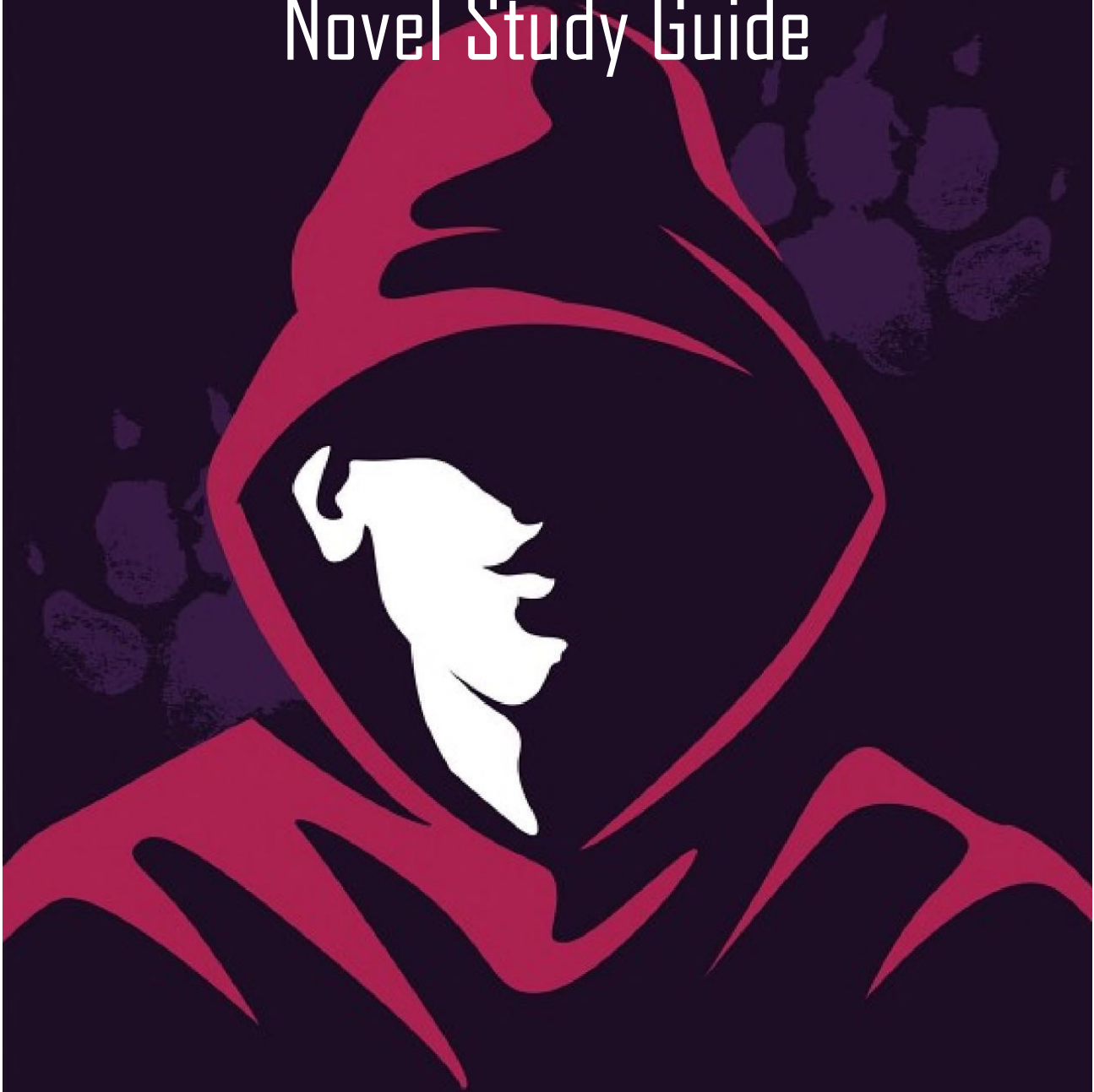


CREEBOY

Novel Study Guide



TERESA WOUTERS

Contents

Introduction	6
Questions to ask before, during, and after reading.	8
Critical Thinking Questions	10
Pre-Reading Activity	11
Introduction to Cree Culture	12
Plot Chart	14
Figurative Language Definitions	15
Chapter 1: Vocabulary	20
Chapter 1: Comprehension and figurative language	24
Chapter 1: Crossword puzzle	26
Chapter 1: Art activity	27
Chapter 1: Word search	28
Chapter 1: Writing a chapter summary.	29
Chapter 1: Quick quiz	31
Chapter 1: Student grading log	33
Chapter 2: Vocabulary	34
Chapter 2: Comprehension and figurative language	38
Chapter 2: Crossword puzzle	40
Chapter 2: Making a medallion	41
Chapter 2: Word search	44
Chapter 2: Powwow dances article	45
Chapter 2: Writing a chapter summary.	47
Chapter 2: Quick quiz	49
Chapter 2: Student grading log	50
Chapter 3: Vocabulary	51
Chapter 3: Comprehension	55
Chapter 3: Crossword puzzle	56
Chapter 3: Regalia Video Activity	58
Chapter 3: Regalia Items	60
Chapter 3: Word search	61
Chapter 3: Writing a chapter summary.	62
Chapter 3: Quick quiz	64
Chapter 3: Student grading log	65
Chapter 4: Vocabulary	66
Chapter 4: Comprehension and figurative language	70
Chapter 4: Crossword puzzle	71
Chapter 4: Making Indian Tacos	73
Chapter 4: Word search	75
Chapter 4: Writing a chapter summary.	76
Chapter 4: Quick quiz	78
Chapter 4: Student grading log	80

Chapter 5: Vocabulary	81
Chapter 5: Comprehension and figurative language	84
Chapter 5: Crossword puzzle	85
Chapter 5: Letter writing	87
Chapter 5: Word search	92
Chapter 5: Writing a chapter summary.	93
Chapter 5: Quick quiz	95
Chapter 5: Student grading log	96
Chapter 6: Vocabulary	97
Chapter 6: Comprehension and figurative language	100
Chapter 6: Crossword puzzle	101
Chapter 6: Conflict Resolution	103
Chapter 6: Word search	107
Chapter 6: Writing a chapter summary.	108
Chapter 6: Quick quiz	110
Chapter 6: Student grading log	112
Chapter 7: Vocabulary	113
Chapter 7: Comprehension and figurative language	114
Chapter 7: Crossword puzzle	116
Chapter 7: Bucket list	118
Chapter 7: Vision board	119
Chapter 7: Word search	121
Chapter 7: Writing a chapter summary.	122
Chapter 7: Quick quiz	124
Chapter 7: Student grading log	125
Chapter 8: Vocabulary	126
Chapter 8: Comprehension and figurative language	130
Chapter 8: Crossword puzzle	131
Chapter 8: Understanding mood of a story	133
Chapter 8: Word search	134
Chapter 8: Writing a chapter summary.	135
Chapter 8: Quick quiz	137
Chapter 8: Student grading log	138
Chapter 9: Vocabulary	139
Chapter 9: Comprehension and figurative language	142
Chapter 9: Crossword puzzle	144
Chapter 9: Documentary review	146
Chapter 9: Word search	149
Chapter 9: Writing a chapter summary.	150
Chapter 9: Quick quiz	152
Chapter 9: Student grading log	153
Chapter 10: Vocabulary	154
Chapter 10: Comprehension and figurative language	159
Chapter 10: Crossword puzzle	160
Chapter 10: Understanding stereotyping	162
Chapter 10: Journal activity	166

Chapter 10: Story telling	168
Chapter 10: News statement	173
Chapter 10: Word search	176
Chapter 10: Writing a chapter summary.	177
Chapter 10: Quick quiz	179
Chapter 10: Student grading log	180
Chapter 11: Vocabulary	181
Chapter 11: Comprehension and figurative language	184
Chapter 11: Crossword puzzle	186
Chapter 11: The Medicine Wheel	188
Chapter 11: Two Wolves poster	193
Chapter 11: Understanding empathy	195
Chapter 11: Word search	198
Chapter 11: Writing a chapter summary.	199
Chapter 11: Quick quiz	201
Chapter 11: Student grading log	202
Chapter 12: Vocabulary	203
Chapter 12: Comprehension and figurative language	205
Chapter 12: Crossword puzzle	206
Chapter 12: Sweat ceremony	208
Chapter 12: Word search	209
Chapter 12: Writing a chapter summary.	210
Chapter 12: Quick quiz	212
Chapter 12: Student grading log	213
Chapter 13: Vocabulary	214
Chapter 13: Comprehension and figurative language	215
Chapter 13: Crossword puzzle	217
Chapter 13: Round Dance	219
Chapter 13: Word search	220
Chapter 13: Writing a chapter summary.	221
Chapter 13: Quick quiz	223
Chapter 13: Student grading log	224
STUDENT GRADING LOG SUMMARY OF TOTALS	225

CHAPTER ANSWER KEYS

Introduction to Cree Culture: Answer Key	227
Chapter 1: Story Structure: Answer key	228
Chapter 1: Vocabulary: Answer key	230
Chapter 1: Comprehension and figurative language: Answer key	237
Chapter 1: Crossword puzzle: Answer key	239
Chapter 1: Word search: Answer key	240
Chapter 1: Quick quiz: Answer key	241
Chapter 2: Vocabulary: Answer key	243
Chapter 2: Comprehension and figurative language: Answer key	247
Chapter 2: Crossword puzzle: Answer key	249
Chapter 2: Word search: Answer key	250
Chapter 2: Quick quiz: Answer key	251
Chapter 3: Vocabulary: Answer key	252
Chapter 3: Comprehension and figurative language: Answer key	256
Chapter 3: Crossword puzzle: Answer key	257
Chapter 3: Powwow Regalia	258
Chapter 3: Word search: Answer key	260
Chapter 3: Quick quiz: Answer key	261
Chapter 4: Vocabulary: Answer key	262
Chapter 4: Comprehension and figurative language: Answer key	266
Chapter 4: Crossword puzzle: Answer key	267
Chapter 4: Wordsearch: Answer key	268
Chapter 4: Quick quiz: Answer key	269
Chapter 5: Vocabulary: Answer key	271
Chapter 5: Comprehension and figurative language: Answer key	272
Chapter 5: Crossword puzzle: Answer key	275
Chapter 3: Letter Writing	276
Chapter 3: Word search: Answer key	278
Chapter 5: Quick quiz: Answer key	277
Chapter 6: Vocabulary: Answer key	278
Chapter 6: Comprehension and figurative language: Answer key	282
Chapter 6: Crossword puzzle: Answer key	283
Chapter 6: Conflict management	284
Chapter 6: Word search: Answer key	285
Chapter 6: quick quiz: Answer key	286
Chapter 7: Vocabulary: Answer key	287
Chapter 7: Comprehension and figurative language: Answer key	289
Chapter 7: Crossword puzzle: Answer key	290
Chapter 7: Word search: Answer key	291
Chapter 7: Quick quiz: Answer key	292
Chapter 8: Vocabulary: Answer key	293

Chapter 8: Comprehension and figurative language: Answer key	297
Chapter 8: Crossword puzzle: Answer key	298
Chapter 8: Understanding mood in a story	299
Chapter 8: Word search: Answer key	300
Chapter 8: Quick quiz: Answer key	301
Chapter 9: Vocabulary: Answer key	302
Chapter 9: Comprehension and figurative language: Answer key	305
Chapter 9: Crossword puzzle: Answer key	307
Chapter 9: Word search: Answer key	308
Chapter 9: Quick quiz: Answer key	309
Chapter 10: Vocabulary: Answer key	310
Chapter 10: Comprehension and figurative language: Answer key	314
Chapter 10: Crossword puzzle: Answer key	316
Chapter 10: Understanding stereotyping: Answer key	317
Chapter 10: Journal activity	318
Chapter 10: Word search: Answer key	320
Chapter 10: Quick quiz: Answer key	321
Chapter 11: Vocabulary: Answer key	322
Chapter 11: Comprehension and figurative language: Answer key	325
Chapter 11: Crossword puzzle: Answer key	327
Chapter 11: Word search: Answer key	328
Chapter 11: Quick quiz: Answer key	329
Chapter 12: Vocabulary: Answer key	330
Chapter 12: Comprehension and figurative language: Answer key	332
Chapter 12: Crossword puzzle: Answer key	333
Chapter 12: Sweat ceremony: Answer key	334
Chapter 12: Word search: Answer key	335
Chapter 12: Quick quiz: Answer key	336
Chapter 13: Vocabulary: Answer key	337
Chapter 13: Comprehension and figurative language: Answer key	339
Chapter 13: Crossword puzzle: Answer key	340
Chapter 13: Word search: Answer key	341
Chapter 13: Quick quiz: Answer key	342
Video Links	343
Resources	345
Extra-Curricular Suggestions	346
About the Author	347

Introduction:

- This *Creeboy* novel study is designed for grades 7 – 12.
- The *Creeboy* novel, and the *Creeboy Novel Study Guide*, meet curriculum expectations in English novel studies, Social Studies and Indigenous culture classes.
- This *Creeboy* novel study is a guide for teachers to encourage insightful thinking by their students. It is meant to inspire readers to go beyond the story on the page and explore what the cultural benefits and conflicts were for Indigenous youth in the early-mid 2000's.
- This *Creeboy* novel study is a guide for teachers to impart greater knowledge and understanding of the rich culture, philosophy, and traditions of the Indigenous culture, especially pertaining to the Cree communities of Alberta.
- This *Creeboy* novel study is a resource to assist teachers in developing lesson plans and activities for their students.
- The novel, *Creeboy*, is based on true events and is meant to be the first in a trilogy.
- All sections of this novel study are meant for selective use.

WARNING: The stereotyping activities in this novel study package are meant for mature students. Please remain cautious and open when using this practice. Please stop the activity(ies) if you feel the activity is getting out of control. Include a “what happened?” discussion immediately after. Educators may want to consider receiving parental permission.

Focus: Exploring themes of self-identity, family, belonging, consequences of action, and values vs. needs through the novel, *Creeboy*.

Objectives: *Creeboy* is age appropriate for junior high and high school, and it is balanced with activities that meet curriculum-based standards. *Creeboy* provides excellent opportunities for class discussion on Indigenous issues in both English language arts or social studies curriculum-based objectives.

Questions to ask before, during, and after each chapter*

Before Reading: The following questions are in consideration of grades 7/8 levels. See below for Critical thinking questions that are suitable for grades 9 and up.

<i>Question</i>	<i>Strategy Addressed</i>
At beginning of a new book: <ul style="list-style-type: none"> • What do you think this book will be about? Why do you think that? • What characters do you think might be in this story? 	Predicting
<ul style="list-style-type: none"> • What do you know about the topic of this book? • Have you ever been to a powwow? • Does the topic of this book remind you of anything you know or have done? 	Connecting
<ul style="list-style-type: none"> • What questions would you like to ask the author before you read this book? • What are you wondering about as you look at the cover and back of your book? 	Questioning
At each continuation of the book as students are reading: <ul style="list-style-type: none"> • What has happened so far in this story? 	Summarizing
<ul style="list-style-type: none"> • What do you think will happen next? Why? 	Predicting
<ul style="list-style-type: none"> • What questions would you like to ask the author about this book? • Do you have any questions about what has happened so far? 	Questioning

During Reading:

<i>Question</i>	<i>Strategy Addressed</i>
<ul style="list-style-type: none"> • What do you think will happen next? Why? • How do you think the character will handle this situation? 	Predicting
<ul style="list-style-type: none"> • Why do you think the character did _____? How do you know? • What must have happened here that the author did not tell us? • What emotions is the character feeling? How do you know? 	Inferring
<ul style="list-style-type: none"> • What would you have done if you were the character? • Has anything like this ever happened to you? Does it remind you of something? • How would you have felt if that happened to you? • Do you know someone like this character? • How are you like/different than this character? 	Connecting
<ul style="list-style-type: none"> • As you've been reading, what pictures have been in your mind? • If you were in the story, what would you hear, taste, smell, or feel? • What does the character/setting look like in your mind? • Tell me what you were imagining in your mind as you read that page/paragraph. 	Visualizing

<ul style="list-style-type: none"> • Is there anything that you are wondering about right now? 	Questioning
<ul style="list-style-type: none"> • Can you put what you have just read in your own words? • What has happened to this character so far? • Tell me the most important things you read today in order of how they happened. 	Summarizing
<ul style="list-style-type: none"> • Is this making sense to you? • Wait, what is going on here? • Would it help you to understand if you slowed down? • Do you need to reread that part? • What does this word mean? • Where did you stop understanding? How can we fix it? 	Monitoring Comprehension
<ul style="list-style-type: none"> • Do you think it will be important to remember this? Why? • What helped you predict what will happen next? • Are there some parts of this story that are more important than others? Which ones? Why are they most important? • What the big idea in what you've read today? • Have you ever been to any Indigenous ceremonies? If yes, what sort of impact did it have on your understanding of Indigenous culture in Canada? 	Determining Importance

After Reading:

Question	Strategy Addressed
<p>At the end of a book:</p> <ul style="list-style-type: none"> • If this story had a sequel, what do you think it would be about? 	Predicting
<ul style="list-style-type: none"> • What are the themes of this book? What does the author want you to think about? What was the big idea? 	Inferring
<ul style="list-style-type: none"> • What questions would you like to ask the author right now? 	Questioning
<ul style="list-style-type: none"> • Tell me the story in your own words. • Retell the most important events in the story from beginning, middle, and end. 	Summarizing
<ul style="list-style-type: none"> • What were the most important events in this story? 	Determining Importance
<p>If continuing the book while the students have been reading:</p> <ul style="list-style-type: none"> • Summarize what you have read today. Retell the most important events in order. • What happened to this character that will change how they respond in the future? 	Summarizing
<ul style="list-style-type: none"> • What do you think will happen next? Why? 	Predicting
<ul style="list-style-type: none"> • What questions would you like to ask the author about this book? • Do you have any questions about what has happened so far? 	Questioning
<ul style="list-style-type: none"> • What will be most important for us to remember in what we read today? 	Determining Importance

* <https://gypsd.ca/download/244150>: Shared with permission.

**Critical Thinking Questions to ask before, during, and after each chapter.
Suitable for grades 9 to 12.**

1. Activity options: Divide into groups of three to discuss one question per group. Groups may write their responses on a dry-erase poster, or poster paper to present to the rest of the class.
2. How does the cover artwork influence your thoughts about what the book may be about?
3. How does the cover influence how you might feel about the content of the book?
4. By reading the back cover, what assumptions can you make about the novel?
5. After reading chapter one, how would your perspective be different if you were reading the story through the mom?
6. After reading chapter one, how would your perspective be different if you were reading the story through of one of the younger siblings?
7. After reading chapter one, how would your perspective be different if you were reading the story through the mom?
8. After reading the first three chapters, will you be able to relate to the characters in the book? Why or why not?
9. What themes might be present in the book?
10. Have you been to any Indigenous ceremonies? What sort of impact did it have on your understanding of Indigenous culture in Canada?
11. Mom kicks Creeboy/Josh out of the family home for being violent. How would you solve this problem?
12. Knowing that Mom knows Josh will go to stay at the gang's crib, do you agree or disagree with Mom kicking Josh out after he committed violence?
13. How can families decrease the chances of their child joining a gang?
14. How can communities decrease the chances of a gang forming in their area? Who would be affected by this?
15. What can this story teach us about our own lives?

Grade 7-12: Pre- Reading Activity

Names:

In groups of 3, choose a topic to research about the early 2000's, from 2000 to 2010. Spend 10 minutes finding 10 interesting facts about the selected topic.

[Coordinate with your instructor to make sure no other group is researching the same topic.]

Write your findings in point form on a piece of poster paper.

The following is a list of topic suggestions. (Circle your group's selected topic.)

- Popularity of music genres
- Fads of the time
- Concern over Indigenous gang activity on reserves
- Technology
- Teen idols
- Popular shows
- News highlights
- Favourite forms of entertainment
- Movies
- Friend dynamics
- Indigenous culture

Present your findings to the class.

Group participation grade:		
Individual participation grade:		
student 1 name: _____	/2, student 2 name. _____	/2, student 3 name. _____ /2
1 grade for each fact found:		/10
Each individual student can earn:	Total	/12

Grades 7 – 12: Introduction to Cree Culture

Name: _____

Fill in the blanks as you watch the following video, “*Wahkohtowin: Cree Natural Law.*”

<https://www.youtube.com/watch?v=NTXMrn2BZB0>

1. The dance during the introduction of the video is called a _____.
2. “_____” is the foundation of Cree traditional law.
3. Developed over thousands of years, Cree laws are passed down _____, _____, _____, and _____.
4. Cree _____ help to teach natural law.
5. Appropriate _____ is part of Cree protocol to receive the gift of knowledge.
6. We are all _____ to everything that is created.
7. *Wahkohtowin* is the Cree name for the rules that govern the relationship of one thing to another. The guidelines ensure all people respect one another and the other living things on this _____.
8. When people come to live together in peace and harmony, it is called _____.
9. Our understanding of living together in harmony is to have mutual _____, obligation, and responsibility to foster and maintain healthy relationships.
10. Canadian _____ was put on paper to open the land to a growing population.
11. In an effort to _____ our people into a new way of life, children were

forced into church and government run residential schools.

12. In the past, the Elders used to sit us in a circle and teach us how to live a _____ life, to be respectful to people.

13. In the Aboriginal justice system, they discuss how they were going to deal with a person. The thief was disciplined to serve the _____ by looking after him.

14. A lot of what the Elders teach and bring to us is centered around behaviours; It's centered around relationships, and it's centered around the _____ of life.

15. Practicing Cree natural law creates harmony and _____. Cree laws consider everyone in a disagreement.

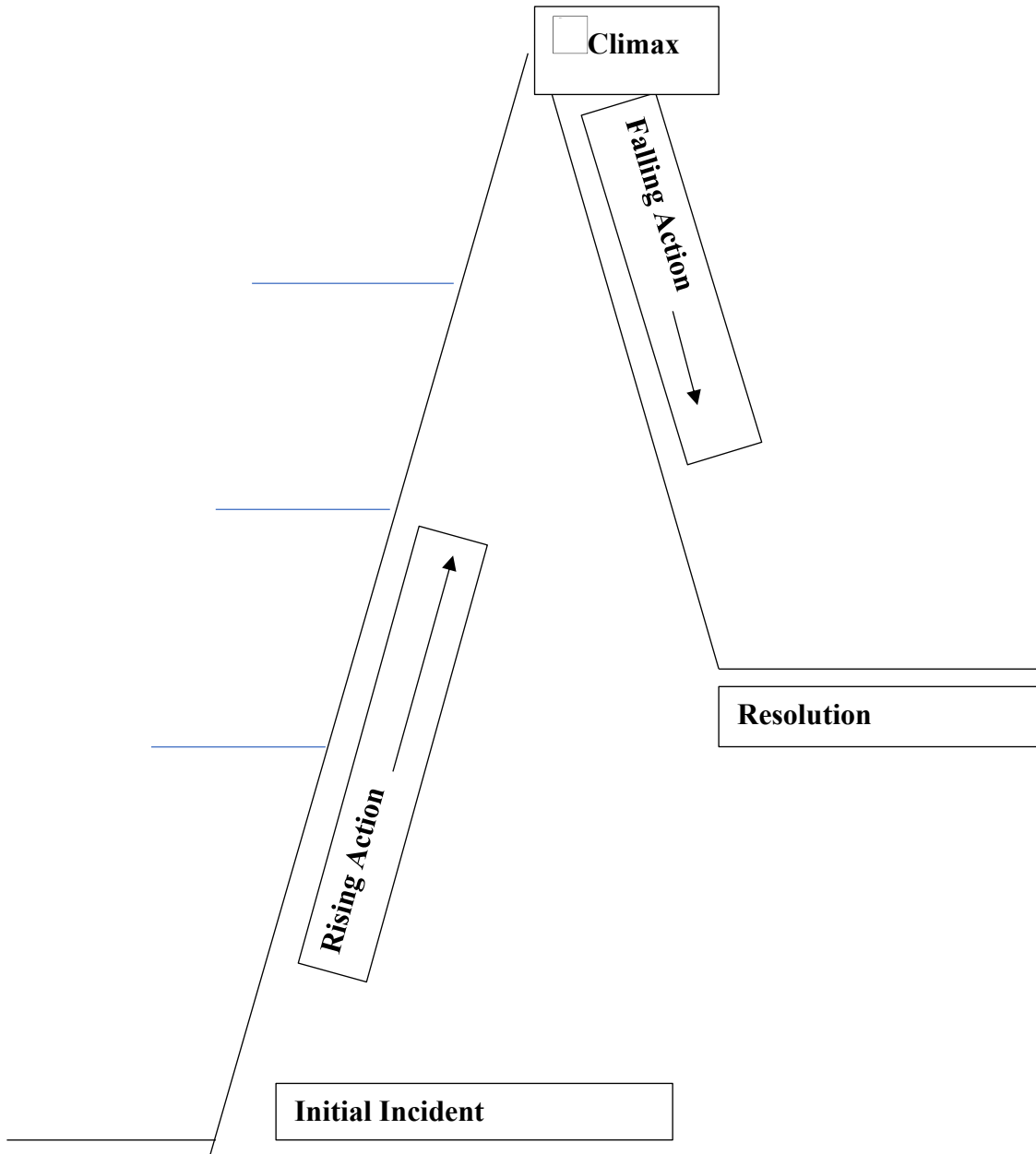
16. Use the model of restoring, reclaiming, and helping that person _____ their roles of responsibility and support them in that.

17. Everything we talk about is about _____ because everything in nature is about family.

Creeboy Plot Chart

Name: _____

Fill in the plot chart sections as you read through the *Creeboy* story.



Creeboy Figurative Language Definitions: Page 1

Name:

1. Define each term.
2. Say what happens in each part of the story.
- 3.

2 points for each:

Inciting Incident

What does it mean?	What is the inciting incident in <i>Creeboy</i> ?

Exposition

What does it mean?	What happens in it?

Protagonist

What does it mean?	Who is <i>Creeboy</i> 's protagonist?

Protagonist

What does it mean?	Who is <i>Creeboy's</i> protagonist?

Antagonist

What does it mean?	Who is <i>Creeboy's</i> antagonist?

Setting - time

What does it mean?	What is <i>Creeboy's</i> setting time?

Setting – place

What does it mean?	What is <i>Creeboy's</i> setting place?

Internal Conflict

What does it mean?	What is <i>Creeboy's</i> internal conflict?

External Conflict

What does it mean?	What is <i>Creeboy's</i> external conflict?

Rising Action

What does it mean?	Describe <i>Creeboy's</i> rising action.

Author's Theme(s)

What does it mean?	Name the theme(s) in <i>Creeboy</i> ?

Climax

What does it mean?	Describe <i>Creeboy's</i> climax.

Symbolism

What does it mean?	List some symbolism in <i>Creeboy</i> .

Foreshadowing

What does it mean?	Write a foreshadowing sentence from <i>Creeboy</i> .

Irony

What does it mean?	Describe irony that you found in <i>Creeboy</i> .

Falling Action

What does it mean?	Describe the falling action in <i>Creeboy</i> .

Denouement

What does it mean?	Describe the denouement in <i>Creeboy</i> ?

Resolution

What does it mean?	Describe the resolution in <i>Creeboy</i> .

Chapter 1: Vocabulary

Name:

Define each of the following vocabulary words.

/13

Write the sentence, from the book, that the word is used in.

The first word is done for you as an example.

Word: Brawl	Page #: 11	Definition: To cry loudly.
Sentence that the word has been used in: "Mom's wide-eyed stare changed; softened, like she was going to bawl."		
Word: <i>Community</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Drooped</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Epic</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Fluttering</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Groggy</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Intently</i>	Page #	Definition
Sentence that the word has been used in:		

Word: <i>Mumbled</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>PATHS</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Regalia</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Stoic</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Trafficking</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Wrung</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Zephyr</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 1: Vocabulary: Slang:

Name:

Define each of the following slang terms.

/5

Write the sentence that the word is used in.

The first word is done for you as an example.

WORD: <i>Drive-by</i>	Page # 18	Definition: Shooting weapons from a moving vehicle.
“Sheets of plywood boarded up the windows to keep trigger-happy drive-by shooters from shooting them out.”		
Sentence that the word has been used in:		
Word: <i>Homies</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Rex Rocket</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>That sucks</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Trigger happy</i>	Page #	Definition
Sentence that the word has been used in:		

/4

Chapter 1: Vocabulary; Indigenous terms

Name:

Define each of the following Indigenous terms.

17

Write the sentence from the book that the word is used in.

Word: Elder	Page # 14	Definition:
Sentence that the word has been used in:		
Word: <i>Hola</i>	Page # 14	Definition
Sentence that the word has been used in:		
Word: <i>Pa-ko-sey-i-mo-min</i>	Page # 13	Definition
Sentence that the word has been used in:		
Word: <i>Powwow</i>	Page # 11	Definition
Sentence that the word has been used in:		
Word: <i>Regalia</i>	Page # 11	Definition
Sentence that the word has been used in:		
Word: <i>Reserve</i>	Page # 13	Definition
Sentence that the word has been used in:		
Term: Seven Sacred Teachings	Page # 14	Definition
Sentence that the term has been used in:		

Chapter 1: Comprehension and Figurative Language:

Name:

Answer the following questions. Use complete sentences and circle the correct answers.

1. What does the acronym, PATHS, stand for? /4

2. Circle the correct usage of the word, *Shoveling*, in chapter 1: /1

- a) We are always shoveling snow!
- b) At the zoo, we watched the stork shoveling its meal of fish into its great bill.
- c) Shoveling in cereal as fast as I could.
- d) I watched him shoveling his hand through the cereal box in search of the prize toy.

3. How did Darion get the nickname, *Razor*? /2

4. In the novel, what does *Peach Fuzz* mean (page 12)? /1

- a) The soft skin on the fruit.
- b) The name of a puppy.
- c) The soft hairs often on a young adolescent's chin before growing a beard for the first time.
- d) A type of candy.

5. What does the Idiom, *Don't Cry Over Spilled Milk*, mean (page 13)? /2

6. What does the word *trafficking* mean? /2

7. Every novel has one or more types of conflict. The most common types of conflict are:

- Character vs. self: The character is struggling with a conflict from within.
- Character vs. character: The character is struggling with another character.
- Character vs. society: The character is struggling against the norms of society.
- Character vs. nature: The character is struggling with the forces of nature.
- Character vs. supernatural: The character is struggling with mysterious forces.
- Character vs technology: The character is struggling with any form of technology.

Identify the type, or types, of conflict in chapter 1. /3

8. A simile is a figurative language device that compares one thing to another using the words *like* or *as*.

Find two sentences, from chapter 1, that are similes. Add the sentences' page numbers. /4

9. Adjectives are words that describe another word. For examples:

conflict resolution – The word *conflict* describes the type of resolution.

role models – The word *role* describes the type of models.

