper forms of personal pronouns are used.
	A variety of beginnings is used for sentences throughout the piece.
	There is a variety of sentence lengths.
	Homonyms are used correctly.
Author _	Title
Droofroo	d by
Proofrea	u by



TIMELINE





How were the two ships different?

Attribute	lmo	Mont-Blanc

Name:	



News/Oral Report Rubric

	4	3	2	1
Content	Student	Student	Student is not	Student shows
	demonstrates	demonstrates	confident about	little grasp of
	thorough	adequate	the information	the information
	knowledge of the	understanding of	and is able to	and cannot
	topic and is able	topic, and	answer only	answer
	to answer all	answers class	some basic	questions when
	class questions	questions without	questions when	asked.
	with explanations	elaboration.	asked.	
	and elaboration.			
Organization	Student provides	Student's	Student	Student does
	a clear purpose,	purpose is	attempts to	not clearly
	relevant support	somewhat clear	define the	define the
	(examples,	and the	purpose and	purpose and
	details, and	presentation	provides some	provides weak
	facts), and an	includes some	support, but not	or insufficient
	evidence-based	data or evidence	enough to	support for
	conclusion.	that supports the	adequately	conclusions.
		conclusion.	support the	
			topic.	
Delivery	Student holds the	Student	Student displays	Student holds
	audience	consistently uses	little eye contact	no eye contact,
	attention with	eye contact with	and mostly reads	reading the
	good eye contact,	audience and	from notes,	entire report,
	effective volume	speaks with	showing little or	and is unable to
	and inflection,	satisfactory	no inflection.	hold audience
	and is able to	variation in		attention.
	speak with over-	volume and		
	reliance on notes.	inflection.		

Comments:	 		

Name:	



Cause and Effect

Causes:	Tsunami	Explosion	Vacuum
Effects	1.	1	1
Page number			
Effects	2.	2	2
Page number			
Effects	3	3	3
Page number			
Effects	4	4	4
Page number			
Effects	5	5	5
Page number			
Effects	6	6	6
Page number			





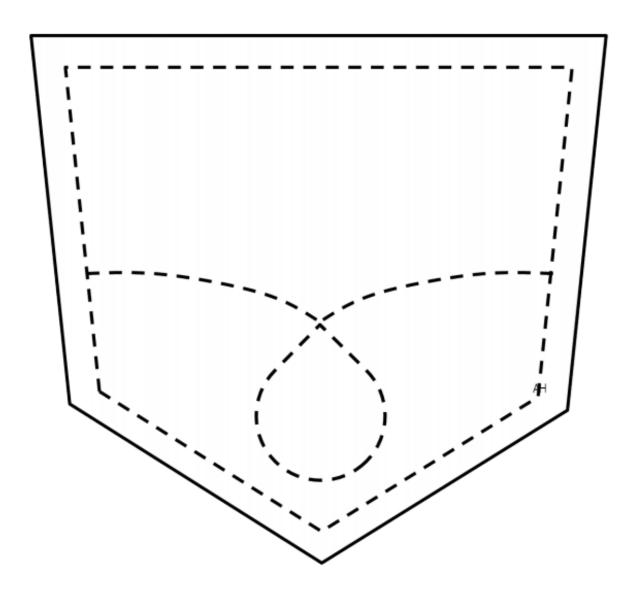
Rubric for News Article

My article answers the questions who, what, where, when, why, and how
The headline grabs readers' attention.
I have checked my paper for spelling.
I have checked for run-on sentences and fragments.
I have proofread my paper for end punctuation.
I have indented for paragraphs and for shifts in dialogue.
I like the way my article ends.
I have used formal English to write my article.

Name: _____



What's In My Pocket?



Name:	



CREATIVE WRITING RUBRIC

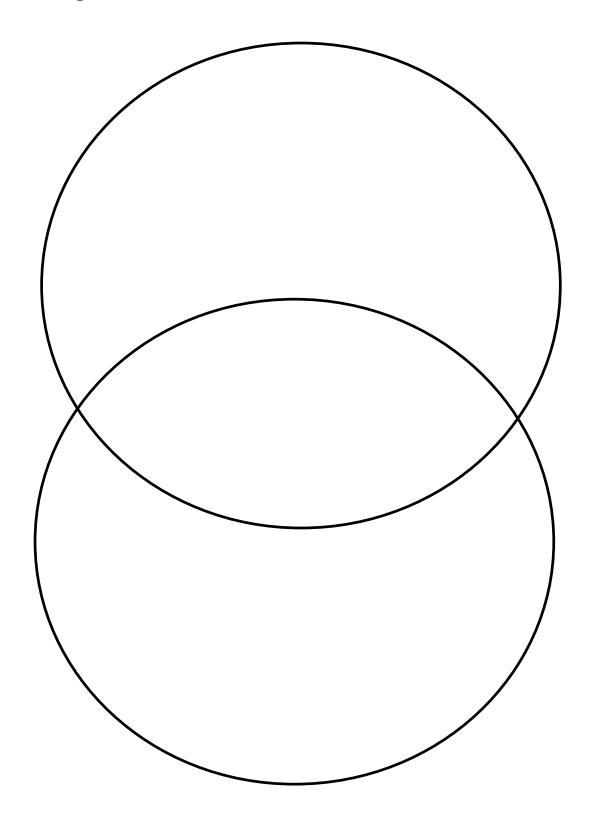
	4	3	2	1
Content	The content is appropriate for the theme and selected genre, and communicates an original and effective message to the reader.	The content is appropriate for the theme and selected genre, and communicates an effective message to the reader	The content is somewhat appropriate for the theme and selected genre, but relies on clichés or wornout images.	The content is general and not appropriate for the theme and the genre selected.
Creativity and Style	Sensory details and language create vivid images that contribute to the meaning. Word choice is specific and effective.	Sensory details and language contribute to the meaning of the overall product.	Sensory details and language may be overused, underused, or inappropriate to the subject.	Uses few sensory details. Word choice is trite or unclear.
Mechanics, and Spelling	Error-free.	Few errors.	Some errors.	Frequent errors.
Overall Impact	Very effective in reaching the audience with an important message.	Clearly communicates an important message.	Message is clear but impact is moderate.	Has a limited impact on the reader.

