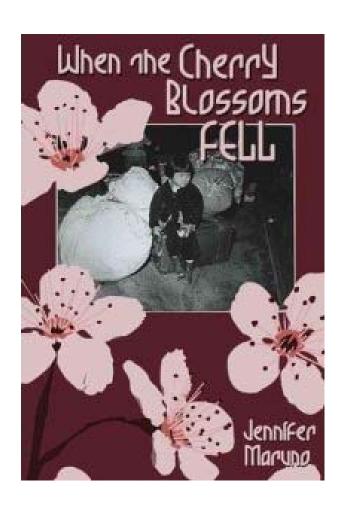
# Friends and Family

# WHEN THE CHERRY BLOSSOM FELL



SDA Church in Canada Office of Education

Pathways

Daily Lesson Guide

# FRIENDS AND FAMILY WHEN THE CHERRY BLOSSOMS FELL

## **INTRODUCTORY MATERIALS**







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

Copyright © 2014, by Seventh-day Adventist Church in Canada Office of Education

All rights reserved.

Teachers in Seventh-day Adventist schools have permission to reproduce the blackline masters in this volume for use in their classrooms.

# TABLE OF CONTENTS

INTRODUCTORY MATERIALS
Synopsis 1 Author Information 1 Pathways Theme and the Adventist Worldview 2 NAD Standards 3 Provincial Standards 5 Writing Formats 18 Across the Curriculum 18
SPIRITUAL CONNECTIONS
WHOLE-BOOK ACTIVITIES
Bulletin Board 19 Culminating Activity 19
MANAGEMENT
Multigrade Instruction 19 Struggling Readers 20 Differentiated Instruction 20 Timeline for Unit 20 Parent Newsletter 21
ASSESSMENT
WORD STUDY2
General Ideas 22 Daily Routine 23
SESSION 1
SESSION 2
<b>SESSION 3</b>
SESSION 4
SESSION 5
SESSION 64
SESSION 7
SESSION 85
SESSION 9
<b>SESSION 10</b>
ADDITIONAL RESOURCES
BLACKLINE MASTERS 6

## WHEN THE CHERRY BLOSSOMS FELL

by Jennifer Maruno

### DAILY LESSON GUIDE FOR GRADE 5

by Karen Landry and Sarah Mora

## INTRODUCTORY MATERIALS

#### **SYNOPSIS**

When the Cherry Blossoms Fell tells the story of nine-year-old Michiko Minagawa and her family. Set in British Columbia during World War II, this example of historical fiction describes the life of a Japanese-Canadian family forced to move to British Columbia's harsh interior, where they endured difficult living conditions, prejudice, and separation of family members. Through these challenging experiences, experienced by hundreds of other Japanese-Canadians during this same historical period, Michiko grows in her understanding of herself and others as she learns to fight prejudice and develop pride of her heritage.

#### **AUTHOR INFORMATION**

Jennifer Maruno was born in Niagara Falls, Ontario. During her elementary school years, she worked as a library helper, dreaming of the day when she would see books she herself had authored on the library shelves. For more than 35 years, she worked as an elementary teacher and principal. She has authored various award-winning educational materials, but only after her retirement did she begin to publish short stories in children's magazines in Canada, Britain, and the United States. Her debut novel, *When the Cherry Blossoms Fell*, was shortlisted for the 2011 Hackmatack Award and the 2012 Pacific Northwest Young Readers Choice Award. She has subsequently published three others, including a sequel to *When the Cherry Blossoms Fell*. Maruno enjoys working with children, holding reading workshops, and giving presentations on the background to the World War II Japanese-Canadian internment .

**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

#### **FRIENDS AND FAMILY**

"So now I am giving you a new commandment: Love each other.

Just as I have loved you, you should love each other." John 13:34 (NLT)

**Essential Question:** In what ways do our actions influence the well-being of others?

**Big Idea:** Jesus is our example as we learn to love and serve others.

ADVENTIST WORLDVIEW			
Creation— What is God's intention?	Fall— How has God's purpose been distorted?		
<ul> <li>God is our Father and we are His sons and daughters</li> <li>He intends that lives be enriched through relationships with family and friends</li> <li>He wants us to live in harmony</li> </ul>	<ul> <li>The family structure has been eroded</li> <li>Relationships are broken due to selfishness, distrust, offense, and misunderstanding</li> <li>People are insensitive to the suffering of others</li> </ul>		
Redemption— How does God help us to respond?	Re-creation— How can we be restored in the image of God?		
<ul> <li>God invites us to minister with Him in meeting the needs of others</li> <li>The Holy Spirit transforms hearts, helping us respond to others in a Christ-like manner</li> </ul>	<ul> <li>God's character will be perfectly reproduced in His children</li> <li>Families will be reunited</li> <li>Relationships will be restored</li> <li>God Himself will dwell with His redeemed family</li> </ul>		

## NAD STANDARDS

Reading Foundations			
Phonics & Word Recognition	LA.5.RF.1	Use letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read unfamiliar multisyllabic words both in and out of context	
Fluency	LA.5.RF.4	Use silent reading strategies	
Reading – Literatu	re		
Key Ideas &	LA.5.RL.2	Determine the theme of a story, drama, or poem from details in the text, including how characters respond to challenges or how the speaker reflects upon a topic; summarize the text	
Details	LA.5.RL.3	Compare and contrast two or more characters, settings, or events in a story or drama	
Craft & Structure	LA.5.RL.7	Explain how a narrator's or speaker's point of view influences how events are described	
Integration of Knowledge & Ideas	LA.5.RL.11	Select literature that reflects the teachings in God's Word	
Range of Reading	LA.5.RL.12	Read and comprehend stories, drama, and poetry of appropriate complexity, independently and proficiently	
& Level of Text	LA.5.RL.13	Self-monitor reading strategies and make modifications as needed	
Complexity	LA.5.RL.14	Read literature for pleasure, personal growth, and spiritual development	
Reading – Informa	tional Text		
Integration of Knowledge & Ideas	LA.5.RI.11	Select informational text that affirms the teachings in God's Word	
Range of Reading & Level of Text	LA.5.RI.12	Read and comprehend literary nonfiction (e.g., history/social studies, science, technical texts) of appropriate complexity independently and proficiently	
Complexity	LA.5.RI.13	Self-monitor reading strategies and make modifications as needed	
	LA.5.RI.14	Read literary non-fiction for personal growth and spiritual development	
Writing			
Text Types &	LA.5.W.3	Write narratives to develop real or imagined experiences or events that include: transitions, clear event sequences, a narrator and/or characters, a conclusion	
Purposes	LA.5.W.4	Produce writing that honors God and affirms the principles in His Word	

Production & Distribution of	LA.5.W.5	Produce clear and coherent writing in which the development and organization (e.g., chronological, cause and effect, comparison and contrast, problem and solution) are appropriate to task, purpose, and audience
Writing	LA.5.W.6	With adult and peer support, develop and strengthen writing by planning, revising, editing, rewriting or trying a different approach
	LA.5.W.8	Apply common conventions of handwriting
Range of Writing reflection, and revision) and sh		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
Speaking and Liste	ning	
Presentation of Knowledge &	LA.5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation
Ideas	LA.5.SL.7	Demonstrate reverence to God when speaking and listening
Language		
	LA.5.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: explain the function of prepositions in general and in particular sentences
Conventions of Standard English	LA.5.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: use punctuation to separate items in a series; use a comma to separate introductory elements, to set off the words yes and no, to set off a tag question, and to indicate direct address
Knowledge of speaking, re		Use knowledge of language and its conventions when writing, speaking, reading, or listening: compare and contrast the varieties of English used in stories, dramas, or poems
Vocabulary Acquisition & Use	LA.5.L.5	Demonstrate understanding of word relationships and nuances in word meanings: use the relationship between particular words (e.g., synonyms, antonyms, homonyms) to better understand each of the words

#### **PROVINCIAL STANDARDS**

#### **ALBERTA**

#### 1.1 Discover & Explore:

 read, write, represent and talk to explore personal understandings of new ideas and information

#### 1.2 Clarify & Extend:

- seek the viewpoints of others to build on personal responses and understanding
- use talk, notes, personal writing and representing to explore relationships among own ideas and experiences, those of others and those encountered in oral, print and other media texts
- search for further ideas and information from others and from oral, print and other media texts to extend understanding

#### 2.1 Use Strategies and Cues:

- use knowledge of organizational structures, such as tables of contents, indices, topic sentences and headings, to locate information and to construct and confirm meaning
- preview sections of print texts, and apply reading rate and strategies appropriate for the purpose, content and format of the texts
- comprehend new ideas and information by responding personally, taking notes and
- discussing ideas with others
- use the meanings of familiar words to predict the meanings of unfamiliar words in context
- identify and use the structural elements of texts, such as letters, brochures, glossaries and encyclopedias, to access and comprehend ideas and information
- integrate knowledge of phonics, sight vocabulary and structural analysis with knowledge of language and context clues to read unfamiliar words in context
- find words in dictionaries and glossaries to confirm the spellings or locate the meanings, by using knowledge of phonics and structural analysis, alphabetical order and guide words

#### 2.2 Respond to Texts

- experience oral, print and other media texts from a variety of cultural traditions and genres, such as historical fiction, myths, biographies, poetry, news reports and guest speakers
- express points of view about oral, print and other media texts
- make connections between fictional texts and historical events
- describe and discuss new places, times, characters and events encountered in oral, print and other media texts
- write or represent the meaning of texts in different forms
- compare characters and situations portrayed in oral, print and other media texts to those encountered in the classroom and community
- describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts
- describe and discuss the influence of setting on the characters and events
- retell or represent stories from the points of view of different characters
- explain how simile and hyperbole are used to create mood and mental images

#### 2.3 Understand Forms, Element, and Techniques

- identify the main problem or conflict in oral, print and other media texts, and explain how it is resolved
- identify and discuss the main character's point of view and motivation
- · identify examples of apt word choice and imagery that create particular effects
- experiment with words and sentence patterns to create word pictures; identify how imagery and figurative language, such as simile and exaggeration, convey meaning

#### 2.4 Create Original Text

- use texts from listening, reading and viewing experiences as models for producing own oral, print and other media texts
- experiment with modeled forms of oral, print and other media texts to suit particular audiences and purposes

#### 3.1 Plan & Focus

- summarize important ideas in oral, print and other media texts and express opinions about them
- develop and follow own plan for gathering and recording ideas and information

#### 3.2 Select & Process

- locate information to answer research questions, using a variety of sources, such as newspapers, encyclopedias, CDROMs, a series by the same writer, scripts, diaries, autobiographies, interviews and oral traditions
- use a variety of tools, such as chapter headings, glossaries and encyclopedia guide words, to access information
- determine the usefulness and relevance of information for research purpose and focus, using pre-established criteria

#### 3.3 Organize, Record, & Evaluate

combine ideas and information from several sources

#### 3.4 Share Ideas & Information

• communicate ideas and information in a variety of oral, print and other media texts, such as illustrated reports, charts, graphic displays and travelogues

#### 4.1 Enhance & Improve

- develop criteria for evaluating the effectiveness of oral, print and other media texts
- use developed criteria to provide feedback to others and to revise own work

#### 4.2 Attend to Conventions

- use phonic knowledge and skills, visual memory, the meaning and function of words in context, and spelling generalizations to spell with accuracy in own writing
- study and use the correct spelling of commonly misspelled words in own writing
- know and consistently apply spelling conventions when editing and proofreading own writing
- use capital letters, appropriately, in titles, headings and subheadings in own writing
- use quotation marks and separate paragraphs to indicate passages of dialogue in own writing
- recognize various uses of apostrophes, and use them appropriately in own writing

#### 4.3 Present and Share

 organize ideas and information in presentations to maintain a clear focus and engage the audience

#### **5.1 Respect Other and Strengthen Community**

- discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts
- compare own and others' responses to ideas and
- experiences related to oral, print and other
- media texts
- identify and discuss how qualities, such as
- courage, ambition and loyalty, are portrayed in
- oral, print and other media texts from diverse
- cultures and communities
- determine and use language appropriate to the
- context of specific situations

#### 5.2 Work within a Group

- discuss and decide whether to work individually or collaboratively to achieve specific goals
- contribute ideas to help solve problems, and listen and respond constructively

#### **BRITISH COLUMBIA**

#### Oral Language (Speaking and Listening)

A1 use speaking and listening to interact with others for the purposes of

- contributing to a class goal
- sharing and explaining ideas, viewpoints, and opinions (e.g., debating)
- improving and deepening comprehension
- solving problems
- completing tasks

A2 use speaking to explore, express, and present a range of ideas, information, and feelings for different purposes and audiences, by

- staying on topic in a focused discussion
- recounting experiences in a logical order
- using an effective introduction and conclusion
- using effective details, evidence, or examples to enhance meaning
- explaining and supporting a viewpoint

A3 listen purposefully to understand ideas and information, by

- summarizing and synthesizing main ideas and supporting details
- generating questions
- visualizing and sharing
- making inferences and drawing conclusions
- interpreting the speaker's verbal and nonverbal messages
- ignoring distractions

A4 select and use strategies when interacting with others, including

- accessing prior knowledge
- making and sharing connections
- asking questions for clarification and understanding
- taking turns as speaker and listener
- paraphrasing to clarify meaning

A7 demonstrate enhanced vocabulary knowledge and usage

#### **Reading and Viewing**

B1 read fluently and demonstrate comprehension of a range of grade-appropriate literary texts, including

- stories from various Aboriginal and other cultures
- literature from Canada and other countries
- stories from a variety of genres (e.g., myths, fantasy)
- poems that make use of literary devices

B2 read fluently and demonstrate comprehension of grade-appropriate information texts, including

- non-fiction books
- textbooks and other instructional materials
- visual or graphic materials
- reports and articles from magazines
- newspapers
- reference material
- appropriate web sites
- instructions and procedures

B6 select and use strategies during reading and viewing to construct, monitor, and confirm meaning, including

- predicting
- making connections
- visualizing
- asking and answering questions

- making inferences and drawing conclusions
- using 'text features'
- self-monitoring and self-correcting
- figuring out unknown words
- reading selectively
- determining the importance of ideas/events
- summarizing and synthesizing

B7 select and use strategies after reading and viewing to confirm and extend meaning, including

- self-monitoring and self-correcting
- generating and responding to questions
- making inferences and drawing conclusions
- reflecting and responding
- visualizing
- using 'text features' to locate information
- using graphic organizers to record information
- summarizing and synthesizing

B8 respond to selections they read or view, by

- expressing an opinion with supporting evidence
- explaining connections (text-to-self, text-to-text, and text-to-world)
- identifying personally meaningful selections, passages, and images

B9 read and view to improve and extend thinking, by

- developing explanations
- distinguishing between fact and opinion
- analysing texts to consider alternatives
- drawing conclusions
- comparing various viewpoints
- summarizing and synthesizing

B11 explain how structures and features of text work to develop meaning, including

- form, function, and genre of text (e.g., brochure about smoking to inform students; genre is persuasive)
- 'text features' (e.g., copyright, table of contents, headings, index, glossary, diagrams, sidebars, pull-quotes)
- literary elements (e.g., character, setting, problem, plot, climax, conflict, theme, conclusion, resolution)
- non-fiction elements (e.g., topic sentence, development of ideas with supporting details, central idea)
- literary devices (e.g., imagery, sensory detail, simile, metaphor)
- idiomatic expressions

#### **Writing & Representing**

C1 write a variety of clear, focussed personal writing for a range of purposes and audiences that demonstrates connections to personal experiences, ideas, and opinions, featuring

- clearly developed ideas by using effective supporting details, explanations, and comparisons
- sentence fluency through sentence variety and lengths, with increasing rhythm and flow
- effective word choice by using a greater number of new, powerful, and more precise words
- an emerging and honest voice
- an organization that is meaningful, logical, and effective, and showcases a central idea or theme C3 write a variety of imaginative writing for a range of purposes and audiences, including short stories, passages, and poems modelled from literature, featuring
  - well-developed ideas through the use of supporting details especially interesting sensory detail
  - sentence fluency through a variety of sentence lengths and patterns, with increasing fluidity
  - effective word choice by using engaging figurative and sensory language
  - a voice demonstrating an emerging sense of individuality

 an organization that includes an engaging opening, followed by a sequence of effectively described ideas that leads to a satisfying conclusion

C4 create meaningful visual representations for a variety of purposes and audiences that communicate personal response, information, and ideas relevant to the topic, featuring

- development of ideas by making connections to personal feelings, experiences, opinions, and information
- an expressive voice
- an organization in which key ideas are evident

C6 select and use strategies during writing and representing to express and refine thoughts, including

- referring to class-generated criteria
- analyzing models of literature
- accessing multiple sources of information
- consulting reference materials
- considering and applying feedback to revise ideas, organization, voice, word choice, and sentence fluency
- ongoing revising and editing

C9 use writing and representing to extend thinking, by

- developing explanations
- expressing alternative opinions or perspectives
- exploring new ideas (e.g., expressing an unfamiliar viewpoint)

C11 use the features and conventions of language to express meaning in their writing and representing, including

- complete simple and compound sentences and begin to use complex sentences
- effective paragraphing
- past, present, and future tenses
- capitalization in titles, headings, and subheadings
- passages of dialogue indicated with quotation marks and paragraphs
- appropriate uses of apostrophes
- conventional Canadian spelling for familiar and frequently used words
- spelling unfamiliar words by applying strategies (e.g., phonic knowledge, use of common spelling patterns, dictionaries, word walls, thesaurus)
- legible writing with alignment, shape, and slant

#### **MANITOBA**

#### 1.1.1 Express Ideas

Use personal experiences as a basis for exploring, predicting, and expressing opinions and understanding.

#### 1.2.1 Develop Understanding

Use prior knowledge and experiences selectively to make sense of new information in a variety of contexts.

#### 1.2.3 Combine Ideas

Organize ideas and information in ways that clarify and shape understanding.