Find three uses of adjectives from chapter 1. Add the noun that it is describing: /6

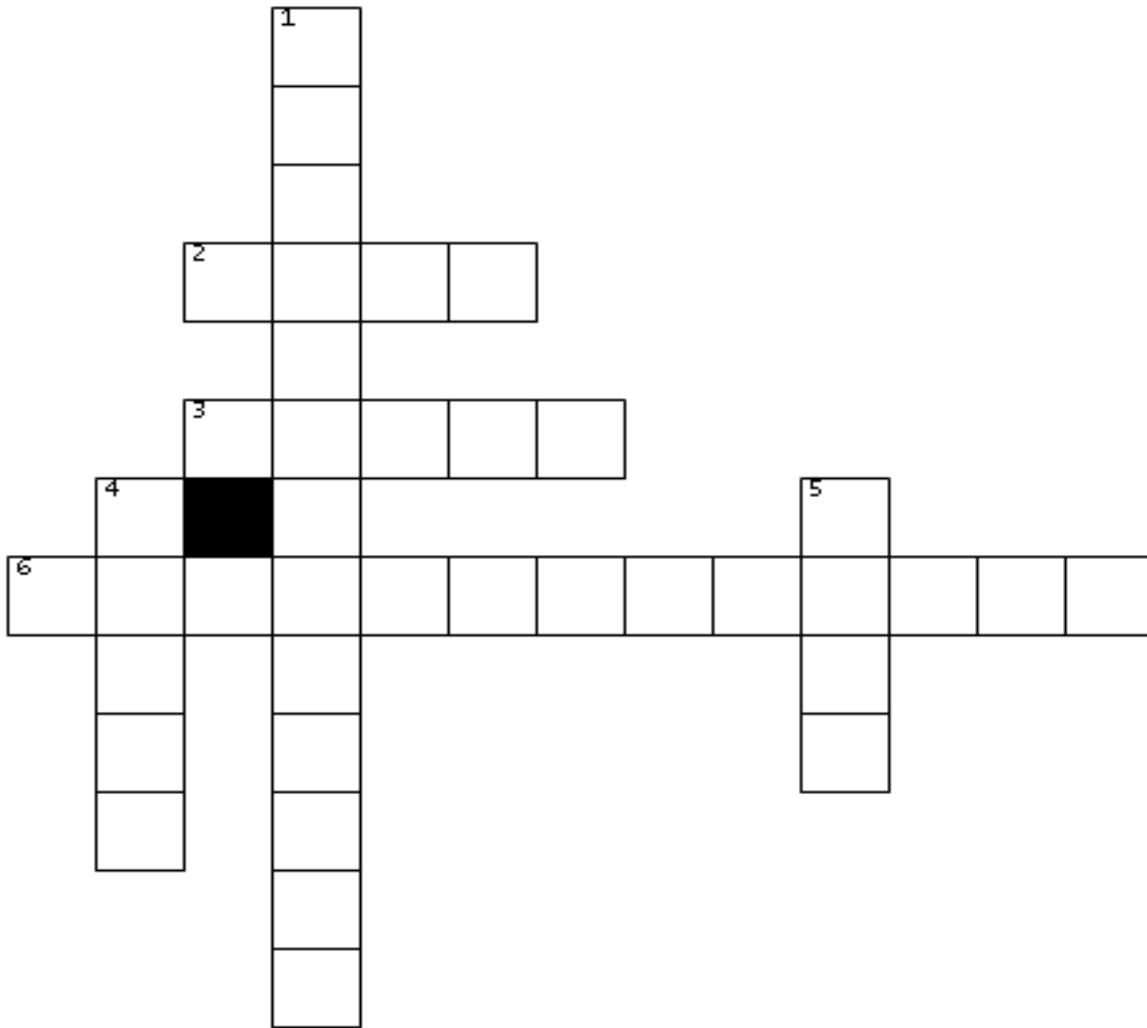
10. Onomatopoeia is a word that describes a sound. For example: The goose honked.

Find one example of onomatopoeia from chapter 1. Add the page number. /2

/27

Chapter 1: Crossword Puzzle

Name: _____



ACROSS

- 2. Chapter 1 introduces the conflict of man vs what?
- 3. His nickname is this because he bought a folding knife at a pawn shop.
- 6. What is the name of the Indigenous Community?

DOWN

- 1. the name of the author
- 4. A major theme is about these troublesome groups
- 5. What is the protagonist's name?

/6

Chapter 1: Art activity

Name:

/8

Define setting: _____

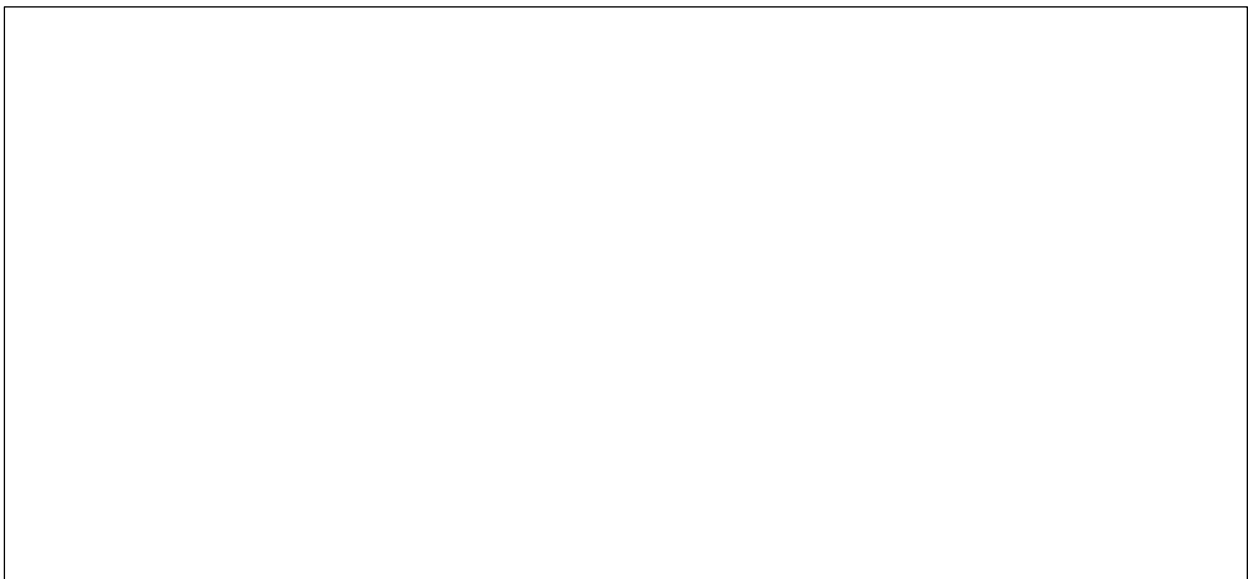
_____ /1

Describe the setting in chapter 1: _____

_____ /4

Create an image of the breakfast scene in Chapter 1 (score is based on completion, detail, and colour):

/3



Chapter 1: Word Search

Name: _____

Find the words, from the list, hidden inside the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

BRAWL	FULTTERING	MUMBLED
BULGING	GESTURED	SCOLDING
COMMUNITY	GROGGY	SCREECHED
CRUMPLED	INTENTLY	SLUMPED

G S M D T B K D V H I H Z X G
N C U G L I A E E H F G K N D
I R V I X M Z W S L X Q I S E
K E Q I M O J G L H R G J S R
C E Y G N I G G A W L A P P U
I C S T E T J K P U D R N X T
F H Q C I Z E S B E O Y B S S
F E U R O N J N L U X M I R E
A D I U W X U B T U F V X P G
R V N M U T M M G L M H E L E
T X T P Z U C R M M Y P M U M
B C W L M H O K X O D D E T M
T R F E Q G V Y Q R C W V D W
E W C D G N I D L O C S E Q R
Z W R Y F L U T T E R I N G W

/17

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns. /20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 1: Quick Quiz

Name: _____

Use the words inside the box to write beside the matching definition.

GANGS	FAMILY	PREGNANCY
PROTAGONIST	ANTAGONIST	JACK
PAKOSEYIMOMIN	RED DEER	JOSH
TERESA WOUTERS	KAREN BASS	COMMUNITY

1. _____ What is the name of the *Creeboy* author?
2. _____ The hero of every story is called this.
3. _____ What is a major theme in the novel?
4. _____ What is the name of the setting in the novel?
5. _____ The name of a group of people living in the same place or having characteristics in common is called this.
6. _____ What is the name of the novel's protagonist?

Chapter 1: Quick Quiz: CONTINUED

7. Vocabulary: Use the words in the box to match the correct word to its definition. /8

BRAWL	RECOILED
HAVEN	REGALIA
INHERITED	STENCH
PAKOSEYIMOMIN	TRIGGER-HAPPY

- a. _____ A place of safety and refuge.
- b. _____ To suddenly spring or flinch back in fear, horror, or disgust.
- c. _____ A strong and very unpleasant smell.
- d. _____ A rough or noisy fight or quarrel.
- e. _____ The distinctive clothing worn and ornaments carried at formal occasions as an indication of status.
- f. _____ Money, property, or a title received as an heir at the death of the previous holder.
- g. _____ Ready to react violently, especially by shooting, on the slightest provocation.
- h. _____ Cree word meaning “hope”.

/14

Chapter 1: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Pre-reading activity - participation	<i>/2</i>
	Video: Introduction to Cree Culture: “ <i>Wahkohtowin</i> : Cree Natural Law	<i>/20</i>
	Story Plot Definitions	<i>/5</i>
	Figurative Language Definitions	<i>/18</i>
	Chapter 1: Vocabulary (13+5+6= 24)	<i>/24</i>
	Chapter 1: Comprehension and figurative language	<i>/27</i>
	Chapter 1: Crossword puzzle	<i>/6</i>
	Chapter 1: Art activity	<i>/8</i>
	Chapter 1: Word search	<i>/17</i>
	Chapter 1: Writing a chapter summary	<i>/20</i>
	Chapter 1: Quick quiz	<i>/14</i>
	TOTAL SCORE	<i>/162</i>

Chapter 2: Vocabulary:

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Adhered</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Ancestors</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Banished</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Breech</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Conchos</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Creed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Drained</i>	Page #	Definition:
Sentence that the word has been used in:		

Chapter 2: Vocabulary: Continued

Name:

Word: <i>Fringes</i>	Page #	Definition
Word: <i>Fry bread</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Gravitated</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Guru</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Head roach</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Holistic</i>		
Sentence that the word has been used in:		
Word: <i>Hunkered</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 2: Vocabulary: Continued

Name:

Word: <i>Kaminakuse</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Medallion</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Meditation</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Moccasins</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Okihcihtâw</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Ranting</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Rejuvenated</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 2: Vocabulary:Continued

Name:

Word: <i>Seething</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Sooyáaiihtsi</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Wapayoominusk</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Wholeheartedly</i>	Page #	Definition
Sentence that the word has been used in:		

/4

/25

Chapter 2: Comprehension and Figurative Languages

Name:

Answer the following questions. Use complete sentences and circle the correct answers.

1. Story setting means: /1

- a. the time, place, duration of where a story takes place.
- b. the piece of metal where a jewel is placed.
- c. a plan for a story.
- d. none of the above.

2. What is the name of the community where Josh lives? /1

- a. *kaminakuse*
- b. *sooyálaiihtsi*
- c. *wapayoominusk*
- d. *Pa-ko-sey-i-mo-min*

3. When did this story take place? /1

- a. 1800's
- b. 1999
- c. early 2000's
- d. early 2020's

4. Who is the protagonist of the story? /2

5. What does *Pa-ko-sey-i-mo-min* mean? /1

- a. grandmother
- b. hope
- c. community
- d. giving

6. “She looked like an Indian princess in her regalia jingle dress” (page 27). Is the term *Indian princess* a stereotype? Explain why or why not. /3

7. Describe the ancestral tradition from chapter 2: /4

a. Nationality: _____

b. Name of tradition: _____

c. Description of the tradition: _____

8. Describe an ancestral tradition from your family: /4

a. Nationality: _____

b. Name of tradition: _____

c. Description of the tradition: _____

9. What are the names of Joshes’ siblings? /1

a. Bart, Lisa, Maggie, Homer, Marge

b. Sheldon, Missy, George Jr., Meemaw

c. Darion, Jade, Lily, Adam, Amber

d. Harry, Hermoine, Ron

/18

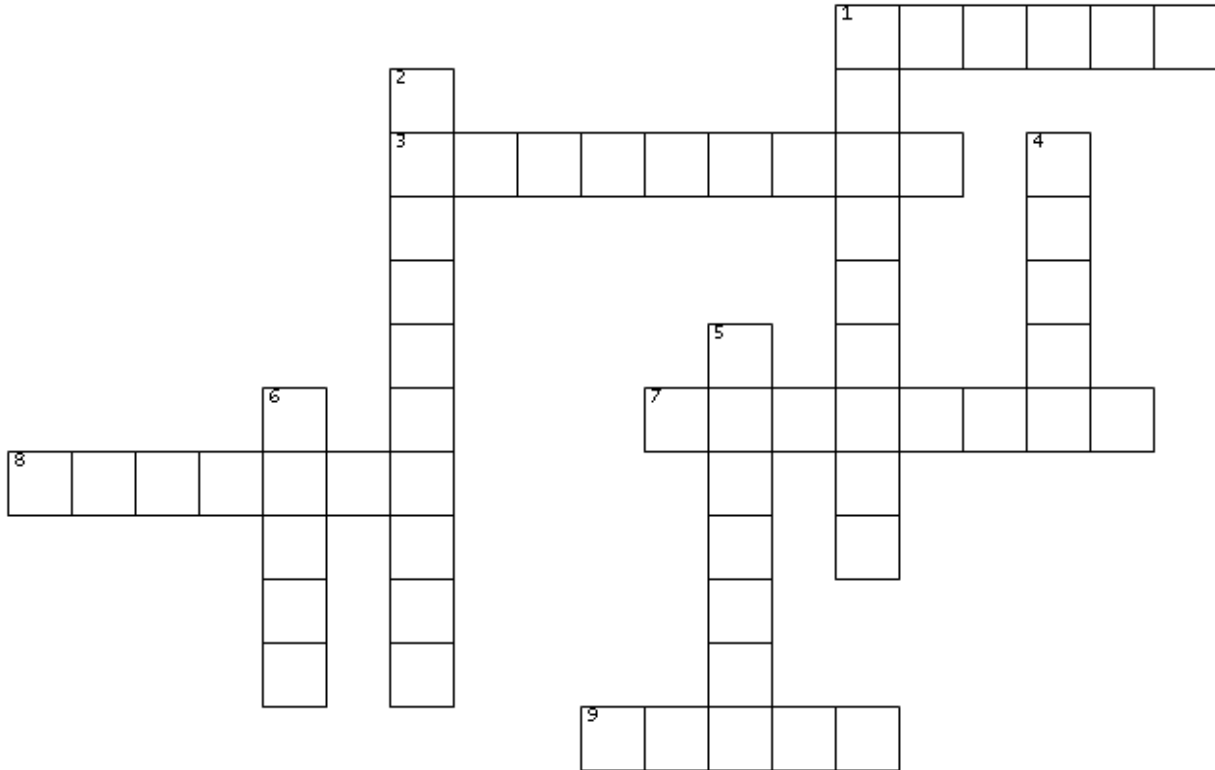
Chapter 2: Crossword Puzzle

Name: _____

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

1. - a spiritual gathering where Indigenous people dance.
3. - relatives from the past.
7. - this type of wheel can be used to study one's emotional, physical, mental, and spiritual well-being.
8. - another word for fry bread.
9. - a type of dance seen at powwows.

DOWN

1. - an Indigenous head ornament is sometimes made with this animal.
2. - A Cree word for Wild Rose.
4. - how many Indigenous sacred teachings are there?
5. - what colourful powwow apparel is called.
6. - a Cree word for *grandmother*.

/10

Chapter 2: Making a Medallion

Materials needed:

Printable medallion pattern (see next page) or students may design their own:

Writing utensil

4"x4" piece of stiff felt

Beading needle (Tip: rub the needle on a bar of soap to make it easier to pull through the fabric)

Thread

Scissors

Size 11 seed beads (variety of colours)

Beading plate

Glue stick

OPTION: Students can draw and colour a medallion instead.

Instructions: See below: "Beading A Mini-Medallion with Auntie Amber"

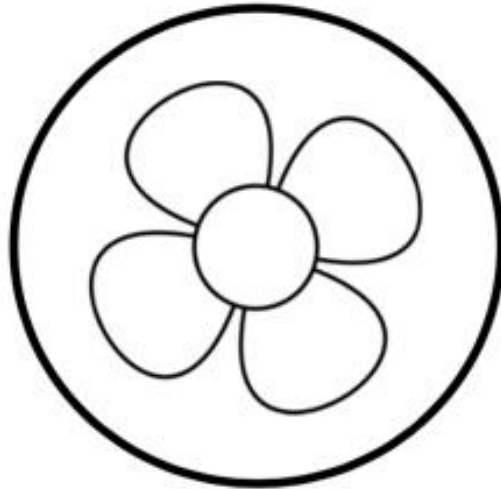
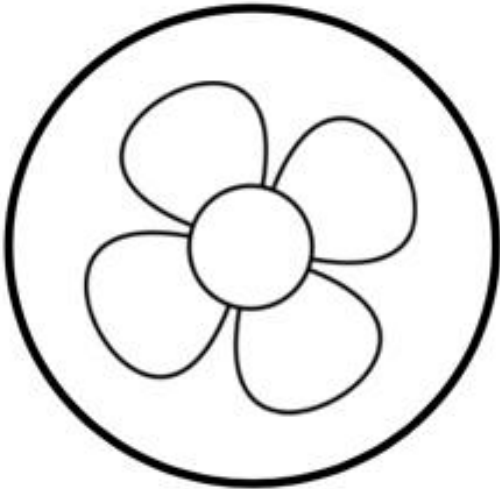
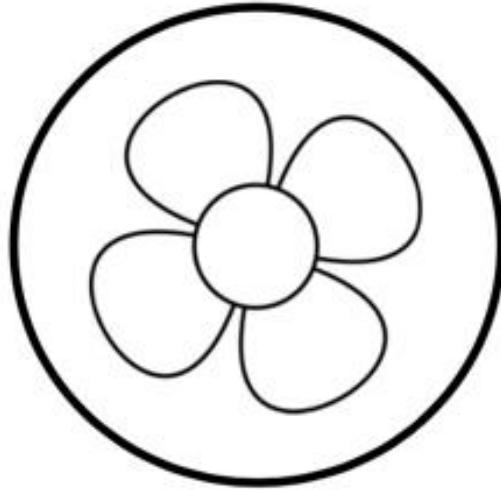
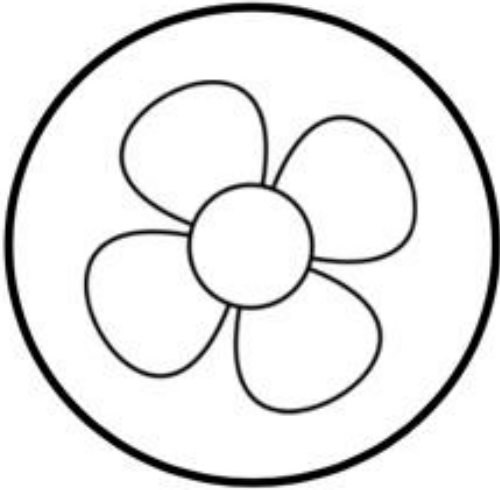
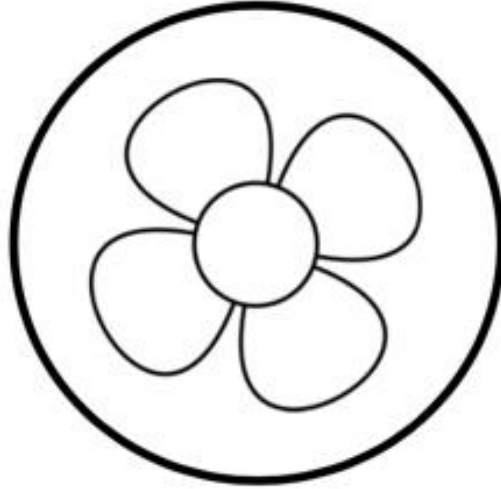
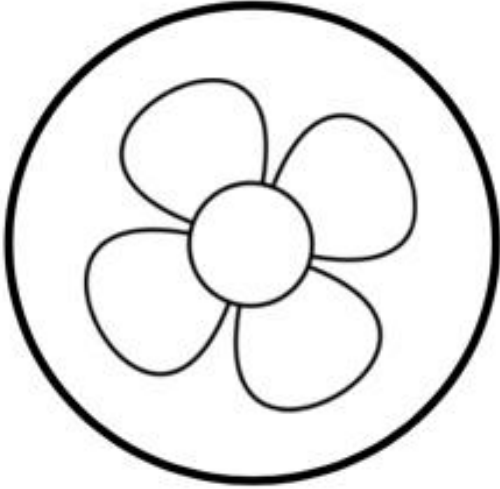
<https://www.saskculture.ca/content/documents/21.04.07.AmberBellegarde.Activity2b.FINAL.pdf>

Medallion beading Option 2:

Instructions: Video: Medallion beading method: Beginner beading with a Metis Home Economics teacher.

<https://www.youtube.com/watch?v=EIANYeKBO9o>





Art Project Rubric

Name: _____

Points	Creativity/ Originality	Effort/ Perseverance	Craftsmanship/ Skill	Cooperation/ Attitude
4	Explored several choices and generated many ideas. Used problem-solving skills	Effort to completion. Focused on task.	Artwork completed to the best possible quality	Positive participation. Prepared and helpful.
3	Explored a few choices and generated some ideas.	Effort but not outstanding.	With a little more effort, the work could have been outstanding; lacks the finishing touches.	Adequate participation. Could be more prepared and helpful.
2	Gave no evidence of trying, or contributing original thought	Completed with minimum effort.	Lack of pride in finished work	Needed prompts or assistance to complete the project and to participate.
1	No evidence of effort.	Did not adequately complete the project	No effort made to complete a quality piece.	No effort made to participate.

/16

Chapter 2: Word Search

Name: _____

Find the words, from the list, hidden inside the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ANCESTORS	BREECH	GURU	RANTING
ASPECTS	CREED	HOLISTIC	SEETHING
BANISHED	CRUMPLED	MEDITATION	
BLUR	GRAVITATED	OVERGROWN	

X J R Q Y C C H F B L D W R C
M O H J U W O G P G B M K H R
S Z H Y B L N K M X O L N V U
Z R V W I I R F E J N Z U G M
P V O S H H R A N T I N G R P
U O T T U C G M B N B N J A L
K I E R S E F F C A I W O V E
C E U R I E S V N J G O O I D
S G G T I R C I D E E R C T R
J Y R F U B S N I E H G Z A C
V C Z C A H T V A X R R J T H
R S T C E P S A P T N E Q E C
W M E D I T A T I O N V H D Z
F A Q U T S O M Y W O O G D H
T C F A P Q S W Y F P O T A A

There is one mystery bonus word that is hidden in the puzzle, but not listed. Hint: It's a 7-lettered word that starts with an A.

/14

Chapter 2: Powwow Dances Article

Name:

/15

Watch the video on types of Powwow dances: <https://www.youtube.com/watch?v=MONgmqIpaW8&t=40s>

For this assignment, you will be writing an article for an online magazine. You will research different types of powwow dances and choose a specific powwow dance to describe.

Your article should include:

- An eye-catching title.
- Name the type of dance.
- Add a relevant photo.
- Research and describe the origins of this specific powwow dance.
 - How did this dance start?
 - What is the meaning of this dance?
 - Who usually dances this type of dance?
- Description of the type of regalia worn.
- Description of the way the dance is performed.
- Remember to write in a properly formatted paragraph(s); include a topic and a closing sentence.

Powwow Dance Article Rubric

Name:

	Advanced (5)	Thorough (4)	Acceptable (3)	Partial (2)	Minimal (1)
Profile	Demonstrates an extensive understanding of the task, its purpose. Exhibits strong control of the conventions of the article.	Demonstrates a solid understanding of the task, its purpose, and its intended audience, and exhibits strong control of the conventions of the article.	Demonstrates an adequate understanding of the task, its purpose, and its intended audience, and exhibits satisfactory control of the conventions of the article.	Demonstrates understanding of the task, its purpose, and its intended audience, and exhibits a tenuous control of the conventions of the article.	Demonstrates inadequate understanding of the task, its purpose, and its intended audience. Exhibits little or no control of the conventions of the article.
Organization of ideas	The article is highly engaging, flows smoothly, is insightful with critical examination of themes, events, actions, people and/or aspects of life.	The article is focused and well-structured. The writing has clear content with well-developed ideas about events, actions, people, and/or experiences.	The article is suitable but formulaic. There is some relevant and/or general ideas about events, actions, people, and/or experiences.	The writer retells events and/or restates ideas with little context to orient the reader, the content is vague and unfocused.	The article is incomplete with few or no ideas about the topic.
Purpose, audience, and voice	The writer's voice is compelling; discerning views, and interpretations contribute to a memorable article; the purpose and audience are skillfully addressed; the article sustained the readers interest throughout.	The writer's voice is convincing; distinctive views and interpretations support the development of a credible article; the purpose and audience are clearly addressed; the article engages the readers' interest.	The writer's voice is identifiable; views and interpretations support the development of an article; the purpose and audience are evident; the article holds the reader's interest inconsistently.	The writer's voice is uncertain; the purpose and audience are suggested; the writing task is partially addressed; the article holds the reader's attention sporadically.	The writer's voice is indistinct or vague; the purpose, audience, and writing task are not addressed; the needs of the reader are not addressed.
Conventions	The writer critically selects elements to craft an authentic and credible article that sustains the reader's interest; the writer used the techniques and devices of an article in a deliberate and sophisticated manner to enhance the writing.	The writer thoughtfully uses elements to structure an article that engages the reader; the writer uses the techniques and devices of an article in a thorough manner to develop the writing.	The writer's use of elements to present an article that interests the reader is evident but rudimentary; the writer uses the techniques and devices inconsistently.	The writer demonstrates ineffective control of the codes and conventions of an article; the writer inserts undeveloped and/or ineffective techniques or devises.	The writer demonstrates little or no awareness of the conventions of writing an article.

Comments: _____

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns. /20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to the main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 2: Quick Quiz

Name: _____

/12

1. What is Darion's gang nickname? _____

/1

2. Match the English words to the Cree words:

/7

_____ *Kokum*

a. Footwear

_____ *Moccasins*

b. Warrior

_____ *Kaminakuse*

c. Grandmother

_____ *Sooyáaiih̄tsi*

d. Wild Rose

_____ *Wapayoominusk*

e. Three Flowered Avens

_____ *Okihcihtâw*

f. Western Red Lily

_____ *Pâ-ko-sey-i-mo-min*

g. The act of hoping

3. What type of dance is Jade going to participate in?

/1

- a. Shawl
- b. Grass
- c. Jingle
- d. Traditional

4. What does Jade carry tobacco for? _____

/1

5. The holistic teachings of the _____ teach us how to balance our emotional, physical, mental, and spiritual aspects.

/2

Chapter 2: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 2: Vocabulary	<i>/25</i>
	Chapter 2: Comprehension and figurative language	<i>/27</i>
	Chapter 2: Crossword puzzle	<i>/6</i>
	Chapter 2: Making a medallion	<i>/16</i>
	Chapter 2: Word search	<i>/17</i>
	Chapter 2: Powwow dances article	<i>/20</i>
	Chapter 2: Chapter summary	<i>/20</i>
	Chapter 2: Quick quiz	<i>/12</i>
	TOTAL SCORE	<i>/144</i>

Chapter 3: Vocabulary:

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Adrenaline</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Aggressive</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Aspects</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Astonished</i>	Page #:	Definition
Sentence that the word has been used in:		
Word: <i>Basic</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Blurred</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Breech</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 3: Vocabulary: Continued

Name:

Word: <i>Bustles</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Catch Phrase</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Dap</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Flourishing</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Lunges</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Mah</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Mallet</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 3: Vocabulary: Continued

Name:

Word: <i>Momentum</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Outtalk</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Relations</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Sacred</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Sass</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Stressed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Sweetgrass</i>	Page #:	Definition
Sentence that the word has been used in:		

Chapter 3: Vocabulary: Continued

Name:

Word: <i>Synchronized</i>	Page #:	Definition:
Sentence that the word has been used in:		
Word: <i>Tactics</i>	Page #:	Definition
Sentence that the word has been used in:		
Word: <i>Tiers</i>	Page # :	Definition
Sentence that the word has been used in:		
Word: <i>Tobacco</i>	Page #:	Definition
Sentence that the word has been used in:		
Word: <i>Whirled</i>	Page #:	Definition
Sentence that the word has been used in:		

/5

Chapter 3: Comprehension

Name:

1. What are the names of Josh’s school friends? /3

_____, _____, _____

2. Using a complete sentence, describe what a dap handshake is. /2

3. Using a complete sentence, why does Josh feel uncomfortable talking to his school friends? /2

4. Josh thinks the group of men wearing Fancy Dance regalia are as colourful as: /1

- a. Bumblebees
- b. Clowns
- c. Skittles
- d. Sweetgrass

5. At Indigenous rituals, Sweetgrass and tobacco are used for: /1

- a. rolling into cigarettes.
- b. sacred rituals and prayer
- c. household plant decoration
- d. none of the above

6. The Fancy Dance was created by copying the movements of: /1

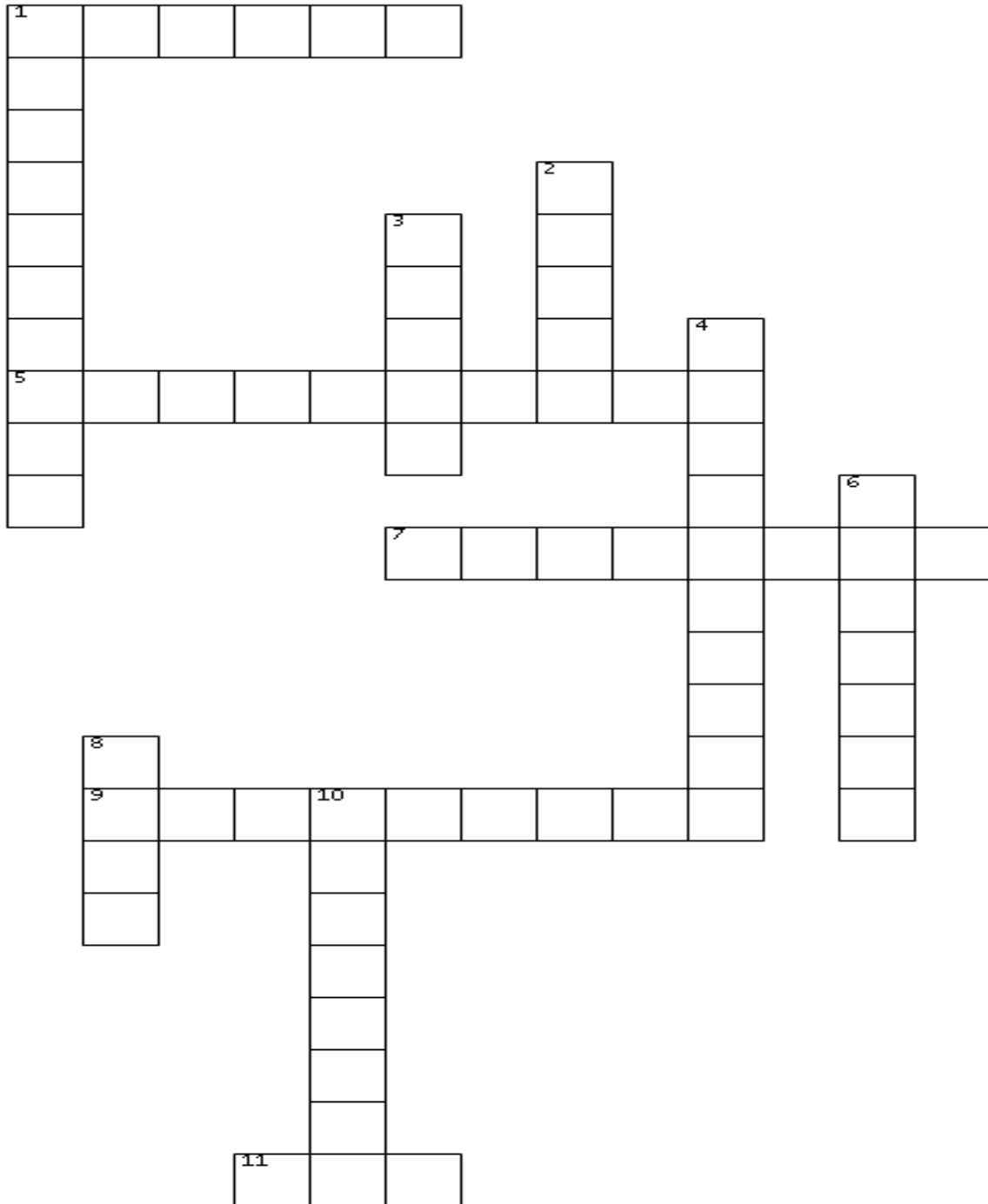
- a. Children
- b. Horses
- c. Famous dancers
- d. Buffalo Bill

/10

Chapter 3: Crossword Puzzle

Name: _____

Use the clues to fill in the words into the crossword puzzle.
Words can go across or down.
Letters are shared when the words intersect.