Comments:	 	 		

Name:



Venn Diagram



Name:	



FAKEBOOK RUBRIC

	4	3	2	1
Character Profile	Includes lots of details and all the information is accurate.	All of the information is accurate, but more specific details are needed.	Some details are not accurate or some basic information is missing.	Did not include a profile section with basic character information.
Friends	Friends list includes all possible connections.	Friends list is missing a few insignificant characters.	Friends list is missing significant characters.	Did not create a friends list.
Regular Status Updates	Posted several status updates that accurately reflect the character and appropriate dates.	Posted a few status updates but had some inaccuracies.	Posted only one status update.	Did not create status updates.
Posts	Very effective in reaching the audience with an important message.	Clearly communicates an important message.	Message is clear but impact is moderate.	Did not create a wall post.
Creativity	Creatively portrays the character.	Contains some creative elements that identify the character.	Makes attempts to add interesting elements.	Shows little creative thought or effort.

Comments:	 	 	



Gi	allillar – Session i
Dire	ections: Underline the hyperbole in the following sentences.
1.	I'm so tired I could sleep forever.
2.	You look like you've gained a ton over the summer.
3.	My uncle is so rich he could buy the bank himself.
4.	She's as old as Methuselah; her husband, however, was robbed from the cradle.
5.	He's so good looking. In fact, all the girls swoon over him every time he walks into the room.
6.	You are so helpful in the kitchen that I wouldn't trade you for a million dollars.
7.	After fasting all day, Jerrica said she was so hungry she could eat a horse.
8.	After walking around the Toronto Zoo, I felt like I had walked a million miles.
9.	After I returned from a Victoria vacation, my teacher had a list of assignments a mile long for me.
10.	"I've waited on this street corner for almost a hundred years," Raoul said impatiently, as his mother picked him up after a shopping trip.

Now write your own sentences using hyperbole:

11.

12.

Name:	



Gr	ammar – Session 1 (Answer Key)
Dire	ections: Underline the hyperbole in the following sentences.
1.	I'm so tired <u>I could sleep forever</u> .
2.	You look like you've gained a ton over the summer.
3.	My uncle is so rich he could buy the bank himself.
4.	She's <u>as old as Methuselah</u> ; her husband, however, was <u>robbed from the cradle</u> .
5.	He's so good looking. In fact, <u>all the girls swoon over him every time he walks into the room</u> .
6.	You are so helpful in the kitchen that <u>I wouldn't trade you for a million dollars</u> .
7.	After fasting all day, Jerrica said she was so hungry she could eat a horse.
8.	After walking around the Toronto Zoo, I felt like <u>I had walked a million miles</u> .
9.	After I returned from a Victoria vacation, my teacher had a list of assignments a mile long for me.
10.	"I've waited on this street corner <u>for almost a hundred years</u> ," Raoul said impatiently, as his mother picked him up after a shopping trip.
	write your own sentences using hyperbole:
11.	

12.



Directions: With a classmate, analyze the role of underlined sentences in developing and refining a key concept. Be prepared to share your findings with your class.

"Within a week of the explosion, it quickly became clear that injured, lost, and orphaned children were a serious problem. The tally was daunting: Seventy children had been orphaned; more than two hundred were left with only one surviving parent. In some cases, that parent was too injured to care for the child. In other cases, the surviving parent was a father who was serving in the war in Europe. Halifax had several orphanages. Many of them needed repairs due to the explosion; one had been destroyed completely. A separate committee was formed and charged to repair damaged orphanages, make sure children in custody were being cared for properly, provide clothes for the children, and try to locate a parent or relative. If that wasn't possible, they tried to arrange an adoption." Blizzard of Glass, pp. 103-104

"When the explosion occurred, telephone and telegraph communications instantly halted due to broken lines. For several hours, Halifax was isolated. Fortunately, Vincent Coleman's final telegraph message had set off an alarm that, like a row of dominoes falling, ran along the railway system from station to station. The message alerted the approaching train from Rockingham. Perhaps even more important, Mr. Coleman's heroic action notified other communities in Nova Scotia that something terrible had happened. Had he not telegraphed, it would have been many hours before anyone knew what had occurred. His timely message signaled that medical assistance would likely be needed.

Doctors, nurses, and rescuers from all over Nova Scotia rushed to assemble supplies and make arrangements to travel to Halifax." Blizzard of Glass, p. 70

"<u>Like the people in Dartmouth, residents of Halifax's Richmond neighborhood were also busy starting their day</u>. Machines thrummed in the cotton factory, men unloaded boxes from railroad cars, and stevedores carried them onto ships. Milkmen drove their wagons from house to house, stopping to deliver orders for milk and cream. Shopkeepers opened the doors of their establishments, and children left for school." *Blizzard of Glass*, p. 23

"<u>Hundreds of people had been watching the fire through the windows of their homes and offices</u>. Many bled from wounds to their bodies, faces, and eyes, caused when the panes shattered and knifelike glass shards hurled through the air. . . . <u>No matter what the nature of their injuries, it was clear that all of them needed help</u>." *Blizzard of Glass*, p. 69

Name:	



Grammar - Session 2 (Answer Key)

Directions: With a classmate, analyze the role of underlined sentences in developing and refining a key concept. Be prepared to report your findings with your class.