#### 2.1.2 Comprehension Strategies

Use a variety of comprehension strategies [including setting a purpose, asking questions, inferring, and confirming or rejecting predictions and conclusions]; confirm understanding and self-correct when necessary.

#### 2.1.3 Textual Cues

Use textual cues [such as key ideas, sequence of major events, table of contents, glossaries...] to construct and confirm meaning.

#### 2.2.1 Experience Various Texts

Experience texts from a variety of forms and genres [such as historical fiction, myths, biographies...] and cultural traditions; explain preferences for particular types of oral, literary, and media texts.

2.2.3 Appreciate the Artistry of Texts

Identify descriptive and figurative language in oral, literary, and media texts.

2.3.1 Forms and Genre

Understand and use a variety of forms and genres of oral, literary, and media texts [such as poetry, articles, news reports, documentaries...].

2.3.2 *Techniques and Elements* 

Identify key elements [including plot, setting, and characterization] and techniques [such as colour, music, speed...] in oral, literary, and media texts, and explore their impact.

2.3.5 Create Original Texts

Create original texts [such as journals, posters combining print and art, dioramas, travelogues...] to communicate and demonstrate understanding of forms and techniques.

3.1.1 Use Personal Knowledge

Summarize personal knowledge of a topic in categories to determine information needs.

3.1.2 *Ask Questions* 

Formulate general and specific questions to identify information needs.

3.1.3 *Contribute to Group Inquiry* 

Share personal knowledge of a selected topic to help formulate relevant questions appropriate to a specific audience and purpose for group inquiry or research.

3.2.2 Identify Sources

Answer inquiry or research questions using a variety of information sources (such as newspapers, series by the same name writer, scripts, diaries, elders, interviews, trips, oral traditions...).

3.2.3 Assess Sources

Determine the usefulness of information for inquiry or research purpose and focus using preestablished criteria.

3.3.1 *Organize Information* 

Organize information and ideas into categories [such as who, what where, when, why, how...] using a variety of strategies such as webbing, using graphic organizers, sequencing, charting...].

4.2.1 Appraise Own and Others' Work

Participate in developing criteria to respond to own and others' oral, written, and visual creations and use the criteria to suggest revisions.

4.3.2 *Spelling (see Strategies)* 

Know and apply spelling conventions using a variety of strategies [including structural analysis, syllabication, and visual memory] and spelling patterns when editing and proofreading; predict the spelling of unfamiliar words using a variety of resources to confirm correctness.

4.3.3 Punctuation and Capitalization

Know how to capitalize and punctuate compound sentences, headings, and titles, and apply these conventions when editing and proofreading.

5.1.2 Relate Texts to Culture

Draw on oral, literary, and media texts to explain personal perspectives on cultural representations.

5.1.3 *Appreciate Diversity* 

Compare individuals and situations portrayed in oral, literary, and media texts to those encountered in real life; recognize personal participation and responsibility in communities.

5.1.4 Celebrate Special Occasions

Select and use language appropriate in tone and form to recognize and honour people and events.

#### **NOVA SCOTIA**

#### The students will be expected to:

- 1.1 contribute thoughts, ideas, and experiences to discussions, and ask questions to clarify their ideas and those of their peers
- 1.2 ask and respond to questions to seek clarification or explanation of ideas and concepts
- 1.3 explain and support personal ideas and opinions
- 1.4 listen critically to others' ideas and opinions and points of view
- 2.1 contribute to and respond constructively in conversation, small-group and whole-group discussion, recognizing their roles and responsibilities as speakers and listeners
- 2.3 give and follow precise instructions and respond to questions and directions
- 3.2 identify examples of prejudice, stereotyping, or bias in oral language; recognize their negative effect on individuals and cultures; and attempt to use language that shows respect for all people
- 4.4 use and integrate the pragmatic, semantic, syntactic, and graphophonic cueing systems (including context clues; word order; structural analysis to identify roots, prefixes, and suffixes) and a variety of strategies to construct meaning; use a dictionary to determine word meaning in context
- 6.1 describe, share, and discuss their personal reactions to a range of texts across genres, topics, and subjects
- 7.1 use their background knowledge to question and analyze information presented in print and visual texts
- 7.3 respond critically to texts by
  - applying strategies to analyze a text
  - demonstrating growing awareness that all texts reflect a purpose and a point of view
  - identifying instances where language is being used to manipulate, persuade, or control them
  - identifying instances of opinion, prejudice, bias, and stereotyping
- 8.1 use a range of strategies in writing and other ways of representing to
  - frame questions and answers to those questions
  - generate topics of personal interest and importance
  - record, develop, and reflect on ideas, attitudes, and opinions
  - compare their own thoughts and beliefs to those of others
  - describe feelings, reactions, values, and attitudes
  - record and reflect on experiences and their responses to them
  - formulate and monitor goals for learning
  - practice and extend strategies for monitoring learning
- 9.1 create written and media texts, collaboratively and independently, in different modes (expressive, transactional, and poetic), and in an increasing variety of forms
  - use specific features, structures, and patterns of various text forms to create written and media texts
- 10.1 use a range of prewriting, drafting, revising, editing, proofreading, and presentation strategies
- 10.2 demonstrate an increasing understanding of the conventions of written language in final products
  - use basic spelling rules and show an understanding of irregularities
  - use appropriate syntax in final products
  - use references while editing (e.g., dictionaries, classroom charts, electronic spell checkers, checklists, thesauri, other writers)
- 10.5 select, organize, and combine relevant information, from three or more sources to construct and communicate meaning

#### **ONTARIO**

#### **Oral Reading**

- 1.5 make inferences about oral texts using stated and implied ideas in the texts as evidence (e.g., ask questions to generate inferences about an oral text: What would happen if...? I wonder what was meant by...?)
- 1.6 extend understanding of oral texts by connecting the ideas in them to their own knowledge, experience, and insights; to other texts, including print and visual texts; and to the world around

- them (e.g., relate the content of an oral presentation to that of books, articles, movies, television shows, or videos on the same topic; discuss issues related to the topic of an oral text; use role play and drama to explore ideas, emotions, or issues presented in oral texts)
- 2.2 demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including paired sharing, dialogue, and small- and large group discussions (e.g., ask questions to clarify understanding before responding; respond to a group member's comment by making a personal connection to their own experience; show awareness of and sensitivity towards the background and experiences of other group members when expressing their own views)
- 2.3 communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a readily understandable form (e.g., present an argument that has a clearly stated purpose, point-by-point development, and relevant supporting details)

#### Reading

- 1.1 read a variety of texts from diverse cultures, including literary texts (e.g., short stories, poetry, myths, culturally focused legends, plays, biographies, novels), graphic texts (e.g., graphic novels, hobby or sports magazines, advertisements, logos, atlases, graphic organizers, charts and tables), and informational texts (e.g., editorials, reports, biographies, textbooks and other non-fiction materials, print and online articles, personal electronic and online texts such as e-mails)
- 1.4 demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details (e.g., topic sentence and supporting points in paragraphs, reports, online and print newspaper articles, restaurant or cafeteria menus; theme and supporting plot details in short stories, myths, and fairy tales)
- 1.5 use stated and implied ideas in texts to make inferences and construct meaning *Teacher prompts:* "What do you think will happen based on what the author has told you so far?" "What is the author suggesting between the lines'?"
- 1.6 extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them *Teacher prompts*: "How does your experience of a similar situation help you understand this character's choices?" "How does what you are reading now compare to what you have already read on this topic?"
- 1.7 analyse texts and explain how various elements in them contribute to meaning (e.g., narrative: character development, plot development, mood, theme; report: introduction, body, conclusion) Teacher prompts: "What devices did the author use to try to make you sympathize with the character? Were they effective?" "How did the author tie the concluding paragraph to the opening statement?"
- 1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices) Teacher prompts: "Whose point of view is fully explored? Why?" "Do you see any evidence of stereotyping in this text?"
- 2.4 identify various elements of style including word choice and the use of similes, personification, comparative adjectives, and sentences of different types, lengths, and structures and explain how they help communicate meaning (e.g., a series of short sentences can help communicate a sense of finality: He didn't. He couldn't. He wouldn't. The matter was settled. It was time to move on.)
- 3.1 automatically read and understand most words in common use (e.g., words from grade-level texts, subject-specific terminology used regularly in discussions and posted on anchor charts, words from shared- and guided-reading texts and some regularly used resource materials 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., prefixes, suffixes, base words, phrases, sentences, and visuals that activate existing knowledge of oral and written language);
  - syntactic (language structure) cues (e.g., word order, language patterns, punctuation);

• graphophonic (phonological and graphic) cues (e.g., familiar words within larger words, syllables within longer words, similarities between words with known spelling patterns and unknown words, visual cues that indicate irregular plurals)

#### Writing

- 1.1 identify the topic, purpose, and audience for a variety of writing forms (e.g., a poem or song on a social issue for performance by the class; a formal letter to the teacher outlining their opinion on eliminating soft drinks from the school vending machine; an article explaining the water cycle and including a flow chart, for an online student encyclopedia)
- 1.3 gather information to support ideas for writing, using a variety of strategies and a range of print and electronic resources (e.g., interview people with knowledge of the topic; identify and use graphic and multimedia sources; keep a record of sources used and information gathered)
- 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence *Teacher prompt:* "Identify a point of view other than your own and list the arguments that would support it. Have you included evidence in your work that would answer these arguments?"
- 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., pronounce the silent letters in words: p-neumonia; divide polysyllabic words into syllables; visualize irregular plurals; apply rules for adding -ed, -ing and -er, -est to base words; use memory tricks to memorize the letter order of irregular spellings; use the meaning of common prefixes and suffixes to understand and spell new words)
- 3.3 confirm spellings and word meanings or word choice using a variety of resources appropriate for the purpose (e.g., locate guide words, word meanings, spelling charts, pronunciation keys, schwa symbol, idioms, inflected forms, and information about word origins in online or print dictionaries; use a variety of thematic dictionaries such as a bilingual dictionary or a crossword dictionary; use a thesaurus to find alternative words)
- 3.5 use parts of speech correctly to communicate their intended meaning clearly, with a focus on the use of: common, proper, and abstract nouns (e.g., courage, hope); collective nouns (e.g., flock of birds); adjectives, including comparative adjectives (e.g., bigger, more expensive); the helping verb have; adverbs modifying verbs (e.g., when, where, how); comparative adverbs (e.g., faster, slower)
- 3.8 produce pieces of published work to meet identified criteria based on the expectations related to content, organization, style, use of conventions, and use of presentation strategies

#### **Media Literacy**

- 1.1 identify the purpose and audience for a variety of media texts (e.g., this sitcom is designed to appeal to teenagers; this comic book is designed to appeal to younger girls; this CD-ROM contains information for people interested in sharks) Teacher prompt: "Who is this work intended/not intended for? What evidence in the work tells you that?"
- 1.2 use overt and implied messages to draw inferences and construct meaning in media texts (e.g., overt message in an advertisement showing the product's user surrounded by friends: This product is so good that you and your friends will all like it; implied messages: Using this product will make you popular; not using it may make you an outsider; popularity is based on having the right things)

  Teacher prompt: "What are the overt and implied messages conveyed by this T-shirt, which displays the logo of a popular rock band? Is the implied message more powerful than the overt message?

  Why, or why not? Do you think this T-shirt sends a message about the person wearing it?"
- 1.3 express opinions about ideas, issues, and/or experiences presented in media texts, and give evidence from the texts to support their opinions (e.g., explain why they think the coverage of an event by one media news source is more interesting and/or more reliable than the coverage of the same event by another source; defend an opinion about whether a media text that excludes groups such as girls or racial or ethnocultural minorities is sending a harmful message)

- 1.4 explain why different audiences might respond differently to the same media text (e.g., identify some different responses to their favourite music and suggest reasons for the differences) Teacher prompts: "What do you think of this media text? Who might agree or disagree with your opinion?" "How does gender/age/culture seem to influence people's choices? Give examples."
- 1.5 identify whose point of view is presented or reflected in a media text, ask questions to identify missing or alternative points of view, and, where appropriate, suggest how a more balanced view might be represented (e.g., this documentary about various athletes does not include athletes who have physical disabilities; another character could be included to represent their experience) Teacher prompt: "Whose point of view is missing in this media text? How could the text be changed to include that point of view?"
- 1.6 identify who produces various media texts, the reason for their production, how they are produced, and how they are funded (e.g., publishers produce magazines for specific audiences to entertain, inform, and make money, using funds from sales and advertising; music companies produce CDs to entertain and make money, using funds from direct sales) Teacher prompt: "What are the different professions that would be involved in producing a newspaper? A CD? How much would it cost to produce a newspaper or a CD? How could we find out?"
- 3.4 produce a variety of media texts for specific purposes and audiences, using appropriate forms, conventions, and techniques (e.g.,
  - a T-shirt to be worn by a character in astory or television show
  - a pamphlet on a socially relevant to pic they have studied this year
  - a collection of images (downloaded, clipped, or scanned, as appropriate) from various sources, such as magazines, the Internet, newspapers, or textbooks, to illustrate a topic from a cross-curricular unit of study
  - a flyer/poster, created using software, to advertise a school event
  - a mock television commercial for a food product, drink, or item of clothing
  - a news broadcast about a topic such as immigration from a cross-curricular unit of study
  - a breakfast, lunch, or dinner menu for a restaurant depicted in a novel, short story, or film)

#### **QUEBEC**

#### **Conventions of Written and Media Language**

#### A. Understanding the Conventions of Written Language

The student understands and applies conventions of written language to express thoughts, ideas and information for a specific purpose and audience, in own reading and writing:

- 1. Grammar (sentence structure and syntax)
  - a. Writes sentences in an order that supports a main idea or story
  - b. Uses linguistic structures and features to express thoughts, ideas and information for a specific purpose and audience:
    - i. In simple sentences by using subject, verb, modifier
    - ii. In syntactic structures that carry meaning, (e.g. the structure of a question, an apology, a request)
    - iii. In compound sentences by using prepositions, conjunctions, interjections
    - iv. In simple and compound sentences (i.e. varies types of sentences and uses transitional phrases)
- 2. Usage Conventions (agreement and word choice)
  - a. Uses vocabulary and/or terminology related to the type of writing
  - b. Uses consistent verb tenses and correct pronoun references
  - d. Uses literal and figurative language in a variety of ways (e.g. imitating, creating new words, rhyming)
- 3. Mechanics (spelling, capitalization and punctuation)
  - a. Capitalization
    - i. Applies capitalization rules: the first word in a sentence, proper nouns
  - b. Punctuation

- i. Applies end punctuation rules: period, question mark, exclamation point
- ii. Applies rules for commas: items in a series, greetings
- iii. Uses apostrophes to punctuate contractions and singular possessive
- iv. Uses quotation marks to punctuate dialogue
- c. Spelling
  - iii. Indicates words that are misspelled
  - iv. Applies common spelling patterns/generalizations including: word families, regular plurals, prefixes, suffixes, irregular plurals, words ending in –y, doubling final consonant
  - v. Uses resources to correct own spelling (e.g. environmental print, word lists, dictionaries, peers, spell check)

#### **B. Producing and Interpreting Media Texts**

The student interprets and uses some common conventions of media language to connote meaning(s)/message(s) in a specific context/situation:

3. Visuals that convey information and/or ideas, such as timelines, graphs, graphics in comic books.

#### **Language Learning Process**

#### **A. Response Process**

In a given context or situation, the student understands how to apply the stages of the reading process to read and interpret a text:

- 1. Rereading/Viewing
  - b.Uses prior knowledge (e.g. what s/he already knows about the topic, author, genre/text type)
  - c. Previews the text (e.g. attends to the cover, dedication, title page and author's notes for clues that will add to understanding or enjoyment of the text)
  - d. Uses knowledge of the genre/text type to be viewed/read: immersion into models of the text type to determine important structures and features of the text type, and how these contribute to meaning in the text (e.g. understands the structure and features of familiar text types such as main character, sequence of events in narratives [stories]; visual features in information-based texts)
  - e. Builds needed background knowledge and experiences (e.g. of content, setting and/or author, in a variety of ways such as watching a documentary on a related topic, reading a picture book on a similar theme before reading a chapter book, using the Internet)
- 2. During Reading/ Viewing
  - e. Relies on common structures and features of media texts to construct meaning
  - f. Recognizes the most common rhetorical conventions of information-based texts to build meaning, namely:
    - i. Description of ideas and concepts
    - ii. Sequence/chronology
    - iii. Compare/contrast
    - iv. Problem-solution
    - v. Cause- effect
- 3. After Reading/Viewing: Interpreting the Text
  - a. Constructs a personal response to the text (i.e. constructs meaning)
  - b. Uses details and evidence in the text to infer meaning(s)
  - c. Integrates new information with what is already known to construct meaning
  - d. Uses evidence to distinguish between own thinking, values and beliefs and those presented in the text (e.g. figures out what values are important to a character)

#### **B. Writing Process**

In a given context or situation, the student understands how to apply stages of the writing process to write a text:

- 2. Drafting, i.e. initial version(s) of texts
  - a. Writes to a specific familiar audience of family, friends and teacher
  - c. Uses a structure that fits the type of writing (e.g. letter format, narrative)
- 4. Editing, i.e. rearranging/re-ordering what has already been written and proofreading

- a. Checks for spelling, punctuation and capitalization
- b. Checks for conventions of grammar
- c. Rearranges sentences and paragraphs for clarity and effect
- d. Presents text to intended audience
- e. Evaluates the effectiveness of the text given audience and purpose

#### Text Types, Structures, & Features

#### **Self-Expressive Text Types**

#### A. Texts That Reinforce or Maintain Relationships With Others

- 1. Required Text Types
  - b. Reading, Listening, Writing & Media Production
    - v. Poetry of different kinds written by and for children (e.g. free verse, list poems, rap, shape poems, free verse)

#### **B. Reflective Texts**

- 1. Required Text Types
  - b. Writing and Media Production
    - i. Journals
- 2. Structures and Features

The student understands the purpose of the following structures and features and uses this knowledge when reading and writing/producing texts.