/12

ACROSS

1. Feelings of being connected to a higher energy source, or a god or deity.
5. To be surprised, impressed, or amazed.
7. The gaining of movement of a body or action.
9. A feeling of rage or anger which can feel threatening.
11. An acronym for “dignity and pride” whose movements translate to “I’m not above you, you’re not above me, we’re side by side, we’re together”, provided just this symbol of solidarity and served as a substitute for the Black Power salute prohibited by the military (Smithsonian Center for Folklife and Cultural Heritage).

DOWN

1. A plant medicine that represents strength and resilience, often used to purify a specific area, object, or body [Sweetgrass Trading Co.].
2. A well-known sentence or phrase, especially one that is associated with a particular famous person [Oxford Languages].
3. A starting point, usual very simple, especially in learning a procedure.
4. A hormone secreted by the adrenal glands, especially in conditions of stress, increasing rates of blood, circulation, breathing, and carbohydrate metabolism and preparing muscles for exertion [Oxford Languages].
6. A traditional part of some Indigenous powwow dance regalia usually made of two rings of feathers, sinew, and beads [Center of the West].
8. To be cheeky or rude to someone.
10. An inner body feeling like intense excitement and happiness [Oxford Languages].

Chapter 3: Powwow Regalia

Name:

Watch the video, “Native American Men and Women Dances and Regalia, and complete the following questions: /24

<https://www.youtube.com/watch?v=G8XCke66OrI>

- 1. List the type of Indigenous Powwow dances that are mentioned in the video and explain the purpose of each dance:**

1 point for the name of each dance. 1 point for complete sentence(s). 2 points for each dance’s explanation.

a. _____:

b. _____:

c. _____:

2. Research and name three other types of Indigenous dances. Explain their purposes:

1 point for the name of each dance. 1 point for complete sentence(s). 2 points for each dance's explanation.

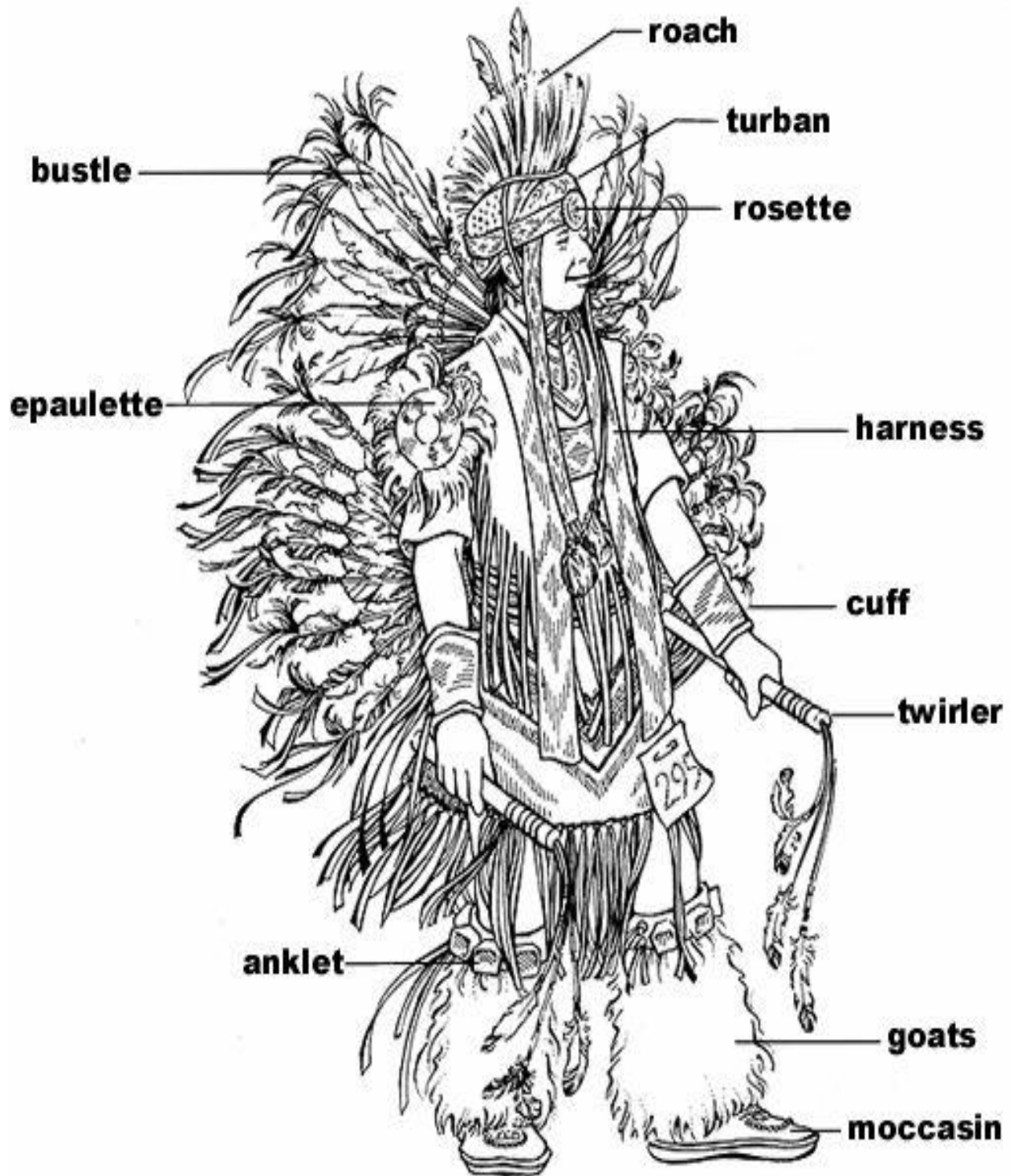
a. _____

b. _____

c. _____

Regalia items

Learn the names of items used on regalia:



Drawing by Katy Lambert

Chapter 3: Word Search

Name:

Using the words in the list below to find circle the words in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ADRENALINE	DAP	RELATIONS
ASTONISHED	FLOURISHING	SACRED
BASIC	MAH	SWEETGRASS
BREECH	MOSOM	TOBACCO
BUSTLES	PHRASE	WHIRLED

E D H A E L W M G U R V F J P
Y J N W S H J H N M N V C H V
B A L B R T A D I X B S R G A
S A C R E D O M H A N A H U D
S E L T S U B N S O S W C S R
W H I R L E D I I E H Q E W E
T G C K S S Z T R S E Z E E N
U O T I L T A T U X H S R E A
L P B I S L D M O J L E B T L
Z B Q A E A O J L A J W D G I
Y M C R C S B O F B Y O K R N
B F G T O C D I H X X U I A E
P A D M F E O U F Y O Y M S S
E J O B J T H S E M K O G S L
W G N L E Y R B X P S N G X W

/15

Chapter 3: Writing a Chapter Summary

Name:

Write a paragraph that summarizes what happened in Chapter 3.

Tips for writing a paragraph:
Start with a topic sentence that introduces what you are going to tell your reader.
Next, introduce the name of the protagonist, the narrator.
Then, describe the main character’s morning from his point of view.
Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.
Remember to add a closing sentence.
Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns. /20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to the main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 3: Quick Quiz

Name: _____

Label the names of the items of the Fancy Dance regalia:

/11



Drawing by Katy Lambert

Chapter 3: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 3: Vocabulary	<i>/26</i>
	Chapter 3: Comprehension and figurative language	<i>/10</i>
	Chapter 3: Crossword Puzzle	<i>/12</i>
	Chapter 3: Powwow Regalia	<i>/24</i>
	Chapter 3: Word search	<i>/15</i>
	Chapter 3: Writing a chapter summary	<i>/20</i>
	Chapter 3: Quick Quiz	<i>/11</i>
	TOTAL SCORE	<i>/119</i>

Chapter 4: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Adrenaline</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Ayahuasca</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Blurted</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Cheese-eating</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Compliment</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Dodged</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Dramatically</i>	Page #:	Definition
Sentence that the word has been used in:		

Chapter 4: Vocabulary: Continued

Name:

Word: <i>Genuine</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Grunted</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Holistic</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Huffed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Hustled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Intuition</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Medallion</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 4: Vocabulary: Continued

Name:

Word: <i>Neechie</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Newfound</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Pipsqueak</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Propelled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Sauntered</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Scowled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Shamans</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 4: Vocabulary: Continued

Name:

Word: <i>Smirked</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Triumphant</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Under-duck</i>	Page #	Definition
Sentence that the word has been used in:		

/3

/24

Chapter 4: Comprehension & Figurative Language

Name:

Match the figurative language terms with the words.

IMAGERY	SLANG	ADJECTIVE
IMAGERY	SLANG	ADJECTIVE
IMAGERY	ONOMATOPOEIA	ADJECTIVE
ADJECTIVE	ONOMATOPOEIA	CREE WORD
ADJECTIVE	ONOMATOPOEIA	VERB
ADJECTIVE		

Sunshine beam of a smile: _____

Pipsqueak voice: _____

Chopped tomatoes: _____

Cheese-eating: _____

Crunch: _____

Steamy voice: _____

Dribbled: _____

Sour cream: _____

Bear Hug: _____

Shot fireballs from her eyes: _____

Shredded lettuce: _____

Grated cheese: _____

Returnsies; _____

Squealed: _____

Neechie: _____

Grunted: _____

Chapter 4: Crossword Puzzle

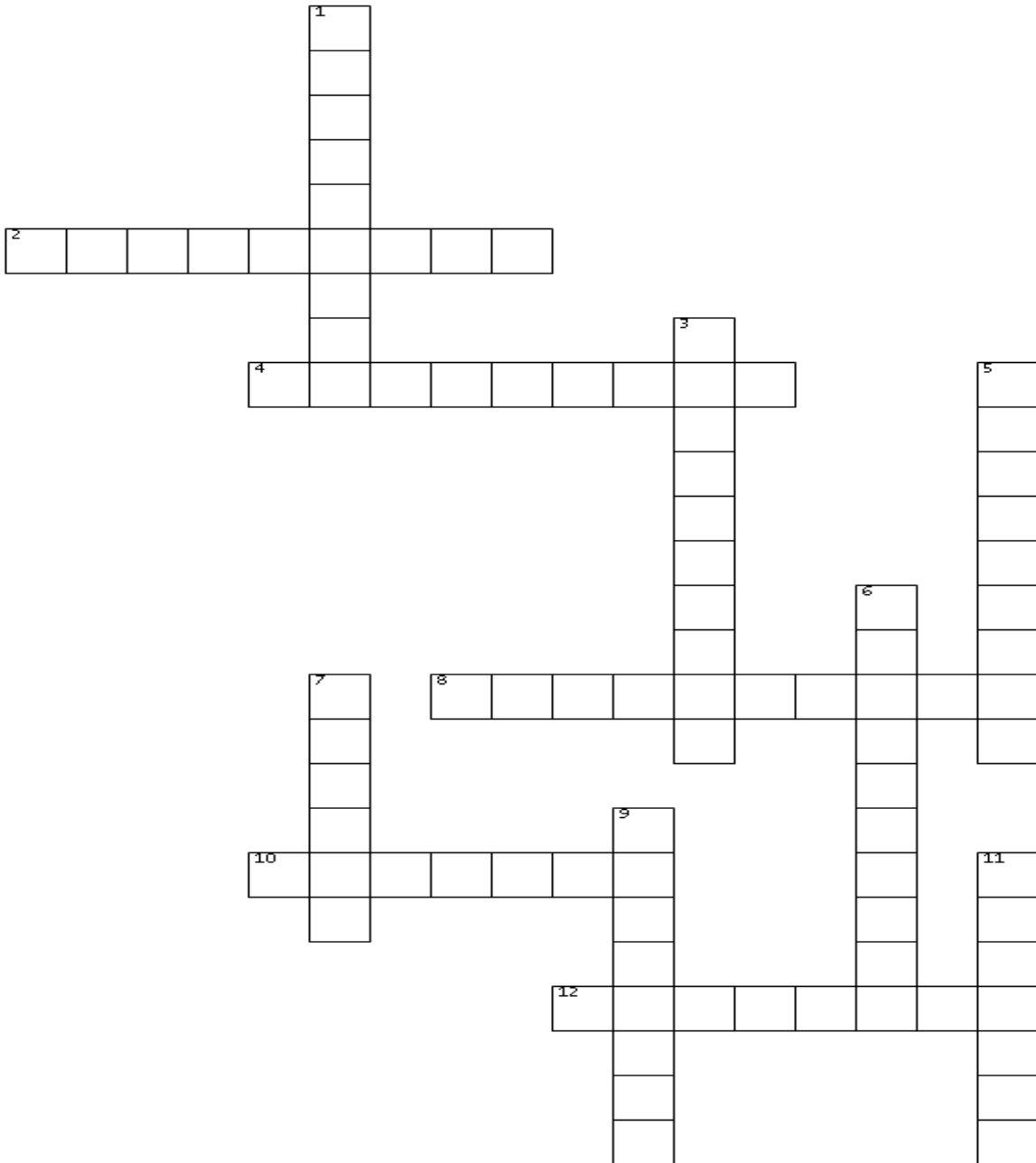
Name: _____

Use the clues to fill in the words above.

/12

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

2. To move forward with driving force.
4. To believe or understand something through a feeling and not facts.
8. An intense feeling of a rush through the body when excited or scared.
10. To be true, real, and authentic.
12. Beliefs that the parts of something are interconnected.

DOWN

1. Usually, a beaded shield or round shaped image hung from the neck.
3. To receive words of praise.
5. To walk in a slow, relaxed manner without hurry or effort.
6. Feeling like one has won.
7. To blow out loudly.
9. Recently discovered.
11. Iroquois word for *friend*.



INGREDIENTS

BANNOCK:

- 6 cups of flour
- 1 cup or lard **or** butter **or** vegetable oil
- 3 tablespoons of baking powder
- 1 tablespoon of salt
- 2 cups raisins (optional)
- 3 ½ cups of water

Taco toppings:

- 1 lb of cooked ground meat
- Shredded lettuce
- Diced tomato
- Grated Cheddar Cheese
- Sour Cream
- Salsa



DIRECTIONS*

1. In a bowl, mix the flour and lard together by hand, and then add the baking powder, salt, and raisins (raisins are optional).
2. Next, add the water and work the ingredients into a dough.
3. Now, you have three options: the campfire, the oven, or the frying pan.
4. To cook over a campfire, divide the dough into four lumps and firmly wrap each lump around the end of a four-foot stick and prop securely over the fire until golden brown.
5. To cook in an oven, spread the dough out into a 16" square cake pan.
6. Bake at 425 degrees for about 20 minutes or until golden brown.
7. To cook in a pan, melt grease (oil, lard, or fat) to a boil, and then add thin lumps of uncooked Bannock.

Place the taco toppings on top and enjoy.

Option: If preparing just the Bannock, serve with butter and jam.

Scoring Rubric
Family and Consumer Science Kitchen Lab Performance Evaluation

Score	1 Needs Improvement		5 Average		10 Exceptional	
Sanitation	Frequent touching of face, hair, little concern for cleanliness; no visible hand washing. Cross-contamination, unsanitary conditions present. No aprons.		Adequate hand washing; adequate concern for cleanliness. Some threat of cross-contamination. Some aprons on.		Care with cleanliness & hand washing; no touching of face, hair secured, sanitary work space at end of lab. Aprons on.	
Clean-Up	No cleaning of equipment, utensils, and surfaces; items left. Unhelpful with community items.		Poor cleaning of equipment, utensils and surfaces; items must be rewashed before further use. Minimally helpful. Some items not put away.		Clean & dry equipment, utensils, and surfaces; items are properly stored. Helpful with community items and other cleaning. Nothing left out.	
Time Management	Did not complete in time allotted due to inefficient use of time. Poor organization.		Average organization; completed activity relatively on time.		Completed activity and all clean-up tasks on time.	
Teamwork and Attitude	Shows disrespect for others and/or their work or property. Did not work with partners. Poor attitude, argumentative.		Works with others without supervision. Worked with partner at times. Good attitude, somewhat helpful.		Demonstrates patience and respect for others. Worked well with partner. Pleasant attitude, offers assistance to partners.	
Extra Credit	5 Cleaned stainless steel tables with stainless steel cleaner (last class of day)	5 Cleaned spills in refrigerator	5 Cleaned up and sanitized community supply table	5 Cleaned up sugar/ flour cart; all shelves	5 Refilled Laundry Soap	5 Refilled liquid soap containers

Created by Jennifer Wilfong, MA, RD, CSP, LD, FAND, Updated 2020

40 + 30 (bonus) = 70

Chapter 4: Word Search

Name: _____

Using the words in the list below to find circle the words in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ADRENALINE	GENUINE	MEDALLION
BLURTED	GRUNTED	NEWFOUND
COMPLIMENT	HOLISTIC	PROPELLED
DODGED	HUFFED	SAUNTERED
DRAMATICALLY	INTUITION	SCOWLED

X Y E J H Z B H R A S D S Y N
X K M S G U O Q D L E Y M L E
D I J L U L F R R R D D I L W
G E N U I N E F E M E B R A F
M A T S I N T T E L T K K C O
G T T R A D N D L D N L E I U
J I U L U U A E O E U O D T N
C Q I R A L P R K D R F L A D
W N B S L O B M N M G D Z M Y
E A Y I R Q S C O W L E D A W
C I O P B H Q M S B T T D R G
L N T N E M I L P M O C S D Q
Q J S O T R I U M P H A N T W
O P Q Q G F G S E D Z I G Z V
N O I T I U T N I W I H Y W V

/17

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

/20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to the main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 4: Quick Quiz

Name:

1. What did Josh win? /1

- a. A bag of Cheetos
- b. The Grass Dance competition
- c. A trophy
- d. The Fancy Dance competition

2. What did Josh give to Shayla? /1

- a. Bannock with jam
- b. Cheetos
- c. A ride on a merry-go-round
- d. A wolfish grin and wink

3. What was the name of the flowers on Jade’s moccasins that Josh couldn’t remember? /1

- a. *Ayahuasca*
- b. Dandelions
- c. Wild Roses
- d. Asters

4. Name four types of Indigenous powwow dances. /4

1. _____
2. _____
3. _____
4. _____

5. "Get them for all of us." is what type of sentence? /1

- a. Complete sentence
- b. Sentence fragment
- c. Compound sentence
- d. None of the above.

6. In a complete sentence or two, compare the type of fun Josh has with his family compared to the type of fun he has with his gang. /4

/12

Chapter 4: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 4: Vocabulary	<i>/24</i>
	Chapter 4: Comprehension and figurative language	<i>/16</i>
	Chapter 4: Crossword Puzzle	<i>/12</i>
	Chapter 4: Making Indian Tacos	<i>/20</i>
	Chapter 4: Word search	<i>/17</i>
	Chapter 4: Writing a chapter summary	<i>/6</i>
	Chapter 4: Quick Quiz	<i>/12</i>
	TOTAL SCORE	<i>/108</i>

Chapter 5: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Acrid</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Adrenaline</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Banished</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Collapse</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Consoling</i>	Page #:	Definition
Sentence that the word has been used in:		
Word: <i>Cuddled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Detached</i>	Page #:	Definition
Sentence that the word has been used in:		

Chapter 5: Vocabulary: Continued

Name:

Word: <i>Lingering</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Numb</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Num-chuks</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Partition</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Reconciliation</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Rubberneckers</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Scoffed</i>	Page #:	Definition
Sentence that the word has been used in:		

Chapter 5: Vocabulary: Continued

Name:

Word: <i>Squeaked</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Tremor</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Trudged</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Unclench</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Victorious</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Whiffs</i>	Page #	Definition
Sentence that the word has been used in:		

/7

/21

Chapter 5: Comprehension & Figurative Language

Name:

1. “The smoke curled into an angry cloud.” is an example of what type of figurative language? /1

- a. alliteration
- b. onomatopoeia
- c. personification
- d. Idiom

2. What did Lily lose in the fire? /1

3. Who does mom blame for the fire? What is her reason? /4

4. Circle the word error in the following sentence. Write the correct word that should have been used. Hint: It’s a homonym. /2

“A spotlight shown on the black remains of our house as a few firemen hosed lingering hotspots.”

/8

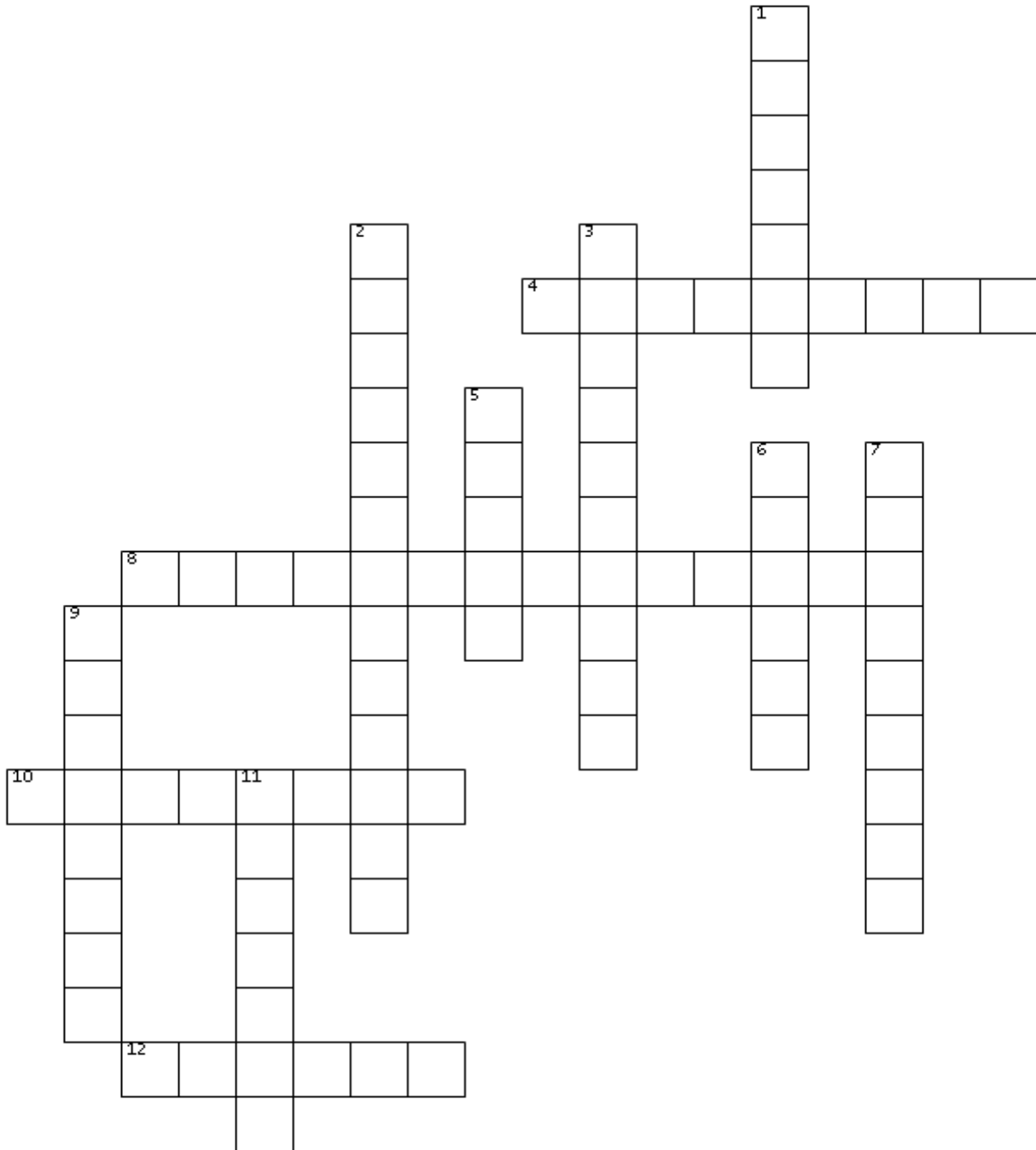
Chapter 5: Crossword Puzzle

Name: _____

Use the clues to fill in the words.

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

4. To stay for a long time.
8. To restore back to friendly terms.
10. To punish persons by forcing them to move away from their place of living.
12. An unexpected shaking of the ground or a building.

DOWN

1. To walk slowly with effort.
2. Persons who watch a tragedy out of curiosity or amazement.
3. To have won.
5. Having an irritatingly strong and unpleasant taste or smell.
6. A quick or slight smell of something.
7. To comfort someone who is grieving.
9. A part has come undone from the whole.
11. To speak to someone or about something in a scornfully derisive or mocking way.

Chapter 5: Personal Letter Writing

The following is a guideline for proper letter formatting.

Your Name:

Your Address: City, Province, Postal Code

Email:

Telephone:

Date:

RE: [This means “regarding”, add a word or phrase to describe the topic that you are writing about. Use this in formal letters]

Recipient’s Name

Recipient’s Address: City, Province, Postal Code

Email:

Telephone:

Dear [recipient’s name]: [Use a comma for personal letters, and use a colon for formal letters]

I am writing to you about The Ice Cream Shop clerk job position vacancy **[In formal letters, this is called a subject line. Usually, it is one sentence]**

As you will read on my resume, I have similar experience when I worked for the Happy Hotdogs food truck last summer. **[In formal letters, this is a hook, or introduction line]**

I am a reliable employee who excels in customer service, social marketing, and money management. As a customer service representative, I believe that treating customers with individual respect and having them leave happy is important. While social networking, I always invite others to stop by and see me. I believe that I can create a social media presence for your shop which will be free marketing. In addition, I handle money precisely with customers and cashing out. As well as providing great customer service, bringing in more customers through social networking, and being a diligent money manager, I have many more soft skills that will be an asset to this position. **[This is the body paragraph. Note, it is written as a proper paragraph with a topic sentence, is orderly, and has a closing sentence]**

I look forward to discussing more of my employment skills during an interview with you for the position of Ice Cream Shop Clerk. **[This sentence is called the call to action. It is usually one or two sentences and mentions what kind of response you hope to receive. It’s a good idea to add the topic again]**

Sincerely, **[This is the complimentary close]**

Your signature

Chapter 5: Personal Letter Rubric

Name: _____

Skill	1	2	3	4	Total Points
Letter Format	Little or no attention paid to format instructions.	Letter lacks two or more key format elements and/or drafts, has little presentation value.	Follows most format guidelines but has one or two inaccurate elements. Pre-writing, draft is handed in.	Follows proper letter format guidelines precisely with heading, greeting, body, closing.	
Content	Letter lacks specific examples and is missing key elements of required information.	Letter lacks one key information category, needs development through specific details.	Letter contains all key information categories and is generally supported with specific details.	Letter contains all key information categories, each supported with specific and engaging details.	
Organization	No sense or organization is evident.	Organization is hard to follow at times, little transition between ideas.	Letter generally follows required organizational format but needs better transition between ideas.	Letter has smooth transition between all key elements.	
Sentence Structure	Meaning is seriously impacted by unclear sentences.	Sentences reflect little variety, and meaning is often unclear.	Most sentences present information clearly. There is some evidence of sentence variety.	Letter contains good sentence variety. All sentences have clear and correct structure.	
Mechanics/Usage/Spelling	Frequent error in mechanics, usage, and spelling make writing difficult to understand.	Several errors in mechanics, usage, and spelling seriously impact paper's effectiveness.	Letter has generally "clean" mechanics, usage, and spelling, but may contain a few mistakes.	No errors.	_____
Word Choice	No evidence of thought in word selection. Many examples of slang evident.	Letter needs revision to slot in better word choice; contains some slang.	Most words add to effectiveness. Some slotting to add color is needed.	Words add color, engaging the reader. No slang is evident.	_____

Total Points _____ / 20

Comments: _____

/20

Chapter 5: Formal Email Rubric

Name:

	Excellent – good (4)	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Format	Format is correct – including email address, subject line, salutation, body, and closing.	One part of the format is incorrect – including email, address, subject line, salutation, body, and closing.	Two parts of the format is incorrect – including email, address, subject line, salutation, body, and closing.	3 or more parts of the format is incorrect – including email, address, subject line, salutation, body, and closing.
Salutation	A proper salutation is used in the correct place. Proper use of title, proper capitalization of the name, and the proper use of the colon or comma are all included.	Missing one component from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing two components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.	Missing three or more components from the following: Proper salutation, proper use of title, proper capitalization of the name, or the proper use of the colon or comma.
Body (content)	Body includes at least one complete paragraph. A clear idea is stated in each paragraph and conveyed to the reader. Incorporates proper formatting.	Missing one or two parts and/or formatting of a complete paragraph.	Missing 3 – 4 parts and/or formatting, and some of the information presented in the email is unclear to the reader.	Missing 5 or more parts and/or formatting; the body does not include any paragraphs; the information in the email is unclear or incomplete.
Closing	Proper closing and your name are both included with the proper punctuation and capitalization.	Proper closing and signature are included, but no punctuation and/or capitalization are used.	Either closing or signature is incorrect or missing.	An attempt was made, but neither the closing nor the name are present or correct.
Diction (word choice): Vocabulary and phrases must be appropriate to create a formal tone.	Words and phrases are appropriate for creating a formal tone; no contractions, slang, or emoticons were used.	Most words and phrases are appropriate for creating a formal tone; few (one or two) contractions, slang, or emoticons were used.	Some words and phrases are appropriate for creating a formal tone; some (3 or 4) contractions, slang, or emoticons were used.	Words and phrases do not create a formal tone; and phrases create an informal and/or rude tone. Contractions, slang, or emoticons were excessive (5 or more).
Grammar, mechanics, and spelling	Spelling, punctuation, and grammar are mostly correct or does not affect the clear understanding of the email.	Spelling, punctuation, and grammar are somewhat correct (3 major types of errors noted).	Several errors with spelling, punctuation, and grammar (4-6 major types of errors).	Many errors in spelling, punctuation, and grammar (More than 7 errors). Affects clear understanding.