"Within a week of the explosion, it quickly became clear that injured, lost, and orphaned children were a serious problem. The tally was daunting: Seventy children had been orphaned; more than two hundred were left with only one surviving parent. In some cases, that parent was too injured to care for the child. In other cases, the surviving parent was a father who was serving in the war in Europe. Halifax had several orphanages. Many of them needed repairs due to the explosion; one had been destroyed completely. A separate committee was formed and charged to repair damaged orphanages, make sure children in custody were being cared for properly, provide clothes for the children, and try to locate a parent or relative. If that wasn't possible, they tried to arrange an adoption." Blizzard of Glass, pp. 103-104

Answers will vary

"When the explosion occurred, telephone and telegraph communications instantly halted due to broken lines. For several hours, Halifax was isolated. Fortunately, Vincent Coleman's final telegraph message had set off an alarm that, like a row of dominoes falling, ran along the railway system from station to station. The message alerted the approaching train from Rockingham. Perhaps even more important, Mr. Coleman's heroic action notified other communities in Nova Scotia that something terrible had happened. Had he not telegraphed, it would have been many hours before anyone knew what had occurred. His timely message signaled that medical assistance would likely be needed.

Doctors, nurses, and rescuers from all over Nova Scotia rushed to assemble supplies and make arrangements to travel to Halifax." Blizzard of Glass, p. 70

Answers will vary

"Like the people in Dartmouth, residents of Halifax's Richmond neighborhood were also busy starting their day. Machines thrummed in the cotton factory, men unloaded boxes from railroad cars, and stevedores carried them onto ships. Milkmen drove their wagons from house to house, stopping to deliver orders for milk and cream. Shopkeepers opened the doors of their establishments, and children left for school." Blizzard of Glass, p. 23

Answers will vary

"<u>Hundreds of people had been watching the fire through the windows of their homes and offices</u>. Many bled from wounds to their bodies, faces, and eyes, caused when the panes shattered and knifelike glass shards hurled through the air. . . . <u>No matter what the nature of their injuries, it was clear that all of them needed help</u>." *Blizzard of Glass*, p. 69

Answers will vary

Name:	



Dire belo	ctions: Change the verbs with passive voice to active voice in the sentences w.
1.	The window glass was blasted into many pieces by the explosive force.
2.	The injured were cared for by the medical attendants.
3.	The orphaned children were removed from caretaking families by the authorities.
4.	The cries of the injured and suffering were heard by the searchers.
5.	The eyes of many who had been standing near windows were injured by the glass shards.
6.	As soon as the danger was recognized, the ships were abandoned by the sailors.
7.	The gravity of the situation was not recognized initially by the onlookers.
8.	The Haligonians were aided by many medical personnel from other places.
9.	The grandparents' house was chosen by the Pattison boys as a place of safety.
10.	The food that arrived by train was eaten by the hungry Haligonians.
Wri	te two sentences of your own using active voice:
_	

Name:	



Grammar - Session 3 (Answer Key)

Directions: Change the verbs with passive voice to active voice in the sentences below.

- 1. The window glass was blasted into many pieces by the explosive force.
 - The explosive force blasted the window glass into many pieces.
- 2. The injured were cared for by the medical attendants.
 - Medical attendants cared for the injured.
- 3. The orphaned children were removed from caretaking families by the authorities.
 - The authorities removed the orphaned children from caretaking families.
- 4. The cries of the injured and suffering were heard by the searchers.
 - The searchers heard the cries of the injured and suffering.
- 5. The eyes of many who had been standing near windows were injured by the glass shards.

 The glass shards injured the eyes of many who had been standing near windows.
- 6. As soon as the danger was recognized, the ships were abandoned by the sailors.
 - As soon as they recognized the danger, the sailors abandoned the ships.
- The gravity of the situation was not recognized initially by the onlookers.
 - The onlookers did not initially recognize the gravity of the situation.
- 8. The Haligonians were aided by many medical personnel from other places.
 - Many medical personnel from other places aided the Haligonians.
- 9. The grandparents' house was chosen by the Pattison boys as a place of safety.
 - The Pattison boys chose the grandparents' house as a place of safety.
- 10. The food that arrived by train was eaten by the hungry Haligonians.
 - The hungry Haligonians ate the food that arrived by train.

Write	Write two sentences of your own using passive voice:	
1		
2.		

Name:	



<i>-</i> 1 u	1111111a1
	tions: Underline the simile or metaphor in each and label each figure of the hin the space below.
1.	Mrs. Black arrived at the grocery store with an army of children.
2.	Life is a puzzle that cannot be solved.
3.	She was as pretty as a picture.
4.	The detective listened to her tales with a wooden face.
5.	As the tornado approached, her eyes became as big as saucers.
6.	The beautiful girl was a phantom of delight.
7.	The boy's room looked like a disaster area.
8.	He was as quiet as a mouse until his mother left.
9.	Vincent Coleman's final telegraph message had set off an alarm that, like a row of dominoes falling, ran along the railway system from station to station.
	asses raming, ram along the ramway system from station to station.
10.	He is a disaster waiting to happen.
-0.	is a sissere. Hairing to happen.

Name:	



Grammar - Session 4 (Answer Key)

Directions: Underline the simile or metaphor in each and label each figure of speech in the space below.

1. Mrs. Black arrived at the grocery store with an army of children.

metaphor

2. Life is a puzzle that cannot be solved.

metaphor

3. She was as pretty as a picture.

simile

4. The detective listened to her tales with a wooden face.

metaphor

5. As the tornado approached, her eyes became as big as saucers.

simile

6. The beautiful girl was a phantom of delight.

metaphor

7. The boy's room looked like a disaster area.

simile

8. He was <u>as quiet as a mouse</u> until his mother left.

simile

9. Vincent Coleman's final telegraph message had set off an alarm that, like a row of dominoes falling, ran along the railway system from station to station.

simile

10. He is a disaster waiting to happen.

metaphor

Name:	



- **Directions:** Change each of the verbs in the sentences below to active voice. 1. Major sections of Halifax were rebuilt by carpenters and stonemasons following the explosion. 2. He was loved by them even though he was not a part of the family. 3. School was attended by children on the day of the explosion. 4. Their mother was killed by the force of the explosion. 5. The last telegraph was sent by Mr. Coleman from his office. 6. A Christmas tree was sent to Boston by Haligonians as a token of their thanks. 7. The Patricia's steering wheel was tightly gripped by the driver, Billy Wells. 8. The backyard was gone into by his wife, Annie, to see what was happening.
- 9. The candles in St. Joseph's Church were lit by Gerald Coleman.
- 10. The spread of the black smoke was watched by Rose MacDonald and her son Murray across the harbor.