- a. Writing and Media Production
  - i. Self-expressive language to relate ideas, feelings, experience

#### **Text Types, Structures & Features**

#### A. Narrative and Literary Texts

- 1. Required Text Types
  - b. Reading and Listening (written and media texts)
    - i. Children's literature
      - Early/beginning chapter books
    - iii. Media texts
      - Comic strips
      - Stories in children's magazines, illustrated picture books, online talking

books (i.e. that combine spoken word and print)

- Age appropriate films, video clips, animation
- iv. Nonfiction (written and media)
- Articles in children's magazines or online Web page (e.g. about a sport star, civil rights activist)
- c. Writing and Media Production
  - ii. Illustrated narrative in comic strip using own drawings, images or photos
- 2. Structures and Features

The student understands the purpose of the following structures and features and uses this knowledge to construct meaning when reading, listening to and producing spoken and written texts.

- a. Spoken and Written Texts
  - i. Plot structures and features
    - Sequence of events
    - Incidents (e.g. actions that take place in the story usually related to the main conflict)
    - Foreshadowing, i.e. the use of hints or clues to suggest what will happen later in the story Reading only)
    - Episodes, e.g. typically the subject of a chapter (Reading only)
    - Conflict, i.e. central problem around which a story is typically organized.
       Examples would include man against man, man against nature, issues involving what is right or wrong, etc.
    - Resolution of conflict
  - ii. Characterization

- Main character in a story

#### iii. Setting

- The physical landscape and social context in which the action of story occurs, i.e. its time and place
- Descriptive details that construct the world of the story (e.g. the forest in Max's room allows the reader to move into the story)
- iv. Other features of narrative
  - Point of view, i.e. narrative voice in first or third person

#### **SASKATCHEWAN**

# Comprehend and Respond CR5.1

- View, listen to, read and respond to a variety of visual, multimedia, oral, and print texts that examine the diverse range of personal identities, perspectives, and backgrounds (e.g., appearance, culture, socio-economic status, abilities, age, gender, sexual orientation, language, career path) including First Nations and Métis texts.
- Compare the challenges and situations encountered in daily life with those experienced by people in other times, places, and cultures as portrayed in a variety of texts including First Nations and Métis texts
- Draw on oral, print, and other media texts including First Nations and Métis texts to explain personal perspectives on cultural representations.

#### CR5.2

- Gather information from a variety of media (e.g., photographs, web sites, maps, diagrams, posters, videos, advertising, double bar graphs, maps, videos).
- Discuss purpose, perspectives, and biases and how visual texts including First Nations and Métis resources can be used to persuade others.
- Recognize point of view and distinguish between fact and opinion.
- -Analyze visual texts (including First Nations and Métis art and other texts) as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture

#### CR5.3

- Evaluate the content of a variety of oral communications and ask questions to seek information not already discussed.
- Listen purposefully to instructions and procedures and decide the best way to carry them out.

#### CR5.4

- Understand and apply relevant pragmatic, textual, syntactical, semantic/lexical/morphological, graphophonic, and other cues and conventions of communication to construct and confirm meaning when reading.
- Read and use grade-five appropriate informational and reference texts (e.g., dictionary, encyclopedia, how-to, explanations, biography) to identify main ideas, details, opinions, and reasons.
- Identify the characteristics of poetry, plays, fiction, and non-fiction including First Nations and Métis texts.
- Identify, in narrative texts (including First Nations and Métis texts), the main problem or conflict of the plot and the resolution; compare and contrast the actions, motives, and appearances of characters; evaluate the meaning of symbols; and understand that theme refers to the meaning or moral of a work and recognize themes (whether implied or stated directly).
- Evaluate the author's use of various techniques (e.g., appeal of characters, logic and credibility of plots and settings, use of figurative language and imagery, strength of argument based on evidence) to influence readers' perspectives.

#### CC5.1

- Create spoken, written, and other representations that include:
  - a clear and specific message
  - a logical and coherent organization of ideas
  - a competent use of language and conventions.

- Express and explain findings on a topic, question, problem, or issue in an appropriate visual, multimedia, oral, and written format using inquiry
- Use inquiry to explore a problem, question, or issue related to a topic being studied in English language arts or a topic of personal interest. . . .

#### CC5.2

- Use graphic organizers to clarify and shape understanding.
- Integrate a variety of representations including illustrations, graphs, maps, and graphics into written and oral presentations.

#### CC5.3

- Deliver oral responses to literary and other texts (including First Nations and Métis texts) or presentations that include both personal responses and textual evidence or examples from the work to support insights and conclusions.
- Fulfill role as group member and respect and respond sensitively to the ideas, opinions, and interpretations of others.

#### CC5.4

- Write clear multi-paragraph compositions (e.g., three to five paragraph report or essay of at least 300 words) that focus on a central idea, reflect awareness of the audience(s) and purpose(s), contain clear introductions and conclusions, and include paragraphs in a logical sequence.
- Write persuasive letters or compositions that state a clear position, support that position with relevant evidence, follow a simple organizational pattern, and address the reader's need for clarity.
- Experiment with different forms including poems, short scripts, and journal entries to communicate and demonstrate understanding.

#### WRITING FORMATS

Students will use various writing formats throughout this unit including:

- Haiku
- Persuasive paragraphs
- Report writing
- Comic Strip creation

#### **ACROSS THE CURRICULUM**

#### **SOCIAL STUDIES:**

- Sequencing events that led up to the internment of the Japanese Canadians in WWII
- Cooking traditional Japanese foods
- Mapping the route of the Minagawa family
- Researching the laws restricting the Japanese during WWII
- Analyzing reparations such as The Friendship Garden located in Hope, British Columbia
- Investigating what did happen to 'all the Indian tribes'
- Investigating the history of the Waldenses

#### ART:

- Creating cherry blossom branches
- Drawing a landscape of the "Land of No"
- Design their own petroglyphs
- Folding paper cranes

#### MATH:

Learning how to count to 10 in Japanese.

#### **BIBLE:**

- Investigating Biblical examples of sacrifice, and courage
- Asking, how did Jesus treat the depraved, and how do we deny our Christian Identity?
- Discussing the great reunion that awaits us at the Second Coming of Christ.

#### **SCIENCE:**

- Compiling a mural of the Carpenter Creek ecosystem
- Investigating a fatal wolf attack

## SPIRTUAL CONNECTIONS



In this unit, students will see that life sometimes demands sacrifice but we can be assured that God will supply our needs. They will contrast the way the government treated the Japanese to Christ's way of treating all people with respect and love. They will investigate Christian identity and will compare the bravery of Michiko, the main character, to Bible characters

that showed great courage in the face of hard times. Finally, the reuniting of Michiko's family will be an opportunity to look forward to the joys of being reunited with our loved ones someday soon when Jesus comes again.

## WHOLE-BOOK ACTIVITIES

#### **BULLETIN BOARD**

**Japanese Culture:** Have the students collect or illustrate pictures of examples of Japanese Culture to display on a bulletin board in the classroom. As the unit progresses, there will be other items to add to the list.

#### **CULMINATING ACTIVITY**

See Session #10

## MANAGEMENT

Most of the activities in this *Daily Lesson Guide* are designed for whole-class instruction, but some 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 available in your school.

This unit contains numerous activities. It is not expected that all the activities will be completed. Teachers should select activities based on student needs and time constraints. Core activities that should not be omitted are indicated in the NAD STANDARDS.

#### **MULTIGRADE INSTRUCTION**



The flexibility contained in *Pathways* allows for the combining, grouping, and cycling needed to manage the multigrade classroom. The nine themes were 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.

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

Chapter 12 of the *Pathways Teacher Manual* has more suggestions about managing the multigrade classroom. The Pathways page on the NAD website contains additional resources that will assist teachers in their unit 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 to their skill levels.

#### **DIFFERENTIATED INSTRUCTION**

Differentiation Opportunities are provided in each Session to appeal to different learning styles and levels.

#### **TIMELINE FOR UNIT**

Units are planned to last approximately one month. Use your judgment to determine when you have completed the materials. Keep in mind the yearly time frame and the advantages of covering all nine units.

Notice that this unit contains ten sessions. Some sessions will last more than one day; others will fit easily into a daily plan. As you progress through the unit, incorporate time for Guided Reading groups and Reading Workshop. Use the theme books as well as other reading materials available in your school. Begin groups with books most appropriate to students' reading levels.

Pathways Suggested Daily Schedule for Grades 5 and 6

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

## Pathways Expanded Sample Daily Schedule for Grades 5 and 6

NO. OF MINS	TASK	CURRICULUM FOCUS	PROCEDURE	GROUPING	COMPONENT/ RESOURCES
40	Daily Routine	<ul> <li>Read-Aloud</li> <li>Daily Oral Language</li> <li>Focus on Words</li> <li>Handwriting</li> <li>Spelling</li> </ul>	Teacher modeling Teacher- directed	Whole class	Teacher-selected book DOL sentences Daily Lesson Guide (DLG)
40	Reading Instruction  Thematic Instruction  Guided Reading	<ul> <li>Comprehension Strategies</li> <li>Cross-curricular Integration</li> <li>Comprehension Strategies</li> <li>Fluency</li> </ul>	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	<ul> <li>Skills</li> <li>Comprehension Strategies</li> <li>Writing Process</li> <li>Writing Genre</li> <li>Grammar and Conventions</li> </ul>	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				

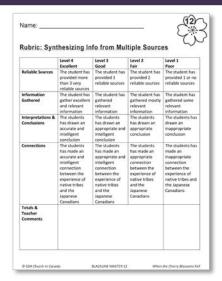
#### **PARENT NEWSLETTER**

Blackline 14 contains a sample letter that may be sent to families at the beginning of the unit to introduce them to the theme, theme book, and activities.



## **ASSESSMENT**

Vocabulary development, story mapping, and character trait analysis can be assessed through any of the related activities described and used in the sessions. For example, Blackline 12 is a rubric which can be used as an assessment of the research process, and Blackline 13 is a rubric for assessing a Venn Diagram.





## WORD STUDY

The Word Study activities in this section are organized in two ways. The first part contains ideas that have not been included in the daily sessions for this unit. Use these suggestions for additional practice whenever appropriate. The second part is a brief overview of the Daily Routine strategies included sequentially in the sessions. This overview is included to allow teachers to see the word study activities for the entire unit at a glance. This should be especially helpful in planning small-group instruction.

The Focus on Words portion of the Daily Routine builds on the spelling patterns and mechanics skills taught. While it is important that all students have opportunities to review these patterns, this review is particularly important for students who struggle with reading.

#### **GENERAL IDEAS**

Writer's Handbook **DIAGRAMMING**: Diagramming can help most students understand the parts of speech and how they fit together. Beginning with fifth grade, teachers are given suggestions on how to incorporate diagramming, when appropriate, in grammar sessions. Diagramming can be an effective tool in helping students understand grammar; however, as with

all instruction, a variety of approaches should be used to achieve balance and mastery. The *Writer's Handbook* provides a diagramming guide along with examples of basic diagramming.

Writer's Handbook

Teacher Manual

**WORD WALL**: Many teachers build a Word Wall for posting words that students use in their writing. Add words each week that students encounter frequently in their reading and writing. Include words that contain major word patterns from Focus on Words.

Activities that connect to the Word Wall include alphabetizing, locating words with similar spelling patterns, and identifying parts of speech (nouns, verbs, and adjectives). Category sorting could be by number of syllables, vowel sounds, or suffixes. The *Writer's Handbook* contains lists

of high-frequency words that can help guide your selection. Once a word is on the wall, "authors" will be expected to use it correctly in their writing. For more information about using the Word Wall, refer to the *Teacher Manual*.

**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

bungalow	grimaced	entertainment	Kootenay
Japanese	interior	translation	identity
embroidered	supervisor	locomotive	amazement
attention	mysteries	barracks	sauntered
exhibition	disappeared	photograph	haircut

Writer's Handbook **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 includes Daily Read-Aloud, Daily Oral Language (DOL), Focus on Words, handwriting, and spelling. These routines are designed to be quick mini-lessons.



**DAILY READ-ALOUD**: Daily Read-Aloud is the time set aside each day for the teacher to model fluent reading. Select a book, or encourage students to assist in book selection, and read aloud for 10-15 minutes every day. See the *Teacher Manual 3+* for more information about reading aloud.

**DAILY ORAL LANGUAGE (DOL)**: Daily Oral Language, along with the other grammar activities in this theme, will help students understand the grammatical structure of sentences. Daily Oral Language is designed to reinforce concepts found in the North American Division Elementary English Language Arts Curriculum Guide, 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 display the sentences (see Blacklines 17a-20a; see also Blacklines 17b-20b for Answer Keys). At the beginning of the school year, Daily Oral Language sentences should be completed as a class. As students progress through the year, more independence can be encouraged. 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 16).

Name:

Daily Oral Language—Week 1

Information in italics contains additional directives.

Write the correct post tense form of the wrh:

1. Itsamu minagawa called sam by his friends (to work) as a travelling salesman.

2. when sam pack his square black case michiko asked her father how long will you be gone this week

3. as michiko looked threw the catalogue she saw daisies sweet william and yarrow. Their werer it ary lihy or snapdragons like the ones her mother had carry in her weeding bequeut.

4. Clarence was the bestest friend michiko could have wanted, george, on the other hand, is the worstest. He couldn't do nothing write.

Write the sentence twice, once in present tense and once in future.

5. mrs morrison was helpful to the minigawa family when they arrived in nelson, b.c.

Which plates do you want to bring asked sadie. I want to take them plates setting on the counter says eiko.

© SDA Church in Canada BLACKLINE MASTER 17a When the Cherry Blossoms Fell

Name:

#### Daily Oral Language—Week 1 (Answer Key)

 itsamu minagawa called sam by his friends (to work) as a travelling salesman Itsamu Minagawa, called "Sam" by his friends, worked as a travelling salesman

when sam pack his square black case michiko asked her father how long will you he cone this week

be gone this week

When Sam packed his square black case, Michiko asked her father, "How long will you be gone this week?"

as michiko looked threw the catalogue she saw daisies sweet william and yarrow.
 Their were'nt any lifys or snapdragons like the ones her mother had carry in her wedding bouquet.

As Michiko looked through the catalogue, she saw daisies, sweet William, and yarrow. There weren't any lilies or snapdragons like the ones her mother had carried in her wedding bouquet.

Clarence was the bestest friend michiko could have wanted, george, on the other hand, is the worstest. He couldn't do nothing write.

Clarence was the best friend Michiko could have wanted. George, on the other hand, was the worst. He couldn't do anything right.

mrs morrison was helpful to the minigawa family when they arrived in nelson, b.c.
 Mrs. Morrison is helpful to the Minigawa family when they arrive in Nelson, B.C.
 Mrs. Morrison will be helpful to the Minigawa family when they will arrive in Nelson, B.C.

Which plates do you want to bring asked sadie. I want to take them plates setting on the counter says eiko.

"Which plates do you want to bring?" asked Sadie.
"I want to take those plates sitting on the counter." said Eiko.

Church in Canada BLACKLINE MASTER 176 When the Cherry Biossoms

Name: \_\_ Common

#### Common Editing Marks

Symbol	Meaning	Example
	Check spetting.	The Greenalyses.
۶	Delete or remove.	She walked the dogg
С	Close the gap.	I caught the figh.
^	Add a letter, word, sentence, etc.	It lives in free
78	Make a space.	The brd Boykouth
2	Reverse the order.	The animal plants/638b
0	Add a period.	She walked home(3)
5	Add a comma.	The dog, sat and bird were pets
٠	Add an apostrophe.	The dools anters are huge.
i=1	Make a capital letter.	<u>D</u> irds est seeds.
/	Make the letter lowercase.	A phoushoe have is write.
( )	Delete some space.	That boy, ye tall.
q.	Make a paragraph break here.	Begin new paragraph herects

**Note**: Information in *italics* contains additional directives for students. All corrected Sentences must start with a capital letter and end with proper punctuation.