/24

Chapter 5 Word Search

Name:

Find and circle the words hidden in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ADRENALINE	BANISHED	COLLAPSE
CUDDLED	NUMB	RECONCILIATION
RUBBERNECKERS	SCOFFED	SQUEAKED
TRUDGED	VICTORIOUS	WHIFFS

W J K I T N S E O R V Y Q I R
S H D O V F A F S C E J M E V
S R D D D K K U K P Y R C D Q
S D E L D D U C C D A O V E M
U R R K E N Z I E F N L I F X
O R A V C K B K I C J U L F I
I X V N Z E A N I C S W P O F
R V L R X E N L U O R I W C C
O R T U U F I R I M C Z H S W
T G N Q Q A S D E Z B Y I K N
C E S Y T M H T O B X V F X Q
I B D I I U E A Z Y B H F H B
V F O T R U D G E D L U S R P
E N I L A N E R D A U F R N A
K C N W E Z X E Y C Y C V Z I

/12

Chapter 5: Writing a Chapter Summary

Name:

Write a paragraph that summarizes what happened in Chapter 5.

Tips for writing a paragraph:

Start with a topic sentence that introduces what you are going to tell your reader.

Next, introduce the name of the protagonist, the narrator.

Then, describe the main character’s morning from his point of view.

Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.

Remember to add a closing sentence.

Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

/20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 5: Quick Quiz

Name:

Match the figurative language terms in the box to the underlined words below.

PERSONIFICATION	SIMILE
PERSONIFICATION	SIMILE
PERSONIFICATION	SLANG
PERSONIFICATION	SENTENCE FRAGMENT
ONOMATOPOEIA	IMAGERY

1. _____ “...watching the smoke race up to the sky.”
2. _____ “The smoke curled into an angry cloud.”
3. _____ “I remember Mom and Dad having a big blowout.”
4. _____ “Would he?”
5. _____ “Smoke hung in the air like ghosts.”
6. _____ “Its flame cast dancing shadows across a face.”
7. _____ “Firemen combed through the charred skeleton of our house.”
8. _____ “His voice squeaked.”
9. _____ “Instead, it let out another moan of complaint...”
10. What did Razor and Josh vandalize? _____

/10

Chapter 5: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 5: Vocabulary	<i>/25</i>
	Chapter 5: Comprehension and figurative language	<i>/9</i>
	Chapter 5: Crossword Puzzle	<i>/12</i>
	Chapter 5: Personal Letter	<i>/20</i>
	Chapter 5: Formal Email letter	<i>/24</i>
	Chapter 5: Word search	<i>/16</i>
	Chapter 5: Writing a chapter summary	<i>/20</i>
	Chapter 5: Quick Quiz	<i>/10</i>
	TOTAL SCORE	<i>137</i>

Chapter 6: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Addiction</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Caromed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Clomped</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Criticizing</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Dangled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Dodged</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Flicked</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 6: Vocabulary Continued

Name:

Word: <i>Goaded</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Initiate</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Intensely</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Interruption</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Keenly</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Lame</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Mock</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 6: Vocabulary: Continued

Name:

Word: <i>Munched</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Pounced</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Recoiled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Screeched</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Shins</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Sidestepped</i>	Page #	Definition
Sentence that the word has been used in:		

/6

/20

Chapter 6: Comprehension & Figurative Language

Name:

1. What is the name of the movie mentioned in Chapter 6? /1

- a. *Rebel Wilson*
- b. *Rebel Without a Cause*
- c. *Rebel in the Rye*
- d. *Radio Rebel*

2. What were Josh and Jade fighting over? /1

- a. Josh wanted to watch hockey and Jade wanted to watch a movie.
- b. Household chores.
- c. Who broke the door.
- d. A bag of Cheetos.

3. Give three synonyms for the word *munched*. /3

4. What emotion is being depicted with the word *snap*? /1

5. In a complete sentence, explain why Jade is mocking and teasing Josh? /4

/10

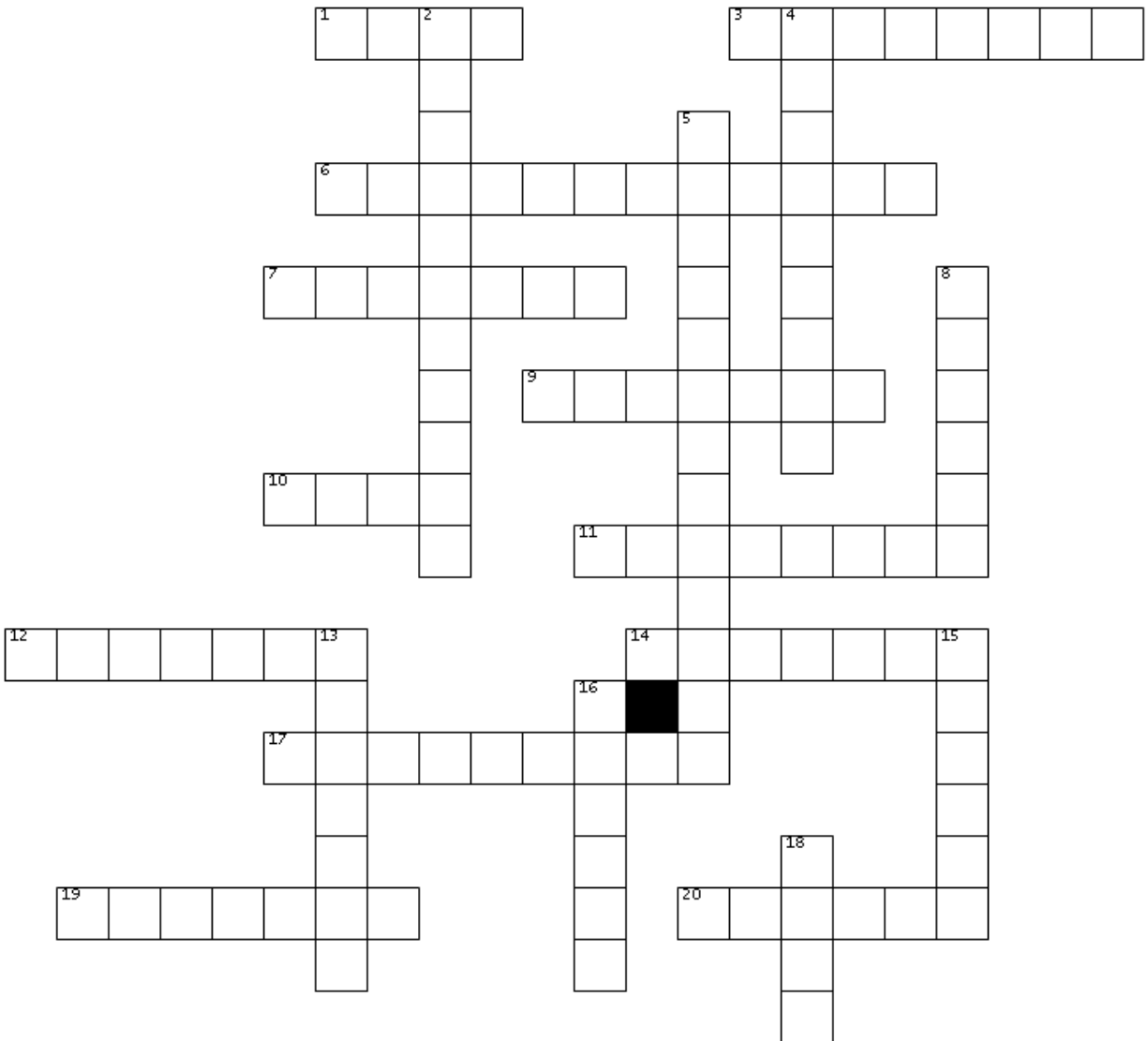
Chapter 6: Crossword Puzzle

Name:

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



/20

ACROSS

1. To make fun of, especially by aping another's movement or speech.
3. To begin something.
6. An action or sound that stops or gets in the way.
7. To eat continuously.
9. To strike against something and then bounce off.
10. The front of the leg below the knee.
11. To spring back or pull away very quickly.
12. To propel with a sudden sharp movement, especially of the fingers.
14. To walk heavily.
17. To reach extremes.
19. To jump on or at.
20. To poke at, provoke, or annoy.

DOWN

2. Finding fault.
4. To steer.
5. Occurring or done in brief, irregular bursts.
8. Move or travel energetically.
13. To hang or swing loosely.
15. To move quickly to avoid.
16. To be aware.
18. Uninspiring or dull.

Chapter 6: Conflict Resolution

Name:

Read the following article, "A Guide to Conflict Resolution for Teens", by Michael Vallejo:
<https://mentalhealthcenterkids.com/blogs/articles/conflict-resolution-for-teens>

Read the following four statements:

1. Emma wore my favourite shirt without asking me first.
2. John called me "pizza face" because I have acne.
3. Eva is trying to get me to steal from the store.
4. I hate getting tickled by Uncle Bob.

Use the following 'I' statement format to reply to each statement. Fill in the blanks with what you think is an appropriate response to each situation.

Example: **I feel** irritated **when you** play your loud music **because** I am trying to finish my homework. **I need you to** turn the music down or use your headphones.

1. **I feel** _____ (state emotion that you feel when this situation happened) **when you** _____ (state the inappropriate behaviour) **because** _____
(state the effect that the behaviour has on you). **I need you to** _____
(state what you need the person to do instead).

2. **I feel** _____ (state emotion that you feel when this situation happened) **when you** _____ (state the inappropriate

behaviour) **because** _____

(state the effect that the behaviour has on you). **I need you to**

(state what you need the person to do instead).

3. **I feel** _____ (state emotion that you feel when
this situation happened) **when you** _____ (state the inappropriate
behaviour) **because** _____

(state the effect that the behaviour has on you). **I need you to**

(state what you need the person to do instead).

4. **I feel** _____ (state emotion that you feel when
this situation happened) **when you** _____ (state the inappropriate
behaviour) **because** _____

(state the effect that the behaviour has on you). **I need you to**

(state what you need the person to do instead).

With a partner, take turns reading the four scenarios while the other person responds with a completed 'I' statement.

Chapter 6: Paragraph on Conflict Resolution

Name:

Write a complete paragraph on how this type of conflict resolution could have diffused the conflict between Josh and Jade over the Cheetos.

Tips for writing a paragraph:
Start with a topic sentence that introduces what you are going to tell your reader.
Next, introduce the name of the protagonist, the narrator.
Then, describe the main character’s morning from his point of view.
Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.
Remember to add a closing sentence.
Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Chapter 6: Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

/20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to the main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 6: Word Search

Name: _____

Find and circle the words that are hidden in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ADDICTION	SHIN	LAME
CLOMPED	SPASMODICALLY	SIDESTEPPED
DODGED	CAROMED	FLICKED
INITIATE	DANGLED	BOPPED
KEENLY	GOADED	POUNCED
MUNCHEDED	INTERRUPTION	THUNDERED
RECOILED	MOCK	SWATTED

D H D F P R D Y F N O V F G C
E T A I T I N I L D I L M W L
C D N T U I H C O N I H H A O
N W G P H G A D A C E L S F M
U C L S O U G D K R X E O L P
O Q E A V E N E D D O D K X E
P L D L D Z D D E I E M A L D
G E W E H M V L E T C J E P X
D B N K K H I P T R S T S D Y
E O M X C O Q A N O E A I Z K
H P O O C O W N W Y P D C O S
C P N E N S M O S O W R U E N
N E R S I D E S T E P P E D X
U D S P A S M O D I C A L L Y
M P N O I T P U R R E T N I X

/21

Chapter 6: Writing a Chapter Summary

Name:

Write a paragraph that summarizes what happened in Chapter 6.

Tips for writing a paragraph:
Start with a topic sentence that introduces what you are going to tell your reader.
Next, introduce the name of the protagonist, the narrator.
Then, describe the main character's morning from his point of view.
Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.
Remember to add a closing sentence.
Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Chapter 6: Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

/20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
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Comments: _____

Chapter 6: Quick Quiz

Name:

Circle the best answer for each question.

1. “Jade’s hand sneaking towards my Cheetos bag like a hunting snake” is an example of which figurative language term?
 - a. Alliteration
 - b. Metaphor
 - c. Pun
 - d. Simile

2. What does Josh mean when he says the actors are way to *goody-goody*?
 - a. They are addicted to eating candy.
 - b. They are too mean.
 - c. They are too nice.
 - d. None of the above.

3. What gets broken when Josh is chasing Jade?
 - a. Jade’s arm
 - b. A Cheeto
 - c. A door
 - d. A cup

4. What is the mood of Josh after he gets his Cheetos back?
 - a. Angry
 - b. Happy
 - c. Ashamed
 - d. Loved

/4

Chapter 6: Student Grading Log**Name:**

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 6: Vocabulary	<i>/21</i>
	Chapter 6: Comprehension and figurative language	<i>/10</i>
	Chapter 6: Crossword Puzzle	<i>/20</i>
	Chapter 6: Conflict Resolution activity	<i>/18</i>
	Chapter 6: Paragraph on Conflict Resolution	<i>/20</i>
	Chapter 6: Word search	<i>/21</i>
	Chapter 6: Writing a chapter summary	<i>/20</i>
	Chapter 6: Quick Quiz	<i>/4</i>
	TOTAL SCORE	<i>/135</i>

Chapter 7: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Bawling</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Cheery</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Clobbered</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Confidence</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Console</i>	Page #	Definition
Sentence that the word has been used in:		
Word: Genes:	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Maah</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 7: Vocabulary: Continued

Name:

Word: <i>Scouted</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Sniffled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Sugar-coating</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Whine</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 7: Comprehension & Figurative Language

Name:

Circle the best answer for each question.

- 1. “He wiped his snot along his arm” is an example of what type of figurative language? /1
 - a. Simile
 - b. Metaphor
 - c. Alliteration
 - d. Imagery

- 2. Using a complete sentence, explain the reason Josh gives to Adam of why he is in the Warriors gang (page 73)? /2

- 3. Using a complete sentence, explain what are three of Josh’s dreams for the future (page 73)? /4

- 4. In a complete sentence, explain what does Josh feel whenever he is dancing (page 74)? /2

5. In a complete sentence, explain what is Razor's definition of 'tough love' (page 75)? /2

6. In a complete sentence, state the good advice that Razor gives to Josh (page 76). /2

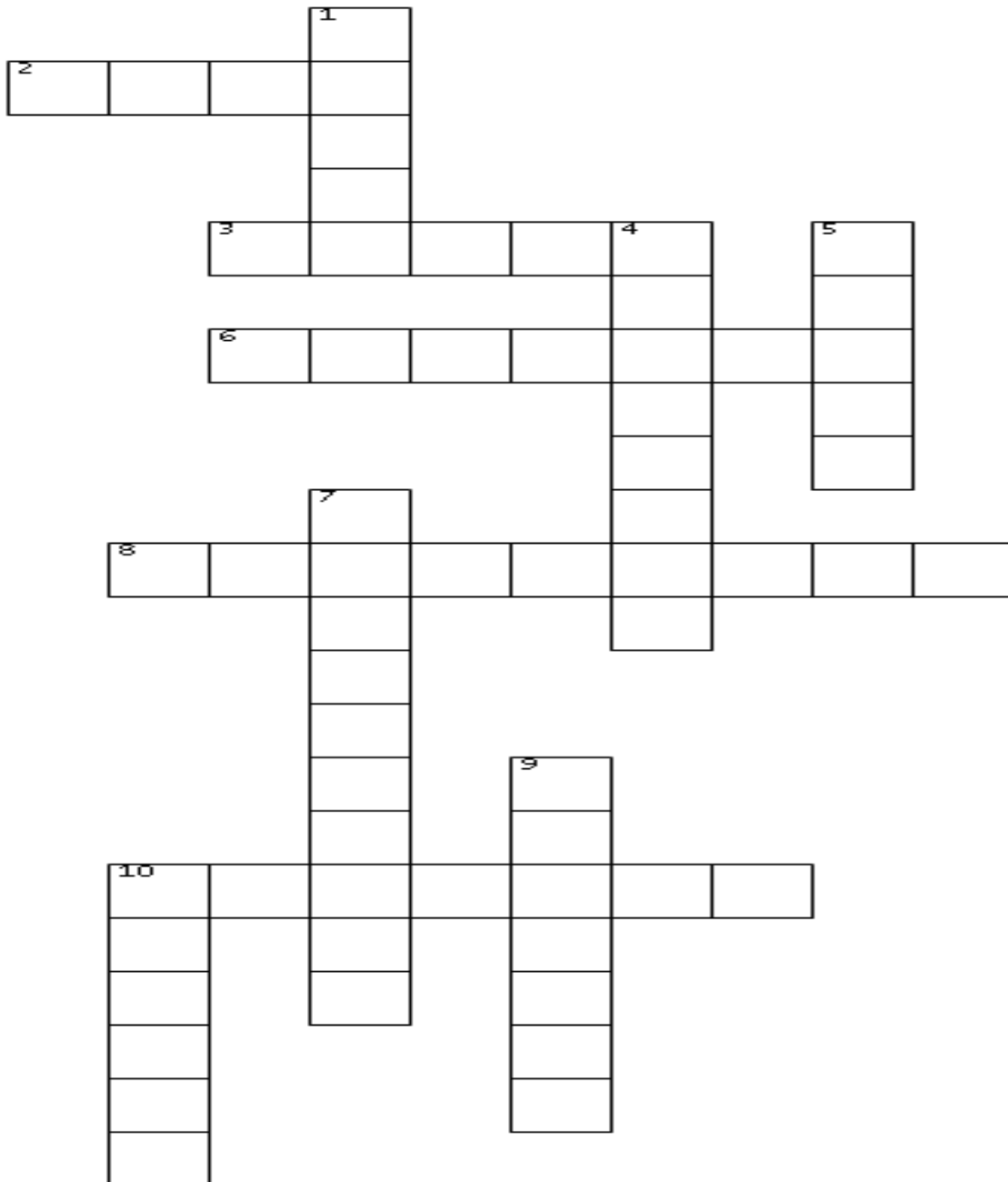
Chapter 7: Crossword Puzzle:

Name:

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

2. In Cree, this 4-letter word can mean to get attention and used as an expression of delight and/or surprise.
3. A unit of heredity which is transferred from a parent to offspring and is held to determine some characteristic of the offspring [Oxford languages].
6. To cry loudly.
8. Hit hard.
10. To comfort a person who is sad or upset.

DOWN

1. A high-pitched, complaining cry [Oxford Languages].
4. To sniff to hold back condensation that is building in the nose when a person is crying.
5. To purposely make something sound sweeter, nicer, and more acceptable.
7. To feel trust in what the self is doing or towards another person, animal, or object.
9. To leave quickly.
10. To appear happy and optimistic.

Chapter 7: Making a Bucket List

Name:

Activity 1: Make a bucket list.

1. In Chapter 7, Josh states his goals for the future. Some people call their future goals a ‘bucket list’. Oxford Dictionary defines a bucket list as, “a number of experiences or achievements that a person hopes to have or accomplish during their lifetime”.

“Making this trip is the first thing on my bucket list.”

Write a bucket list for yourself. Include at least ten ideas on your list (You are welcome to write more if you choose).

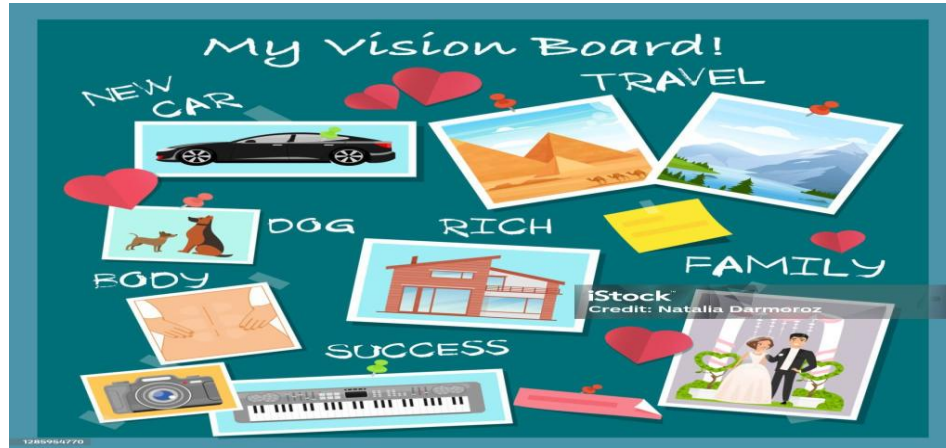
/20

Chapter 7: Make a Vision Board

Name:

Activity 2: Make a vision board.

Oxford Dictionary defines a vision board as, “a collage of images and words representing a person's wishes or goals, intended to serve as inspiration or motivation.”



Find words and images that represent your bucket list and attach them onto a piece of poster paper.

Activity 3: Presentation

As part of Activity 2's grade, students will present their vision boards to the class.

/20

Vision Board Rubric

The following rubric will be used to evaluate your vision board

CRITERIA	1 Beginning	2 Attempting	3 Meeting	4 Exceeding
1. Inclusion of required areas: - Emotions - Relationships - Education - Work - Required Skills - Location - Recreational Activities - Lifestyle	Five or more areas not included.	Two to four areas not included.	All but one required area included.	All required areas included.
2. Relevance of Images	Student cannot give an explanation why he/she chose the images included.	Student can give only a basic explanation why he/she chose the images included.	Student can give a reasonable explanation why he/she chose the images included.	Student can give a detailed, clear and reasonable explanation why he/she chose the images included.
3. Inclusion of Key Words	No or hardly any key words included to identify goal areas.	Some relevant key words included to identify goal areas.	Relevant key words included to identify goal areas.	Relevant key words included which clearly summarize goal areas.
4. Comprehensive Coverage of Identified Goals	Identified goals hardly covered.	Identified goals covered in general manner.	Identified goals covered in detailed manner.	Identified goals covered in extremely detailed, in depth manner.
5. Understanding of Goals	Students show little understanding of identified goals and offers little discussion.	Student shows basic understanding of identified goals.	Student shows clear understanding of identified goals.	Student shows great understanding of identified goals and can discuss them at length.

Adopted from Chino Valley Unified School District

Total Points _____ / 20

Comments: _____

/20

Activity 1 & 2 combined grade: /40

Chapter 7: Word Search

Name: _____

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

BAWLING	CHEERY	CLOBBERED
COATING	CONFIDENCE	CONSOLE
GENES	MAAH	SCOOTED
SNIFFLED	SUGAR	WHINE

V X F D Q Y Z P V F R G R E A
B S G H R N V G I A I D Q O N
Z T M E G Y S U G R S E M Z R
G J E G U I X U I Q G L Z Q G
H H M B V V S X S I C F D R N
C T B S C V Z B T C O F U V I
Z R Q O A O H A A M N I S M L
D C O A T I N G E Y S N B M W
D E K B U T Q F Y I O S M G A
K W T P B U M P I V L S E S B
W C L O B B E R E D E N R Y Z
R H W D O V R A K O E D L A G
S Y I I N C Q R F S D N J A Q
E G A N H X S R Z C L E C N B
C Z H X E N F A U K T W P E U

/12

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns. /20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
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Comments: _____

Chapter 7: Quick Quiz

Name:

Circle the best answer for each question.

1. What did Josh's mom do after she saw the broken door? /1
 - a. She repaired the door.
 - b. She cleaned up the mess.
 - c. She made Josh buy a new door.
 - d. She kicked Josh out of the house.

2. What did Josh's mom say when she kicked Josh out of the house? /1
 - a. "You are my favourite child."
 - b. "You are going to pay for that door."
 - c. "We are stronger as a family."
 - d. "Nobody's going to bring violence into this family."

3. The definition for *sugar-coating*, in Chapter 7, is the following: /1
 - a. Pouring sugar all over the top of a bowl of cereal.
 - b. Make superficially attractive or sentimental.
 - c. Being overly sentimental.
 - d. A fashion statement about a coat that is glazed with sugar.

4. The definition of *cheery*, in Chapter 7 is the following: /1
 - a. Acting happy and optimistic.
 - b. To add cherry flavour to a drink.
 - c. A broad grin.
 - d. None of the above.

5. Josh's goals are to do the following. /1
 - a. Get rich to move his family far away.
 - b. Dance in a musical.
 - c. Go to school.
 - d. Eat Cheetos.

6. Another word for *clobbered* is: /1
 - a. Hit.
 - b. Beat.
 - c. Punch.
 - d. All of the above. /6

Chapter 7: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 7: Vocabulary	<i>/11</i>
	Chapter 7: Comprehension and figurative language	<i>/13</i>
	Chapter 7: Crossword Puzzle	<i>/11</i>
	Chapter 7: Activities	
	Bucket list	<i>/20</i>
	Vision Board	<i>/20</i>
	TOTAL	<i>/40</i>
	Chapter 7: Word search	<i>/12</i>
	Chapter 7: Writing a chapter summary	<i>/20</i>
	Chapter 7: Quick Quiz	<i>/6</i>
	TOTAL SCORE	<i>/114</i>

Chapter 8: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Aerosol</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Assured</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Bowled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Clusters</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Contempt</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Cruise</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Decent</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 8: Vocabulary: Continued

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Din</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Flopped</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Gestured</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Huddled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Hype</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Infiltrate</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Jabbing</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 8: Vocabulary: Continued

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Lingered</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Lunged</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Morons</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Permanent</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Powwow</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Riling</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Rumble</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 8: Vocabulary: Continued

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Scrunched</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Sparred</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Stern</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Triumph</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Wup-wup</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Yield</i>	Page #	Definition
Sentence that the word has been used in:		

/6

/27

Chapter 8: Comprehension & Figurative Language: Name:

Match the figurative language terms in the box to the underlined words below.

ONOMATOPOEIA	ADVERB	ADVECTIVE
ONOMATOPOEIA	ADVERB	ADJECTIVE
SLANG	SIMILE	SLANG
SLANG	METAPHOR	

1. “The sound of gravel crunching under the tires...” _____
2. “...the wap-wap bass sound of rap...” _____
3. “...coming from the crib...” _____
4. The can going HISS.” _____
5. “I felt like a like a king sitting in a throne.” _____
6. “...staring at the water-stained ceiling.” _____
7. “...the *royal* family is my own flesh and blood.” _____
8. “She playfully poked my rib.” _____
9. “New rage rose inside of me like one of those cartoons where the mercury speeds up to the top of the thermometer...” _____
10. “Everyone’s face warped into ferocious beasts.” _____

/10

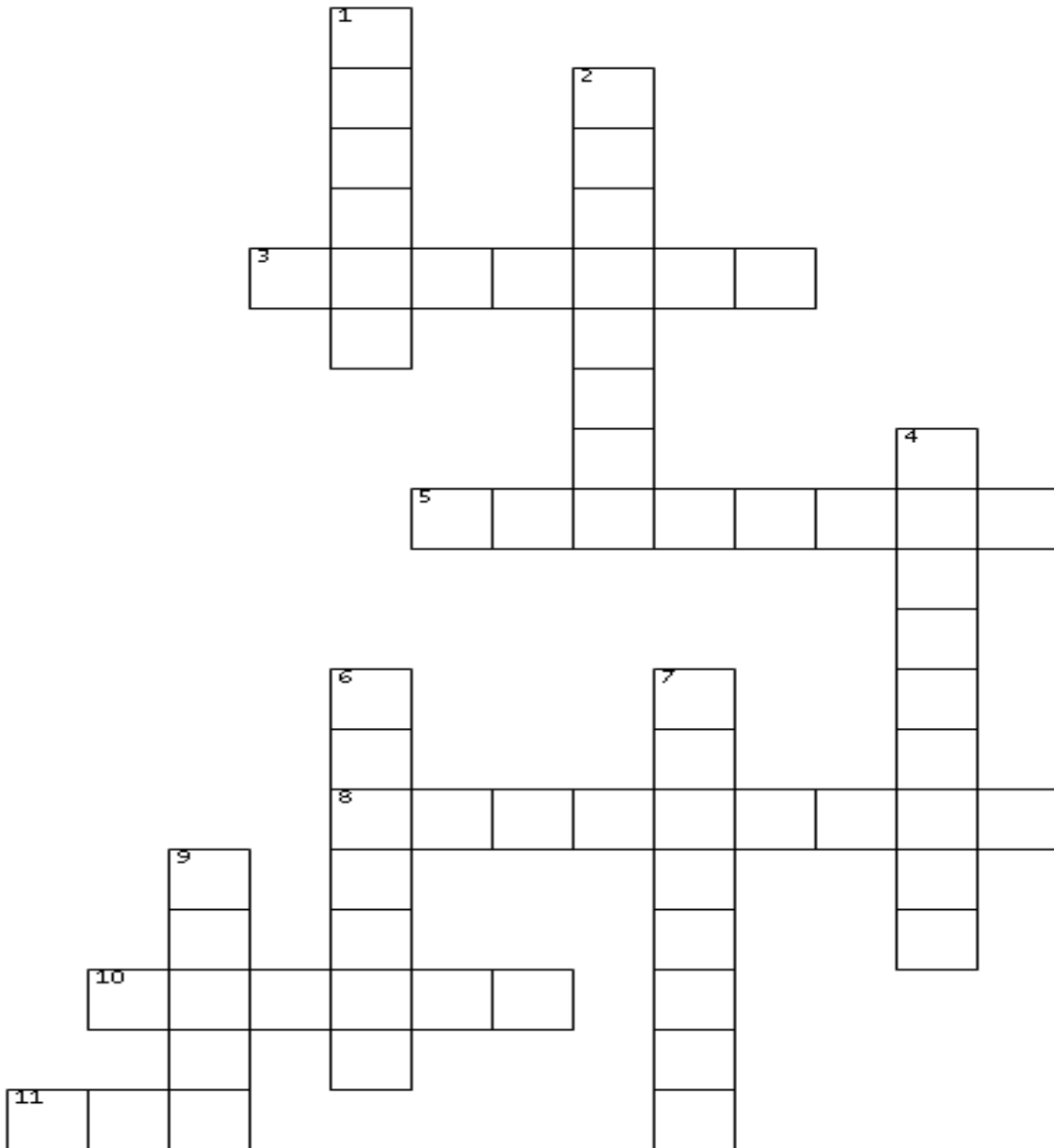
Chapter 8: Crossword Puzzle:

Name:

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

3. A substance enclosed under pressure and able to be released as a fine spray, typically by propellant gas.
5. To communicate with a movement instead of with words.
8. To have crushed or squeezed.
10. worthy and acceptable.
11. Loud, unpleasant noise.