Name: _____



Grammar - Session 5 (Answer Key)

Directions: Change each of the verbs in the sentences below to active voice.

1. Major sections of Halifax were rebuilt by carpenters and stonemasons following the explosion.

Carpenters and stonemasons rebuilt major sections of Halifax following the explosion.

2. He was loved by them even though he was not a part of the family.

They loved him even though he was not a part of the family.

3. School were attended by children on the day of the explosion.

Children attended school the day of the explosion.

4. Their mother was killed by the force of the explosion.

The force of the explosion killed their mother.

5. The last telegraph was sent by Mr. Coleman from his office.

Mr. Coleman sent the last telegraph from his office.

6. A Christmas tree was sent to Boston by Haligonians as a token of their thanks.

Haligonians sent a Christmas tree to Boston as a token of their thanks.

7. The *Patricia*'s steering wheel was tightly gripped by the driver, Billy Wells.

The driver, Billy Wells, tightly gripped the Patricia's steering wheel.

8. The backyard was gone into by his wife, Annie, to see what was happening.

His wife, Annie, went into the backyard to see what was happening.

9. The candles in St. Joseph's Church were lit by Gerald Coleman.

Gerald Coleman lit the candles in St. Joseph's Church.

10. The spread of the black smoke was watched by Rose MacDonald and her son Murray across the harbour.

Across the harbor, Rose MacDonald and her son Murray watched the black smoke spread.



Comprehension Questions (Ch. 1-5), p. 1

Chapter 1

- 1. Halifax is the largest city of Nova Scotia. (yes)
- 2. The city's clock face that faces south is frozen at a specific time. (no)
- 3. The Mi'kaq people have lived for generations in the Halifax area. (yes)
- 4. The French were one of the first to colonize Nova Scotia. (yes)
- 5. The Scottish settlers called the land Nova Scotia, meaning "New Scotland." (yes)
- 6. The French and English fought over "New France" for over 100 years. (yes)
- 7. Halifax became a Naval base in the 1600's. (no)
- 8. The Citadel was a wooden fortress. (no)
- 9. Fort Needham, situated at the northern end of the city, was a stone fort. (no)
- 10. Halifax grew because the railroad and ships made it a transportation centre. (yes)
- 11. Dartmouth was a smaller city across the harbour from Halifax. (yes)
- 12. World War I started when the Archduke Francis Ferdinand was assassinated. (yes)
- 13. Halifax was a major departure point for ships leaving for Europe. (yes)
- 14. Most houses were made of brick. (no)
- 15. All houses had telephones. (no)
- 16. A tram was one of the first motorized tug boats. (no)
- 17. Most families had access to automobiles. (no)
- 18. Richmond was the rich exclusive area of Halifax. (no)
- 19. Most married women worked in war factories at this time (1914). (no)
- 20. Ships from various countries were common place in the Halifax Harbour. (yes)

Chapter 2

- 1. The Mont-Blanc was an English ship that was sold to the French. (yes)
- 2. The captain of the *Mont-Blanc* was an experienced seaman.(yes)
- 3. The *Mont-Blanc* was loaded with explosives. (yes)
- 4. The *Mont-Blanc* did not sail from New York because the other ships were afraid of her cargo. (no)
- 5. The Mont-Blanc had an uneventful trip to Halifax. (yes)
- 6. The Narrows, the straight between Halifax and Dartmouth was a dangerous passage. (no)
- 7. Pilots were needed to navigate large ships through the Narrows. (yes)
- 8. The *Imo* was carrying munitions. (no)
- 9. The *Imo* was a neutral ship which belonged to Belgium. (yes)
- 10. The words BELGIUM RELIEF painted on the ship prevented the Germans from stopping the ship or attacking the ship. (no)
- 11. The two antisubmarine nets each had a set of gates that were closed after 5:00 pm. (yes)
- 11. Pilot MacKay did not know what the ship held. (no)
- 12. Canada's Royal Navy arranged convoys to travel to Europe. (yes)
- 13. Captain From did not have permission to leave the harbour on December 5. (no)

22b

Comprehension Questions (Ch. 1-5), p. 2

Chapter 3

- 1. The Tuft's Cove Mi'kmag community was on the Halifax side of the harbour. (no)
- 2. The women and men of the community supplied tourist items for sale. (no)
- 3. Harvey Lonecloud was home sick on December 6th. (yes)
- 4. Harvey Lonecloud was the son of James Lonecloud the previously Wild West performer. (no)
- 5. The Indian School teacher lived across the harbour from the school. (yes)
- 6. The Pattison family recently moved from the harbour area to Barrington street. (no)
- 7. There were five children in the Pattison family. (no)
- 8. The two older Pattison boys had received watches for their birthdays that fall. (yes)
- 9. Many students did not attend high school because they could not afford to buy the textbooks. (yes)
- 10. There were five children in the Pattison family. (no)
- 11. Gerald Pattison was racing to get to school on time at 9 in the morning. (no)
- 12. Vincent Coleman was a telegraph operator. (yes)
- 13. There was a sick child in every family mentioned in the chapter. (no)