Week 1 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
<ul> <li>Write the correct past tense form of the verb.</li> <li>1. itsamu minagawa called sam by his friends (to work) as a travelling salesman</li> </ul>	Itsamu Minagawa, called     "Sam" by his friends, worked     as a travelling salesman.	<ul> <li>Capitalize proper nouns</li> <li>Put commas around appositives</li> <li>Use correct form of irregular verb</li> <li>Use quotation marks to emphasize</li> <li>Use correct end-of-sentence punctuation</li> </ul>
when sam pack his square black case michiko asked her father how long will you be gone this week	2. When Sam packed his square black case, Michiko asked her father, "How long will you be gone this week?"	<ul> <li>Capitalize proper nouns</li> <li>Use past tense of a regular verb</li> <li>Punctuate introductory clause</li> <li>Punctuate conversation</li> <li>Use end of sentence question mark</li> </ul>
3. as michiko looked threw the catalogue she saw daisies sweet william and yarrow. Their were'nt any lilys or snapdragons like the ones her mother had carry in her wedding bouquet	3. As Michiko looked through the catalogue, she saw daisies, sweet Willliam and yarrow. There weren't any lilies or snapdragons like the ones her mother had carried in her wedding bouquet.	<ul> <li>Capitalize proper nouns</li> <li>Use correct homophone</li> <li>Punctuate introductory clause</li> <li>Separate series by commas</li> <li>Use apostrophe in contractions</li> <li>Change plural ending from -y to -ies</li> <li>Use correct end-of-sentence punctuation</li> </ul>
4. clarence was the bestest friend michiko could have wanted. george, on the other hand, is the worstest. He couldn't do nothing write	4. Clarence was the best friend Michiko could have wanted. George, on the other hand, was the worst. He couldn't do anything right.	<ul> <li>Capitalize proper nouns</li> <li>Use correct form of comparative (superlative) adjective</li> <li>Maintain consistent verb tense</li> <li>Use correct form of superlative adjective</li> <li>Avoid double negatives</li> <li>Use correct homophone</li> <li>Use correct end-of-sentence punctuation</li> </ul>
<ul><li>Write the sentence twice, once in present tense and once in future.</li><li>5. mrs morrison was helpful to the the minagawa family when they arrived in nelson, b.c.</li></ul>	<ol> <li>Mrs. Morrison is helpful to the Minagawa family when they arrive in Nelson, B.C.</li> <li>Mrs. Morrison will be helpful to the Minagawa family when they will arrive in Nelson, B.C.</li> </ol>	<ul> <li>Capitalize proper nouns</li> <li>Place a period after an abbreviation</li> <li>Use correct present and future tenses of verbs</li> <li>Use correct end-of-sentence punctuation</li> </ul>
6. Which plates do you want to bring asked sadie. I want to take them plates setting on the counter says eiko.	7. "Which plates do you want to bring?" asked Sadie. "I want to take those plates sitting on the counter," said Eiko.	<ul> <li>Use quotation marks for direct speech</li> <li>Use question marks within quotation marks</li> <li>Capitalize proper nouns</li> <li>Use correct demonstrative pronoun (this, that, these, those)</li> <li>Use a comma inside a quotation</li> <li>Use sit/set appropriately</li> </ul>

Note: Information in italics contains additional directives for students. All corrected

WEEK 2 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
Underline the nouns. Double underline the adjectives.  1. the warm rays of yellow sun streamed over michikos head as she rested on a new wall of yellow plywood	1. The <u>warm rays</u> of <u>yellow</u> <u>sun</u> streamed over <u>Michiko's</u> <u>head</u> as she rested on a <u>new</u> <u>wall</u> of <u>yellow</u> <u>plywood</u> .	<ul> <li>Identify nouns</li> <li>Identify adjectives</li> <li>Use a proper adjective</li> <li>Use an apostrophe to show possession</li> </ul>
<ul> <li>Underline nouns. Double underline the adjectives.</li> <li>2. after her eyes grew accustomed to the dark room, michiko began to see the long wooden benches against the dark walls. Then she caught the cent of them apples</li> </ul>	2. After her <u>eyes</u> grew accustomed to the <u>dark</u> room, <u>Michiko</u> began to see the <u>long wooden benches</u> against the <u>dark walls</u> . Then she caught the <u>scent</u> of those <u>apples</u> .	<ul> <li>Identify nouns (common/proper)</li> <li>Capitalize proper nouns</li> <li>Identify adjectives</li> <li>Use commas at the end of introductory clauses</li> <li>Use demonstrative pronouns</li> <li>Use homophones (scent/cent)</li> <li>(Articles -a, an, theare dealt with separately)</li> </ul>
Underline nouns. Double underline the adjectives.  3. mrs. morrison said i'll look into getting you into the local school She clutched her large purse to her chest and marched out the front door saying ill let ewe know next weak	3. Mrs. Morrison said, "I'll look into getting you into the local school. She clutched her large purse to her chest and marched out the front door saying, "I'll let you know next week."	<ul> <li>Identify nouns (common/proper)</li> <li>Capitalize proper nouns</li> <li>Punctuate direct quotation</li> <li>Identify nouns</li> <li>Identify adjectives</li> <li>Insert apostrophe in contraction</li> <li>Use correct homophone</li> </ul>
Underline the articles. Double underline any demonstrative adjectives.  4. michiko hadn't seen this photograph of her mother before. That woman in the picture was looking strait ahead and was wearing a white kimono and a boat-shaped headdress	4. Michiko hadn't seen this photograph of her mother before. That woman in the picture was looking straight ahead and was wearing a white kimono and a boatshaped headdress.	<ul> <li>Capitalize proper nouns</li> <li>Use apostrophes in contractions</li> <li>Identify demonstrative adjectives</li> <li>Identify articles</li> <li>Use correct homophone</li> </ul>
Underline the articles. Double underline the demonstrative adjectives.  5. we need a school for all the children in this area now that we have so many, said mrs morrison	5. "We need <u>a</u> school for all <u>the</u> children in <u>this</u> area now that we have so many," said Mrs. Morrison.	<ul> <li>Punctuate direct quotation</li> <li>Identify demonstrative adjectives</li> <li>Capitalize proper nouns</li> <li>Punctuate abbreviations</li> </ul>

**Note**: Information in *italics* contains additional directives for students. All corrected Sentences must start with a capital letter and end with proper punctuation.

WEEK 3 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
Use the correct form of the adjective to compare.  1. eiko thought that her original home was the (good) one in the world. It had been (comfortable) than eikos new home in new denver and she wanted to return to her old one	1. Eiko thought that her original home was the best one in the world. It had been more comfortable than Eiko's new home in New Denver, and she wanted to return to her old one.	<ul> <li>Capitalize proper nouns</li> <li>Use correct comparative or superlative</li> <li>Use an apostrophe to show possession</li> <li>Insert comma in compound sentence</li> </ul>
Use the correct form of the adjective to compare.  2. michikos fingers had (many) cuts after she picked the thorny roses than before she had gathered them	<ol> <li>Michiko's fingers had more cuts after she picked the thorny roses than before she had gathered them.</li> </ol>	<ul> <li>Capitalize proper nouns</li> <li>Use correct comparative</li> <li>Use an apostrophe to show possession</li> </ul>
Use the correct form of the adjective to compare.  3. The minigawa familys experience with the wolf was (scary) than their encounter with the unpleasant postmistress	3. The Minigawa family's experience with the wolf was scarier than their encounter with the unpleasant postmistress.	<ul> <li>Capitalize proper nouns</li> <li>Use an apostrophe to show possession</li> <li>Use correct comparative</li> </ul>
Use the correct form of the adjective to compare.  4. mrs morrison was one of the (helpful) persons in the community to the minigawa family she helped michiko family in many weighs.	<ol> <li>Mrs. Morrison was one of the most helpful persons in the community to the Minigawa family. She helped Michiko's family in many ways.</li> </ol>	<ul> <li>Capitalize proper nouns</li> <li>Abbreviate using correct punctuation</li> <li>Use an apostrophe to show possession</li> <li>Use correct homophones</li> </ul>
5. If a french plain crashed on the canadian-american border where would we berry the survivors if i were a survivor id not want anyone to berry me	<ol> <li>If a French plane crashed on the Canadian-American border, where would we bury the survivors? If I were a survivor, I'd not want anyone to bury me.</li> </ol>	<ul> <li>Capitalize proper adjectives</li> <li>Capitalize the pronoun I</li> <li>Use correct homophone</li> <li>Insert commas after introductory clauses</li> <li>Use apostrophe in contraction</li> <li>Use correct end punctuation</li> </ul>

**Note**: Information in *italics* contains additional directives for students. All corrected Sentences must start with a capital letter and end with proper punctuation.

WEEK 4 STUDENT SENTENCES	CORRECTED SENTENCES	CONCEPTS
Choose the proper modifier  1. mrs. morrison spoke (kind, kindly) to the minigawas when they arrived at their new home	1. Mrs. Morrison spoke kindly to the Minigawas when they arrived at their new home.	<ul> <li>Capitalize proper nouns</li> <li>Use period in abbreviation</li> <li>Use correct modifier (adverb form modifying a verb)</li> </ul>
when michiko learned that her mother had sold her pearl necklace she was very sad	2. When Michiko learned that her mother had sold her pearl necklace, she was very sad.	<ul> <li>Capitalize proper nouns</li> <li>Punctuate introductory adverb clause</li> </ul>
3. michiko (quick, quickly) learn to adapt to her new surroundings even though she didnt want too	3. Michiko quickly learned to adapt to her new surroundings even though she didn't want to.	<ul> <li>Capitalize beginning of sentences</li> <li>Use proper modifier</li> <li>Use correct verb tense</li> <li>Use apostrophe in contractions</li> <li>Use correct homophone</li> </ul>
4. yes sadie you have a new job teaching in our new school said the superintendent	4. "Yes, Sadie, you have a new job teaching in our new school," said the superintendent.	<ul> <li>Punctuate conversation</li> <li>Use commas to set off the words yes/no and nouns of address</li> </ul>
Insert good or well  5. How do you feel today? i feel, thank you. If you do not feel you should do a job of explaining your symptoms to the doctor	<ol> <li>How do you feel today? I feel well, thank you.</li> <li>If you do not feel well, you should do a good job of explaining your symptoms to the doctor.</li> </ol>	<ul> <li>Use correct modifier</li> <li>Capitalize the pronoun I</li> <li>Use a comma to set apart parenthetical expressions (interrupters)</li> <li>Insert comma after introductory phrases</li> </ul>

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

Teacher Manual **SPELLING**: The A and B spelling lists support the Focus on Words taught as part of the Daily Routine. Both lists contain words at grade level. There are two lists, which provide review words for the spelling skills taught in this theme. Challenge more advanced students with additional words from the literature theme. Suggested methods for students to

study their words are located in the Teacher Manual.

## **SPELLING LISTS FOR UNIT 5**

	Week 1	Week 2	١	Week 3		Week 4
(p	refixes: dis-, un-, mid-, en-)	(prefixes: im-, mis-, in-, trans-)	(pre	fixes: pre-, non- , re-, ex-)		(add endings: -ed, -ing-)
	Α	Α		Α		Α
1.	disgrace	1. impart	1.	pretest	1.	managed
2.	unjust	2. mistrust	2.	nonstop	2.	hoping
3.	unfortunate	3. include	3.	explain	3.	interested
4.	untitled	4. transmit	4.	reflect	4.	shipping
5.	midweek	5. misfire	5.	preheat	5.	pleasing
6.	enforce	6. imply	6.	review	6.	scraping
7.	discovered	7. misled	7.	non-stick	7.	shredded
8.	disturb	8. increase	8.	rewarded	8.	spinning
9.	uncovered	9. mistake	9.	extract	9.	decided
10.	untied	10. impulse	10.	prerecord	10.	amazing
11.	midyear	11. insight	11.	rearrange	11.	whipped
12.	endanger	12. translate	12.	nonfiction	12.	throbbing
13.	disappoint	13. incomplete	13.	reclaim	13.	trimming
14.	discontinue	14. misjudge	14.	preview	14.	admitted
15.	uncommon	15. improper	15.	rewriting	15.	wandered
16.	unwrap	16. misbehave	16.	recharge	16.	introducing
17.	midnight	17. invisible	17.	preserve	17.	pledged
18.	endure	18. impure	18.	nonprofit	18.	delivered
19.	unusual	19. transgress	19.	reappear	19.	unforgiving
20.	entrust	20. impolite	20.	exchange	20.	disapproved

	В		В		В		В
1.	dislike	1.	impress	1.	prepaid	1.	winning
2.	unsure	2.	misprint	2.	nonfat	2.	defended
3.	unclear	3.	transfer	3.	reward	3.	snapped
4.	midway	4.	inspire	4.	repay	4.	following
5.	enjoy	5.	misspelled	5.	rewrite	5.	resulted
6.	disable	6.	transport	6.	prejudge	6.	wrapping
7.	unselfish	7.	immerse	7.	refinish	7.	altered
8.	enrich	8.	transact	8.	repacking	8.	damaged
9.	disapprove	9.	incorrect	9.	nonliving	9.	freezing
10.	enable	10.	improve	10.	. pretend	10.	supported
	enlarge	11.	misplace	11.	reunion	11.	removing
12.	dishonest	12.	transplant	12.	. recycle	12.	galloped
13.	unaware	13.	imperfect	13.	. retrace	13.	causing
	midstream	14.	misunderstand	14.	. prerecorded	14.	collapsed
15.	unbuckle	15.	inactive	15.	. renaming	15.	endured
16.	disagree	16.	mistrusted	16.	. exhale	16.	arriving
	uncertain	17.	insecure	17.	. nonsense	17.	awaiting
18.	unlimited	18.	impassible	18.	. previewed	18.	quizzed
	encourage	19.	mispronounce	19.	. exchanges	19.	obtaining
20.	unfriendly	20.	impossible	20.	. exclaim	20.	portraying

Possible challenge words for this theme: *sweltering, contemporary, honed, hoisted, sparring, occasionally, simmering, aerial, tantalizing, insolent, groping, gnashing* 

## SESSION 1

CURRICULUM FOCUS	ACTIVITY	MATERIALS	PROCESS
Pre-Reading 1	KWL	When the Cherry Blossoms Fell	Previewing & predicting
Pre-Reading 2	Research historical context of Japanese Canadian internment camps	Canada: A People's History online video clips	Contextualizing, researching, visualizing, and predicting
Vocabulary 1	Begin Japanese vocabulary booklet	Blackline 1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapter One	When the Cherry Blossoms Fell	Reading for a purpose Making predictions
Comprehension 1	Comparing characters (Eiko & Saddie) Venn Diagram	When the Cherry Blossoms Fell TM3+ Blackline 3.19 Blackline 13	Comparing & contrasting
Comprehension 2	Sticky note discussion	When the Cherry Blossoms Fell	Analyzing, and feeling tone
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Word Study	What's in a name?	When the Cherry Blossoms Fell Baby names resource	Identifying & analyzing
Grammar	Using adjectives	When the Cherry Blossoms Fell	Locating adjectives
Art Extension	Drawing to portray a written description	When the Cherry Blossoms Fell drawing and colouring supplies	Drawing for a purpose
Social Studies Extension	Sequencing Events	Blackline 2	Research and sequencing

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 1

Michiko's father, known as Sam to his friends, is a travelling salesman for the Imperial Confectionary Company of Vancouver. He leaves on a business trip just a week before Michiko's birthday. Michiko longs to be able to talk to him about the changes happening in her world, things her mother says little about. Aunt Sadie, beautiful and stylish, arrives just before her sister, Michiko's mother, receives a phone call to inform her that Sam is in jail.

#### **PRE-READING 1**

Have the students take a finger walk through the book *When the Cherry Blossoms Fell (WCBF)* by Jennifer Maruno. Students should look for clues that give them ideas about what they think they know about this book. They can examine the covers, chapter titles, etc. They will discover that the book is about a Japanese family living in Vancouver in 1942. Have them fold a piece of paper in thirds and record what they think they know about Japan in the first column. After they have written down what they think they know have them each share something with the class from their list, to help everyone formulate questions for column two. In the second column they should state what they want to know as they read through the book. The third column should be left blank until session 10.

#### **PRE-READING 2**

When the Cherry Blossoms Fell is set in a rich period of Canadian history, one that is not often discussed when we reflect on 'the good times'. This book will help students understand the historical context of the novel research and share background information. One way you could do this is by having them watch some of the video clips on the Japanese Canadian internment available in the CBC digital archives such as this interview with David Suzuki regarding his internment as a child

http://www.cbc.ca/archives/categories/war-conflict/second-world-war/relocation-to-redress-the-internment-of-the-japanese-canadians/the-fragile-democracy.html

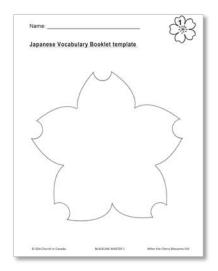
or this interview with Joy Kogawa

http://www.youtube.com/watch?v=H i7UojtS5g

#### **VOCABULARY 1**

As a whole book activity, students will illustrate the Japanese words that are found in the glossary at the back of *When the Cherry Blossoms Fell*, at the end of each session. Use Blackline 1 as a template to create their booklet. Each page will hold 4 words and illustrations.

Following are the words for this session: kanji, miso soup, manju



#### **VOCABULARY 2**

When the Cherry Blossoms Fell contains many rich vocabulary besides the Japanese vocabulary. It is suggested that students create a word wall as they read the chapters, defining each word as they encounter them by context or dictionary definition. If students are reading

independently, have them watch out for the suggested words and try to determine their meaning from context, coming together after reading to discuss what they have found. The following are the words for this session:

imperial, confectionary, Japantown, fedora, veranda, enameled, lacquered

#### **READING**

Read Chapter 1 as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about what is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**

Teacher Manual On pages 6 and 7, the author describes Michiko's mom Eiko and her Aunt Sadie. Have the students complete a Venn Diagram comparing and contrasting these two characters. Use Blackline 15 (or Blackline 3.19

in the *Teacher Manual 3+*) or have students draw their own. Blackline 13 can be used for assessment.

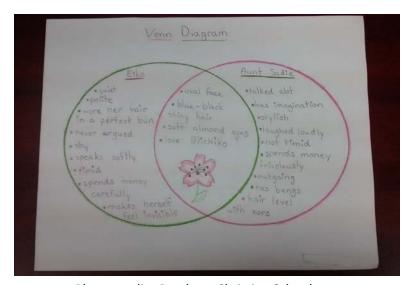


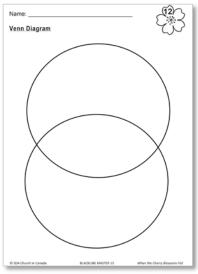
Photo credit: Rosthern Christian School

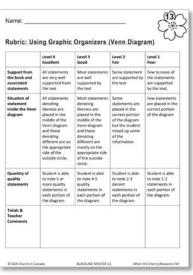
#### **COMPREHENSION 2**

Put students into small groups to analyze the mood and tone of chapter one. The reader can tell that there is something uncomfortable about the story. The students are looking for words, phrases, sentences, events, etc. that set this tone, highlighting with sticky notes as they go. Come together and have a discussion about what they have found.



As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc. Ensure that students are attending to conventions of spelling, capitalization and punctuation.





#### **WORD STUDY**

Have students use internet or library resources to look up the meanings of the Japanese names in chapter one: Michiko, Itsamu, Hiro, & Eiko. They can also look up the meaning of their own names. Come together as a class and discuss meanings and if the students have any predictions about what the names might have to say about the characters in this book. Please note that Itsamu is a traditional spelling that has been modernized as Isamu, much the same way that you may now spell the traditional Vicky as Viki. You will find the meaning of Isamu in most name resources.

#### **GRAMMAR**

Review with students that an adjective is a word that describes a noun. Have students locate 10 nouns in chapter one of the *When the Cherry Blossoms Fell* and record them on a piece of lined paper. Partner the students and have them swap papers. Partners will be responsible for finding adjectives to describe each of the nouns either from *WCBF* or choose an appropriate adjective of their own.