DOWN

1. Propel forward.
2. Groups.
4. Lasting.
6. To give confidence.
7. The feeling that a person or a thing is beneath consideration, worthless, or deserving scorn.
9. Serious and strict.

Chapter 8: Understanding Mood of a Story

Name:

A mood is a piece of writing creates the atmosphere and emotions of a scene. The following are examples of words that represent types of moods.

HOPEFUL	COLD
IDYLLIC	CONFIDENT
FOREBODING	GLOOMY
INCLUSIVE	HAUNTING
JOYOUS	HEARTACHE
LIBERATING	LONELY
LIGHT-HEARTED	PAINFUL
PEACEFUL	PESSIMISTIC
PLAYFUL	SUSPENSEFUL
TENDER	TENSE
WARM	TERRIFYING
WELCOMING	VIOLENT

Create a list of 10 words and phrases, used in the first paragraph of Chapter 8 that creates the mood of the scene. /12

Using a complete sentence, state what emotion describes the mood of the scene.

/1

Total /13

Chapter 8: Word Search

Name:

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

AEROSOL	GESTURED	MORONS
ASSURED	HUDDLED	<i>POWWOW</i>
BOWLED	HYPE	RILING
CONTEMPT	INFILTRATE	RUMBLE
CRUISE	JABBING	SPARRED
DECENT	LINGERED	STERN
FLOPPED	LUNGED	TRIUMPH
		YIELD

S N L P N G M O R O N S E H D
I R I I P H E T R I U M P H E
U E D C Y D V S B Q Q Y A Z R
R T O P E T A R T L I F N I E
P S E G E A G E D U W W S D G
K O N I W D H N S E R U S R N
A U W O U V U A I I R E P L I
L E N W P I D S R B U R D Q L
T K R G O X D S I X B R A S H
N U C O Y W L U L H T A C P B
E M H I S F E R I B W O J O S
C P E A T O D E N B A S W N B
E L B M U R L D G X J L P O G
D R T P M E T N O C E W Y M R
F L O P P E D Q Y D L A J J Q

Chapter 8: Writing a Chapter Summary

Name:

Write a paragraph that summarizes what happened in Chapter 8.

Tips for writing a paragraph:

Start with a topic sentence that introduces what you are going to tell your reader.

Next, introduce the name of the protagonist, the narrator.

Then, describe the main character's morning from his point of view.

Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.

Remember to add a closing sentence.

Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns. /20

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to the main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 8: Quick Quiz

Name:

Watch the bio video: “Mike Tyson – Boxer”: <https://www.youtube.com/watch?v=RB0JMLKATqw>

1. In a complete sentence, explain what you think the famous boxer, Mike Tyson, meant when he said, “Everybody’s a gangster until they get hit in the mouth.” /2
-

2. Compare Josh to Mike Tyson’s youth. Do you feel that young people should be given every opportunity to find their passions that might lead to a career? Explain why/why not.

/4

3. Give three synonyms for the underlined word in the following sentence:

“Smackdaddy bowled forward and hit Bandit in the mouth” (page 79). /3

4. Give three synonyms for the underlined word in the following sentence:

“Ready to rumble, but not having a clue what to do.” (page 86). /3

/12

Chapter 8: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 8: Vocabulary	<i>/27</i>
	Chapter 8: Comprehension and figurative language	<i>/10</i>
	Chapter 8: Crossword Puzzle	<i>/11</i>
	Chapter 8: Activity	<i>/13</i>
	Chapter 8: Word search	<i>/22</i>
	Chapter 8: Writing a chapter summary	<i>/6</i>
	Chapter 8: Quick Quiz	<i>/12</i>
	TOTAL SCORE	<i>/102</i>

Chapter 9: Vocabulary

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Asphalt</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Ambush</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Barrelled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Brazenly</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Brute</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Careened</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Fishtailed</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 9: Vocabulary Continued

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Frantic</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Gushed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Hyped</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Instinctively</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Lurched</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Muzzle</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Plume</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 9: Vocabulary Continued

Name: _____

Define each of the following word.

Write the sentence from the book that the word is used in.

Word: <i>Pulp</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Squealing</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Throttle</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Turf</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Up-ended</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Veered</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Wedged</i>	Page #	Definition
Sentence that the word has been used in:		

/7 /21

Chapter 9: Comprehension & Figurative Language **Name:**

Use complete sentences to answer the following questions.

1. Use a complete sentence to explain, on page 88, why does Josh tell everyone to leave? /2

2. The following sentence is an example of what type of figurative language?
“...we cruised while the black edge of night began to tinge a dark blue on the eastern horizon. /1

3. Re-read the 2nd paragraph on page 90. Do you think that Josh is really enjoying being I a gang? In a complete sentence(s) explain what you think Josh really wants during this time in his life?
/2

4. “Mean, like Death.” This sentence is an example of what type of figurative language? /1

5. Give three synonyms for the word *asphalt*. /3

6. “...then the car coughed...” is an example of what type of figurative language? /1

7. "...thick, black smoke..." The two underlined words are: /1
- a. Adverbs
 - b. Adjectives
 - c. Verbs
 - d. Nouns
8. "...The rez rocket roared..." is a sample of what type of figurative language? /1
- a. Simile
 - b. Metaphor
 - c. Onomatopoeia
 - d. Alliteration
9. "Blood spewed like a Chinese fan opening up..." is a sample of what type of figurative language? /1
- a. Simile
 - b. Metaphor
 - c. Onomatopoeia
 - d. Alliteration

/13

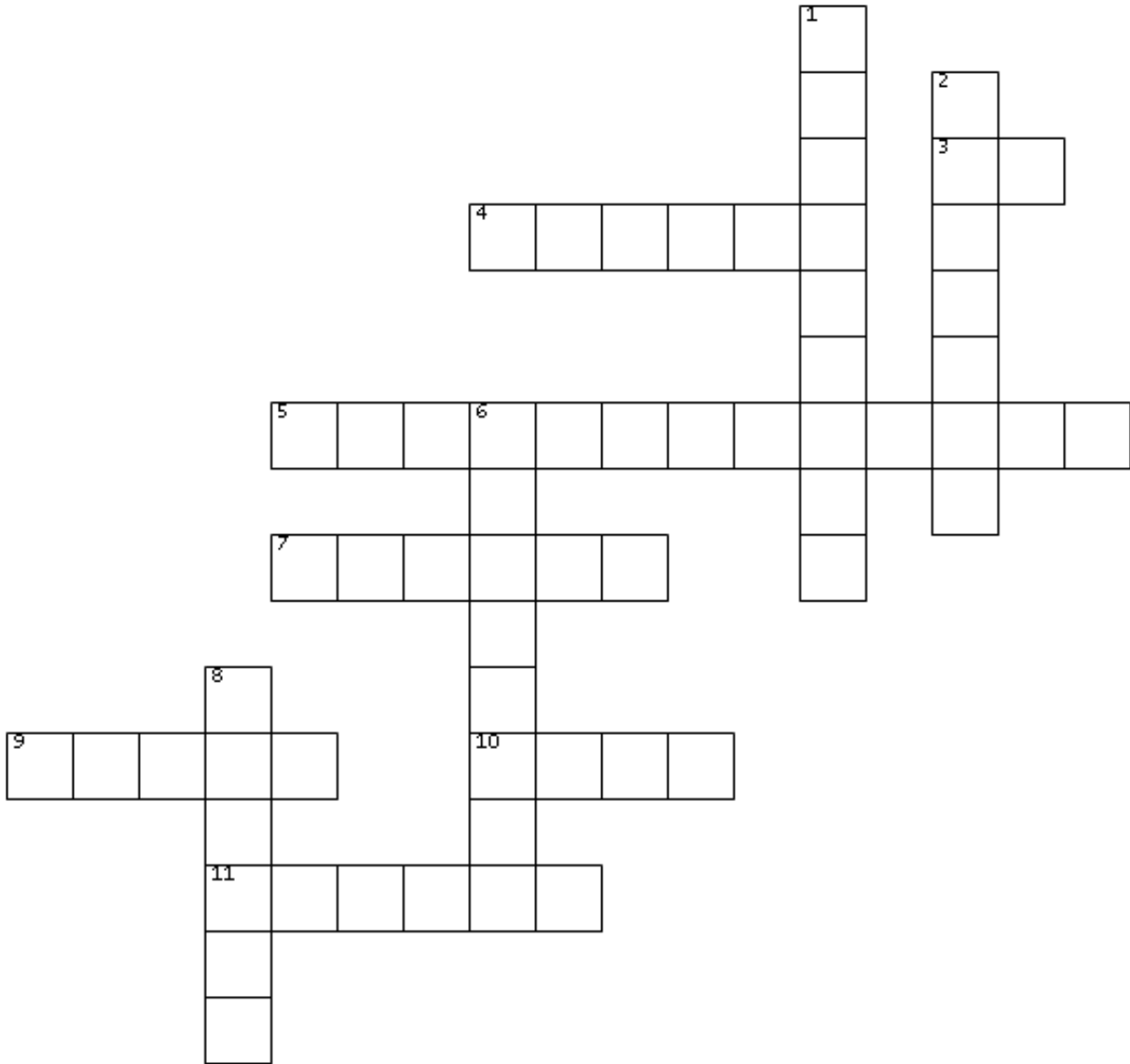
Chapter 9: Crossword Puzzle

Name:

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



/11

ACROSS

3. To push or move something so that the part that usually touches the ground is not touching the ground anymore.
4. The open end of the barrel of a firearm.
5. Without conscious thought; by instinct.
7. To suddenly change direction.
9. To be very excited.
10. The area which is most familiar to them or where they feel most confident.
11. A liquid flow out in a rapid and plentiful stream, often suddenly.

DOWN

1. To make a long, high-pitched cry or noise.
2. To make an abrupt, unsteady, uncontrolled movement or series of movements; to stagger.
6. A device controlling the flow of fuel or power to an engine.
8. To be forced into a narrow space.

Chapter 9: Documentary Review

Name:

Choose to watch one of the following two videos about Indigenous gangs in Canada. Write a summary about the video.

“Warriors Off the Res: Aboriginal Gangs in Winnipeg” (Time: 16:54):

https://www.google.com/search?q=warriors+off+the+res%3A+Aborifinal+Gangs+in+Winnepeg&oq=warriors+off+the+res%3A+Aborifinal+Gangs+in+Winnepeg&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCjExNzc4MWowajSoAgCwAgA&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

“Canada: Why Many Aboriginals Grow into Crime” (Time: 11:55):

<https://www.youtube.com/watch?v=FG1hCPijy4>

TIPS:

After reading the title, but before watching the video, write down one to three questions about what you think the video is all about and what you would like to know about the topic of the video.

Ask yourself: “Why do I think the documentary was made?”

While watching the documentary, take notes on any information that you deem relevant.

Consider controversies and personal opinions that the author might be injecting into the article.

Review your notes and organize an outline for your paragraph that is based on points in your notes.

In your paragraph, state the title and source of the video.

Summarize the main points.

Share your opinion about the article.

Use APA formatting to cite the video.

See the rubric for additional guidance.

Chapter 9: Documentary Review Rubric

	Advanced (5)	Thorough (4)	Acceptable (3)	Partial (2)	Minimal (1)
Profile	Demonstrates an extensive understanding of the task, its purpose. Exhibits strong control of the conventions of the article.	Demonstrates a solid understanding of the task, its purpose, and its intended audience, and exhibits strong control of the conventions of the article.	Demonstrates an adequate understanding of the task, its purpose, and its intended audience, and exhibits satisfactory control of the conventions of the article.	Demonstrates understanding of the task, its purpose, and its intended audience, and exhibits a tenuous control of the conventions of the article.	Demonstrates inadequate understanding of the task, its purpose, and its intended audience. Exhibits little or no control of the conventions of the article.
Organization of ideas	The article is highly engaging, flows smoothly, is insightful with critical examination of themes, events, actions, people and/or aspects of life.	The article is focused and well-structured. The writing has clear content with well-developed ideas about events, actions, people, and/or experiences.	The article is suitable but formulaic. There is some relevant and/or general ideas about events, actions, people, and/or experiences.	The writer retells events and/or restates ideas with little context to orient the reader, the content is vague and unfocused.	The article is incomplete with few or no ideas about the topic.
Purpose, audience, and voice	The writer's voice is compelling; discerning views, and interpretations contribute to a memorable article; the purpose and audience are skillfully addressed; the article sustained the readers interest throughout.	The writer's voice is convincing; distinctive views and interpretations support the development of a credible article; the purpose and audience are clearly addressed; the article engages the readers' interest.	The writer's voice is identifiable; views and interpretations support the development of an article; the purpose and audience are evident; the article holds the reader's interest inconsistently.	The writer's voice is uncertain; the purpose and audience are suggested; the writing task is partially addressed; the article holds the reader's attention sporadically.	The writer's voice is indistinct or vague; the purpose, audience, and writing task are not addressed; the needs of the reader are not addressed.
Conventions	The writer critically selects elements to craft an authentic and credible article that sustains the reader's interest; the writer used the techniques and devices of an article in a deliberate and sophisticated manner to enhance the writing.	The writer thoughtfully uses elements to structure an article that engages the reader; the writer uses the techniques and devices of an article in a thorough manner to develop the writing.	The writer's use of elements to present an article that interests the reader is evident but rudimentary; the writer uses the techniques and devices inconsistently.	The writer demonstrates ineffective control of the codes and conventions of an article; the writer inserts undeveloped and/or ineffective techniques or devises.	The writer demonstrates little or no awareness of the conventions of writing an article.

Comments: _____

Chapter 9: Word Search

Name: _____

Find the words in the puzzle:

Words can go in any direction.

Words can share letters as they cross over each other.

AMBUSH	ASPHALT	BARRELLED
BRAZENLY	BRUTE	CAREENED
FRANTIC	GUSHED	HYPED
INSTINCTIVELY	LURCHED	MUZZLE
PLUME	PULP	SQUEALING
THROTTLE	TURF	VEERED
WEDGED		

F D E L L E R R A B P A I T D
K R E B R A Z E N L Y D N L E
N Z A G F G O O U S E H S A N
O W O N D C B M J P S Y T H E
W W A S T E E Y Y U O S I P E
M N K Z T I W H B K O Q N S R
L X D U J V C M C Y U U C A A
Z U R J E J A Z K N G E T Z C
L B R E L T T O R H T A I C P
L O R C M U Z Z L E I L V X N
K E W Q H B Q P A D M I E U J
D K N V Z E S U Z C T N L T J
H S A U P W D L Y U R G Y D Z
G U S H E D V P R S J Y Z Y C
E P O D M V J F X I G X E Y J

/19

Chapter 9: Writing a Chapter Summary

Name:

Write a paragraph that summarizes what happened in Chapter 9.

Tips for writing a paragraph:

Start with a topic sentence that introduces what you are going to tell your reader.

Next, introduce the name of the protagonist, the narrator.

Then, describe the main character's morning from his point of view.

Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.

Remember to add a closing sentence.

Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 9: Quick Quiz

Name:

Circle the best answer for each question.

1. The following sentence is an example of what type of figurative language?
“...we cruised while the black edge of night began to tinge a dark blue on the eastern horizon. /1
 - a. Alliteration
 - b. Metaphor
 - c. Imagery
 - d. Simile

2. What is a synonym for the word *brazenly*? /1

3. “...then the car coughed...” is an example of what type of figurative language? /1
 - a. Personification
 - b. Metaphor
 - c. Imagery
 - d. Simile

4. List 4 adjectives that describe what Josh is feeling while he is holding his deceased brother.

/4

/7

Chapter 9: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 9: Vocabulary	<i>/21</i>
	Chapter 9: Comprehension and figurative language	<i>/13</i>
	Chapter 9: Crossword Puzzle	<i>/11</i>
	Chapter 9: Writing a Documentary Summary	<i>/20</i>
	Chapter 9: Word search	<i>/19</i>
	Chapter 9: Writing a chapter summary	<i>/6</i>
	Chapter 9: Quick Quiz	<i>/7</i>
	TOTAL SCORE	<i>/98</i>

Chapter 10: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Ambushed</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Babbled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Blabbered</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Bolted</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Clank</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Clutched</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Drone</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 10: Vocabulary: Continued

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Ferocious</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Grief</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Groping</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Gruff</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Heap</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Hump</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Idled</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 10: Vocabulary: Continued

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Jake brakes</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Pathetic</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Roadkill</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Scruffy</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Seeping</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Shroud</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Snivelled</i>	Page #	Definition
Sentence that the word has been used in:		

Word:	Page #	Definition
<i>Spasmodically</i>		

/8

/22

Chapter 10: Comprehension & Figurative Language Name:

1. “A dewy fog rose in the ditch like a ghostly shroud.” This sentence is an example of what type of figurative language? /1
 - a. Alliteration
 - b. Metaphor
 - c. Simile
 - d. Gerund

2. “Like we were just roadkill in the ditch.” This sentence is an example of what type of figurative language? /1
 - a. Alliteration
 - b. Metaphor
 - c. Simile
 - d. Gerund

3. “The cop looked at Razor and me like we were wasting his time. Like he had better things to do – stuff his face at a donut shop.” (page 99). Do these two sentences suggest a stereotype? In a complete sentence, explain why or why not. /3

4. On page 101, when Josh is explaining what happened on the side of the road, he lies twice to the police. In complete sentence(s), explain why he is lying /3

5. “Their blue, rubber-gloved hands.” This sentence, on page 102, is a sample of what type of figurative language? /1
- a. Imagery
 - b. Gerund
 - c. Alliteration
 - d. Simile
6. “My mouth felt thick, like velvet.” This sentence, on page 102, is a sample of what type of figurative language? /1
- a. Metaphor
 - b. Alliteration
 - c. Simile
 - d. Onomatopoeia
7. “The cop threw an invisible steel garbage bin at me.” In a complete sentence explain what this quote means, page 104. /3

/13

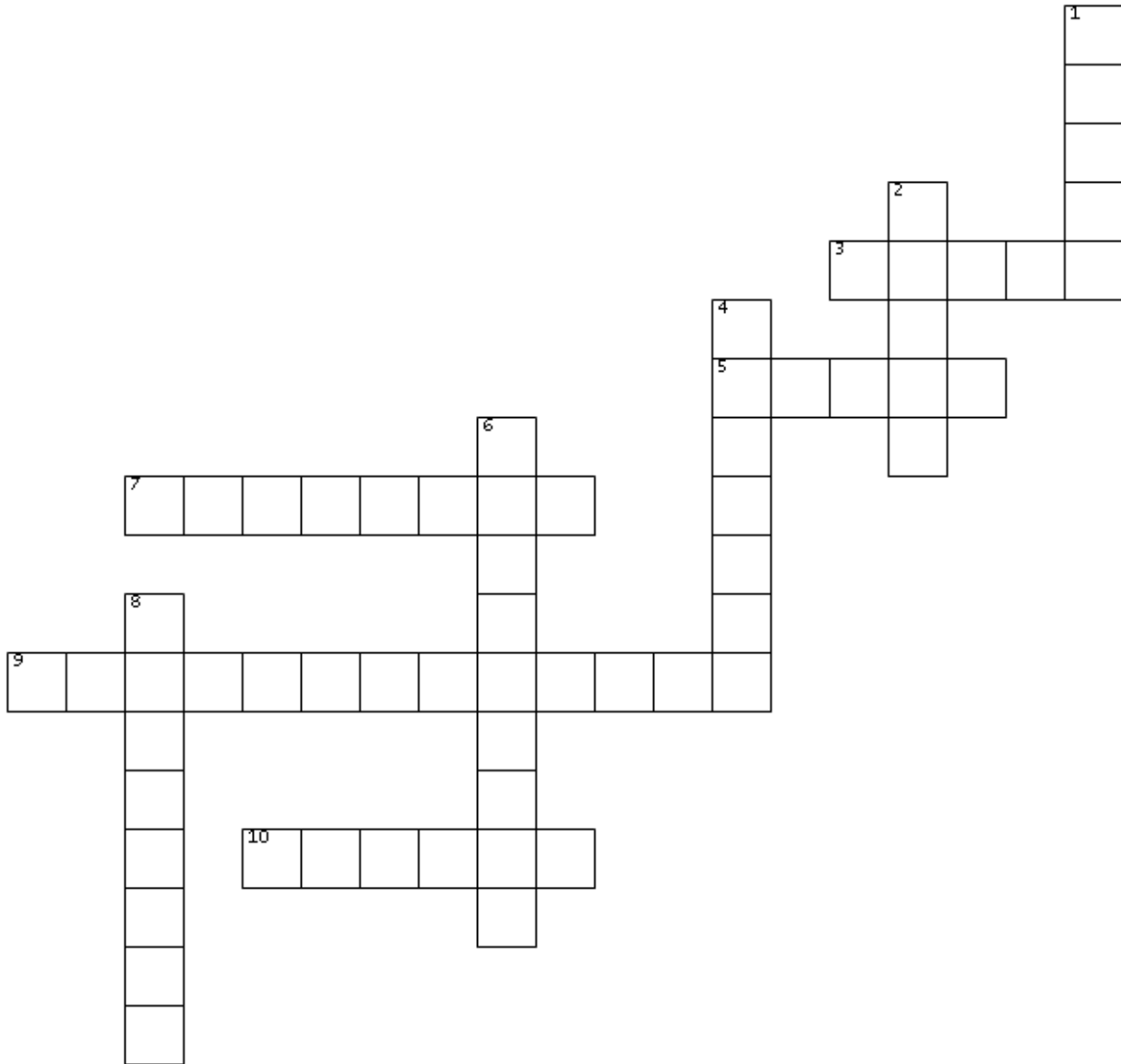
Chapter 10: Crossword Puzzle

Name: _____

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



/10

ACROSS

3. Deep sorrow.
5. A loud, sharp sound made by pieces of metal being struck together.
7. To make a surprise attack on someone from a concealed position.
9. Occurring in brief, sporadic bursts.
10. A thing that envelops or obscures something.

DOWN

1. In a raw and low-pitched voice.
2. A monotonous speech.
4. Shabby and untidy in appearance.
6. Extreme and unpleasant.
8. Arousing pity especially through vulnerability or sadness.

Chapter 10: Understanding Stereotyping

Name:

Warning: The following activity may evoke serious emotional reactions and is intended for senior high students.

Stereotype definition: An over exaggerated belief about a category of people.

Read the following article: “What are Common Stereotypes? And Why They’re Harmful”
(Better Help Editorial Team, January 2024)

<https://www.betterhelp.com/advice/stereotypes/what-are-some-common-stereotypes-and-why/>

List ten key points from the article. One for each section of the article:

/10

Chapter 10: Understanding Stereotyping: Activity

How are people stereotyped?

Look at the following images that depict common stereotypes:

All Germans drink a lot of beer:



English people prefer drinking tea over coffee.



Canadians say sorry more than any other country.



Women should be only moms and wives.



The homeless are lazy.



All Jamaicans smoke pot.



Knowing gay people will make you gay.



People who live in trailers are poor and uneducated.



Old people are should not be hired for employment.



All Muslims are terrorists



Big boys don't cry.



Girls are weaker than boys.



Chapter 10: Understanding Stereotyping: Activity Sheet Names: _____
Thinking Stations:

- In groups of three, discuss the images of stereotypes:
 - What are stereotypes?
 - Why are stereotypes harmful?
 - Why are stereotypes untrue?
- Brainstorm stereotypical statements that you have heard or read.
- Write the stereotypes on the activity sheet chart.
- As a group, present and discuss your opinions to the class.

<i>Girls:</i>
<i>Boys:</i>
<i>Old People:</i>
<i>Women:</i>
<i>Men:</i>
<i>African Americans:</i>
<i>Asians:</i>
<i>Blondes:</i>
<i>Christians:</i>
<i>Jews:</i>
<i>Muslims:</i>
<i>Indigenous people:</i>
<i>White people:</i>
<i>Indigenous:</i>
<i>Sample of a career (for example: All lawyers are crooks):</i>
<i>Other:</i>

Chapter 10: Journal Activity:

Name:

In complete sentences, answer the following questions:

1. Define stereotyping.
2. What is the problem with stereotyping?
3. How did the stereotype statements activity make you feel? Why?
4. Do you think the stereotypes we read are true? Why or why not?
5. Do you think some people treat each other differently because of stereotypes?
6. Do you fit into a stereotyped culture? How does that make you feel?
7. How can you stop hurtful stereotyping? Or: How can we avoid stereotyping?

8. Page 27: “She looked the part of an Indian princess in her jingle regalia.”

Explain why this sentence depicts a stereotype about Indigenous nations.

9. Page 99: “The cop looked at Razor and me like we were wasting his time. Like he had better things to do – like stuff his face at a donut shop.”

Explain why this sentence depicts a stereotype about police officers.

Chapter 10: Story Telling

Name:

Exploring Stereotypes Through Narrative.

Stereotypes are oversimplified ideas or assumptions about groups of people. They often ignore individuality and can lead to misunderstandings or unfair judgements.

For this assignment, you will write a narrative that explores the impact of stereotypes.

Your task:

Write a story in which a character experiences, challenges, or overcomes a stereotype. Your narrative should:

- Develop a main character who is affected by a stereotype.
- Include specific examples of how the stereotype influences their actions, feelings, or relationships.
- Show how the character confronts or resolves the issue – do they defy the stereotype, educate others, or grow in self-understanding?
- Develop a main character who is affected by a stereotype. Include specific examples of how the stereotype influences their actions, feelings, or relationships.
- Show how the character confronts or resolves the issue—do they defy the stereotype, educate others, or grow in self-understanding?

Key Elements to Include:

~A clear beginning, middle, and end.

~Descriptive language to bring your characters and setting to life.

~Dialogue to reveal emotions and advance the story.

~A meaningful message or theme about stereotypes and individuality.

Consider These Questions as You Write:

- ~ How do stereotypes shape the way others view your character?
- ~ How does your character's personal experience differ from the stereotype?
- ~ What lessons can readers learn from your character's journey?

Length: 500–700 words.

Due Date: _____

Remember, your story should encourage readers to think critically about stereotypes and their impact. Be creative and empathetic as you craft your narrative!

Chapter 10: Story Telling Rubric

Name: _____

	Advanced	Proficient	Developing	Emerging
<p>Plot and Ideas:</p> <p>Establishes an effective plot, real or imagined, which helps to create a sense of unity and completeness.</p>	<p>The storyline skillfully and effectively establishes an engaging, plausible context and is built on an exposition that supports the establishment of the plot. Purposeful description appropriately situates the conflict(s) or central idea that builds smoothly toward an exciting climax and thoughtful resolution. The plot and ideas thoroughly fulfill the purpose and address the demands of the task.</p>	<p>The storyline effectively establishes an engaging, plausible context and is built on an exposition that supports the establishment of the plot. Purposeful description appropriately situates the conflict(s) or central idea that builds toward a logical climax and effective resolution. The plot and ideas completely fulfill the purpose and address the demands of the task.</p>	<p>The storyline establishes a plausible context and is built on an exposition that supports the establishment of the plot, incorporating some description to situate the conflict(s) or central idea that builds toward a climax and resolution. The plot and ideas attempt to fulfill the purpose and address the demands of the task.</p>	<p>The storyline is incomplete or does not establish a plausible context. The exposition does not support the establishment of the plot and/or does not incorporate a description that situates the conflict or central idea building toward a climax and resolution. The plot and ideas do not fulfill the purpose and/or address the demands of the task.</p>
<p>Development and Elaboration:</p> <p>Incorporates narrative elements such as setting and characters in a</p>	<p>The narrative establishes and maintains a clear, vivid setting while also introducing the developing interesting, engaging characters that</p>	<p>The narrative establishes and maintains a clear setting while also introducing and developing interesting, engaging characters that</p>	<p>The narrative attempts to establish a setting, but it may not be completely clear. Characters are introduced but may not be developed in a way that advances the</p>	<p>The narrative does not have an established, clear setting. The narrative may be missing characters entirely, or they</p>

way that enhances the main events, advances the story, and/or reveals the central idea or them.	advance the story and reveal the central idea or theme through meaningful and significant dialogue, description, and reflection.	advance the story and reveal the central idea or theme through meaningful and significant dialogue and description.	story and/or reveals the central idea or theme with dialogue and description.	may not be adequately developed, with little or no dialogue and description.
Organization and Sequencing: Uses a natural, logical sequence of ideas/events to move the narrative from beginning to end.	The narrative utilizes a clear sequence of events to establish a beginning, middle, and end and effectively incorporates pacing to enhance the development of the story. The narrative uses effective transitions and other narrative techniques to signal shifts in time or setting, and the resolution offers closure to and reflects on the source of events.	The narrative utilizes a clear sequence of events to establish a beginning, middle, and end and effectively incorporates pacing to support the development of the story. The narrative uses effective transitions and other narrative techniques to signal shifts in time or setting, and the resolution offers closure to and reflects on the course of events.	The narrative includes a sequence of events that attempt to establish a beginning, middle, and end. Some pacing to support the development of the story is attempted. The narrative includes some transitions or other narrative techniques but may not clearly signal shifts in time or setting. The narrative includes some attempt at a resolution but may not successfully offer closure to the course of events.	The narrative does not contain a sequence of events that establish a beginning, middle, and end. Efforts at pacing may be missing entirely or do not support the development of the story. Transitions and other narrative techniques to signal shifts in time or setting may be missing or are confusing. A resolution that offers closure to the course of events is absent.

Chapter 10: Story Telling

Name:

Activity 1: Write a story that depicts stereotyping:

- Criteria: Your story must be
 - 200 – 3000 words long,
 - have a beginning, middle, and ending,
 - must have three main characters of different cultures, and
 - each character must have a chance to celebrate and show their culture,
 - your main character must be against others' cultures. By the end of the story, the character must understand that acceptance of others is much better.
 - Option, you can complete a panelled cartoon or write in a texted story format.

Activity 2: In groups of 3, share your story.

Chapter 10: News Statement

Name:

/14

Read the following newspaper statement:

- A June 2011, a Ferguson, Missouri Police Department email was shared that stated a man wanted to obtain "welfare" for his dogs because they are "mixed in color, unemployed, lazy, can't speak English and have no frigging clue who their Daddies are."

Choose one of the following statements as your reaction to the newspaper piece:

- a. I think it's funny and I will share it with others.
- b. I will tell the person who sent the email that he is racist.
- c. Read it and then tell no one.

Chapter 10: News Statement Continued

Name:

In a complete paragraph (topic sentence, at least three reasons, at least one example, and a closing sentence), explain why you chose the statement that you did for the newspaper statement.