Chapter 4

- 1. There were more than forty ships in the harbour. (yes)
- 2. Pilot Mackey asked the harbour officials if there were special orders for the ship's protection. (yes)
- 3. When ships are in a harbour they keep to the centre of the channel so that they remain in deep water. (no)
- 4. The starboard side is the left side. (no)
- 5. The *Imo* had no cargo, so it was riding high in the water and would be difficult to reverse direction and go backwards. (yes)
- 6. The *Imo* should have insisted that the *Clara* and *Stella Maris* correct their courses. (yes)
- 7. The *Imo*, whistled to the *Monte Blanc* that they were going to travel on the wrong side of the harbour. (no)
- 8. Confusion occurred when the Imo and the *Mont-Blanc* signalled to each other at about the same time. (yes)
- 9. The *Imo* crashed into the *Mont-Blanc*. (yes)
- 10. The fire extinguishers were not working on the *Mont-Blanc*. (no)
- 11. The crew of the *Mont-Blanc* abandoned ship when their ship caught on fire. (yes)
- 12. The crew of the *Imo* was unaware of the cargo of the *Mont-Blanc*. (yes)
- 13. As the *Mont-Banc* drifted towards Pier 6, people gathered to watch, unaware of the danger she posed. (yes)
- 14. Ships in the harbour attempted to help the *Mont-Blanc* which endangered their own crews' lives. (yes)

Comprehension Questions (Ch. 1-5), p. 3



Chapter 5

- 1. Halifax's fire engines were all horse drawn pumpers. (no)
- 2. Patricia was the name of the storekeeper's wife. (no)
- 3. The storekeeper Upham called the fire department to let them know of the fire in the harbour. (no)
- 4. The crew of the *Mont-Blanc* yelled at onlookers to take cover. (yes)
- 5. Shortly after nine o'clock the drums on the *Mont-Blanc* began to explode. (no)
- 6. Vincent Coleman warned an incoming train of the impending explosion instead of fleeing the telegraph station. (yes)
- 7. At 9:04 the *Mont-Blanc*'s main cargo exploded. (yes)
- 8. Rose and Murray MacDonald watched the fire from Tuft's Cove. (yes)
- 9. Billy Wells had the *Patricia* on the waterfront when the explosion occurred. (yes)
- 10. Eleanor Coleman was at school when the explosion occurred. (yes)
- 11. Gerald Coleman was in the church when the explosion occurred. (yes)
- 12. Vincent Pattison watched from inside the sugar factory when the *Mont-Blanc* exploded. (yes)
- 13. The pilot and captain of the *Mont-Blanc* were running into the woods when the explosion occurred. (yes)

Make a list of questions which are not "yes/no" questions for moves of more than one space. For example,

- Describe two ways the Mont-Blanc was prepared for its voyage across the Atlantic.
- Why was soup an economical meal for the O'Brien family?

Name:	



Directions: Insert commas and/or semicolons in the sentences below.

- 1. Yes I think that you should visit the Halifax Museum to see the deckchair from the *Titanic*.
- 2. Shortly before nine o'clock Gerald O'Brien clenched his fingers around the money his mother had given him thinking "Barley barley barley " so he wouldn't forget what to buy.
- 3. The Halifax Explosion one of the largest man-made disasters in history occurred on December 6 1917.
- 4. Many people were killed in the explosion however more people were injured.
- 5. After shoving the electric wires aside James Pattison pushed himself up to his knees.
- 6. Before Billy Wells who had been driving the *Patricia* had time to think the rushing water of the tsunami lifted his body and carried him away.
- 7. When he wiped his face his hand became blood-covered from his nose.
- 8. Trees blown flat lay around the wreckage.
- 9. The wave swept people away as easily as if they were feathers consequently many people drowned following the explosion.
- 10. The captain put his hand on Mackey's shoulder and shouted "Go on Mack go on."

Name:	



Grammar - Session 7 (Answer Key)

Directions: *Insert commas and/or semicolons in the sentences below.*

- 1. Yes I think that you should visit the Halifax Museum to see the deckchair from the *Titanic*.

 Yes, I think that you should visit the Halifax Museum to see the deckchair from the *Titanic*.
- Shortly before nine o'clock Gerald O'Brien clenched his fingers around the money his mother had given him thinking "Barley barley barley" so he wouldn't forget what to buy.
 Shortly before nine o'clock, Gerald O'Brien clenched his fingers around the money his mother had given him, thinking "Barley barley barley" so he wouldn't forget what to buy.
- 3. The Halifax Explosion one of the largest man-made disasters in history occurred on December 6 1917.
 - The Halifax Explosion, one of the largest man-made disasters in history, occurred on December 6, 1917.
- Many people were killed in the explosion however more people were injured.
 Many people were killed in the explosion; however, more people were injured.
- 5. After shoving the electric wires aside James Pattison pushed himself up to his knees.

 After shoving the electric wires aside, James Pattison pushed himself up to his knees.
- 6. Before Billy Wells who had been driving the *Patricia* had time to think the rushing water of the tsunami lifted his body and carried him away.
 - Before Billy Wells, who had been driving the *Patricia*, had time to think, the rushing water of the tsunami lifted his body and carried him away.
- 7. When he wiped his face his hand became blood-covered from his nose.

 When he wiped his face, his hand became blood-covered from his nose.
- 8. Trees blown flat lay around the wreckage.
 - Trees, blown flat, lay around the wreckage.
- 9. The wave swept people away as easily as if they were feathers consequently many people drowned following the explosion.
 - The wave swept people away as easily as if they were feathers; consequently, many people drowned following the explosion.
- 10. The captain put his hand on Mackey's shoulder and shouted "Go on Mack go on."

 The captain put his hand on Mackey's shoulder and shouted, "Go on, Mack, go on."

Name:	



Directions: Determine whether each of the following are examples of personification (P) or analogy (A).

1.		The candle flame danced in the dark.
2.		The food tasted as bad as dirt.
3.		The child was as nimble as a fox.
4.		His dreams died when they broke up.
5.		The wind whispered in the night.
6.		As soon as she left, the party died.
7.		The blanket was as soft as silk.
8.		The room was as cold as ice.
9.		The moon turned over to face the day.
10.		The drums were as loud as thunder.
Below, write a sentence of your own using an example of each:		
Personification:		
Ana	ılogy:	

Name:	



Grammar - Session 8 (Answer Key)

Directions: Determine whether each of the following are examples of personification (P) or analogy (A).