#### **ART EXTENSION**

Students will find in chapter 1 descriptions of the outfits of some of the characters. They will choose one character to draw. The drawing can be assessed for accuracy based on the written description of the outfit.

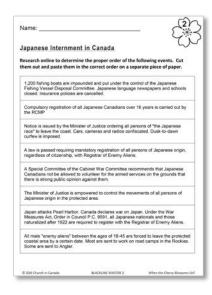
#### **SOCIAL STUDIES EXTENSION**

On Blackline 2 students will read the randomly ordered events that led up to the internment of the Japanese in Canada during World War II. They will then research online to determine the correct sequence of these happenings. They can cut out the strips containing the events and paste them in the correct order on another piece of paper. The teacher can check accuracy of the order of events using the following link:

http://www.japanesecanadianhistory.net/reference\_timeline.htm

Differentiation
Opportunity

The above link can be given to students who may have difficulty researching the events on their own. This link can be bookmarked on a computer for further assistance.



Curriculum focus	Activity	Materials	Process
Vocabulary 1	Japanese vocabulary booklet	Blackline 1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 2&3	When the Cherry Blossoms Fell	Reading for a Purpose Making Predictions
Comprehension 1	Working with Question-Answer Relationships	When the Cherry Blossoms Fell TM3+ Blackline 4.8	Modeling QARs
Comprehension 2	Identifying questions in the text Discussion	When the Cherry Blossoms Fell	Listing questions asked by the main character. Discussion of questions.
Writing 1	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Writing 2	Write a Haiku to present at the <i>hanami</i>	Random House Book of Children's Poetry	Investigating structure and writing poetry
Extension Activity: Art	Make cherry blossom branches	Art supplies: branches, tissue paper, hot glue gun	Creating mixed media art
Extension Activity: Socials	Make mochi	http://allrecipes.com/ recipe/easy-mochi/	Baking a cultural dish

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 2

Michiko's birthday party is cancelled as strangers gather to talk about her father's arrest. A few days later, Sam returns bringing Michiko a goldfish as a birthday gift. During another blackout, Michiko learns the reasons for her father's arrest and of the government's order for all

Japanese-born men to leave. Sadie and Geechan, Michiko's grandfather, move in with Michiko's family, and Michiko promises to help care for the family while her father is gone.

#### Chapter 3

A letter from Michiko's Uncle Ted explains that the government has seized his fishing boat so he must look for other work. While the family's possessions are sold little by little, Geechan teaches Michiko about the cherry blossom celebrations in Japan, and the family plans a similar celebration under the cherry tree in their backyard to help them forget the hard times they are facing. Michiko wishes her father had been there to celebrate the falling of the cherry blossoms with them.

#### **VOCABULARY 1**

yancha, Geechan, hanami, sakura-mochi, kimono, Hanaska-jiisan, rakugo, sakura fubuki.

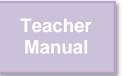
#### **VOCABULARY 2**

livestock, exhibition, grimaced, admonished, ivory

#### **READING**

Read Chapters 2 and 3 of *When the Cherry Blossoms Fell* as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**



Since questioning effectively is an important comprehension skill, students need to learn to ask questions as they interact with the text. Explain and model how to create QARs beginning with "Right There" questions. Refer to the *Pathways Teacher's Manual 3+* pages 94-97 and Blackline 4.8 which explains QARs.

#### **COMPREHENSION 2**

Michiko has many questions about her life right now. Have students identify them in the text and make a list of them. Included should be questions that she has that are not necessarily framed as questions in the text but are referred to. Use these questions to generate a discussion.

#### **WRITING 1**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **WRITING 2**

Introduce your students to Haiku poetry from a variety of resources. Teach them how to use the 3 lined 5-7-5 syllable formula to create their own haikus to present at the *hanami* to be held in Session 10.

Differentiation Opportunity Students who wish to express their creativity may illustrate their Haiku in various ways.

Students who are technologically inclined, may type their Haiku and apply an appropriate watermark to illustrate it.

#### **EXTENSION ACTIVTY: ART**

Have your students create cherry blossom branches to save for decorations for your *hanami* in session 10. Use found branches and pink tissue paper to create the look of cherry blossoms on the branches. Cut tissue paper into approximately 2"x2" squares, twist them in the middle and apply to the branch with white or hot glue.





Photo credit: Rosthern Christian School

Photo credit: Rosthern Christian School

#### **EXTENSION ACTIVTY: SOCIALS**

Find a recipe for mochi or manju online and make them with your class. Divide the tasks among the students and enjoy this treat. Students will make these treats again to enjoy at the *hanami* in session 10. Here are a couple of recipes to try:

http://allrecipes.com/recipe/easy-mochi/ http://www.maangchi.com/recipe/manju

Curriculum focus	Activity	Materials	Process
Vocabulary 1	Japanese vocabulary booklet	Blackline 1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 4&5	When the Cherry Blossoms Fell	Reading for a purpose Making Predictions
Comprehension 1	Venn diagram comparing the 2 doors	When the Cherry Blossoms Fell pg. 35 TM3+ Blackline 3.19 Blackline 13	Comparing and contrasting
Comprehension 2	Questioning Literary elements	When the Cherry Blossoms Fell TM 3+ Blackline 4.9	Discussing, analyzing
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Grammar	Comparative 7 superlative adjectives	When the Cherry Blossoms Fell Blackline 3	Comparing and contrasting
Extension Activity: Art	Draw a landscape of "The Land of No"	When the Cherry Blossoms Fell Art supplies	Using foreground, midground, and background
Extension Activity: Socials	Mapping the railroad from Vancouver to Nelson	When the Cherry Blossoms Fell	Mapping

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 4

Michiko and her family join many other Japanese families who are being evacuated from the city. They are met at the station by Edna Morrison who has arranged a truck trip for them up the mountain to an old farmhouse where they will live. Sadie calls this the "Land of No" . . . no streetcars, no buses, no cinemas. But there is running water and electricity.

#### Chapter 5

After a 4-hour ride in the back of an old pickup truck, the family arrives at the small farmhouse which will be their home. It is dirty and sparsely furnished, a marked contrast to their home in the city, but Michiko's mother is grateful that the family is together. Uncle Ted joins them, apparently having relocated there much earlier, and longing for some Japanese food.

#### **VOCABULARY 1**

furoshiki, Issei, Nisei, hee-ta, inaka, yasashi, o-bento,

#### **VOCABULARY 2**

churned, paisley, sumac, protruded, linoleum, , mahogany, staggered

#### **READING**

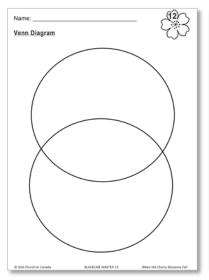
Read Chapter 4 & 5 of When the Cherry Blossoms Fell as you choose as: a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

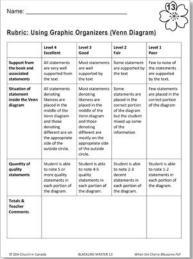
#### **COMPREHENSION 1**

Teacher Manual

On page 35 of WCBF you will find a beautiful comparison of two doors. Use

the Venn diagram in Blackline 15 (or Blackline 4.9 in the *Teacher's Manual 3+)* to have the students compare and contrast the beautiful door at Michiko's Vancouver home and the front door of the country home that she now faces. This activity could also lead to a valuable discussion about gratefulness. Blackline 13 can be used for assessment.





#### **COMPREHENSION 2**

Teacher Manual Use Blackline 4.9 found in the *Teacher's Manual 3+* to analyze the main problem and its solution, the main character, and the setting in chapters 4 and 5. Use this assignment to generate a discussion.

#### **WRITING**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **GRAMMAR**

Review comparative and superlative adjectives with the students. Use Blackline 3 to complete an activity where students will change regular adjectives to their comparative or superlative forms.

#### **EXTENSION ACTIVITY: ART**

Review the artistic concepts of foreground, midground, and background. Read the description of the "Land of No" from pages 30-32 and as a class make a list of the elements found in the foreground, midground, and background of the landscape. Have the students complete and landscape drawing of the "Land of No".

		(3)
Name:		— C*-
Japanese Internme	ent in Canada	77
Comparative Adjectives		
	n company one thing to seether	Most adjectives can be changed to the
comparative form by adding "er"		most adjectives can be triangled to the
	nell. Your house is smaller than	mine
If an adjective ends in "y", chang		
Example: I heard a funn	y story. Your story is even funn	ler_
If a word already ends in an "e",	just add "r".	
Example: This is a tome	rabbit. The older rabbit is romer	than the young rabbit,
If a word ends in one consonant	preceded by a short vowel, doub	le the final consonant before adding "er"
Example: The boy is sod		
	one syllable changes to compara	tive form by putting the word "more"
before the original adjective.		
Example: Tonight's suns	et is more colourful than last nigh	ht's sunset.
Superlative Adjectives		
		ne to two or more other things. Most
superlative adjectives are formed		idjective.
	the smallest on your street.	
If an adjective ends in "y", chang		
Example: That is the fur		
If a word already ends in an "e",		
Example: This is the torr		the final consonant before adding "est".
	ect of the book is when the dog g	
		ive form by putting the word "most"
before the original adjective.	out shares consider to sobeties	ne converg parting one more more.
	et is the most colourful sunset I'v	re seen this week.
In the following sentences: ch	some the adjective in exceptive	esis to the comparative or superlative
form to fit the sentence.	ange the adjustment in partition	as to the comparative or superisone
	the door was insetted	than the on
in the house they mov		District On
2 The dearkash on her o	ild door was the (beautiful)	
doorknob she had ever	read out wes side (deduction)	
7 The window is the sec	hann was fillety!	than Michiko
<ol> <li>Ine window in the nev was used to.</li> </ol>	nome was quity)	than Michiko
	he formed th	then the one for the
	o de (gracerus)	than she was for the
new house.	4.1	
	ucky)	than the families who had to
live in tents.	V-12-1-12-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-	
	ed with dead flies was the (disp	
A	thing she saw in the hous	se,
© SDA Church in Canada	BLACKLINE MASTER 3	When the Cherry Biosports Felt

#### **EXTENSION ACTIVITY: SOCIALS**

Use an online mapping tool to follow the route that the Minagawa family would have followed from Vancouver to the Nelson, British Columbia, area by rail and by road. Observe the topography of the area and the proximity of Kootenay Lake.

Curriculum focus	Activity	Materials	Process
Vocabulary	Japanese vocabulary booklet	Blackline#1	Specialized vocabulary
Vocabulary	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 6&7	When the Cherry Blossoms Fell	Reading for a purpose Making Predictions
Comprehension 1	Continuing QARs	When the Cherry Blossoms Fell TM 3+ Blackline 4.8	Continue Modeling QARs
Comprehension 2	Writing opinion-proof notes	TM 3+ Blackline 3.5 or 3.6 & Blackline 9 for assessment	Supporting opinions and writing
Comprehension 3	Foreshadowing	When the Cherry Blossoms Fell pgs. 7, 18, 26-27, 45 & 55	Investigating & identifying foreshadowing
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Extension Activity: Socials	Interment camp investigation	Blackline 4	Investigating
Extension Activity: Math	Learn to count to ten in Japanese	Blackline 5	Speaking and counting
Extension Activity: Bible	Response & personal reflection	When the Cherry Blossoms Fell Bible	Reflecting and writing

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 6

The family continues to adjust to their new living conditions, washing diapers outside in a large galvanized tub and using outhouses. Michiko explores the area, discovering Uncle Ted's living quarters in an orchard close by. Ted introduces the children to his friend and former co-worker Tadishi. Ted explains that they are building houses in the orchard for Japanese families, one small house to accommodate two families.

#### Chapter 7

Geehan helps the family by collecting various wild vegetables and mushrooms and discarded but still useful items. Mrs. Morrison promises to look into the possibility of Michiko attending school, though what Michiko really wants is to go home. Her mother shares some family photos and the stories behind them. She finds out that her mother sold the pearls her father had given her for their wedding. When her mother leaves the room crying, Aunt Sadie explains that a good cry will do her good.

#### **VOCABULARY 1**

shoyu, ohayo, dokodemo, warabi, haori, shiromuku, baachan, Asahi

#### **VOCABULARY 2**

cooed, haphazardly, barracks

#### **READING**

Read Chapter 6 & 7 of When the Cherry Blossoms Fell as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**

Teacher Manual

Using the QAR strategy (see *Teacher's Manual 3+*, pp. 94-97 and Blackline 4.8), write the four QAR questions below in scrambled order on an overhead transparency or on the board. Working in small groups, students will determine the category to which each question belongs and then will work together to answer the questions. Students will then work

together as a class to determine the correct placement of each question. Students can be reminded that they will be finding their own QAR's in Session 5.

**Right Here:** What idea did Michiko have for making the washing of diapers easier? **Think and Search:** Why were trucks travelling back and forth in front of the house daily? **Author and You:** Why did Eiko think that Michiko might not be welcome at school? **On My Own:** Michiko's mother brought in a box that she said was full of important days. What sort of things would you keep in a box that represents your important days?

#### **COMPREHENSION 2**



Ask the students if they think Michiko is enjoying her "vacation"? Ask them to find passages in chapters 5 and 6 to support their opinions. Have them fill in the Blackline 3.5 or 3.6 found in the *Teacher's Manual 3+* to construct an opinion-proof paragraph based on their opinion and the examples that they have found.

#### **COMPREHENSION 3**

On page 55 Eiko finally breaks down and cries over the situation of her family and her nation at large. Have the students search for examples of foreshadowing that something is wrong earlier in the book.



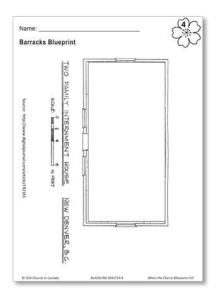
For the above activity, good examples can be found on pgs. 7, 18, 26-27, & 45 if you choose to give them some more specific direction.

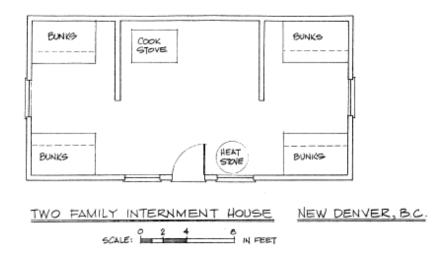
#### **WRITING**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **EXTENSION ACTIVITY: SOCIALS**

At the end of chapter 6, on page 46, Uncle Ted shows Michiko a blueprint for the barracks that he will be helping to build in the orchard near the Minagawa's new home. Have students fill in Blackline 4 according to the description that the author gives. This description is very accurate to real life. One of the details that is left out of *WCBF* is that these barracks were often no more than about 200 square feet. The Blackline does show the scale of the building. Students should think about how big a bed is before they draw it into each corner of the room to get a good idea of the layout. Without checking the scale, they may be tempted to draw the bunks taking up much less space than they actually did.





Source: http://www.digitaljournal.com/article/192161

#### **EXTENSION ACTIVITY: MATH**

Geeshan teaches Mrs. Morrison how to count to ten in Japanese. Teach your students the same. Also see Blackline 5.

English	Japanese	Sounds like
one	ichi	ee-chee
two	ni	knee
three	san	sahn
four	shi	she
five	go	goh
six	roku	loh-koo
seven	shichi	she-chee
eight	hachi	ha-tchee
nine	kyuu	cue
ten	juu	zhoo



#### **EXTENSION ACTIVITY: BIBLE**

In these chapters we begin to understand the scope of what the Minagawa family has sacrificed, and given up during this difficult time. Have the students think of examples from the Bible where sacrifices have been made, and people have had to give up on one thing in order to gain another. They can also think of anything that they have ever had to give up. Have them reflect on these verses Matthew 6:31-32, Phil. 4:19. They should write about their personal responses in a prayer journal.

Curriculum focus	Activity	Materials	Process
Vocabulary 1	Japanese vocabulary booklet	Blackline #1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 8&9	When the Cherry Blossoms Fell	Reading with a purpose Making predictions
Comprehension 1	Continuing QARs	When the Cherry Blossoms Fell TM3+ Blackline #4.8	Writing QARs
Comprehension 2	Interpreting an Author's use of implied meaning	When the Cherry Blossoms Fell pg. 67- 70	Interpreting symbolism
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Grammar	Using adjectives and adverbs in two column notes	When the Cherry Blossoms Fell	Writing and two column notes
Extension Activity: Socials	Investigate "Japanese Laws" from 1942	Internet and other resources	Investigation, and discussion
Extension Activity: Bible	Compare the way the Japanese people were treated with the way Jesus treated people.	When the Cherry Blossoms Fell page 67	Compare and contrast Discuss

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 8

Geehan walks Michiko partway to her new school before heading to help Ted and his team build the small houses in the orchard. At school, the teacher, Miss Henderson, is kind, but the other children are not friendly to her. Her teacher gives her a new name, Millie Gawa. On the

way home, Michiko picks roses to dry so that they will have flowers on their table as they did at their old home.

#### Chapter 9

At school, Miss Henderson moves Michiko up a grade, but her new seatmate asks if she is a "dirty Jap." At home, Aunt Sadie explains that Canada is at war with Japan and that this is the reason they left Vancouver. Michiko worries about her father. Ted takes their minds off the worries by showing them the boat he and Geechan have been secretly building from scrap wood, a boat Michiko names *Apple*.

#### **VOCABULARY 1**

shizukani

#### **VOCABULARY 2**

Union Jack, yellow bellies, trestle table, jig, sampan, wafted

#### **READING**

Read Chapter 8 & 9 of When the Cherry Blossoms Fell as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**



In small groups have students generate their own QARs for chapters 8 & 9. They should make sure that they have at least one of each type of QAR in their small group. Each group will be invited to present their 4 questions to the whole class. Students will determine if the questions fit the formulas for QARs. See Blackline 4.8 in the *Teacher's Manual 3+*.