Tips for writing a paragraph:
Start with a topic sentence that introduces what you are going to tell your reader.
Next, introduce the name of the protagonist, the narrator.
Then, describe the main character’s morning from his point of view.
Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.
Remember to add a closing sentence.
Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Chapter 10: Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 10: Word Search

Name: _____

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

AMBUSHED	BABBLED	BLABBERED
BOLTED	CLANK	CLUTCHED
DRONE	FEROCIOUS	GRIEF
GROPING	GRUFF	HEAP
SNIVELLED	IDLED	PATHETIC
ROADKILL	SCRUFFY	SEEPING
SHROUD		

L B I K X R D S O N D G X O H
I E O V K E H U L F E N A U I
D D M L L W D O E M H I M K N
H T N B T A V I Q U S P X C I
D H B F Y E R C O U U E X L X
G A O Q M G D O Y E B E C A W
B N E Z O R D R G H M S C N C
G R O P I N G E D R A L C K H
T R P N U U D F H B U I M V E
B L A B B E R E D T T F X Q A
D E L D I N S U C E X N F F P
U Y U M G B O H H O E G I Q U
U Z D J C R E T Y F F U R C S
N W G J H D A R O A D K I L L
C Q W S O P S N I V E L L E D

Chapter 10: Writing a Chapter Summary

Name: _____

Write a paragraph that summarizes what happened in Chapter 10.

Tips for writing a paragraph:
Start with a topic sentence that introduces what you are going to tell your reader.
Next, introduce the name of the protagonist, the narrator.
Then, describe the main character’s morning from his point of view.
Tip: pretend you just got to school, and you tell another student what your morning was already like at the family breakfast table.
Remember to add a closing sentence.
Tip: A closing sentence mirrors what you said in your topic sentence.

/20

Chapter 10: Writing a Chapter Summary: Rubric **Name:**

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
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Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 10: Quick Quiz

Name:

Give the best answer to the following:

1. "I felt like ice". This sentence (page 105) is an example of what type of figurative language? /1

- a. Alliteration
- b. Mood
- c. Metaphor
- d. Simile

2. In your own words, define *stereotyping*. /2

3. In a complete sentence, provide an example of stereotyping. /2

/5

Chapter 10: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 10: Vocabulary	<i>/22</i>
	Chapter 10: Comprehension and figurative language	<i>/14</i>
	Chapter 10: Crossword Puzzle	<i>/10</i>
	Chapter 10: Understanding Stereotyping	<i>/10</i>
	Chapter 10: Understanding Stereotyping Activity	<i>/20</i>
	Chapter 10: Journal Activity	<i>/18</i>
	Chapter 10: Story Writing	<i>/30</i>
	Chapter 10: Newspaper Statement	<i>/36</i>
	Chapter 10: Word search	<i>/19</i>
	Chapter 10: Writing a chapter summary	<i>/6</i>
	Chapter 10: Quick Quiz	<i>/5</i>
	TOTAL SCORE	<i>/191</i>

Chapter 11: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Annoyed</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Blazed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Cherubs</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Collapsed</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Coup</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Deflated</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Disconnected</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 11: Vocabulary: Continued

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Division</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Encroached</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Grieving</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Huddled</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Mode</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Plexiglass</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Revvng</i>	Page #	Definition
Sentence that the word has been used in:		

/7

Chapter 11: Vocabulary: Continued

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Scraggily</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Sullen</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Smudged</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Unity</i>	Page #	Definition
Sentence that the word has been used in:		

/4

/18

Chapter 11: Comprehension & Figurative Language Name:

Give the best answer for the following:

1. “Lily, Amber and Adam clung to Jade like chicks clinging under momma hen during a bad storm.” This sentence is an example of what type of figurative language? /1

- a) Simile
- b) Alliteration
- c) Metaphor
- d) Mood

2. “I wish that Mosum and Kokom were here. It’s been a long time since I’ve dreamed about them.” ((page 107).

Explain what the significance of these sentences is. /2

3. “I felt my heart reaching out to her.” (page 108) This sentence is an example of what type of figurative language? /1

- a) Simile
- b) Onomatopoeia
- c) Personification
- d) Mood

4. “An eternal flame blazed in front of each one.” (soldiers’ monuments) (Page 111). Explain what an eternal flame is. /1

5. “His voice rose and lowered, whispered, and called in a rhythm like waves rolling back and forth onto a beach.” (Page 112). This sentence is an example of what type of figurative language? /1
- Imagery
 - Onomatopoeia
 - Personification
 - Metaphor
6. On page 112, Clayton describes the traits of a wolf. Compare yourself to an animal and list three positive traits about it. /3
7. Read “#103 Tainted Blankets”, by Tom Swanky
<https://thebcreview.ca/2018/09/26/103-tainted-blankets-tainted-history/>
Give a short summary that explains what tainted blankets were used for. /3
8. “Then, in a circle, we took a knee.” Explain what the author means by this term. /2
9. “We turned our backs to the gang and walked away.” (page 115) This sentence is an example of what type of figurative language? /1
- symbolism
 - alliteration
 - metaphor
 - simile

/15

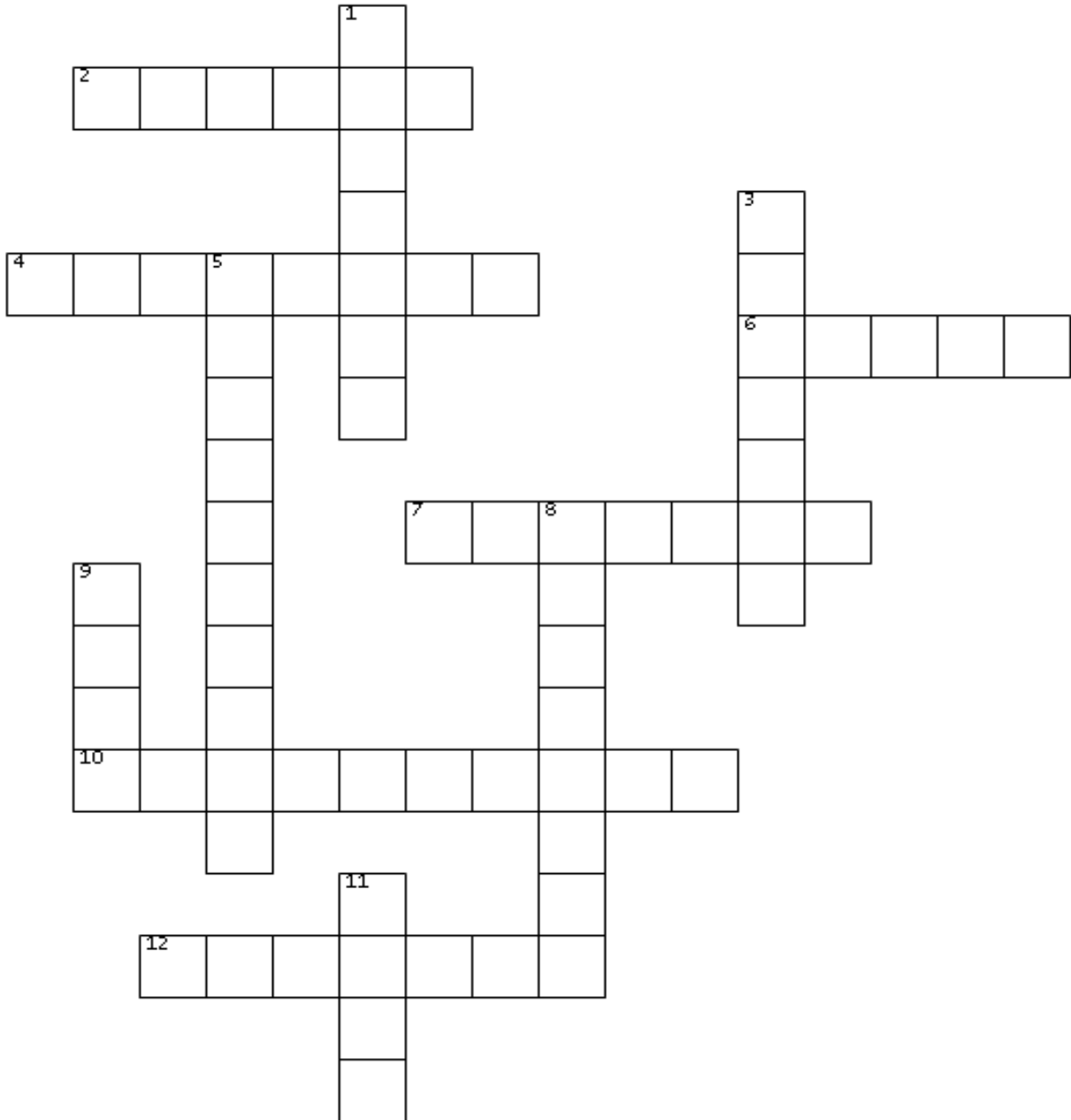
Chapter 11: Crossword Puzzle

Name: _____

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

2. To burn fiercely or brightly.
4. To suffer emotionally after a great loss.
6. To be united or joined together as one.
7. To crowd together
10. A solid, transparent plastic made of polyethyl methacrylate.
12. To be slightly angry.

DOWN

1. To increase the running speed of an engine
3. Cleansing the body, an item, or space with herbal smoke.
5. To intrude.
8. To have lost confidence or optimism.
9. Hitting with a long, hooked stick to humiliate the enemy.
11. A way or manner in which something occurs or is expressed, experienced, or done.

Chapter 11: The Medicine Wheel

The following is an example of a medicine wheel and many of its meanings.

The medicine wheel has many purposes and teachings with Indigenous nations.

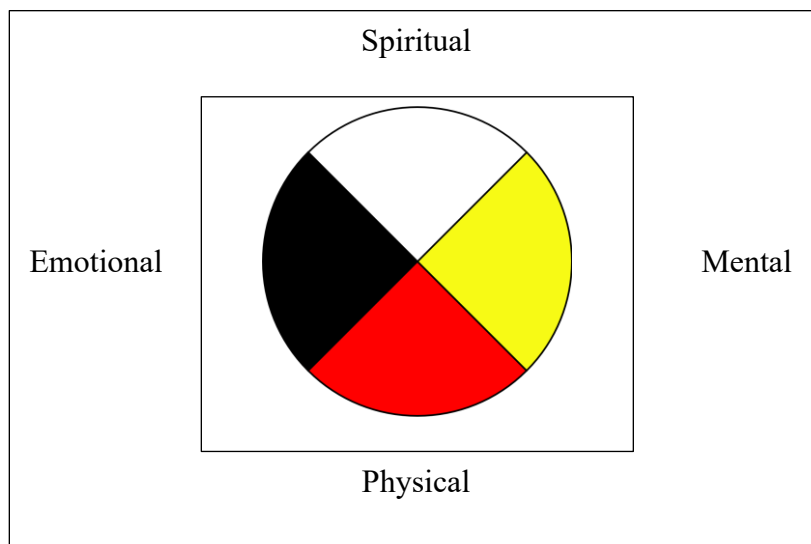
Compare images of online medicine wheels from different Indigenous nations.

By coloring in portions of each quadrant of the medicine wheel every day, you can reflect on

how you are treating yourself and your wholistic well-being. The medicine wheel is made up of four quadrants:

1. Mental
2. Physical
3. Emotional
4. Spiritual

Each quadrant will represent one of these although different Indigenous nations might have the meaning of each quadrant in a different order. For this manual, I adopted the First Lake Nation model.



Chapter 11: Using the Medicine Wheel for Daily Well-being.

Think about your day as you draw a circle with an inner x inside the box that is provided.

Next, colour each section for how much you contributed to each part of your well-being on that

day. For example: Maybe you spent all day reading a school textbook in a hammock on a beautiful day:

Mental: Because it's a school textbook, you are learning something new. This means that you will colour in all or most of the "mental" wedge.

Physical: Since you spent most of the day in a hammock, you were not very physical. This means that you will colour in very little of the "physical" wedge.

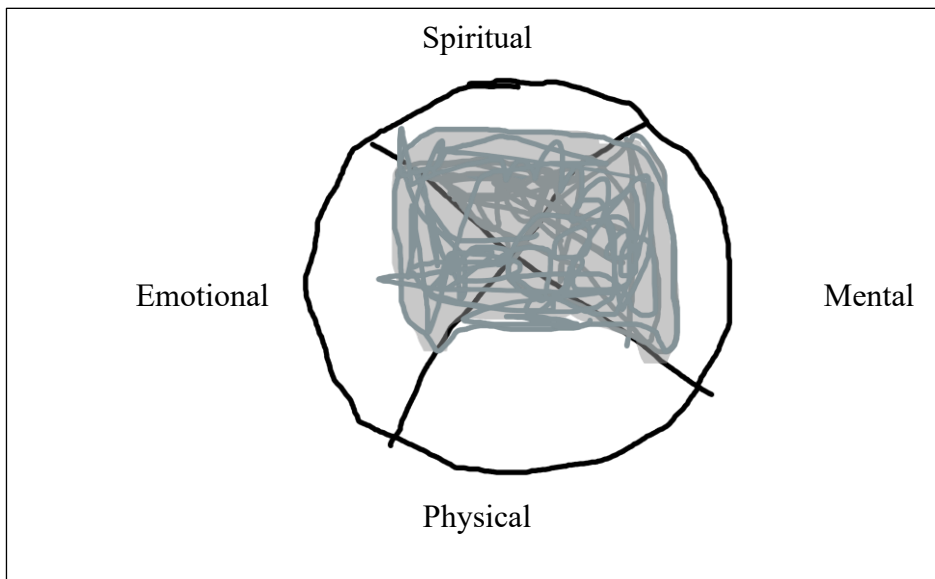
Emotional: The textbook came with an assignment that you completed. You feel great that your assignment is finished, and you're enjoying the beautiful day. This means that you will colour in all or most of the "emotional" wedge.

Spiritual: Spirituality isn't just about praying and going to church, it refers more to the energy that you feel inside. Are you being mindful, empathetic, and loving today? Are you feeling like you are growing and improving as a human being? Are you feeding your soul? If so, you will colour in the portion of the "spiritual" wedge that you feel matches your spiritual feelings.

If you aren't sure, shade how much joy and happiness you felt this day.

Chapter 11: Medicine Wheel for Daily Well-Being Check In:

Name:



Imagine that your coloured portion of the medicine wheel is a tire rolling along a road. Looking at this medicine wheel, you will realize that it will create a bumpy ride. Each day, strive to colour in the complete portions of each section. This will help you to develop more positive mental, physical, emotional, and spiritual health and well-being for a smoother ride in life.

Draw, label, and shade in your daily wholistic well-being medicine wheel according to how your day is going:

Chapter 11: Writing a Paragraph Rubric

Name: _____

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
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Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 11: Two Wolves Story Poster

Name:

On page 114, Clayton tells a symbolic story (an analogy) about two wolves.

Create a poster using this story. The poster should include the story, images of two wolves, and colour. The poster can include images and words.

Use this space for planning.

Chapter 11: Two Wolves Story Poster: Rubric

Name:

Points	Creativity/ Originality	Effort/ Perseverance	Craftsmanship/ Skill	Cooperation/ Attitude
4	Explored several choices and generated many ideas. Used problem-solving skills	Effort to completion. Focused on task.	Artwork completed to the best possible quality	Positive participation. Prepared and helpful.
3	Explored a few choices and generated some ideas.	Effort but not outstanding.	With a little more effort, the work could have been outstanding; lacks the finishing touches.	Adequate participation. Could be more prepared and helpful.
2	Gave no evidence of trying, or contributing original thought	Completed with minimum effort.	Lack of pride in finished work	Needed prompts or assistance to complete the project and to participate.
1	No evidence of effort.	Did not adequately complete the project	No effort made to complete a quality piece.	No effort made to participate.

/28

Chapter 11: Understanding Empathy

As a class: read the following article: “Emotional Intelligence 101: Empathetic Responses” and watch the “Brené Brown” video that is part of the article:

<https://students.ubc.ca/ubclife/emotional-intelligence-101-empathetic-responses>

<https://positivepsychology.com/kindness-activities-empathy-worksheets/>

Chapter 11: Practising Empathy

Names:

In groups of three, complete the following four activities:

Activity 1: Take turns giving each person in your group a compliment about their personality (not their looks).

/1

Activity 2: Pick one of the following empathy response scenarios for each student. The student will read the scenario aloud and then say an empathetic response to the person in the scenario. Mention any other action you can take to help the person.

1. You found out that Alice’s dog has died.

2. The librarian, Mrs. Awesome has just been diagnosed with cancer.

3. Brian was bullied during lunch break.

/2

Activity 3: Brainstorm scenarios that would call for an empathetic response and write the response(s) into the blank squares below.

/3

Scenario:

Student response and student's name:

Scenario:

Student response and student's name:

Scenario:

Student response and student's name:

Mingle around the room, state one scenario to another student. That student will respond with an empathetic comment, write the response on the back of the card with the student's name. Repeat the activity with two other students. Hand in to the teacher when done.

Activity 4: Using sticky notes, write one inspirational quote or uplifting messages on each sticky note and stick them around the school.

/2

/8

Chapter 11: Word Search

Name: _____

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ANNOYED	BLAZED	CHERUBS
COLLAPSED	COUP	DEFLATED
DISCONNECTED	DIVISION	ENCROACHED
GRIEVING	HUDDLED	MODE
PLEXIGLASS	REVVING	SCRAGGILY
SMUDGED	SULLEN	UNITY

```

B A F F G M G N K Y S H Y H D
M L D X O R O N C D Z U L X E
U Z A D V I I O I D D D I P T
U N E Z S M L E Y V Q D G Q C
Z G I I E L C D V R V L G L E
P Z V T A D H N E I I E A X N
D I A P Y P E Y Y T N D R L N
D I S P W L R H P G A G C Z O
A E W M L H U O T E X L S J C
D C B U J Z B P S K D F F Z S
T V S F P C S M U D G E D E I
E N C R O A C H E D Y E A K D
G D G S S A L G I X E L P Q V
P U O C D B C A N N O Y E D I
X X M T S V O C C P V X Z E J
    
```


Chapter 11: Writing a Chapter Summary: Rubric **Name:**

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
Organization/fluency	Paragraph lacks a clear focus. Confusing order of ideas	Limited details. Shows effort to create order using simple language to express ideas.	Appropriate choice of words. More care needed to create fluency.	Well-organized with clear topic, body, and conclusion. Flows logically. Consistent focus on topic.
Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 11: Quick Quiz

Name:

Circle the best answer for each question:

1. How many days did the wake last? /1
 - a. 11
 - b. 4
 - c. 7
 - d. 1

2. Every fall, *Musom* and *Kukom* took the cousins on a _____. /1
 - a. Dirt bike ride
 - b. Trap line
 - c. Picnic to fish
 - d. Vision quest

3. What image was on the blanket that Darion/Razor was buried with? /1
 - a. Eagle
 - b. Bison
 - c. Bear
 - d. Wolf

4. According to Clayton's story, what two animals are inside of us? Which one should we feed? /2

/5

Chapter 11: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 11: Vocabulary	<i>/18</i>
	Chapter 11: Comprehension and figurative language	<i>/15</i>
	Chapter 11: Crossword Puzzle	<i>/12</i>
	Chapter 11: Medicine Wheel Daily Check-In	<i>/6</i>
	Chapter 11: Significance of the Medicine Wheel	<i>/20</i>
	Chapter 11: Two Wolves poster	<i>/28</i>
	Chapter 11: Practising Empathy	<i>/8</i>
	Chapter 11: Word search	<i>/18</i>
	Chapter 11: Writing a chapter summary	<i>/20</i>
	Chapter 11: Quick Quiz	<i>/5</i>
	TOTAL SCORE	<i>/151</i>

Chapter 12: Vocabulary

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Basalt</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Broiling</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Hefty</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Intensity</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Matotisân</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Mound</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Purify</i>	Page #	Definition
Sentence that the word has been used in:		

17

Chapter 12: Vocabulary: Continued

Name:

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Revitalize</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Snug</i>	Page #	Definition
Sentence that the word has been used in:		

/2

/9

Chapter 12: Comprehension & Figurative Language Name:

Give the best answer to the following:

1. Describe the significance of what a ‘sweat ceremony’ is. /2

2. “We can now consider ourselves in the womb of Mother Earth.” This sentence is a sample of what type of figurative language? /1
 - a. Symbolism
 - b. Simile
 - c. Personification
 - d. Both a and c.

3. How many rounds does a person go through during a sweat ceremony? /1
 - a. One
 - b. Two
 - c. Three
 - d. Four

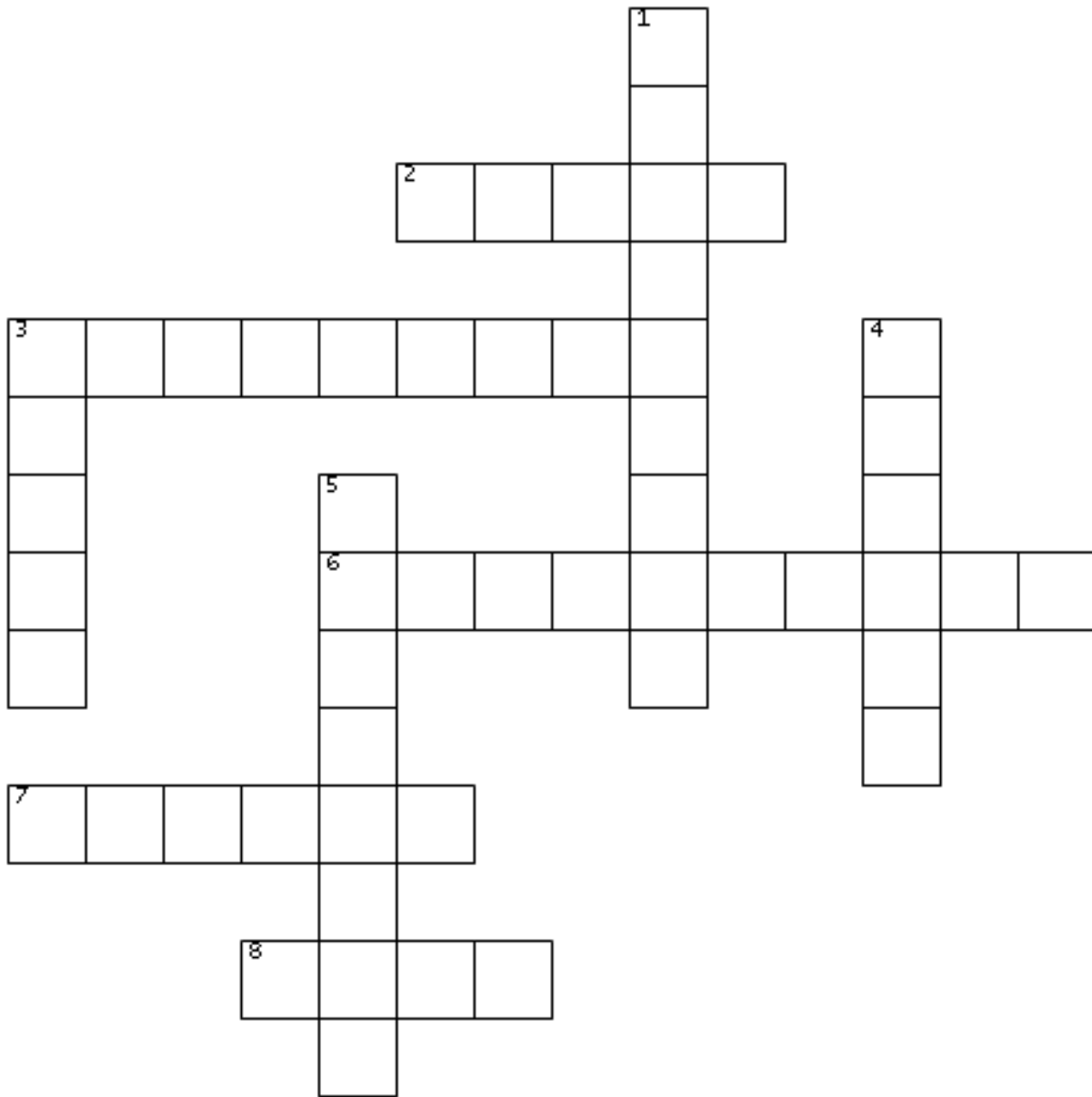
4. What does Josh see after he prays for Darion? /1
 - a. An image of Darion
 - b. Friends who have passed on
 - c. A light
 - d. Darkness /5

Chapter 12: Crossword Puzzle

Name: _____

Use the clues to fill in the words above.

Words can go across or down.
Letters are shared when the words intersect.



ACROSS

2. Heavy, weighty, large.
3. Cree word for sweat lodge.
6. To give something new life and vitality.
7. A dark, fine-grained volcanic rock.
8. Tight fitting but comfortable.

DOWN

1. Extreme force or strength.
3. a rounded pile of earth.
4. To make ceremonially clean.
5. extremely hot

Chapter 12: Sweat Ceremony

Name:

1. Draw and colour the sweat lodge and fire:

/2

2. Name two activities that happen during the sweat ceremony.

/2

/4

Chapter 12: Word Search

Name: _____

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

BASALT	BROILING	HEFTY
INTENSITY	MATOTISÂN	MOUND
PURIFY	REVITALIZE	SNUG

B U F Q A A I S J K C N G C S
O H D D K Y T N O Y I E U D Z
E L U U J X L W T Z J B N V E
I Z P C F B A D O E M W S N R
M S I D A W S P L O N U V G V
A I O L D C A G U R E S N P C
T S O U A M B N A Q U I I Y G
O R B Q P T D S Z V L Z E T X
T D S M Z J I Z U I H E F T Y
I M G Z H Z Y V O Y F I R U P
S U N W Z K T R E V H H B H C
A M V W T G B Q I R U D L G X
N K H F T I J V U I E Y E E R
H D V X F T Q V R G C Y Q H O
G D O E C E W I Q K W A O G R

Chapter 12: Writing a Chapter Summary: Rubric **Name:**

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
Body/supporting sentences (3-5 sentences)	Random ideas are hard to follow. Less than 3 complete sentences.	Limited details to establish interest in the topic. Short, choppy sentences that lack flow.	Body contains 3+ sentences. Mostly related details. Not all sentences are complete and focused.	Consistent development of main idea. Creates interest through details and varied sentence structure.
Concluding sentence	There is no concluding sentence that connects to ta main idea.	The sentence is incomplete and does not sum up the paragraph.	The sentence is complete and adequately sums up the paragraph.	The sentence is complete and restates the main idea effectively.
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Mechanics/word choice/presentation	Many errors in grammar and spelling. Run-ons and lack of punctuation. Limited new vocabulary. Disorganized.	More than 5 errors in spelling and grammar. Words not always used correctly. Needs revision.	Less than 5 errors in spelling and grammar. Shows variety of words.	Accurate spelling, grammar, and punctuation. Uses descriptive language. Neat final draft.

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Comments: _____

Chapter 12: Quick Quiz

Name:

Give the best answer for the following:

1. What is the Cree word for *sweat ceremony*? /1

- a. *Matotisân*
- b. *Mosum*
- c. *Okihcihtâw*
- d. *Kaminakuse*

2. In a complete sentence, state how many rounds happen during a sweat ceremony? /1

3. Describe four activities that happen during a sweat ceremony. /4

4. A sweat will help a participant to do which of the following? /1

- a. Lose weight, sweat a lot, fast, feel hot.
- b. Cleanse, sing, pray.
- c. Revitalize, think clearly, bring positive energy back into the body, help grow as a human being spiritually.
- d. All of the above.

/7

Chapter 12: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 12: Vocabulary	<i>/18</i>
	Chapter 12: Comprehension and figurative language	<i>/5</i>
	Chapter 12: Crossword Puzzle	<i>/8</i>
	Chapter 12: Sweat ceremony	<i>/4</i>
	Chapter 12: Word search	<i>/9</i>
	Chapter 12: Writing a chapter summary	<i>/20</i>
	Chapter 12: Quick Quiz	<i>/7</i>
	TOTAL SCORE	<i>/72</i>

Chapter 13: Vocabulary

Name: _____

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Accompanied</i>	Page #	Definition:
Sentence that the word has been used in:		
Word: <i>Cue</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Emerge</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Foghorn:</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Hightail</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Inclusion</i>	Page #	Definition
Sentence that the word has been used in:		
Word: <i>Reconciliation</i>	Page #	Definition
Sentence that the word has been used in:		

Chapter 13: Comprehension & Figurative Language Name:

Give the best answer to the following:

1. Define the word: *reconciliation*. /2

2. Explain why Josh dances for his family. /2

3. The music that Josh chooses to dance to is a mixture of which two genres? /1

- a. Jazz and opera music
- b. Rock and country music
- c. Indigenous powwow and rap music
- d. He sings his favourite lullaby.

4. How is Josh feeling while he gets ready to dance? /1

- a. Nervous
- b. Angry
- c. Happy
- d. Powerful

5. Historically, when different Indigenous nations met for special gatherings, but couldn't speak the same language, how did they communicate? /1

- a. Interpretive dance
- b. Sign language
- c. Smoke signals
- d. Translators

6. During special gatherings with Indigenous nations where various languages were being spoken, how did they ensure all nations could sing along to songs? /1

- a. Sheet music in different languages
- b. Translators
- c. By humming
- d. By singing "*Heeey-a-hi-yo*" instead of words.

/8

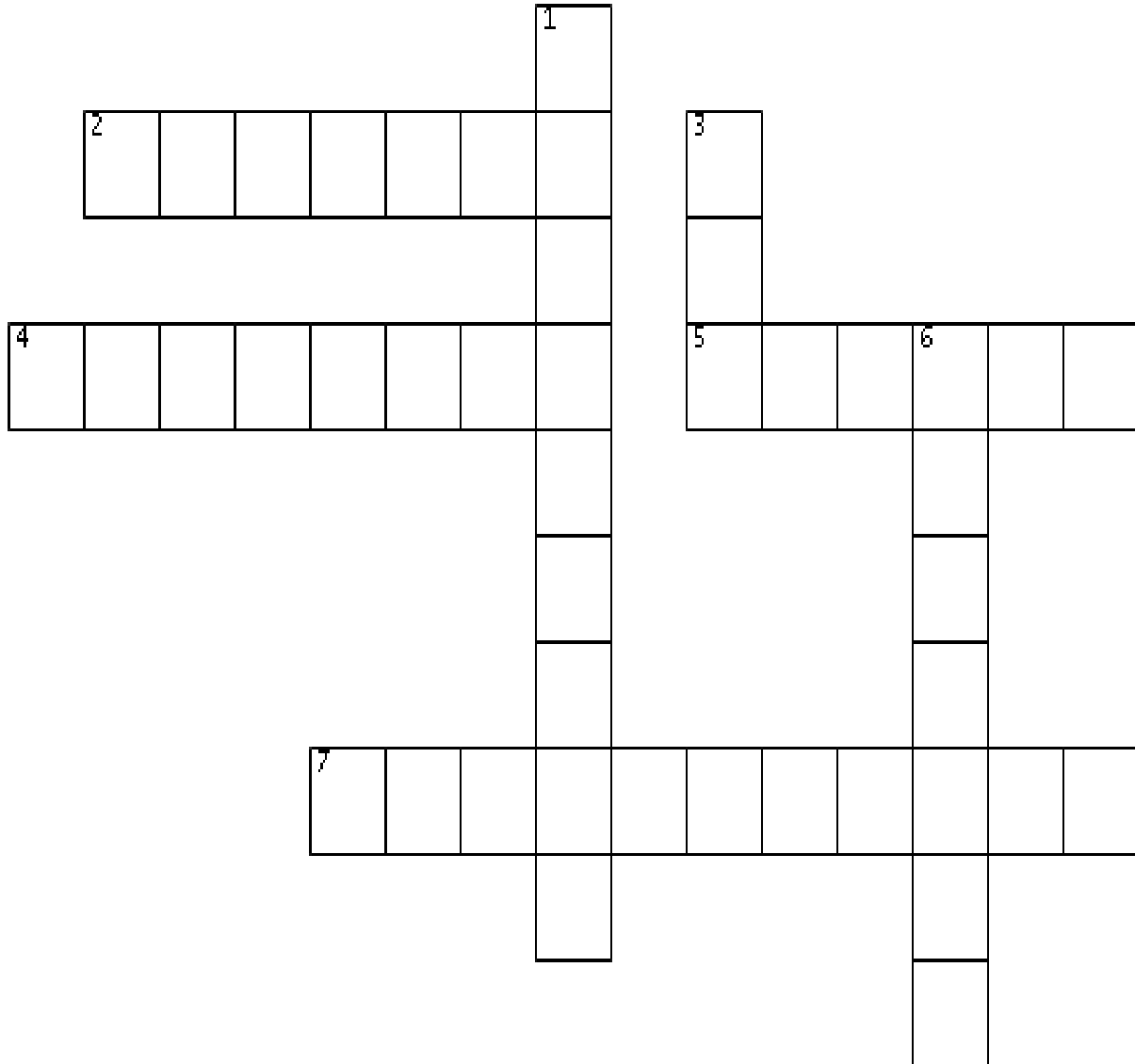
Chapter 13: Crossword Puzzle

Name: _____

Use the clues to fill in the words above.