1.	<u> </u>	The candle flame danced in the dark.
2.	A	The food tasted as bad as dirt.
3.	A	The child was as nimble as a fox.
4.	P	His dreams died when they broke up.
5.	P	The wind whispered in the night.
6.	P	As soon as she left, the party died.
7.	A	The blanket was as soft as silk.
8.	A	The room was as cold as ice.
9.	<u>P</u>	The moon turned over to face the day.
10.	A	The drums were as loud as thunder.
Below, write a sentence of your own using an example of each:		
Personification:		
Analogy:		

Name:	



- **Directions:** Find and replace any incorrect verbs in each sentence below. 1. The commanding officers in Wellington Barracks in Halifax and in other armed forces posts throughout the two-city area was busy issuing orders. 2. The train from Rockingham that Vincent Colman tries to warn had halted a couple of miles outside the city. 3. Parents frantically searching for missing children from one hospital to another. 4. She quickly reaching for band aids and bandages. 5. As the eldest, Juanita felled responsible for keeping her sisters and brothers safe. 6. Many people needs to be helped after the explosion. 7. Worried that Jacky would get run over by a train, Keither's father always locking the dog inside his office at the station.
- 8. The next day, Jacky, a little black dog, trot up to Keith's house.
- 9. Many people donates money to assist people re-establishing their homes following the disaster.
- 10. Every December 6, in Fort Needham Park, when the tower bells tolls, the city and its people pause and remember.

Name:	



Grammar - Session 9 (Answer Key)

Directions: Find and replace any incorrect verbs in each sentence below.

- 1. The commanding officers in Wellington Barracks in Halifax and in other armed forces posts throughout the two-city area was busy issuing orders.
 - The commanding officers in Wellington Barracks in Halifax and in other armed forces posts throughout the two-city area were busy issuing order.
- 2. The train from Rockingham that Vincent Colman tries to warn had halted a couple of miles outside the city.
 - The train from Rockingham that Vincent Colman tried to warn had halted a couple of miles outside the city.
- 3. Parents frantically searching for missing children from one hospital to another.
 - Parents frantically searched for missing children from one hospital to another.
- 4. She quickly reaching for band aids and bandages.
 - She quickly reached for band aids and bandages.
- 5. As the eldest, Juanita felled responsible for keeping her sisters and brothers safe.
 - As the eldest, Juanita felt responsible for keeping her sisters and brothers safe.
- 6. Many people needs to be helped after the explosion.
 - Many people needed to be helped after the explosion.
- 7. Worried that Jacky would get run over by a train, Keith's father always locking the dog inside his office at the station.
 - Worried that Jacky would get run over by a train, Keith's father always locked the dog inside his office at the station.
- 8. The next day, Jacky, a little black dog, trot up to Keith's house.
 - The next day, Jacky, a little black dog, trotted up to Keith's house.
- 9. Many people donates money to assist people re-establishing their homes following the disaster.
 - Many people donated money to assist people re-establishing their homes following the disaster.
- 10. Every December 6, in Fort Needham Park, when the tower bells tolls, the city and its people pause and remember.
 - Every December 6, in Fort Needham Park, when the tower bells toll, the city and its people pause and remember.



Daily Oral Language—Week 1

Identify the type of sentence.

- 1. blizzard of glass is the story of the largest man-made explosion before the atomic bomb
- 2. after crossing the atlantic ocean, mont-blancs gleaming light-gray hull entered the gravesend dockyard in Brooklyn new york

Find the passive tense in the sentence below.

3. the city of halifax was largely destroyed by the collision of the two ships the mont-blanc and the imo.

Identify the sentence type.

- 4. on december 3 1917, as mont-blanc chugged its way toward nova scotia, another large ship named imo had just dropped anchor in bedford basin, the bay that forms the northernmost part of halifax harbour
- 5. who would have predicted that such an explosion would have occurred in the halifax harbour on that calm crisp december morning



Daily Oral Language—Week 1 (Answer Key)

Identify the type of sentence.

- blizzard of glass is the story of the largest man-made explosion before the atomic bomb
 Blizzard of Glass is the story of the largest man-made explosion before the atomic bomb.
 (Declarative sentence)
- 2. after crossing the atlantic ocean, mont-blancs gleaming light-gray hull entered the gravesend dockyard in Brooklyn new york
 - After crossing the Atlantic Ocean, <u>Mont-Blanc</u>'s gleaming light-gray hull entered the Gravesend dockyard in Brooklyn, New York. (Declarative sentence)

Find the passive tense in the sentence below. Rewrite the sentence using the active tense.

3. the city of halifax was largely destroyed by the collision of the two ships the mont-blanc and the imo.

The collision of the two ships, the Mont-Blanc and the Imo, destroyed the city of Halifax.

Identify the sentence type.

- 4. on december 3 1917, as mont-blanc chugged its way toward nova scotia, another large ship named imo had just dropped anchor in bedford basin, the bay that forms the northernmost part of halifax harbour
 - On December 3, 1917, as <u>Mont-Blanc</u> chugged its way toward Nova Scotia, another large ship named <u>Imo</u> had just dropped anchor in Bedford Basin, the bay that forms the northernmost part of Halifax Harbour. (Declarative sentence)
- 5. who would have predicted that such an explosion would have occurred in the halifax harbour on that calm crisp december morning
 - Who would have predicted that such an explosion would have occurred in the Halifax Harbour on that calm, crisp December morning? (Interrogative sentence)



Daily Oral Language—Week 2

Underline the simple subject in the independent clause.

 even though frances coleman may not have been thinking about ships on december 6, plenty of other people were

Use a dash (or super-comma) to set off a parenthetical comment.