#### **COMPREHENSION 2**

Reread pages 67-70 in *WCBF* beginning where Aunt Sadie is yelling about all of the new laws for Japanese people, including the fact that the Japanese were no longer allowed to have boats. Guide the students in an understanding of the significance of Uncle Ted revealing his boat and the symbolism of the name that Michiko chose. The apple is often used as a symbol of forbidden things, 'the forbidden fruit'. The apple can also symbolize the cycle of life, death and re-birth, as well as peace and salvation. Use these as launching points for the students to discuss how this symbolism is and could be relevant to the story of the Minagawa family and other Japanese families in 1942. Make note of Uncle Ted's saying at the very end of chapter 9 "fall down seven times, get up eight".

#### **WRITING**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **GRAMMAR**

Review adjectives and adverbs with your students. Have them find examples on pages 61-62. Have them organize their findings in two column notes, listing the nouns and verbs on one side and the adjectives and adverbs that modify them on the other.

#### **EXTENSION ACTIVITY: SOCIALS**

After Aunt Sadie reveals some of the atrocious realities of the treatment of Japanese Canadians during WWII, it would be valuable for your students to do some research into the laws against the Japanese at the time. Have a classroom discussion about their findings.

The following document from the Canadian Race Relations Foundation could be very helpful: http://www.crr.ca/divers-files/en/pub/faSh/ePubFaShRacRedJap.pdf

#### **EXTENSION ACTIVITY: BIBLE**

After reading page 67, make a list of the things that the Japanese were deprived of. Reflect on this and discuss the following questions:

How do you feel about how the Japanese were treated?

*In contrast, how did Jesus treat people?* 

How did Jesus treat the woman at the well?

How does Jesus' story about the good Samaritan relate to this?

Curriculum focus	Activity	Materials	Process
Vocabulary	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 10&11	When the Cherry Blossoms Fell	Reading for a purpose & making predictions
Comprehension 1	Studying character	When the Cherry Blossoms Fell Blackline 6	Understanding character development
Comprehension 2	Examining problems and solutions	When the Cherry Blossoms Fell	Identifying and analyzing
Writing 1	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Writing 2	Comic strip	Blackline 10	Creating a comic strip with a positive message
Media Literacy	How to Spot a Jap	http://commons.wikim edia.org/wiki/File:US_ Army_How_To_Spot_ A_Jap.png	Discussing
Grammar	Making proper adjectives from proper nouns	Blackline 7	Creating proper adjectives from proper nouns
Extension Activity: Art	Petroglyphs	Art supplies	Creating a petroglyph
Extension Activity: Science	Wetlands Study	When the Cherry Blossoms Fell	Analyzing and research
Extension Activity: Social Studies	Kootenay, Ainu & Japanese investigation	When the Cherry Blossoms Fell internet Blackline 11 Blackline 12	Research & compare

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 10

Uncle Ted and Michiko go fishing in his finished boat. They invite Clarence, Michiko's classmate, to join them. They catch several trout. While eating lunch, they discover petroglyph drawings of the Kootenay tribe, and Ted tells them about the Ainu tribe in Japan. Both tribes build boats and catch fish. Ted doesn't seem to notice when Clarence calls Michiko "Millie."

#### Chapter 11

George, one of the boys at Michiko's school, brings a yellow anti-Japanese pamphlet that his dad had brought home from the city. Only Clarence stands up against his loud denouncements of the Japanese. When George targets Michiko, Clarence declares her to be a Kootenay Indian. Michiko now has a false heritage as well as a secret name.

#### **VOCABULARY**

mottled, maneuvered, moored, beckoned, petroglyphs, retorted, foreign

#### **READING**

Read Chapter 10 & 11 as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**

An important part of reading comprehension is understanding the character as developed by the author. Using the Blackline 6, students will pick a main character from the book to analyze. They will decide what this character likes to do, places the character likes to go, things the character might imagine, and fun times the character has had with family and friends.

#### **COMPREHENSION 2**

In chapter 11 Michiko is faced with a decision of whether or not to reveal her identity as a Japanese Canadian to school bully George. Have the students analyze Michiko's decision to go along with the declaration that she was a Kootenay Indian. Have students fill out a T-chart in order to track the problem - solution relationship in this chapter.



Problem	Solution

#### **WRITING 1**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **WRITING 2**

After the students have done the Media Literacy activity with the 'How to Spot a Jap' pamphlet, have the students make a comic strip of their own. Ask them to take a different spin on their creation though. Their comic strips should have a message of inclusion. Use Blackline 10 and allow them create a positive out of a negative.

#### **MEDIA LITERACY**

The information that George shares with his school mates about 'How to Spot a Jap' is based on a real document. During WWII The US War Department has distributed to Army and Navy troops stationed in China a *Pocket Guide to China*. In this pocket guide was included a comic-strip titled "How to Spot Jap," meant to help

Comic Strip

Create a comic strip with a positive message about inclusion in response to the negative comic strip "How to Spot a Jap."

the troops distinguish between Chinese and Japanese Asians. Find a copy of this comic-strip at: <a href="http://en.wikipedia.org/wiki/File:US">http://en.wikipedia.org/wiki/File:US</a> Army How To Spot A Jap.png

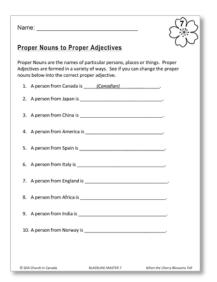
Look through the document with your students and ask poignant questions to generate discussion about this very controversial document.

#### **GRAMMAR**

Review proper nouns and explain to your students that proper adjectives are formed from proper nouns, usually with slightly different endings. For example: Canada → Canadian. Proper adjectives are capitalized just like a proper noun. Ask students to find the examples of proper adjectives on pages 80-81 (Canadian, Chinese, Japanese, Indian). As an assessment students can complete Blackline 7.

#### **EXTENSION ACTIVITY: ART**

Uncle Ted discovers some petroglyphs written on a rock on the banks of Carpenter Creek. Show the students some examples of real petroglyphs. Using stone coloured (brown, grey, etc.) construction paper, have the students design their own



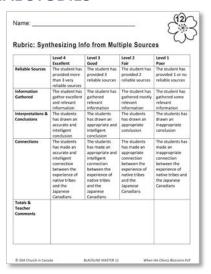
petroglyphs. Start by crumpling the construction paper to give texture to the "rock" and use chalk to draw shapes and lines that tell something about themselves. This could be displayed throughout the classroom.

#### **EXTENSION ACTIVITY: SCIENCE**

Chapter 10 includes a rich description of a wetland ecosystem in the interior of British Columbia. Have the students search for all of the organisms mentioned in the chapter; in small groups, they can investigate and draw each organism and present their findings to the class. Use their drawings to compile a mural of the Carpenter Creek ecosystem. Perhaps they would like to add *Apple* and her passengers.

#### **EXTENSION ACTIVITY: SOCIAL STUDIES**

In Chapter 10 on page 76
Michiko asks her Uncle Ted
what happened to the
Kootenays, that they "aren't
around anymore". He replies
"Who knows? Probably the
same thing that happened to
all the Indian tribes, even
those in Japan." Ask the
students to investigate. What
did happen to 'all the Indian
tribes'? Have them use
reliable sources on the
internet or otherwise to





answer this question. You may need to have a discussion about *reliable* sources. Have them fill in Blackline 11 and you can assess their work using the rubric found in Blackline 12. We suggest copying the two back to back so that students are clear on expectations.

Differentiation Opportunity As this is a very broad question, you may want to have them give specific attention to the Kootenay & Ainu tribes, or assign a few other tribes native to your own region.

Curriculum focus	Activity	Materials	Process
Vocabulary 1	Japanese vocabulary booklet	Blackline 1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 12, 13 & 14	When the Cherry Blossoms Fell	Reading for a purpose & making predictions
Comprehension 1	Making a house a home	When the Cherry Blossoms Fell	Two column notes
Comprehension 2	Working with Question-Answer Relationships	When the Cherry Blossoms Fell TM3+ Blackline 4.8	Modeling QARs
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Speaking	Debating	When the Cherry Blossoms Fell	Comparing, evaluating, and debating
Media Literacy	Seed shopping	Online Seed Catalogue: http://www.westcoastse eds.com/catalogue/	Researching and planning
Extension Activity: Bible	Christian Identity	Graphic organizer	Brain-storming, discussion and reflection

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

SPELLING: See Word Study section

#### **OVERVIEW**

#### Chapter 12

While cleaning house, Michiko's mother and aunt discover a trap door in the middle of the floor. Mrs. Morrison explains that this leads to a root cellar and that there is also an outside (summer) entrance. She advises them to plant a garden so they will have food for the winter and volunteers to assist with making preserves.

#### Chapter 13

Michiko visits the General Store in town with her uncle and aunt where Ted is ignored by the postmistress and Michiko removes an anti-Japanese poster from a shelf. A kind saleswoman gives her two mail-order catalogues to take home. The pictures remind her of her old home. She also sees a picture of a Princess Minnehaha doll, whose identity she has adopted.

#### Chapter 14

Michiko's hair braids help her to preserve her hidden identity as a Kootenay Indian, a secret she and Clarence share. Michiko and George spend time watching a mother bear and two cubs. George joins them. When Tadishi and Michiko's grandfather approach the bears unaware, Clarence warns them and scares the bears away, much to George's dismay. Michiko is ashamed that she does not acknowledge her grandfather.

#### **VOCABULARY 1**

karate, bonsai

#### **VOCABULARY 2**

treadle, Aztecs, exertion, huckleberries, dilapidated, perforated

#### **READING**

Read Chapter 12, 13, & 14 as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about what is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**

At the beginning of chapter 12 the author does a great job of describing how the old farm house is beginning to at least look more like a home. Various people have contributed towards the farmhouse facelift. Have students organize the changes in two-column notes. In the first column mention who has done something and in the second column list what they have done.

Differentiation Opportunity Please note, Ted will need more space than anyone else.

Have student think of ways to make the classroom feel a little more like a home and give them the opportunity to accomplish some of these things around the classroom.

#### **COMPREHENSION 2**

Use Blackline 21 to analyze the main problem and its solution, the main character, and the setting in Chapter 14 Bears. Use this assignment to generate a discussion.

#### **WRITING**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

Name:		— (\$1)·	
Literary Elements  What is the main problem in this chapter?			
How was the problem resolved, or how might the problem be resolved?			
What did you learn about the main character in this chapter?			
What information did you learn about the setting?			
© Kendal/Huncifublishing Company Used with permission	BLACKLINE MASTER 21	When the Cherry Blassoms Fell	

#### **SPEAKING**

Chapter 14 ends with Michiko having just pretended that she didn't know her own grandfather. Split student into two group and have them organize their ideas in order to present a debate with clarity for and against Michiko's decision to deny her relationship to her grandfather.

#### **MEDIA LITERACY**

Gardening is an exciting part of Japanese culture. Students will design and plan a fancy garden and go online to decide which seeds to buy using the West Coast Seed Catalogue (<a href="http://www.westcoastseeds.com/catalogue/">http://www.westcoastseeds.com/catalogue/</a>). Attention should be paid to bloom time and sun-shade tolerance.

#### **EXTENTION ACTIVITY: BIBLE**

In Chapters 13 and 14 we really see the ways in which Michiko is denying her Japanese identity. She has adopted the identity of Princess Minnehaha, a Kootenay Indian to cover-up her true identity. As Christians we have an identity as well. Create a radial mind-map with *Christian-Identity* as the central concept to identify the characteristics of a Christian. Ask the poignant questions: How do we deny our Christian Identity? What do we do that covers-up Christ? You could have a class discussion and or have students write a prayer journal entry about this concept.

Curriculum focus	Activity	Materials	Process
Vocabulary 1	Japanese vocabulary booklet	Blackline 1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 15&16	When the Cherry Blossoms Fell	Reading for a purpose & making predictions
Comprehension 1	Opinion-proof notes	When the Cherry Blossoms Fell TRM3+Blackline 3.5 Blackline 9	Analyzing and writing
Comprehension 2	Comparing feelings	When the Cherry Blossoms Fell	Comparing, contrasting, and discussing
Comprehension 3	Addressing mood	When the Cherry Blossoms Fell	Comparing, investigating, and discussing
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Literature	Similes & Metaphors	When the Cherry Blossoms Fell pg. 109	Analyzing literary elements
Extension Activity: Bible	Courage & bravery	When the Cherry Blossoms Fell & Bible (David & Goliath)	Investigating & reflection
Extension Activity: Science	Wolf Attacks Inquest	CBC News Report: http://www.youtube.c om/watch?v=vH3dC1 3MZlw	Investigating

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 15

The harsh winter weather does not deter Mrs. Morrison from visiting. She brings news that a new school is opening in town for Japanese children. Michiko encourages her Aunt Sadie to

apply to teach there. Talk of Christmas prompts renewed concern about Michiko's father who may not be home for Christmas. Michiko invites Mrs. Morrison to join the family for Christmas.

#### Chapter 16

The severe winter finds Michiko's family struggling with a scarcity of food and a frozen well. They are forced to haul water from the lake. Ted must leave to find work since the building of houses has stopped. When Geechan visits the outhouse in the middle of the night while wolves prowl nearby, Michiko organizes his escape through the root cellar.

#### **VOCABULARY 1**

gangara, origami, katakana, sunomono, yakatori, arigato

#### **VOCABULARY 2**

impassable, tarpaper, mused, , sable, anticipation

#### **READING**

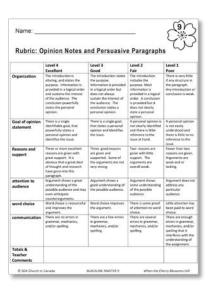
Read Chapter 15 & 16 as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION 1**



Ask the students what their thoughts are about Mrs. Morrison's announcement about the school "for Japanese children only"? Ask them to draw on examples from what they have read so far to support their opinions.

Have them fill out an opinion proof outline and take time to write an opinion proof paragraph on Blackline 3.5 in the *Teacher's Manual 3+*. Their persuasive paragraph can be assessed with the rubric found in Blackline 9.



#### **COMPREHENSION 2**

By the end of chapter 15 Michiko's opinion of Mrs. Morrison has drastically changed since their first encounter in chapter 5. Have a discussion comparing and contrasting Michiko's feelings toward Mrs. Morrison in chapters 5 and 15.

#### **COMPREHENSION 3**

There is a drastic change in mood from the end of chapter 15 to the beginning of chapter 16. Chapter 15 ends anticipating a lovely Christmas celebration and chapter 15 begins with Michiko describing her world as "nothing but black birds and grey trees". Have them look for other ways that the author sets the damp mood in chapter 16. Allow this discussion to carry into the literature activity about comparative language.

#### **WRITING**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **LITERATURE**

The first page of chapter 16 is rife with comparative language. Have the students search out comparisons such as "Her world had become nothing but black birds in grey trees" and organize them in two column notes. On one side they should list the real life thing and on the other side what it is being compared to. They are free to look beyond the first page as there are several other comparisons throughout the chapter.

#### **EXTENSION ACTIVITY: BIBLE**

In chapter 16 Michiko displays bravery and courage as she is faced with helping her grandfather who is in danger. Have students in groups look through the Bible for examples of people who have displayed bravery and courage in the face of danger. Compile a list of these brave people as a class and reflect on what they have in common.

#### **EXTENSION ACTIVITY: SCIENCE**

In Chapter 16 Michiko and her family are afraid for grandfather's life when he visits the outhouse in the middle of the night while wolves prowl nearby. Fatal wolf attacks are actually not that common. In fact, there are few modern records of wolf attacks in North America. One such fatal attack occurred in 2005 when engineering student Kenton Carnegie went for a walk at a work camp in Northern Saskatchewan. It was the first recorded fatal wolf attack in North America. Have students view the CBC news clip regarding the launch of the inquest into Carnegie's death. Once they have viewed the clip, have students research the results of the inquest.

- Launch of the inquest clip: http://www.youtube.com/watch?v=vH3dC13MZlw
- Findings article: http://www.cbc.ca/news/canada/saskatchewan/ontario-man-killed-in-wolf-attack-coroner-s-jury-finds-1.690056

Differentiation
Opportunity

Students can report their finding in various ways. They could create a newspaper article, film their own news report, or create a coroner's document.

Curriculum focus	Activity	Materials	Process
Vocabulary 1	Japanese vocabulary booklet	Blackline 1	Specialized vocabulary
Vocabulary 2	Learning new vocabulary	Word-wall	Locating / defining vocabulary in context
Reading	Read Chapters 17&18	When the Cherry Blossoms Fell	Reading for a purpose & making predictions
Comprehension	Focusing on literary elements	When the Cherry Blossoms Fell TRM3+ Blacklines 3.8- 3.14	Completing a story plan
Writing	Point of View Journal	Journal	Reflection, response & creative writing for a purpose
Grammar	Articles and demonstrative adjectives	When the Cherry Blossoms Fell Blackline 8	Analyzing and editing
Extension Activity: Art	Making origami paper cranes	Art supplies	Creating with a purpose
Extension Activity: Bible	Reunion	When the Cherry Blossoms Fell & Bible (2nd Coming)	Reading for purpose and comparing
Extension Activity: Social Studies 1	Waldenses & Church History	Adventist Review Archives; Sept 27, 2012, Children's Reading	Investigating & discussing
Extension Activity: Social Studies 2	Repaying evil with good	When the Cherry Blossoms Fell p. 126, http://www.jgarden.o rg/gardens.asp?ID=2 09	Comparison, investigation, & discussion

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **OVERVIEW**

#### Chapter 17

While making paper decorations for Christmas, the family is pleasantly surprised by a CPR delivery sled that brings Sam home. Michiko covers her father with the quilt her mother has been making since he left, and they both learn that the quilt is full of money earned from the selling of the family possessions.

#### Chapter 18

Ted returns with the news that the government of Canada has ordered the selling of all property owned by the Japanese, including the home owned by Michiko's family. Michiko mentally says goodbye to her former life and possessions. Later, while visiting the drugstore with Uncle Ted, she acknowledges her true Japanese identity to George. At home, she cuts off her pigtail braids and determines to attend the Japanese school where her aunt will be teaching.