Words can go across or down.

Letters are shared when the words intersect.



ACROSS

2. A device making a loud, deep sound as a warning to ships in fog.
4. To move or travel fast.
5. To move out of or away from something and come into view.
7. To present or occur at the same time.

DOWN

1. The act of including others within a group.
3. A thing said or done that serves as a signal to start.
6. An instance of two or more people coming together again after a period of separation.

Chapter 13: Round Dance

Name:

1. As a class, watch the “Round Dance 101: What to Know Before Your First Round Dance”. <https://www.youtube.com/watch?v=626MhRI6aFQ> /1

2. Invite your local Indigenous Elder and an Indigenous dancer to demonstrate Indigenous dances. Perhaps the class can participate in a round dance and feast (a potluck). If this is not possible, students are encouraged to attend local Indigenous events. /1

/2

Chapter 13 Word Search

Name: _____

Find the word in the puzzle.

Words can go in any direction.

Words can share letters as they cross over each other.

ACCOMPANIED	HIGHTAIL
CUE	INCLUSION
EMERGE	RECONCILIATION
FOGHORN	REUNION

D K E N H C G G U K E Z S B V
U E V F W I R E C M S G K J E
Q X I B S Y G R N Q T C K K U
H B R N F O G H O R N Q T P C
I N Y E A O U M T Y C M O E A
N H O Z M P O B L A V D S W O
C U J I P L M R C Y I E N N L
L V Q G N I T O D F Y L E D F
U Y Z O X U U E C X H G W H Y
S K B B P D E J P C R J T L G
I X I T J Q L R N E A L G D Z
O K D Z O G Q D M X C Q N K I
N W R E X J V E X W K E A Z R
N O I T A I L I C N O C E R C
R Z K E C G V S L D Q X O M K

/8

Chapter 13: Writing a Chapter Summary: Rubric **Name:**

Tip: Read rubrics row by row from left to right, rather than in columns.

Categories	Beginner (1)	Basic (2)	Intermediate (3)	Advanced (4)
Topic sentence	No evidence of a main idea. The paragraph lacks clarity and cohesion.	Topic sentence is present but poorly written. The main idea is not entirely clear.	Topic sentence is complete. The main idea is clearly stated.	Topic sentence is strong and clearly states the main idea. Stimulates interest.
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Comments: _____

Chapter 13: Quick Quiz

Name: _____

Give your best answer to the following:

1. Reconciliation means which of the following? /1

- a. To apologize.
- b. To restore friendly relations.
- c. To rebuild.
- d. All of the above.

2. The definition of an Indigenous round dance is the following: /1

- a. A traditional ceremonial dance where people unite in a circle to heal, honour, feast, and celebrate.
- b. A powwow competitive dance.
- c. A type of Indigenous rap dance.
- d. None of the above.

3. Match the following literary terms to their proper definition: /7

CLIMAX	FALLING ACTION
CONFLICT	RISING ACTION
EXPOSITION	RESOLUTION OR DENOUEMENT
INITIAL INCIDENT	

Introduction of information at the beginning of a story. _____

A problem that the protagonist experiences. _____

When the climax of a story gets solved. _____

The events happening after the climax of a story. _____

The events happening before the climax of a story. _____

The point at this the highest level of interest and emotional response if achieved. _____

The event that sets the main character on the journey, usually to solve a problem. _____

/9

Chapter 13: Student Grading Log

Name:

Date completed	Activity title	Score
	Questions to ask before, during, and after reading - participation	<i>/1</i>
	Chapter 13: Vocabulary	<i>/7</i>
	Chapter 13: Comprehension and figurative language	<i>/8</i>
	Chapter 13: Story Structure	<i>/14</i>
	Chapter 13: Crossword Puzzle	<i>/7</i>
	Chapter 13: Round Dance	<i>/2</i>
	Chapter 13: Word search	<i>/8</i>
	Chapter 13: Writing a chapter summary	<i>/6</i>
	Chapter 13: Quick Quiz	<i>/9</i>
	TOTAL SCORE	<i>/62</i>

Student Grading Log Summary Sheet

Name:

To calculate your *Creeboy* novel study grade, complete the following steps:
Place your chapter unit total grade number in the right column beside each chapter number.

Add the numbers in the right column and write that number as the sub-total.
Divide by 13 (the number of chapters = grade total).

<i>Creeboy Novel Study Guide</i> Section:	Score
Class Discussions Participation	/20
Prereading Action	/12
Introduction to Cree Culture	/20
<i>Creeboy</i> Plot Diagram	/5
<i>Creeboy</i> Figurative Language Definitions	/18
Chapter 1	/162
Chapter 2	/144
Chapter 3	/119
Chapter 4	/108
Chapter 5	/137
Chapter 6	/135
Chapter 7	/114
Chapter 8	/102
Chapter 9	/98
Chapter 10	/191
Chapter 11	/151
Chapter 12	/72
Chapter 13	/62
Sub-Total	1670
Total divided by 18 will give your novel study score	

Answer Keys

Introduction to Cree Culture video: ANSWER KEY

Fill in the blanks as you watch the following video, “Wahkohtowin: Cree Natural Law”.

1. The dance during the introduction of the video is called a Round Dance.
2. “All things are related” is the foundation of Cree traditional law.
2. “_____” is the foundation of Cree traditional law.
3. Developed over thousands of years, Cree laws are passed down orally, through ceremony, stories, and song.
4. Cree Elders help to teach natural law.
5. Appropriate offerings is part of Cree protocol to receive the gift of knowledge.
6. We are all related to everything that is created.
7. *Wahkohtowin* is the Cree name for the rules that govern the relationship of one thing to another. The guidelines ensure all people respect one another and the other living things on this earth.
8. When people come to live together in peace and harmony, it is called Wetaskiwin.
9. Our understanding of living in together harmony is to have mutual respect, obligation, and responsibility to foster and maintain healthy relationships.
10. Canadian legislation was put on paper to open the land for a growing population.
11. In an effort to assimilate our people into a new way of life, children were forced into church and government run residential schools.
13. In the Aboriginal justice system, they discuss how they were going to deal with a person. The thief was disciplined to serve the victim by looking after him.
14. All lot of what the Elders teach and bring to us is centered around behaviours. It’s centered around relationships, and it’s centered around the sacredness of life.
15. Practicing Cree natural law creates harmony and justice. Cree laws consider everyone in a disagreement.
16. Use the model of restoring, reclaiming, and helping that person identify their roles of responsibility and support them in that.
17. Everything we talk about is about family because everything in nature is about family.

Chapter 1: Figurative Language Definitions: ANSWER KEY

Definition: The order in which you present the story's key concepts (main characters, setting, events,

rising action, climax, resolution, etc.)

10. Define each term.

11. Say what happens in each part of the story.

Exposition

What does it mean?	What happens in it?
The exposition of a story is the introduction or beginning of a story that reveals important background information.	In chapter 1: The main character, Josh, and his family are introduced, Josh's conflicts are introduced, the setting is introduced.

Inciting Incident

What does it mean?	What happens in it?
The inciting incident is an episode, plot point or event that hooks the reader into the story.	Josh argues with his mom.

Conflict

What does it mean?	What happens in it?
A conflict is a literary device that presents the struggle between two sides due to a disagreement in values, desires, motivations etc.	Josh's conflict is about his traditions, family, and his gang.

Rising Action

What does it mean?	What happens in it?
<i>Rising action</i> is the section of a story that leads toward its climax. Because of the increased tension as a book's central conflict (or conflicts) become clear, the <i>rising action</i> is often what keeps you turning the pages.	Josh's conflict between his traditions, family and his gang ties become more intense.

Chapter 1: Figurative Language Definitions: ANSWER KEY: Continued

Climax

What does it mean?	What happens in it?
Climax is the highest point of tension or drama in a narratives' plot.	Josh's brother, Darion/Razo is murdered.

Falling Action

What does it mean?	What happens in it?
Falling action is the period of time in a story that follows the climax and leads to the resolution.	Josh reflects on his lifestyle and values by attending his brother's funeral and by participating in a sweat ceremony.

Resolution or Denouement:

What does it mean?	What happens in it?
The definition of resolution in literature is the conclusion of the story by the resolving of conflicts between characters.	Josh dances for his family as an act of reconciliation.

Chapter 1: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Define each of the following words.

Write the sentence from the book that the word is used in.

Word: <i>Bawl</i>	Page # 11	Definition: To cry loudly.
Sentence that the word has been used in: "Mom's wide-eyed stare changed; softened, like she was going to bawl."		
Word: <i>Bulging</i>	Page # 16	Definition To be full of something.
Sentence that the word has been used in: "Hugging the bulging suit bag to my chest."		
Word: <i>Community</i>	Page # 11-12	Definition A group of people living in the same place or having particular characteristics in common.
Sentence that the word has been used in: "The gang life taking over our community is bad."		
Word: <i>Crumpled</i>	Page # 11	Definition A wadded up, crushed, or bent item.
Sentence that the word has been used in: "The garbage overflowed with crumpled plastic bags and clammy coffee grounds."		
Word: <i>Breech (cloth)</i>	Page # 20	Definition A cloth worn around the buttocks/groin area as part of a Powwow dancer's regalia.
Sentence that the word has been used in: While driving, he wore his black bike shorts, but later he'd be putting on his breech cloth that matched his vest.		
Word: Cranky	Page # 9	Definition To be Irritable.
Sentence that the word has been used in: "She's cranky in the mornings."		
Word: Drooped	Page # 9	Definition To sag or bend down.
Sentence that the word has been used in: "All three kids drooped low over their bowls, as if that saved them from hearing the argument between mom and me."		

/7

Chapter 1: Vocabulary: ANSWER KEY

Word: Epic	Page # 8	Definition: Grande in scale. Big.
Sentence that the word has been used in: “Another epic fight with Mom.”		
Word: Fluttering	Page # 11	Definition Wagging, floating, or moving with a light or trembling motion.
Sentence that the word has been used in: “It missed, fluttering towards the floor as I slammed the door shut.”		
Word: Gestured	Page # 14	Definition To give a message through body language and facial movements.
Sentence that the word has been used in: “Mom stood with her hands up and gestured to make her point.”		
Word: Groggy	Page # 16	Definition Dazed, weak, unsteady, especially from illness, intoxication, sleep, or a blow.
Sentence that the word has been used in: “Razor’s voice came over the phone all groggy like I woke him up.”		
Word: Intently	Page # 10	Definition With great effort, attention, or concentration.
Sentence that the word has been used in: “Mom stopped, as if listening intently, as if unsure what to say.”		
Word: Mumbled	Page # 16	Definition To say something in a way that makes it hard for others to understand or hear clearly.
Sentence that the word has been used in: “Razor mumbled.”		
Word: PATHS	Page # 7	Definition Planning Alternative Thinking Strategies.
Sentence that the word has been used in: “PATHS (Planning Alternative Thinking Strategies).”		

/7

Chapter 1: Vocabulary: ANSWER KEY

Word: Rattled on	Page # 9	Definition: To talk for a long time about things that are not interesting or important to the listener.
Sentence that the word has been used in: “Meanwhile, Mom rattled on.”		
Word: Recoiled	Page #	Definition
Sentence that the word has been used in: “Mom recoiled like a snake jumped out at her.” (page 13) Suddenly spring back from surprise or fear.		
Word: Regalia	Page # 11	Definition Distinctive clothing worn during ceremonies or special events.
Sentence that the word has been used in: “Kids get your regalia on.” (page 11)		
Word: Scolding	Page # 17	Definition To angrily find fault.
Sentence that the word has been used in: “She came at me while wagging her finger as if scolding a little kid.”		
Word: Screeched	Page # 19	Definition Give a loud, harsh, squealing cry.
Sentence that the word has been used in: “The rez rocket, Razor’s car that he inherited from Dad, screeched to a halt in front of me.”		
Word: Slumped	Page # 10	Definition To sit, lean, or fall heavily and limply, especially with a bent back.
Sentence that the word has been used in: “From where I stood, I could see her slumped onto the edge of the couch.”		
Word: Snarled	Page # 9	Definition To make an angry sound and bare teeth.
Sentence that the word has been used in: “I snarled at her and swept an arm to show my siblings.”		

/7

Chapter 1: Vocabulary: ANSWER KEY

Word: Sprout	Page # 12	Definition: To grow or spring up.
Sentence that the word has been used in: “The peach fuzz started to sprout from his chin.”		
Word: Squint	Page # 17	Definition To look at something or someone with eyes partially closed.
Sentence that the word has been used in: “The bright morning sun made me squint as I pulled open the front door.”		
Word: Stoic	Page # 8	Definition A person who can endure pain or hardship without showing their feelings or complaining.
Sentence that the word has been used in: “ <i>Stoic.</i> ”		
Word: Stoked	Page # 8	Definition Very excited. Also: to poke a fire and fuel it so that it burns higher.
Sentence that the word has been used in: “She can flare up like a flash fire when stoked.”		
Word: Swished	Page # 9	Definition To move.
Sentence that the word has been used in: “Jade swished cereal around in her bowl.” (page 9) To move.		
Word: Tension	Page # 14	Definition Mental or emotional strain.
Sentence that the word has been used in: “Mom’s voice filled with tension.”		
Word: Trafficking	Page # 17	Definition To deal or trade in something that is illegal. Such illegal drugs and weapons.
Sentence that the word has been used in: “Dad says we’ll make more money trafficking guns and drugs than any stupid job.”		

17

Chapter 1: Vocabulary: ANSWER KEY

Word: Wagging	Page # 17	Definition: The act of swinging an object, such as a tail or finger.
Sentence that the word has been used in: “She came at me while wagging her finger as if scolding a little kid.”		
Word: Wrung	Page # 10	Definition To squeeze and twist.
Sentence that the word has been used in: “Her hands wrung the bottom of the same, baggy t-shirt...”		
Word: Zephyr	Page # 18	Definition A soft, gentle breeze.
Sentence that the word has been used in: “A black '84 Ford Zephyr appeared at the corner.”		

/5

Chapter 1 – Vocabulary: Slang: ANSWER KEY

Word: Drive-by	Page # 18	Definition: Shooting weapons from a moving vehicle.
Sentence that the word has been used in: “Sheets of plywood boarded up the windows to keep trigger-happy drive-by shooters from shooting them out.”		
Word: Homies	Page # 15	Definition A gang word for friends who are like family.
Sentence that the word has been used in: “My homies are more my family than you’ll ever be.”		
Word: Rez Rocket	Page # 18	Definition Usually an older, worn-out car used to get around Indigenous communities.
Sentence that the word has been used in: “The rez rocket, Razor’s car that he inherited from Dad, screeched to a halt in front of me.”		
Term: That sucks.	Page # 9	Definition Describing something that is considered stupid, wrong, bad, or disgusting.
Sentence that the word has been used in: “That sucks.” I went to her and rubbed her head and said, “Stay at home then.”		
Word: Trigger-happy	Page # 18	Definition To react violently by shooting a weapon.
Sentence that the word has been used in: “Sheets of plywood boarded up the windows to keep trigger-happy drive-by shooters from shooting them out.”		

/4

Chapter 1 – Vocabulary: Indigenous Related: ANSWER KEY

Word: Elder	Page # 14	Definition: Elders are people that are recognized because they have earned the respect of their community through wisdom, harmony, and balance of their actions in their teachings.
Sentence that the word has been used in: “Remember what our Elder, Clayton said.”		
Word: Hola	Page # 14	Definition Sometimes used to express amazement or disbelief.
Sentence that the word has been used in: “Hola! What was I doing?”		
Word: Pa-ko-sey-i-mo-min	Page # 13	Definition Hope.
Sentence that the word has been used in: “That’s what our Indigenous community of Pa-ko-sey-i-mo-min has become.”		
Word: Powwow	Page # 11	Definition An Indigenous ceremony that includes dancing, singing, feasting, and celebrating.
Sentence that the word has been used in: “Powwow!” (page 11)		
Word: Regalia	Page # 11	Definition Distinctive clothing worn during ceremonies or special events.
Sentence that the word has been used in: “Kids get your regalia on.”		
Word: Reserve	Page # 13	Definition The word is short for ‘reservation’, a term used to define an all-Indigenous community. A more contemporary word is ‘Nation’. For example: “We live in Horse Lake Nation.”
Sentence that the word has been used in: “To make money on a reserve that has no jobs.”		
Term: Seven Sacred Teachings	Page # 14	Definition The seven teachings include love, respect, honesty, courage/bravery, truth, wisdom, and humility and each teaching is represented by an animal.
Sentence that the word has been used in: “To be a true warrior, you must be a role model of the seven sacred teachings: courage, honesty, humility, truth, love, wisdom, and respect.”		

Chapter 1: Comprehension and Figurative Language: ANSWER KEY

1. The acronym, PATHS, stand for Promoting Alternative Thinking Strategies (PATHS) is a school-based social and emotional learning (SEL) curriculum that helps children to manage their behaviour, understand their emotions and work well with others.

2. The correct usage of the word, *Shoveling*, in chapter 1:

- c) Shoveling in cereal as fast as I could.

3. Darion got the nickname, Razor, after he bought an old-fashioned shaving razor at a pawn shop.

4. In the novel, *Peach Fuzz* means the soft hairs on a person's chin, often used when a young adolescent is growing a beard for the first time. (page 12)

5. The Idiom, *Don't Cry Over Spilled Milk*, means there's no use in worrying over past events that cannot be changed. (page 13)

6. The word *trafficking* means to deal or trade in something illegal.

7. In the novel, *Creeboy*, the most common types of conflict are:

1. Character vs. self: The character is struggling with a conflict from within. Creeboy feels conflicted with who he is as a family member and his self-identity.
2. Character vs. character: The character is struggling with another character. Creeboy is conflicted with his mom and sister about his role as a family member. (Students might identify Creeboy's conflict against his dad and Razor's gang values)
3. Character vs. Society: The character is struggling against the norms of society. Creeboy questions his role in society as an Indigenous person and a gang member.

8. A simile is a figurative language device that compares one thing to another using the words *like* or *as*.

Find two sentences, from chapter 1, that are similes. Add the sentences' page numbers.

- a. Her walk is like a big, flashing neon sign (page 8)
- b...Dark brown hair that flows like the mane of a wild horse (page 8)
- c. She can flare up like a flash fire (page 8)
- d. The kids sat like shrunken dolls (page 8)

- e....wandered into the living room like a lost fawn (page 10)
 f. The car sounding like a rocket taking off (page 19)

9. Adjectives are words that describe another word with examples:

Conflict – resolution	lost - fawn
Role – models	Younger - siblings
Purple – lens	Shrunken – dolls
basement – door	
Kitchen – counter	Lucky - Charms
Breakfast – table	Chocolate - milk
Dark, brown – hair	Marshmallow - shapes
Wild – horse	Matching - colours
Big, flashing neon – sign	Granola - bar
Cupboard - door	baggy, grey – t-shirt
Folded, food – boxes	crumpled, plastic – bags
Clammy – coffee grounds	top – grades
Gang – life	baby - girl
Gang – leader	Indigenous - traditions
Black – eye	blue, plastic – tarps
Suit – bag	unmade – bed
Grey, concrete – floor	living – room
Greyish – blue	long, sagging – couch
Indigenous – community	main – highway
Stupid – job	bright, morning – sun
Square – houses	gangster – rap
Black '84 Ford – Zephyr	rez – rocket
Black – sunglasses	black - braids

12. Onomatopoeia is a word that describes a sound. For example: The goose honked.
 Find one example of onomatopoeia from chapter 1. Add the page number.

- Rattled (page 9)
 Screeched (page 19)
 Clanked (page 10)

Chapter 1: Crossword Puzzle ANSWER KEY

ACROSS

2. Self

3. Razor

6. *Pa-ko-sey-i-mo-min*

DOWN

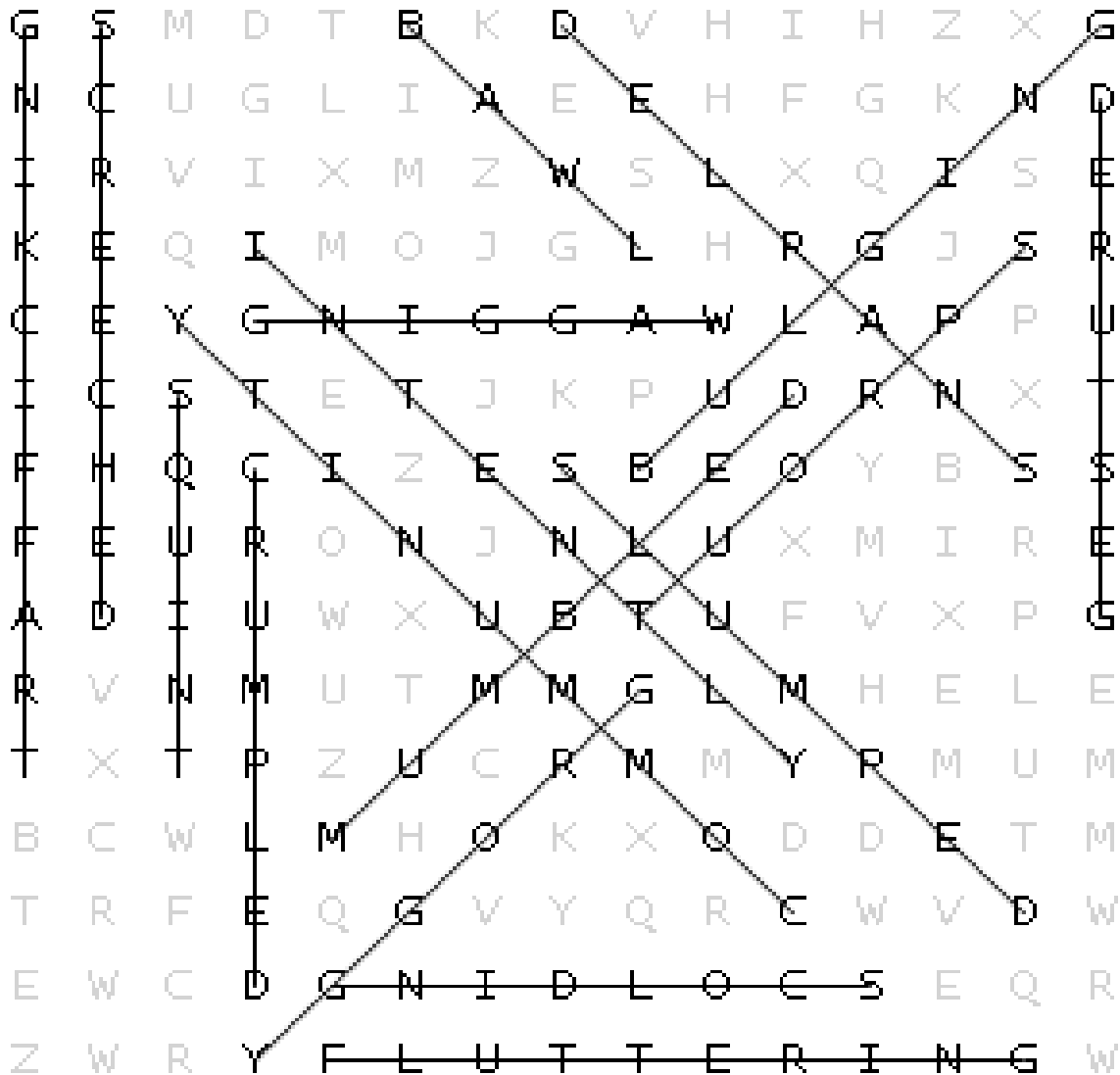
1. Teresa Wouters

4. Gangs

5. Josh

Chapter 1: Word search: ANSWER KEY

BAWL	BULGING	COMMUNITY
CRUMPLED	FLUTTERING	GESTURED
GROGGY	INTENTLY	MUMBLED
SCOLDING	SCREECHED	SLUMPED
SNARLED	SPROUT	SQUINT
TRAFFICKING	WAGGING	



/17

Chapter 1: Quick Quiz: ANSWER KEY

Use the words inside the box to write the correct answer beside the matching definition. /12

Gangs	Family	Pregnancy
Protagonist	Antagonist	Jack
Pakoseyimomin	Red Deer	Josh
Teresa Wouters	Marty Chan	Community

1. **Teresa Wouters** The author's name.

2. **Protagonist** The hero of every story.

3. **Gangs and Family** Two major themes in the novel.

4. **Pakoseyimomin** The name of the setting in the novel.

5. **Community** The name of a group of people living in the same place or having particular characteristics in common.

6. **Josh** The name of the novel's protagonist.

Chapter 1: Quick Quiz: ANSWER KEY

/8

Vocabulary: Match the definition with the correct word.

Haven

A place of safety and refuge

Recoiled

To suddenly spring or flinch back in fear, horror, or disgust.

Stench

A strong and very unpleasant smell.

Brawl

A rough or noisy fight or quarrel.

Regalia

The distinctive clothing worn and ornaments carried at formal occasions as an indication of status.

Inherited

Money, property, or a title received as an heir at the death of the previous holder.

Trigger-happy

Ready to react violently, especially by shooting, on the slightest provocation.

Pakoseyimomin

Cree word meaning “hope.”

/20

Chapter 2: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: <i>Adhered</i>	Page # 28	Definition: To stick together.
Sentence that the word has been used in: "It hung from a leather belt with silver conchos and metal pieces adhered to it."		
Word: <i>Ancestors</i>	Page # 23	Definition A family member from the past.
Sentence that the word has been used in: "Our ancestors are flowing through us'."		
Word: <i>Banished</i>	Page # 21	Definition To send someone away and to forbid that person from returning.
Sentence that the word has been used in: "Now that you've been banished by Queen Mom for being a thug, she's doing nothing..."		
Word: <i>Breech</i>	Page # 20	Definition A cloth worn around the buttocks/groin area as part of a Powwow dancer's regalia.
Sentence that the word has been used in: While driving, he wore his black bike shorts, but later he'd be putting on his breech cloth that matched his vest.		
Word: <i>Conchos</i>	Page # 28	Definition An ornament worn on traditional Indigenous clothing often silver and originated with the Navajo nation.
Sentence that the word has been used in: "It hung from a leather belt with silver conchos and metal pieces adhered to it."		
Word: <i>Creed</i>	Page # 23	Definition A belief system by a one-minded group.
Sentence that the word has been used in: "Honour and respect the creed'."		
Word: <i>Drained</i>	Page # 30	Definition To feel weak. Opposite of energized.
Sentence that the word has been used in: "I felt too emotionally drained to say anything to mom."		

Chapter 2: Vocabulary: ANSWER KEY

Word: <i>Fringes</i>	Page # 27	Definition: A decorative line of hanging threads or sinew strings, often along the seams of clothing. This was a popular fashion of the Indigenous to help keep bugs off them. A thread could be cut off if something needed tying.
Sentence that the word has been used in: “She wore a shawl with orange fringes and a beaded medallion over a purple blouse.”		
Word: <i>Fry bread</i>	Page # 24	Definition A flat dough bread that is cooked by frying and can also be baked or roasted on an open fire. Mmmmm. Delicious.
Sentence that the word has been used in: “I could smell fry bread and burning campfires.”		
Word: <i>Gravitated</i>	Page # 24	Definition To move towards something in a seemingly needed way.
Sentence that the word has been used in: “Wherever he went, people just gravitated to him.”		
Word: <i>Guru</i>	Page # 24	Definition An east Indian wise teacher.
Sentence that the word has been used in: “Razor always sounded like a wise old guru right before a powwow.”		
Word: <i>Head roach</i>	Page # 25	Definition A roll of hair brushed straight back along the top of the head.
Sentence that the word has been used in: “I thought about the holistic teachings.”		
Word: <i>Holistic</i>	Page # 25	Definition Belief that the parts of a specific idea or object are interconnected.
Sentence that the word has been used in: “I thought about the holistic teachings of the medicine wheel.”		
Word: <i>Hunkered</i>	Page # 26	Definition To squat or crouch low.
Sentence that the word has been used in: “Jade and her best friend, Shayla, hunkered in the bed of the truck...”		

/7

Chapter 2: Vocabulary: ANSWER KEY

Word: <i>Kaminakuse</i>	Page # 27	Definition: The Cree word for the Wild Roses of Alberta.
Sentence that the word has been used in: “...Four pink Wild Roses, <i>Kaminakuse</i> ...”		
Word: <i>Medallion</i>	Page # 28	Definition A traditional decoration worn on a person to symbolize an honourable human trait.
Sentence that the word has been used in: “Her headband had a beaded medallion at the back...”		
Word: <i>Meditation</i>	Page # 24	Definition To create a state of deep relaxation and thinking to obtain inner peace, balance, and abundance.
Sentence that the word has been used in: “It was part of his meditation to reach his spiritual side right before dancing.”		
Word: <i>Moccasins</i>	Page # 26	Definition An Indigenous designed shoe traditionally made of animal hide and fur.
Sentence that the word has been used in: “...a brown fake-hide dress and oversized feet wearing moccasins.”		
Word: <i>Okihcihtâw</i>	Page # 29	Definition Cree word to call a person who is brave in battle.
Sentence that the word has been used in: “You look like a brave <i>Okihcihtâw</i> , a warrior.”		
Word: <i>Ranting</i>	Page # 21	Definition Shouting out with intense passion.
Sentence that the word has been used in: “She’s ranting about Dad again.”		
Word: <i>Rejuvenated</i>	Page # 29	Definition To feel renewed positive energy.
Sentence that the word has been used in: “She said that she always felt rejuvenated ...”		