2. more than forty vessels large ships and small boats floated in the Halifax harbor on that december morning

Use an ellipsis to leave out a segment of information (underlined below) in a quote.

3. "the impact ripped mont-blanc's hull open from just above the waterline up to the ship rail which in that part of the boat was a distance of about 20 feet"

Add commas and capitals as necessary.

4. knowing that an explosion was a certainty, captain le médec realized he had no choice but to lower the two lifeboats, abandon ship, and flee for his life

Add punctuation and capitals as necessary.

5. as the patricia, halifax's only motorized fire pumper, raced along, gordon, james, and alan pattison shouldered their book bags thundered down the porch steps and set out for richmond school



Daily Oral Language—Week 2 (Answer Key)

Underline the simple subject in the independent clause.

 even though frances coleman may not have been thinking about ships on december 6, plenty of other people were

Even though Frances Coleman may not have been thinking about ships on December 6, <u>plenty</u> of other people were.

Use a dash (or super-comma) to set off a parenthetical comment.

2. more than forty vessels large ships and small boats floated in the Halifax harbor on that december morning

More than forty vessels--large ships and small boats--floated in the Halifax harbor on that December morning.

Use an ellipsis to leave out a segment of information (underlined below) in a quote.

3. "the impact ripped *mont-blanc*'s hull open from just above the waterline up to the ship rail which <u>in that part of the boat</u> was a distance of about 20 feet"

"The impact ripped *Mont-Blanc*'s hull open from just above the waterline up to the ship rail which . . . was a distance of about 20 feet."

Add commas and capitals as necessary.

4. knowing that an explosion was a certainty, captain le médec realized he had no choice but to lower the two lifeboats, abandon ship, and flee for his life

Knowing that an explosion was a certainty, Captain Le Médec realized he had no choice but to lower the two lifeboats, abandon ship, and flee for his life.

Add punctuation and capitals as necessary.

5. as the *patricia*, halifax's only motorized fire pumper, raced along, gordon, james, and alan pattison shouldered their book bags thundered down the porch steps and set out for richmond school

As the *Patricia*, Halifax's only motorized fire pumper, raced along, Gordon, James, and Alan Pattison shouldered their book bags, thundered down the porch steps, and set out for Richmond School.



Daily Oral Language—Week 3

Add punctuation and capitals as needed.

1. together they rescued baby eileen coleman from beneath the sink and pull their mother out into the street where she soon regained consciousness

Place a dash (or super-comma) in the sentence below to set off a parenthetical comment.

 a short terrible silence followed the explosion. all the sounds of a lively city in 1917 wagon wheels rolling over cobblestones horses neighing railroad cars wheezing to a stop the tram rumbling down its track dogs barking children laughing on their weigh to school stevedores shouting out directions simply stopped.

Underline prepositional phrases.

3. hundreds of people lay buried in the ruins of their homes as george young a dartmouth schoolboy at the time of the explosion later said i thought it was the end of the world

Use a semicolon in each of the sentences below.

- 4. lying flat on the ground in the middle of barrington street james pattison opened his eyes he was sopping wet muddy and covered with black greasy soot however he was still alive
- 5. before the explosion the cotton factory had employed many workers afterwards little of the building remains



Daily Oral Language—Week 3 (Answer Key)

Add punctuation and capitals as needed.

 together they rescued baby eileen coleman from beneath the sink and pull their mother out into the street where she soon regained consciousness
 Together, they rescued baby Eileen Coleman from beneath the sink and pulled their mother out into the street, where she soon regained consciousness.

Place a dash (or super-comma) in the sentence below to set off a parenthetical comment.

a short terrible silence followed the explosion. all the sounds of a lively city in 1917 wagon wheels rolling over cobblestones horses neighing railroad cars wheezing to a stop the tram rumbling down its track dogs barking children laughing on their weigh to school stevedores shouting out directions simply stopped.
 A short, terrible silence followed the explosion. All the sounds of a lively city in 1917--wagon

A short, terrible silence followed the explosion. All the sounds of a lively city in 1917--wagon wheels rolling over cobblestones, horses neighing, railroad cars wheezing to a stop the tram rumbling down its track, dogs barking, children laughing on their way to school, stevedores shouting out directions--simply stopped.

Underline prepositional phrases.

3. hundreds of people lay buried in the ruins of their homes as george young a dartmouth schoolboy at the time of the explosion later said i thought it was the end of the world Hundreds of people lay buried in the ruins of their homes. As George Young, a Dartmouth schoolboy at the time of the explosion, later said, "I thought it was the end of the world."

Use a semicolon in each of the sentences below.

- 4. lying flat on the ground in the middle of barrington street james pattison opened his eyes he was sopping wet muddy and covered with black greasy soot however he was still alive Lying flat on the ground in the middle of Barrington Street, James Pattison opened his eyes. He was sopping wet, muddy, and covered with black, greasy soot; however, he was still alive!
- 5. before the explosion the cotton factory had employed many workers afterwards little of the building remains
 - Before the explosion, the cotton factory had employed many workers; afterwards, little of the building remained.



Daily Oral Language—Week 4

Add punctuation and capitals as needed.

- mothers often hurt and bleeding themselves staggered in the streets carried their injured babies and looked medical help
- 2. on january 21 1918 a permanent halifax relief commission officially took over the business of managing long-term plans for providing shelter and services for survivors

Underline the verbal and specify the type of verbal found in the sentences below.

- 3. sitting at home gertrude hook still buttoning her coat waited for her mother to come
- 4. panicking is the way many people respond to a crisis

Rewrite the following sentence in active voice. Underline and identify any verbals.

5. all available vehicles in the halifax and dartmouth area were commandeered by soldiers who were eager to help.



Daily Oral Language—Week 4 (Answer Key)

Add punctuation and capitals as needed.