#### **VOCABULARY 1**

hanten

#### **VOCABULARY 2**

galvanized, chink, reverie, puttees, dappled, CPR, carter, Clydesdales, astonishment, custodians

#### **READING**

Read Chapter 17 & 18 as you choose: as a class, in small groups, or individually. Look for foreshadowing and make predictions about is going on in the story that isn't yet obvious to Michiko.

#### **COMPREHENSION**



Now that the students have finished reading *When the Cherry Blossoms Fell,* discuss the elements of a story plan, and have them complete one using one of the Blacklines (3.8-3.14) in the *Teacher's Manual 3+.* Choose the Blackline that best suits your class.

#### **WRITING**

As a whole book activity, students will write journal entries that express Michiko's point of view. Students will put themselves in her place and write about her experience as if it was their own. They will tell what is happening, how she feels about it, what questions she has, etc.

#### **GRAMMAR**

Review articles and demonstrative adjectives. Have students complete Blackline 8 identifying articles and rewriting sentences, changing simple articles to demonstrative adjectives.

#### **EXTENSION ACTIVY: ART**

At the beginning of chapter 17 Michiko is folding 1000 paper cranes so that her Christmas wish will come true. According to an ancient Japanese legend a person who folds 1000 origami cranes will have their wish granted. Although we know that every good and perfect gift comes from above (James 1:7), we will use the paper crane as a symbol of blessings. Teach your

students how to fold an origami crane (instructions can easily be found online, including videos to show your class). You can use this activity to create a prayer chain. Have students write their prayer request on the sheet of paper before they begin folding. You could set a goal of folding 1000 paper prayer cranes, and take prayer requests from others in your school community.

Differentiation Opportunity Students who are less inclined to the artistic side of this task are welcome to spend time researching the origin of the traditions to share with the class.

#### **EXTENSION ACTIVITY: BIBLE**

At the end of *WCBF* the Minagawa family is reunited. Use this as a launching point for a discussion about the great reunion that awaits us at the Second Coming of Christ. Read passages from the Bible that support your discussion such as 1 Thessalonians 4:13-18.

#### **EXTENSION ACTIVITY: SOCIAL STUDIES 1**

The "most valuable quilt in the world", where the Minagawa family hid all of their money from the sale of their possessions, is reminiscent of the Waldenses. They were a group of persecuted Sabbath keeping Christians from the 17th century. Explain the history of the Waldenses to the students, you can do a little research in Chapter 4 of Ellen White's *Great Controversy*. You can also have them visit the online archives of *The Adventist Review* who did a special focus on the Waldenses in the September 27, 2012, issue under Children's writings.

http://archives.adventistreview.org/issue.php?issue=2012-1527&page=23

#### **EXTENSION ACTIVITY: SOCIAL STUDIES 2**

Use the example on page 126 of *WCBF* of Uncle Ted repaying evil with good as a comparison / transition to a discussion about The Friendship Garden located in Hope, British Columbia, which was presented to the town in 1991. You can find more information about the garden at: http://www.jgarden.org/gardens.asp?ID=209

Curriculum focus	Activity	Materials	Process
Post-Reading	KWL	KWL chart from Session #1	Discussing, & reflecting
Comprehension 1	Identifying quotable passages	When the Cherry Blossoms Fell	Discussing, and selecting
Comprehension 2	Comparing and contrasting	When the Cherry Blossoms Fell, Canadian history resource	Discussing, comparing, and report writing.
Comprehension 3	Little bully, big bully	When the Cherry Blossoms Fell, Canadian history resource	Discussing and comparing
Extension Activity: Art	Writing with Japanese katakana	Computers, and art supplies	Writing, and creating
Extension Activity: Social Studies	Hold a Hanami	Student haikus, cherry blossom branches, & mochi	Visualizing and modeling

#### **DAILY ROUTINE**

**DAILY READ-ALOUD**: Teacher-selected book **DAILY ORAL LANGUAGE**: See Word Study section

**SPELLING**: See Word Study section

#### **POST-READING**

Bring back the KWL chart from Session 1. Now that students have red and understood *WCBF*, have them discuss in small groups what they learned about Japanese Canadians and WWII. Have them record their thoughts in the third column of the chart to complete their KWL.

#### **COMPREHENSION 1**

When the Cherry Blossoms Fell is rich with "quotable quotes". One of our favourite examples is Geechan's declaration on page 30 near the end of chapter 4: "there is no limit to looking upward." Have students look back through their books in search of little gems, recording their favourites as they go. Discuss findings and choose a few to display around the classroom for the rest of the year.

\*hint find a couple on p 70

#### **COMPREHENSION 2**

At the end of chapter 18 Michiko finally takes ownership of her Japanese culture after having denied it to her peers earlier in the story. In a similar fashion Canada spend many years in denial of the atrocities committed towards the Japanese during the Second World War. They have in recent years come to terms with their responsibility for the internment and have begun

to make reparations to the Japanese people. Have students research the redress of Japanese Canadians and produce a 3-5 paragraph report. Have students develop criteria that will determine the effectiveness of the report. Use the Writer's process and peer editing to identify areas for improvement before moving on to publishing reports.

Differentiation Opportunity

Finding of Reports can be presented in various forms, appealing to individual intelligences.

#### **COMPREHENSION 3**

Bullying is one of the underlying themes in *WCBF*. It appears in a small way in a classroom setting and on a larger scale with the government's treatment of the Japanese. Discuss both levels of bullying with the students, comparing and contrasting the two cases. They can contribute their own experiences as well. It would also be valuable for the teacher to research and present other examples of the Canadian government's unjust treatment (bullying) of other minority groups, such as the Acadians, and First Nations.

#### **EXTENSION ACTIVITY: ART**

Gather materials for students to produce *kanji* in *katakana* symbols. Authentic ink stones and sable brushes would be best. Have the students search online for symbols that are meaningful to them and allow them to reproduce them by hand. Display student work on a bulletin board.

#### **EXTENSION ACTIVITY: SOCIAL STUDIES**

After re-reading Chapter 3 about the Minagawa family's *hanami*, hold your own classroom *hanami*, in celebration of having completed this unit of study. After displaying the cherry blossom branches and making your Japanese treats, set aside some time for the students to present their haikus and enjoy their snacks. Happy *hanami*!

#### ADDITIONAL RESOURCES

#### **CLASSROOM RESOURCES**

(for student use)

#### Baseball Saved Us by Ken Mochizuki.

#### Lee & Low, 1993

When forced to live in an internment camp during World War II, a Japanese-American boy learns to play baseball. Eventually his ability to play helps him after the war is over. (R.L. 3.9)

## [A] Boy No More by Harry Mazer Aladdin Paperbacks, 2004

After his father is killed in the attack on Pearl Harbor, Adam his mother and sister are evacuated from Hawaii to California, where they must deal with their feelings about the war, Japanese internment camps, his father, and his own identity.

## [A] Carp for Kimiko by Virginia Kroll Charlesbridge, 1993

Each year in Japan a kite boys traditionally fly a kite shaped like a carp on Children's Day. Her parents remind her that there's a special day for girls – a Doll's Festival Day – but the young girl is unhappy. The book relates a young girl's struggle against tradition. (R.L. 3.1)

#### **Grandfather's Journey** by Allen Say

Walter Lorraine Books, 2008 (a Caldecott Medal Winner)

A Japanese-Canadian's love for both Japan and Canada is poignantly portrayed in words. The book is both historically relevant and emotionally engaging. (R.L. 3.6)

#### Internment and Redress: The Japanese-Canadian Experience

Excellent teachers' guide telling of interned Japanese Canadian experience – especially of parents who lived on Saltspring Island, British Columbia. (<a href="http://www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies11.pdf">http://www.japanesecanadianhistory.net/GuideExcerptsForSocialStudies11.pdf</a>

## Naomi's Tree by Joy Kogawa Fitzhenry & Whiteside, 2008

A cherry seed is planted in a new garden by a recently arrived Japanese couple. The tree grows and becomes an integral part of the family's lives, providing both shelter and solace. WW II breaks out between Japan and Canada, and the family is removed inland to an internment camp. Naomi, the young child, often dreams of going home, but the dream fades as the years go by. (Note: the tree exhibits personification toward the end of this otherwise excellent book) (R.L. 4.3)

## Naomi's Road by Joy Kogawa Fitzhenry & Whiteside, 1986 (republished 2005)

A girl from a Japanese Canadian family is uprooted during WW II. As a young girl she is separated from her parents and sent, along with her brother, to an internment camp in British Columbia's interior. Told without resentment, the book reflects a child's point of view. This book is based on Kogawa's award-winning novel *Obasan*. (**Note:** The doll talks to the little girl in this book, and there is some fantasizing during playtime) (R.L. 3.4)

### Thea Stilton and the Cherry Blossom Adventure by Geronimo (Thea) Stilton. Scholastic, Inc. 2009

This book includes "The Fable of Momotaro" in cartoon form (pp. 97-100). The entire book references Japanese culture. This ancient Japanese tale explains how students can overcome any problem "with a little help from their friends."

## Torn Apart: The Internment Diary of Mary Kobayashi by Susan Aihoshi Scholastic Canada, 2012

In diary form (and as part of the *Dear Canada* series), twelve-year old Mary details her move from the comforts of her Japanese family's home in Vancouver to the relocation site of New Denver in the Kootenays. (Contains some unacceptable language.) (R.L. 5.7)

#### **TEACHER RESOURCES**

(for teacher reference)

### Canada: A People's History by Don Gilmor McClelland & Stewart, 2001

This book includes a valuable section on Japanese-Canadian internment history in Canada during WW II. See pp. 193-196, 194, 195, 212-213

# Cartographies of Violence: Japanese Canadian Women, Memory, and the Subjects of the Internment by Mona Oikawa. University of Toronto, 2012

Testimonies from a variety of interned Japanese-Canadians are included in this well-documented book about the hardships and prejudice experienced during WW II.

### Folktales From the Japanese Countryside by Hiroko Fujita Libraries Unlimited, 2008

This collection introduces readers to more than 40 amazing tales from rural Japan, stories about animals, the supernatural, and an assortment of other characters. Because storytelling is a revered art in Japan, traditional tales have been passed down from generation to generation for centuries. Folklore helps readers understand the background of the country, along with Japanese culture. The book contains introductory notes on the tales, a glossary, recipes, games and crafts. The book also includes a brief but informative history of Japan (pp. xiii – xix)

## Japanese Fairy Tales by Juliet Piggott Follett Publishing Company, 1962

The author retells 13 ancient Japanese fairy tales, recalled from her in her childhood. Many of the myths pre-date Japanese history and exemplify Japanese customs and culture that has remained much the same for generations. (Recommended to broaden a teacher's understanding of Japanese cultural stories.)

## Momotaro The Peach Boy (A Traditional Japanese Tale) retold by Linda Shute Lothrop, Lee & Shephard, 1986

This ancient Japanese tale is the story of Peach Boy, a child of his parents' old age. Peach Boy grows up to become a hero who uses a peach as a banner. He goes out to battle the evil *oni* with the help of four creatures he has befriended along the way. The new heroes reclaim the gold and silver that has been stolen by the evil *oni* and redistribute it to poor people. In doing so, Peach Boy brings much happiness to his old parents. (NOTE: Because of the direct reference to Peach Boy in WCBF, it would be helpful for the teacher to be familiar with this story and share it with students in a general way. Use discretion.)

## Righting Canada's Wrongs: Japanese Canadian Internment in the Second World War by Pamela Hickman

#### James Lorimer & Co., 2011

This book details the internment of nearly 20,000 Japanese Canadian living in British Columbia during WW II. Although many had arrived in Canada in the late 19<sup>th</sup> century, many were second and even third generation Canadians who had established communities and integrated into Canadian society. War brought internment in labour camps, seizing of lands and possessions, and many other acts of hostility. This book includes five first-person narratives from Japanese Canadians who were youths when their families were interned.

## The Crane Wife by O. Bodkin Houghton Mifflin Harcourt, 2002

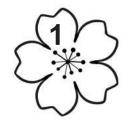
Osamu is a lonely sail maker who nurses an injured crane. This act of kindness eventually changes his life forever. This traditional Japanese folktale teaches a lesson about life and love. (R.L. 3.2)

## Terrain of Memory: A Japanese Canadian Memorial Project by Kirsten Emiko McAllister UBC, 2010

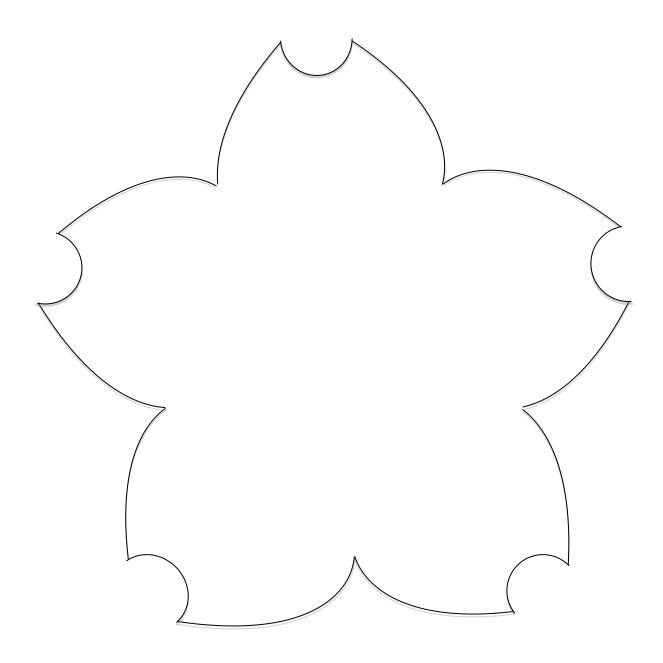
This book tells the story of the Japanese Canadian elders who built a memorial to those who were interned during WW II in New Denver, BC. Carefully researched by the author, the book discusses the practical aspects of resettling a large group of people to one of many settlements. Much of the material is taken from interviews with former residents of the camp.

BLACK LINE ASTERS

Name:	



### Japanese Vocabulary Booklet template



Name:	(2)
lananaga Internment in Canada	

#### Japanese Internment in Canada

Research online to determine the proper order of the following events. Cut them out and paste them in the correct order on a separate piece of paper.

1,200 fishing boats are impounded and put under the control of the Japanese Fishing Vessel Disposal Committee. Japanese language newspapers and schools closed. Insurance policies are cancelled.

Compulsory registration of all Japanese Canadians over 16 years is carried out by the RCMP

Notice is issued by the Minister of Justice ordering all persons of "the Japanese race" to leave the coast. Cars, cameras and radios confiscated. Dusk-to-dawn curfew is imposed.

A law is passed requiring mandatory registration of all persons of Japanese origin, regardless of citizenship, with Registrar of Enemy Aliens.

A Special Committee of the Cabinet War Committee recommends that Japanese Canadians not be allowed to volunteer for the armed services on the grounds that there is strong public opinion against them.

The Minister of Justice is empowered to control the movements of all persons of Japanese origin in the protected area.

Japan attacks Pearl Harbor. Canada declares war on Japan. Under the War Measures Act, Order in Council P.C. 9591, all Japanese nationals and those naturalized after 1922 are required to register with the Registrar of Enemy Aliens.

All male "enemy aliens" between the ages of 18-45 are forced to leave the protected coastal area by a certain date. Most are sent to work on road camps in the Rockies. Some are sent to Angler.

Name:	
	•



#### Japanese Internment in Canada

#### **Comparative Adjectives**

A comparative adjective is used to compare one thing to another. Most adjectives can be changed to the comparative form by adding "er".

Example: My house is *small*. Your house is *smaller* than mine.

If an adjective ends in "y", change the "y" to "i" and add "er".

Example: I heard a funny story. Your story is even funnier.

If a word already ends in an "e", just add "r".

Example: This is a tame rabbit. The older rabbit is tamer than the young rabbit.

If a word ends in one consonant preceded by a short vowel, double the final consonant before adding "er".

Example: The boy is sad. The girl is sadder.

Some adjectives with more than one syllable changes to comparative form by putting the word "more" before the original adjective.

Example: Tonight's sunset is more colourful than last night's sunset.

#### **Superlative Adjectives**

A superlative form of an adjective compares something or someone to two or more other things. Most superlative adjectives are formed by adding "est" to the original adjective.

Example: Your house is the smallest on your street.

If an adjective ends in "y", change the "y" to "I" and add "est".

Example: That is the *funniest* story I ever heard.

If a word already ends in an "e", just add "st".

Example: This is the *tamest* rabbit in the hutch.

If a word ends in a consonant preceded by a short vowel, double the final consonant before adding "est".

Example: The saddest part of the book is when the dog gets lost.

Some adjectives with more than one syllable changes to superlative form by putting the word "most" before the original adjective.

Example: Tonight's sunset is the *most colourful* sunset I've seen this week.

In the following	g sentences, o	change the adj	ective in par	enthesis to	the comparat	ive or superl	ative
form to fit the	sentence.						

1.	In Michiko's old home the door was (pretty)	than the one
	in the house they moved to.	
2.	The doorknob on her old door was the (beautiful)	
	doorknob she had ever seen.	
3.	The window in the new home was (dirty)	than Michiko
	was used to.	
4.	Eiko wanted Michiko to be (grateful)	than she was for the
	new house.	
5.	Michiko's family was (lucky)	than the families who had to
	live in tents.	
6.	The strip of tape matted with dead flies was the (disgu	usting)
	thing she saw in the house	



## **Barracks Blueprint**

N FEET

Source: http://www.digitaljournal.com/article/192161

Name:	
	ı



## Count to 10 in Japanese

Teach your students to count to 10 in Japanese.