- mothers often hurt and bleeding themselves staggered in the streets carried their injured babies and looked medical help
 - Mothers--often hurt and bleeding themselves--staggered in the streets, carried their injured babies, and looked medical help.
- on january 21 1918 a permanent halifax relief commission officially took over the business of managing long-term plans for providing shelter and services for survivors
 - On January 21, 1918, a permanent Halifax relief commission officially took over the business of managing long-term plans for providing shelter and services for survivors.

Underline the verbal and specify the type of verbal found in the sentences below.

- 3. sitting at home gertrude hook still buttoning her coat waited for her mother to come
 - <u>Sitting</u> (participle) at home, Gertrude Hook, still <u>buttoning</u> (participle) her coat, waited for her mother to come (infinitive).
- 4. panicking is the way many people respond to a crisis
 - Panicking is the way many people respond to a crisis. (gerund)

Rewrite the following sentence in active voice. Underline and identify any verbals.

- 5. all available vehicles in the halifax and dartmouth area were commandeered by soldiers who were eager to help.
 - Soldiers who were eager to help commandeered all available vehicles in the Halifax and Dartmouth area. (infinitive)



Common Editing Marks

Symbol	<u>Meaning</u>	Example			
	Check spelling.	The(anemal)ran.			
۶	Delete or remove.	She walked the dogg.			
C	Close the gap.	I caught the fi sh.			
^	Add a letter, word, sentence, etc.	a It lives in tree.			
/#	Make a space.	The bird flies / south			
	Reverse the order.	The animal plants eats			
·	Add a period.	She walked home⊙			
5	Add a comma.	The dog, cat and bird were pets.			
<i>₹</i>	Add an apostrophe.	The deers antlers are huge.			
=	Make a capital letter.	<u>b</u> irds eat seeds.			
	Make the letter lowercase.	A \$nowshoe hare is white.			
()	Delete some space.	That boy() is tall.			
P	Make a paragraph break here.	Begin new paragraph here:प्			

Name:	



Directions: Underline the pronouns in the following sentences:

- 1. Mr. Coleman wanted to flee, but he was worried about incoming trains filled with people who were heading toward disaster if someone didn't stop them.
- 2. Mr. Coleman didn't want that to happen.
- 3. Instead of leaving the office with his co-worker, he turned back and reached for his telegraph key.
- 4. He tapped out a final message, sending it to the Rockingham station five miles away.
- 5. Eleanor Coleman and her classmates lined up in the schoolyard and filed down into the cloakroom in the basement of St. Joseph's School.
- 6. Soon they would begin their morning prayers.
- 7. Gordon and James Pattison did not want to be late to their school, so they started out from home early.
- 8. Gordon himself had a fancy watch with a cover that protected the watch face.
- 9. Harvey MacDonald briefly regained consciousness and found he was in a building that seemed like a school to him.
- 10. He was confused because he was lying in a bed, like at a hospital. The back of his head hurt, and his arm and feet also hurt.
- 11. Before he could think much about the pain, he lost consciousness again and everything in his mind went blank.
- 12. Someone told Harvey that his father was looking for him, so he called out until his father heard him.
- 13. The next day they moved into a friend's house, where they stayed until they could make arrangements for the future.
- 14. Despite what anyone says, everybody in Halifax must have been affected in some way by the explosion.
- 15. Many of the people living in Halifax had no place to live after the explosion, so some traveled to other cities and towns to live with friends or relatives.
- 16. Who suffered the most from the explosion, according to the author of Blizzard of Glass? If somebody has an answer, please let me know.
- 17. "Which character in the book, do you think, suffered the most? Does anyone have an answer?" asked the teacher.

Name:					
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Grammar - Session 6 (Answer Key)

Directions: *Underline the pronouns in the following sentences:*

- 1. Mr. Coleman wanted to flee, but <u>he</u> was worried about incoming trains filled with people <u>who</u> were heading toward disaster if someone didn't stop them.
- 2. Mr. Coleman didn't want that to happen.
- 3. Instead of leaving the office with <u>his</u> co-worker, <u>he</u> turned back and reached for <u>his</u> telegraph key.
- 4. <u>He</u> tapped out a final message, sending it to the Rockingham station five miles away.
- 5. Eleanor Coleman and <u>her</u> classmates lined up in the schoolyard and filed down into the cloakroom in the basement of St. Joseph's School where <u>it</u> was cold.
- 6. Soon they would begin their morning prayers.
- 7. Gordon and James Pattison did not want to be late to <u>their</u> school, so <u>they</u> started out from home early.
- 8. Gordon <u>himself</u> had a fancy watch with a cover <u>that</u> protected the watch face.
- 9. Harvey MacDonald briefly regained consciousness and found <u>he</u> was in a building <u>that</u> seemed like a school to <u>him</u>.
- 10. <u>He</u> was confused because <u>he</u> was lying in a bed, like at a hospital. The back of <u>his</u> head hurt, and <u>his</u> arm and feet also hurt.
- 11. Before <u>he</u> could think much about the pain, <u>he</u> lost consciousness again and <u>everything</u> in <u>his</u> mind went blank.
- 12. <u>Someone</u> told Harvey that <u>his</u> father was looking for <u>him</u>, so <u>he</u> called out to <u>anybody who</u> would listen until <u>his</u> father heard <u>him</u>.
- 13. The next day <u>they</u> moved into a friend's house, where <u>they</u> stayed until <u>they</u> could make arrangements for the future.
- 14. Despite what <u>anyone</u> says, <u>everybody</u> in Halifax must have been affected in <u>some</u> way by the explosion.
- 15. <u>Many</u> of the people living in Halifax had no place to live after the explosion, so <u>some</u> traveled to other cities and towns to live with <u>their</u> friends or relatives. <u>That</u> was the logical thing to do.
- 16. Who suffered the most from the explosion, according to the author of *Blizzard of Glass*? If somebody has an answer, please let me know.
- 17. "Which character in the book, do <u>you</u> think, suffered the most? Does <u>anyone</u> have an answer?" asked the teacher. <u>Nobody</u> did.