English	Japanese	Sounds like
one	ichi	ee-chee
two	ni	knee
three	san	sahn
four	shi	she
five	go	goh
six	roku	loh-koo
seven	shichi	she-chee
eight	hachi	ha-tchee
nine	kyuu	cue
ten	juu	zhoo

Name:
Character Sketch
Pretend you are a character from the book When the Cherry Blossoms Fell out the chart below to tell about yourself.
My name is
Some of my favorite activities are:
1
2
3
4
Some of my favorite memories are:
1
2
3
4
Some of the things that I could think or imagine are:

Name:			_
·			_

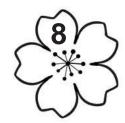


#### **Proper Nouns to Proper Adjectives**

Proper Nouns are the names of particular persons, places or things. Proper Adjectives are formed in a variety of ways. See if you can change the proper nouns below into the correct proper adjective.

1.	A person from Canada is <u>(Canadian)</u> .
2.	A person from Japan is
3.	A person from China is
4.	A person from America is
5.	A person from Spain is
6.	A person from Italy is
7.	A person from England is
8.	A person from Africa is
9.	A person from India is
10.	A person from Norway is

Name:			



#### **Articles and Demonstrative Adjectives**

See Writer's Handbook 3+, pp. 92-94

Articles are "a", "an", and "the".

Demonstrative adjectives are words that point out particular persons, places and things. They include: this, these, that, those. "This" and "that" are demonstrative adjectives used with singular nouns. "These" and "those" are used with plural nouns.

Example: This book and that book are the two books I will read.

These bushes and those trees will be cut down.

In the following sentences, circle the articles. Then rewrite the sentences changing the articles to appropriate demonstrative adjectives.

1.	"The tree is too small for three thousand," she said.
2.	"We need to leave room for the candles."
3.	I was taking the freight sleigh out of town.
4.	The Clydesdales need a good run.
5.	He guards the freight.
6.	He grabbed the patch with his hand.
7.	Why is the quilt crunchy?

Name:	



## **Rubric: Opinion Notes and Persuasive Paragraphs**

	Level 4	Level 3	Level 2	Level 1
	Excellent	Good	Fair	Poor
Organization	The introduction is engaging, and states the purpose. Information is provided in a logical order and sustains the interest of the audience. The conclusion powerfully states the personal opinion.	The introduction states the purpose. Information is provided in a logical order but does not always sustain the interest of the audience. The conclusion states a personal opinion.	The introduction includes the purpose. Most information is provided in a logical order. A conclusion is provided but it does not clearly state a personal opinion.	There is very little if any structure in the paragraph. Any introduction or conclusion is weak.
Goal of opinion statement	There is a single identifiable goal, that powerfully states a personal opinion and identifies the issue.	There is a single goal, that states a personal opinion and identifies the issue.	A personal opinion is not clearly identified and there is little reference to the issue at hand.	A personal opinion is not easily understood and there is little to no reference to the issue.
Reasons and support	Three or more excellent reasons are given with great support. It is obvious that a great deal of thought and research have gone into this paragraph.	Three good reasons are given and supported. Some of the arguments are not very strong.	Two reasons are given with little support. The arguments are overall weak.	Fewer than two reasons are given. Arguments are weak and or lacking.
attention to audience	Argument shows a great understanding of the possible audience and may even anticipate counterarguments.	Argument shows a good understanding of the possible audience.	Argument shows some understanding of the possible audience.	Argument does not address any particular audience.
word choice	Word choice is resourceful and improves the argument.	Word choice improves the argument.	There is some proof of attention to word choice.	Little attention has been paid to word choice.
communication	There are no errors in grammar, mechanics, and/or spelling.	There are a few errors in grammar, mechanics, and/or spelling.	There are several errors in grammar, mechanics, and/or spelling.	There are enough errors in grammar, mechanics, and/or spelling that they interfere with the understanding of the assignment.
Totals & Teacher				
Comments				

Name:	
Comic Strip	
Create a comic strip with a positive me the negative comic strip "How to Spot a	essage about inclusion in response to a Jap."

Name:			
_			



## **Research Summary**

Source	Tribe	What Happened?
Based on your research what ca	n you conclude is "Probably the	same thing that happened to all
the Indian tribes" that Uncle Ted	d refers to on pg. 76 in When th	e Sherry Blossoms Fell?
		<del></del>
Does your conclusion reflect wh end of the Second World War? I		apanese people in Canada at the illy?

Name:	



# **Rubric: Synthesizing Info from Multiple Sources**

	Level 4	Level 3	Level 2	Level 1
	Excellent	Good	Fair	Poor
Reliable Sources	The student has	The student has	The student has	The student has
	provided more	provided 3	provided 2	provided 1 or no
	than 3 very	reliable sources	reliable sources	reliable sources
	reliable sources			
Information	The student has	The student has	The student has	The student has
Gathered	gathered	gathered	gathered mostly	gathered some
	excellent and	relevant	relevant	relevant
	relevant	information	information	information
	information			
Interpretations &	The student has	The student has	The student has	The student has
Conclusions	drawn an	drawn an	drawn an	drawn an
	accurate and	appropriate and	appropriate	inappropriate
	intelligent	intelligent	conclusion	conclusion
	conclusion	conclusion		
Connections	The student has	The student has	The student has	The student has
	made an	made an	made an	made an
	accurate and	appropriate and	appropriate	inappropriate
	intelligent	intelligent	connection	connection
	connection	connection	between the	between the
	between the	between the	experience of	experience of
	experience of	experience of	native tribes	native tribes and
	native tribes	native tribes	and the	the Japanese
	and the	and the	Japanese	Canadians
	Japanese	Japanese	Canadians	
	Canadians	Canadians		
Totals &				
Teacher				
Comments				



## Rubric: Using Graphic Organizers (Venn Diagram)

	Level 4 Excellent	Level 3 Good	Level 2 Fair	Level 1 Poor
Support from the book and associated statements	All statements are very well supported from the text	Most statements are well supported by the text	Some statement are supported by the text	Few to none of the statements are supported by the text.
Situation of statement inside the Venn diagram	All statements denoting likeness are placed in the middle of the Venn diagram and those denoting difference are on the appropriate side of the outside circle.	Most statements denoting likeness are placed in the middle of the Venn diagram and those denoting difference are mostly on the appropriate side of the outside circle.	Some statements are placed in the correct portion of the diagram but the student mixed up some of the information	Few statements are placed in the correct portion of the diagram
Quantity of quality statements	Student is able to note 5 or more quality statements in each portion of the diagram.	Student is able to note 4-5 quality statements in each portion of the diagram.	Student is able to note 2-3 decent statements in each portion of the diagram.	Student is able to note 1-2 statements in each portion of the diagram.
Totals & Teacher Comments				

Name:	



#### **Pathways Newsletter**

Dear Family,

We are studying the theme "Friends and Family." Our class will be reading When the Cherry Blossoms Fell by Jennifer Maruno. This book is about a young Japanese Canadian girl living in Vancouver during World War II. Her family is forced to relocate inland after the bombing of Pearl Harbor because now, even though they may be born in Canada, the Japanese are perceived as a threat and must be moved away from the coast. Her experiences are based on real events and give us insight into a significant event in our Canadian history.

Several interesting lessons are planned. These include studying author's craft throughout the unit as well as the literary element of character development. We will be using various comprehension strategies such as Question-Answer Relationships (QARs); we will also have "sticky-note" discussions, analyze issues, and participate in class debates. We will use graphic organizers to compare and contrast different characters and to summarize the main points of the story.

We will be doing extension activities in Social Studies, Science, Art, and Bible. We will apply biblical principles to life situations and make spiritual connections to life situations in *When the Cherry Blossoms Fell*.

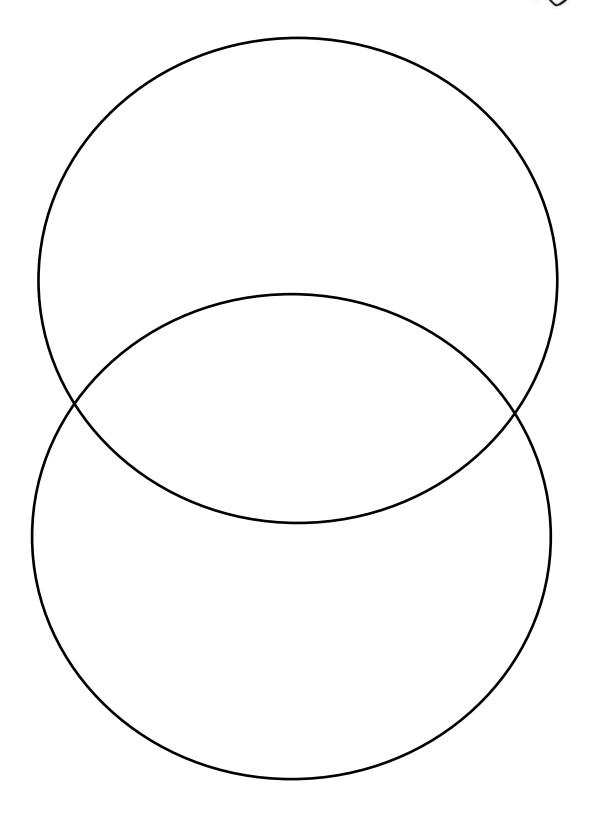
Our class will learn that life is not always fair but we can overcome many disappointments and difficulties with the help of our friends and families!

Sincerely,

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

# (15) (\*\*)

## Venn Diagram



Name:	



## Common Editing Marks

Symbol	Meaning	Example
	Check spelling.	The (anemal) ran.
9	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⊙
\(\sigma_2\)	Add a comma.	The dog, cat and bird were pets.
₹	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:	



## Daily Oral Language—Week 1

Information in *italics* contains additional directives.

Write the correct past tense form of the verb:

- 1. itsamu minagawa called sam by his friends (to work) as a travelling salesman.
- 2. when sam pack his square black case michiko asked her father how long will you be gone this week
- 3. as michiko looked threw the catalogue she saw daisies sweet william and yarrow. Their were'nt any lilys or snapdragons like the ones her mother had carry in her wedding bouquet.
- 4. Clarence was the bestest friend michiko could have wanted. george, on the other hand, is the worstest. He couldn't do nothing write.

Write the sentence twice, once in present tense and once in future.

- 5. mrs morrison was helpful to the minigawa family when they arrived in nelson, b.c.
- 6. Which plates do you want to bring asked sadie. I want to take them plates setting on the counter says eiko.

Name:	



#### Daily Oral Language—Week 1 (Answer Key)

- 1. itsamu minagawa called sam by his friends (to work) as a travelling salesman. Itsamu Minagawa, called "Sam" by his friends, worked as a travelling salesman.
- 2. when sam pack his square black case michiko asked her father how long will you be gone this week
  - When Sam packed his square black case, Michiko asked her father, "How long will you be gone this week?"
- 3. as michiko looked threw the catalogue she saw daisies sweet william and yarrow. Their were'nt any lilys or snapdragons like the ones her mother had carry in her wedding bouquet.
  - As Michiko looked through the catalogue, she saw daisies, sweet William, and yarrow. There weren't any lilies or snapdragons like the ones her mother had carried in her wedding bouquet.
- 4. Clarence was the bestest friend michiko could have wanted. george, on the other hand, is the worstest. He couldn't do nothing write.
  - Clarence was the best friend Michiko could have wanted. George, on the other hand, was the worst. He couldn't do anything right.
- 5. mrs morrison was helpful to the minigawa family when they arrived in nelson, b.c.
  - Mrs. Morrison is helpful to the Minigawa family when they arrive in Nelson, B.C. Mrs. Morrison will be helpful to the Minigawa family when they will arrive in Nelson, B.C.
- 6. Which plates do you want to bring asked sadie. I want to take them plates setting on the counter says eiko.
  - "Which plates do you want to bring?" asked Sadie.
  - "I want to take those plates sitting on the counter," said Eiko.

Name:	
•	



#### Daily Oral Language—Week 2

Information in italics contains additional directives.

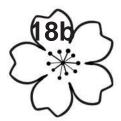
Underline the nouns. Double underline the adjectives.

- 1. the warm rays of yellow sun streamed over michikos head as she rested on a new wall of yellow plywood
- 2. after her eyes grew accustomed to the dark room, michiko began to see the long wooden benches against the dark walls. Then she caught the cent of them apples
- 3. mrs. morrison said i'll look into getting you into the local school She clutched her large purse to her chest and marched out the front door saying ill let ewe know next weak

Underline the articles. Double underline any demonstrative adjectives.

- 4. michiko hadn't seen this photograph of her mother before. That woman in the picture was looking strait ahead and was wearing a white kimono and a boat-shaped headdress
- 5. we need a school for all the children in this area now that we have so many, said mrs. morrison

Name:		



#### Daily Oral Language—Week 2 (Answer Key)

1. the warm rays of yellow sun streamed over michikos head as she rested on a new wall of yellow plywood

The <u>warm rays</u> of <u>yellow sun</u> streamed over <u>Michiko's</u> <u>head</u> as she rested on a <u>new</u> wall of <u>yellow</u> plywood.

2. after her eyes grew accustomed to the dark room, michiko began to see the long wooden benches against the dark walls. Then she caught the cent of them apples

After her <u>eyes</u> grew accustomed to the <u>dark room</u>, <u>Michiko</u> began to see the <u>long wooden</u> <u>benches</u> against the <u>dark walls</u>. Then she caught the <u>scent</u> of those <u>apples</u>.

3. mrs. morrison said i'll look into getting you into the local school She clutched her large purse to her chest and marched out the front door saying ill let ewe know next weak

Mrs. Morrison said, "I'll look into getting you into the <u>local school</u>." She clutched her <u>large purse</u> to her <u>chest</u> and marched out the <u>front door</u> saying, "I'll let you know <u>next week.</u>"

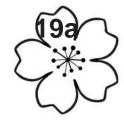
4. michiko hadn't seen this photograph of her mother before. That woman in the picture was looking strait ahead and was wearing a white kimono and a boat-shaped headdress

Michiko hadn't seen <u>this</u> photograph of her mother before. <u>That</u> woman in <u>the</u> picture was looking straight ahead and was wearing <u>a</u> white kimono and <u>a</u> boat-shaped headdress.

5. we need a school for all the children in this area now that we have so many, said mrs. morrison

We need  $\underline{a}$  school for all  $\underline{the}$  children in  $\underline{this}$  area now we have so many," said Mrs. Morrison.

Name:	



## Daily Oral Language—Week 3

Information in *italics* contains additional directives.

Use the correct form of the adjective to compare.

- 1. eiko thought that her original home was the (good) one in the world. It had been (comfortable) than eikos new home in new denver and she wanted to return to her old one
- 2. michikos fingers had (many) cuts after she picked the thorny roses than before she had gathered them
- 3. The minigawa familys experience with the wolf was (scary) than their encounter with the unpleasant postmistress
- 4. mrs morrison was one of the (helpful) persons in the community to the minigawa family she helped michiko family in many weighs.

Make necessary corrections in the sentence below:

5. If a french plain crashed on the canadian-american border where would we berry the survivors if I were a survivor id not want anyone to berry me.

Name:		
-		



#### Daily Oral Language—Week 3 (Answer Key)

- 1. eiko thought that her original home was the (good) one in the world. It had been (comfortable) than eikos new home in new denver and she wanted to return to her old one
  - Eiko thought that her original home was the best one in the world. It had been more comfortable than Eiko's new home in New Denver, and she wanted to return to her old one.
- 2. michikos fingers had (many) cuts after she picked the thorny roses than before she had gathered them
  - Michiko's fingers had more cuts after she picked the thorny roses than before she had gathered them.
- 3. The minigawa familys experience with the wolf was (scary) than their encounter with the unpleasant postmistress
  - The Minigawa family's experience with the wolf was scarier than their encounter with the unpleasant postmistress.
- 4. mrs morrison was one of the (helpful) persons in the community to the minigawa family she helped michiko family in many weighs.
  - Mrs. Morrison was one of the most helpful persons in the community to the Minigawa family. She helped Michiko's family in many ways.
- 5. If a french plain crashed on the canadian-american border where would we berry the survivors if I were a survivor id not want anyone to berry me
  - If a French plane crashed on the Canadian-American border, where would we bury the survivors? If I were a survivor, I'd not want anyone to bury me.

Name:
Daily Oral Language—Week 4
Information in <i>italics</i> contains additional directives.
Choose the proper modifier in the sentence below.
1. mrs. morrison spoke (kind, kindly) to the minigawas when they arrived at their new home
<ul><li>Make necessary corrections in the sentences below.</li><li>2. when michiko learned that her mother had sold her pearl necklace she was very sad</li></ul>
3. michiko (quick, quickly) learn to adapt to her new surroundings even though she didn't want too
4. yes sadie you have a new job teaching in our new school said the superintendent

symptoms to the doctor

Insert good or well in the sentence below.

5. How do you feel today? I feel \_\_\_\_\_, thank you.

If you do not feel \_\_\_\_\_ you should do a \_\_\_\_\_ job of explaining your

Name:
Daily Oral Language—Week 4 (Answer Key)
<ol> <li>mrs. morrison spoke (kind, kindly) to the minigawas when they arrived at their new home</li> </ol>
Mrs. Morrison spoke kindly to the Minigawas when they arrived at their new home.
when michiko learned that her mother had sold her pearl necklace she was very sad
When Michiko learned that her mother had sold her pearl necklace, she was very sad.
3. michiko (quick, quickly) learn to adapt to her new surroundings even though she didn't want too
Michiko quickly learned to adapt to her new surroundings even though she didn't want to.
4. yes sadie you have a new job teaching in our new school said the superintendent
"Yes, Sadie, you have a new job teaching in our new school," said the superintendent.
5. How do you feel today? i feel, thank you.

to the doctor.

symptoms to the doctor

How do you feel today? I feel well, thank you.

If you do not feel \_\_\_\_\_ you should do a \_\_\_\_\_ job of explaining your

If you do not feel well, you should do a good job of explaining your symptoms

Name:	
Literary Element	ts
What is the main problem in this chapter?	
How was the problem resolved, or how might the problem be resolved?	
What did you learn about the main character in this chapter?	
What information did you learn about the setting?	