Chapter 2: Vocabulary: ANSWER KEY

Word: <i>Seething</i>	Page # 21	Definition: Feel an intense anger.
Sentence that the word has been used in: “I snapped off the blaring rap music then stared out the window, seething.”		
Word: <i>Sooyáíaiihtsi</i>	Page # 27	Definition The Indigenous word for Three-Flowered Avens.
Sentence that the word has been used in: “...Three-Flowered Avens, <i>Sooyáíaiihtsi</i> ...”		
Word: <i>Wapayoominusk</i>	Page # 27	Definition The Indigenous word for Western Red Lily.
Sentence that the word has been used in: “ and one Western Red Lily, <i>Wapayoominusk</i> ...”		
Word: <i>Wholeheartedly</i>	Page # 29	Definition To completely believe in a principle.
Sentence that the word has been used in: “Jade wholeheartedly believed the teachings...”		

/4

/25

Chapter 2: Comprehension and Figurative Language: ANSWER KEY

Answer the following questions. Use complete sentences and circle the correct answers.

1. Story setting means: /1

a. the time, place, duration of where a story takes place.

2. What is the name of the community where Josh lives? /1

d. Pa-ko-sey-i-mo-min

3. When did this story take place? /1

c. early 2000's

4. Who is the protagonist of the story? /2

The protagonist of the story is Josh/Creeboy.

5. What does Pa-ko-sey-i-mo-min mean? /1

b. hope

6. "She looked like an Indian princess in her regalia jingle dress" (page 27). Is the term *Indian princess* a stereotype? Explain why or why not. /3

"She looked like an Indian princess" can be considered a stereotype because it is a European term that indicates east Indian origin. It is a term that isn't used by North American Indigenous nations.

7. Describe the ancestral tradition from chapter 2: /4

a. Nationality: Indigenous/Cree

b. Name of tradition: Powwow dancing

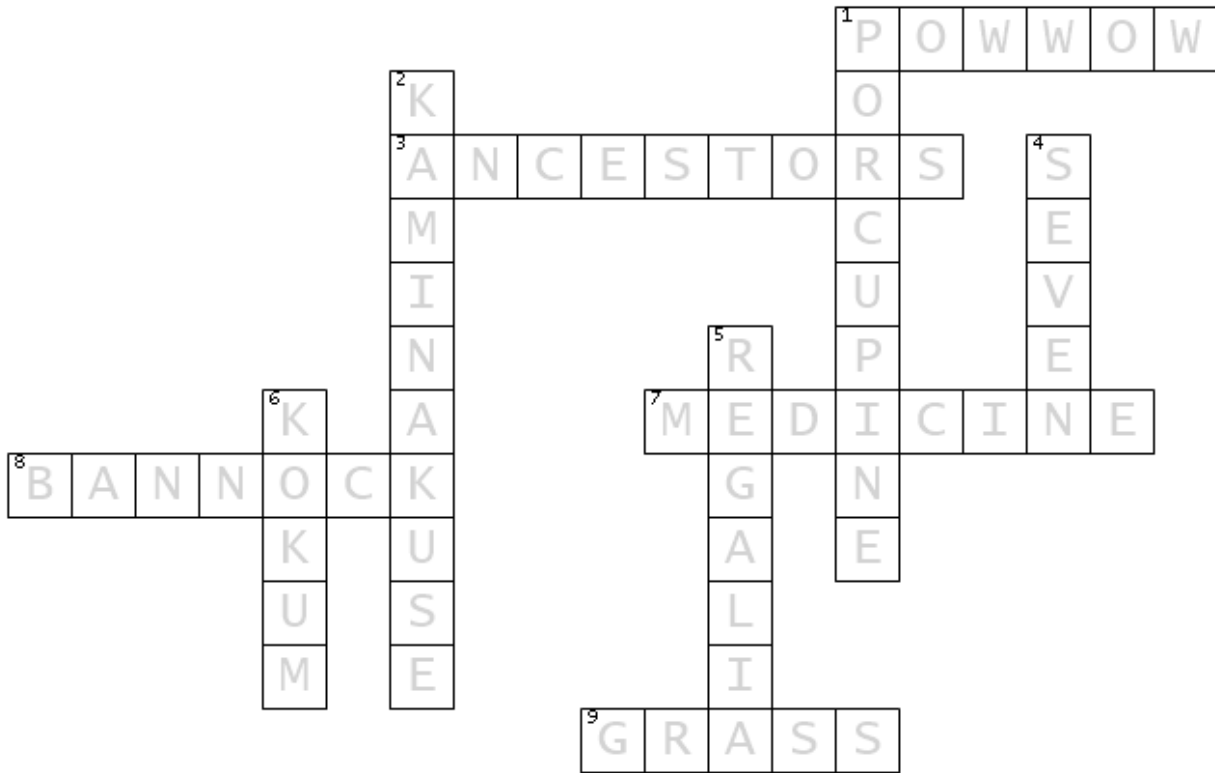
c. Description of the tradition: The powwow dancing is a time when Indigenous persons dance for healing and prayer. It is also a time for communities to gather.

8. Describe an ancestral tradition from your family: /4
- a. Nationality: Answers will vary.
 - b. Name of tradition: Answers will vary.
 - c. Description of the tradition: Answers will vary.

9. What are the names of Joshes' siblings? /1
- c. Darion, Jade, Lily, Adam, Amber

/18

Chapter 2: Crossword Puzzle: ANSWER KEY



ACROSS

1. - a spiritual gathering where Indigenous people dance.
3. - relatives from the past.
7. - this type of wheel can be used to study one's emotional, physical, mental, and spiritual well-being.
8. - another word for fry bread.
9. - a type of dance seen at powwows.

DOWN

1. - an Indigenous head ornament is sometimes made with this animal.
2. - A Cree word for Wild Rose.
4. - how many Indigenous sacred teachings are there?
5. - what colourful powwow apparel is called.
6. - a Cree word for grandmother.

Chapter 2: Word Search: ANSWER KEY

ADHERED	BREECH	HOLISTIC
ANCESTORS	CREED	OVERGROWN
ASPECTS	CRUMPLED	MEDITATION
BANISHED	GRAVITATED	SEETHING
BLUR	GURU	RANTING

X J R Q Y C C H F B L D W R C
 M O H J U W O G P G B M K H R
 S Z H Y B L N K M X O L N V U
 Z R V W I I R F E J N Z U G M
 P V Q S H H R A N T I N G R P
 U O T T U C G M B N B N J A L L
 K I E R S E F F C A I W O V E E
 C E U R I E S V N J G O O I D D
 S G G T I R C I D E E R E T R
 J Y R F U B S N I E H G Z A C
 V C Z C A H T V A X P R R J T H
 R S T C E P S A P T N E Q E C
 W M E D I T A T I O N V H D Z
 F A Q U T S O M Y W O O G D H
 T C F A P Q S W Y F P O T A A

Chapter 2: Quick Quiz: ANSWER KEY

1. What is Darion's gang nickname? Razor /1

2. Match the English words to the Cree words: /7

c Kokum

a. Footwear

a Moccasins

b. Warrior

d Kaminakuse

c. Grandmother

e Sooyáíaihtsi

d. Wild Rose

f Wapayoominusk

e. Three Flowered Avens

b Okihcihtâw

f. Western Red Lily

g Pâ-ko-sey-i-mo-min

g. The act of hoping

3. What type of dance is Jade going to participate in? /1

c.Jingle

4. What does Jade carry tobacco for? Prayer /1

5. The holistic teachings of the medicine wheel teach us how to balance our emotional, physical, mental, and spiritual aspects. /2

/12

Chapter 3: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Adrenaline	Page # 33	Definition: A hormone secreted by the adrenal glands, especially in conditions of stress, increasing rates of blood, circulation, breathing, and carbohydrate metabolism and preparing muscles for exertion.
Sentence that the word has been used in: “We did stuff that made adrenaline course through me...”		
Word: Aggressive	Page # 38	Definition A feeling of rage or anger which can feel threatening.
Sentence that the word has been used in: “...he added a lot of aggressive moves.”		
Word: Astonished	Page # 32	Definition To be surprised, impressed, or amazed.
Sentence that the word has been used in: “Zach sounded just as astonished.”		
Word: Basic	Page # 36	Definition A starting point, usual very simple, especially in learning a procedure.
Sentence that the word has been used in: “First, we learn the basic steps...”		
Word: Blurred	Page # 39	Definition To become out of focus and blend so that it is difficult to focus on one image.
Sentence that the word has been used in: “The onlookers' bodies blurred along the tiers.”		
Word: Breech	Page # 35	Definition An apron like cloth tied by a belt around the waist and cover the loin area of a person.
Sentence that the word has been used in: “Mom taught me how to sew the breech cloth...”		
Word: Bustles	Page #	Definition A traditional part of some Indigenous powwow dance regalia usually made of two rings of feathers, sinew, and beads (Center of the West).
Sentence that the word has been used in: “... my grandpa, <i>Mosum</i> , helped me make my bustles.”		

Chapter 3: Vocabulary: ANSWER KEY

Word: Catch Phrase	Page # 32	Definition: A well-known sentence or phrase, especially one that is associated with a particular famous person.
Sentence that the word has been used in: “That was our catch phrase...”		
Word: Dab	Page # 31	Definition The dap , an acronym for “dignity and pride” whose movements translate to “I’m not above you, you’re not above me, we’re side by side, we’re together”, provided just this symbol of solidarity and served as a substitute for the Black Power salute prohibited by the military (Smithsonian Center for Folklife and Cultural Heritage).
Sentence that the word has been used in: “Zach came in for a dap handshake and a pound hug.”		
Word: Euphoria	Page # 39	Definition An inner body feeling like intense excitement and happiness.
Sentence that the word has been used in: “I could feel my ancestors dancing with me. Euphoria. The best high ever.”		
Word: Flourishing	Page # 35	Definition During Indigenous powwow dances, dancers will swing colourful sticks that are usually attached to their wrists with leather thongs.
Sentence that the word has been used in: “Even my flourishing sticks had feathers tied to the ends...”		
Word: Lunges	Page # 37	Definition A standing position where the front knee is deeply bent, the torso is straight, and the back leg is stretched behind the body.
Sentence that the word has been used in: “When we got that, we did lunges with punches.”		
Word: <i>Mah</i>	Page # 31	Definition Used by some Cree nations (with varieties in both dialect and spellings) to express amazement. It can also mean <i>attention</i> .
Sentence that the word has been used in: “ <i>Mah</i> . It’s been forever, bro.”		
Word: Mallet	Page # 37	Definition A drum stick with a soft hide ball on one end that is used to beat time on a drum.
Sentence that the word has been used in: “...listen for the four last bangs of the hide and stick mallet coming down on the tanned hide of the host drum.”		

Chapter 3: Vocabulary: ANSWER KEY

Word: Momentum	Page # 37	Definition: The gaining of movement of a body.
Sentence that the word has been used in: “... he could go from so much spinning momentum...”		
Word: <i>Mosom</i>	Page # 34	Definition Cree word for Grandfather. Also written as <i>Mushum</i> .
Sentence that the word has been used in: “No Mosom. No Dad.”		
Word: Outtalk	Page # 38	Definition To talk over another and feel superior in knowledge.
Sentence that the word has been used in: “He could even outtalk me.”		
Word: Relations	Page # 34	Definition Referring to family members.
Sentence that the word has been used in: “It felt weird being without all our relations at the powwow.”		
Word: Sacred	Page # 34	Definition Feelings of being connected to a higher energy source, god or deity.
Sentence that the word has been used in: “... powwows should be more sacred, like in the old days.”		
Word: Sass	Page # 39	Definition To be cheeky or rude to someone.
Sentence that the word has been used in: “Sweettalk the girls, lie better, sass better and argue better.”		
Word: Stressed	Page # 37	Definition To add emphasis when talking about the importance of something.
Sentence that the word has been used in: “... Dad always stressed to listen for the four last bangs of the hide and stick mallet coming down on the tanned hide of the host drum.”		

/7

Chapter 3: Vocabulary: ANSWER KEY

Word: Sweetgrass	Page # 34	Definition: Sweetgrass is a plant medicine that represents strength and resilience, often used to purify a specific area, object, or body (Sweetgrass Trading Co.).
Sentence that the word has been used in: “The smell of dry dirt, fry bread, sweetgrass and tobacco smoke drifted...”		
Word: Synchronized	Page # 38	Definition To move at the same time as one.
Sentence that the word has been used in: “He helped us come up with a synchronized dance.”		
Word: Tactics	Page # 39	Definition A carefully planned action.
Sentence that the word has been used in: “That’s what he called fighting tactics.”		
Word: Tiers	Page # 39	Definition Typically, one of a series of rows placed one above the other. (Oxford Languages).
Sentence that the word has been used in: “The onlookers’ bodies blurred along the tiers.”		
Word: <i>Tobacco</i>	Page # 34	Definition A leafy, traditional, and sacred plant used during ceremonies.
“The smell of dry dirt, fry bread, sweetgrass and tobacco smoke drifted over the dance circle.”		
Word: Whirled	Page # 34	Definition To seem to spin rapidly in a circle.
Sentence that the word has been used in: “... something whirled around inside of me.”		

/6

/27

Chapter 3: Comprehension and Figurative Language: ANSWER KEY

1. What are the names of Josh's school friends? /3

Zach , Ryan , Matthew

2. Using a complete sentence, describe what a dap handshake is. /2

A dap handshake is a stylized gesture in which two people clasp hands (as in greeting or solidarity) and that often involves a variety of additional gestures (Merriam Webster).

3. Using a complete sentence, why does Josh feel uncomfortable talking to his school friends?

Josh felt uncomfortable around his old friends because he felt like they weren't on the same page anymore because Josh lost interest in the activities that they shared after he got involved with the gang life.

4. Josh thinks the group of men wearing Fancy Dance regalia are as colourful as: /1

c. Skittles

5. Sweetgrass and tobacco are used for: /1

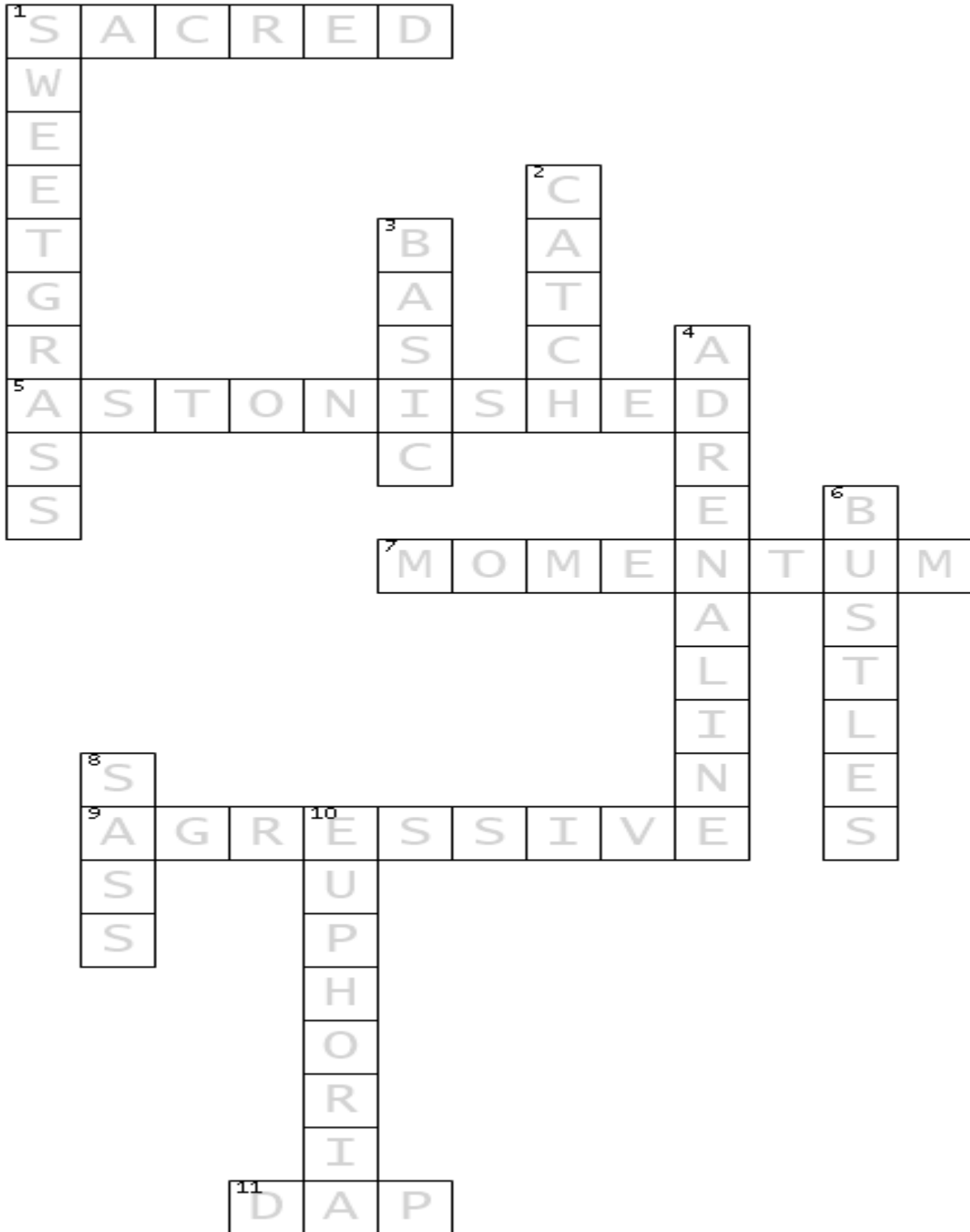
b. sacred rituals and prayer

6. The Fancy Dance was created by copying the movements of: /1

b. Horses

/10

Chapter 3: Crossword Puzzle: ANSWER KEY



Chapter 3: Powwow Regalia

Name:

Watch the video, “Native American Men and Women Dances and Regalia, and complete the following questions: /24

<https://www.youtube.com/watch?v=G8XCke66OrI>

3. List the type of Indigenous Powwow dances that are mentioned in the video and explain the purpose of each dance:

1 point for the name of each dance. 1 point for complete sentence(s). 2 points for each dance’s explanation.

a. Men’s Grass Dance:

When arriving at a new encampment, men would dance to lay the grass down.

b. Women’s Jingle Dress Dance:

To bring healing to the community. The jingles vibrate, and the energy loosens up the targeted sickness that the dancer had prayed for healing, It is pulled through the cone, and while it’s clashing, the sickness if dropped behind the dancer.

c. Woman’s Traditional Dance:

Women danced to honour the return of warriors who were off in hunting expeditions and battles.

4. Research and name three other types of Indigenous dances. Explain their purposes:

1 point for the name of each dance. 1 point for complete sentence(s). 2 points for each dance’s explanation.

a. **Men's Traditional Dance:**

Movements should be graceful and tell a story. Often the dancer will mimic hunters or warriors.

b. **Men's Fancy Dance:**

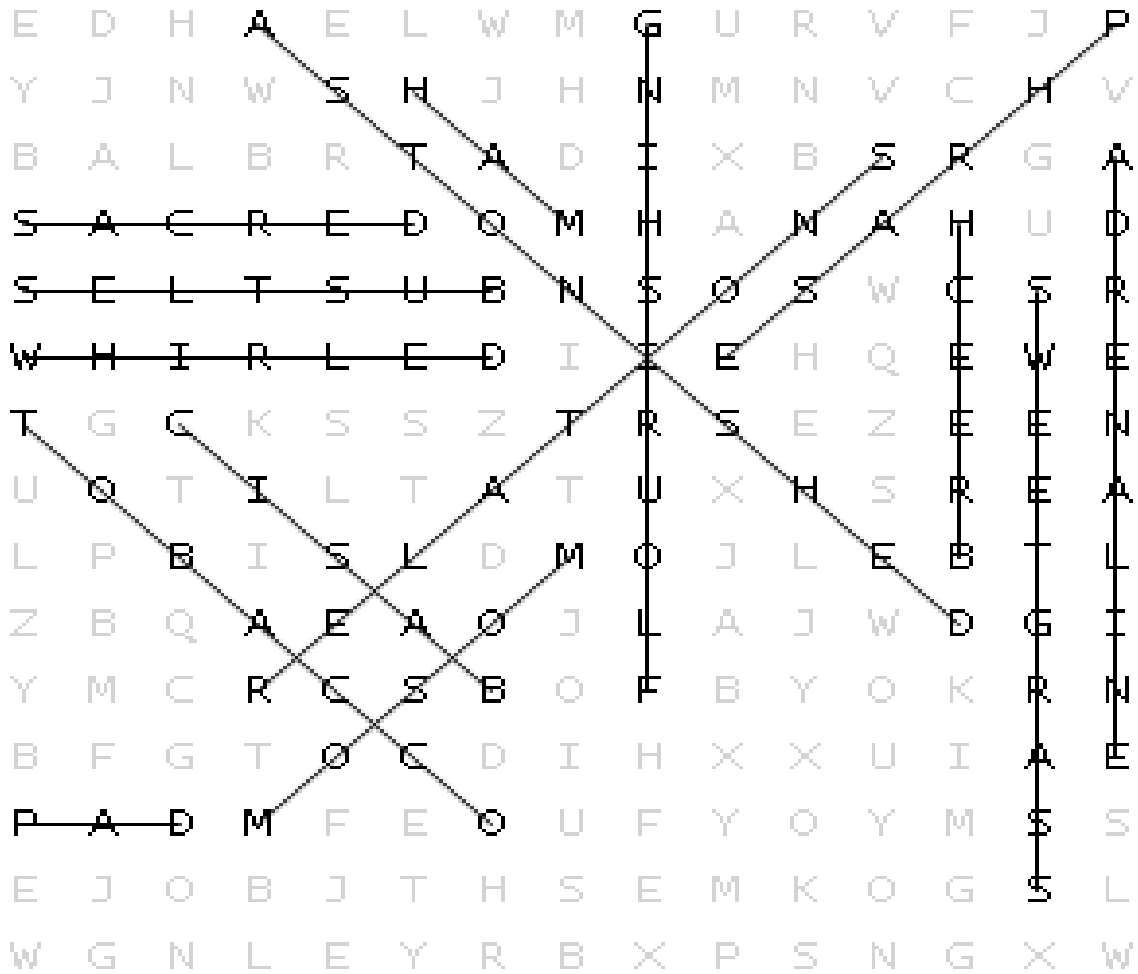
Loosely based on a war dance, this dance encourages creativity while dancing at a fast pace to show off skill, endurance, and athleticism.

c. **Woman's Fancy Shawl:**

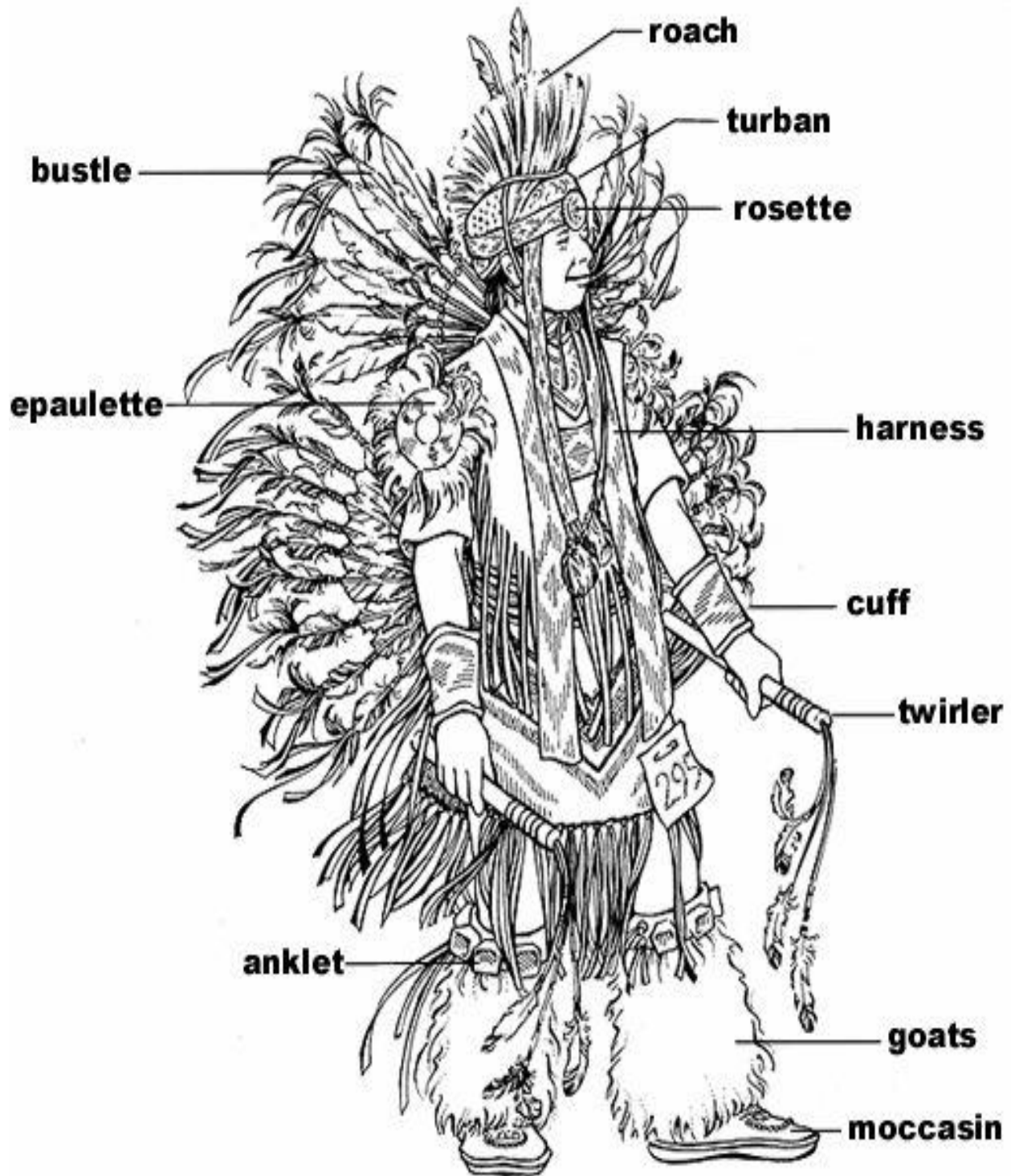
A graceful dance that symbolizes the emerging of a butterfly from a cocoon.

Chapter 3: Word Search ANSWER KEY

ADRENALINE	DAP	RELATIONS
ASTONISHED	FLOURISHING	SACRED
BASIC	MAH	SWEETGRASS
BREECH	MOSOM	TOBACCO
BUSTLES	PHRASE	WHIRLED



/15



Chapter 4: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Adrenaline	Page # 48	Definition: A hormone secreted by the adrenal glands, especially in conditions of stress, increasing rates of blood circulation, breathing, and carbohydrate metabolism and preparing muscles for exertion (Oxford Languages).
Sentence that the word has been used in: “The rush of excitement was when my adrenaline kicked in from us going around...”		
Word: <i>Ayahuasca</i>	Page # 42	Definition A South American healing plant.
Sentence that the word has been used in: “‘You got <i>Ayahuasca!</i> ’”		
Word: Blurted	Page # 49	Definition To suddenly speak out.
Sentence that the word has been used in: “I blurted it out.”		
Word: Cheese-eating	Page # 41	Definition A guilty looking smile, usually done in jest.
Sentence that the word has been used in: “Razor said through a cheese-eating grin.”		
Word: Compliment	Page # 43	Definition To say something nice to someone, towards a positive act, or towards something interesting.
“I was about to thank her for the compliment when Zack said, ‘Thanks.’”		
Word: Dodged	Page # 47	Definition To move quickly, usually sideways, to avoid a sudden attack.
Sentence that the word has been used in: “He chased Razor, who dodged, then he went after Jade...”		
Word: Dramatically	Page # 45	Definition: With great flair.
Sentence that the word has been used in: “I stumbled dramatically backwards while holding my face.”		

/7

Chapter 4: Vocabulary: ANSWER KEY

Word: Genuine	Page # 41	Definition To be real.
Sentence that the word has been used in: “Jade flashed a genuine smile.”		
Word: Grunted	Page # 49	Definition To make a guttural sound.
Sentence that the word has been used in: “Razor grunted.”		
Word: Holistic	Page # 50	Definition Belief that the parts of a specific idea or object are interconnected.
Sentence that the word has been used in: “Holistic.”		
Word: Huffed	Page # 42	Definition To loudly blow out.
Sentence that the word has been used in: “I huffed.”		
Word: Hustled	Page # 46	Definition To move quickly.
Sentence that the word has been used in: “I hustled over to push Lily.”		
Word: Intuition	Page # 48	Definition: A club’s test of endurance that a potential new member must pass.
Sentence that the word has been used in: “Bro, you haven’t called me that since my initiation.”		
Word: Medallion	Page # 43	Definition An Indigenous cultural object worn as a symbol of honour.
Sentence that the word has been used in: “That’s a nice medallion.”		

17

Chapter 4: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: <i>Neechie</i>	Page # 48	Definition Cree word for <i>friend</i> .
Sentence that the word has been used in: “We always had a great time together, <i>Neechie, my friend.</i> ”		
Word: Newfound	Page #	Definition Recently discovered.
Sentence that the word has been used in:		
Word: Pipsqueak	Page # 43	Definition Often a term of endearment towards a relative that is smaller in stature.
Sentence that the word has been used in: “Shayla said in a pipsqueak voice.”		
Word: Propelled	Page # 46	Definition To drive forward usually with force.
Sentence that the word has been used in: “He let out a big ‘Ow’ and propelled himself forward.”		
Word: Sauntered	Page # 41	Definition To walk in a slow, relaxed manner.
Sentence that the word has been used in: “Jade and Shayla sauntered over.”		
Word: Scowled	Page # 49	Definition An angry frown.
“Razor scowled.”		
Word: Shamans	Page # 43	Definition: An Indigenous person with spiritual connections.
Amazonian shamans used it to contact the supernatural world...”		

/7

Chapter 4: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Smirked	Page # 43	Definition: To smile in a silly way.
Sentence that the word has been used in: "Zach smirked like he just won the Fancy Dance competition."		
Word: Triumphant	Page # 47	Definition To have been and feel the winner.
Sentence that the word has been used in: "Razor called in a triumphant voice while Lily squealed."		
Word: Under-duck	Page # 45	Definition To go under a person, usually when that person is on a swing.
Sentence that the word has been used in: "I grabbed the chains and ran forward, giving him an under-duck with a mighty push."		

/3

Chapter 4: Comprehension & Figurative Language: ANSWER KEY

Match the figurative language terms with the words.

Imagery	Slang
Imagery	Slang
Imagery	Onomatopoeia
Adjective	Onomatopoeia
Adjective	Onomatopoeia
Adjective	Cree Word
Adjective	Verb
Adjective	Adjective

Sun-shine beam of a smile: Imagery.

Pipsqueak voice: Imagery

Chopped tomatoes: Adjective

Cheese-eating: Slang

Crunch: Onomatopoeia

Steamy voice: Adjective

Dribbled: Verb

Sour cream: Adjective

Bear Hug: Adjective

Shot fireballs from her eyes: Imagery

Shredded lettuce: Adjective

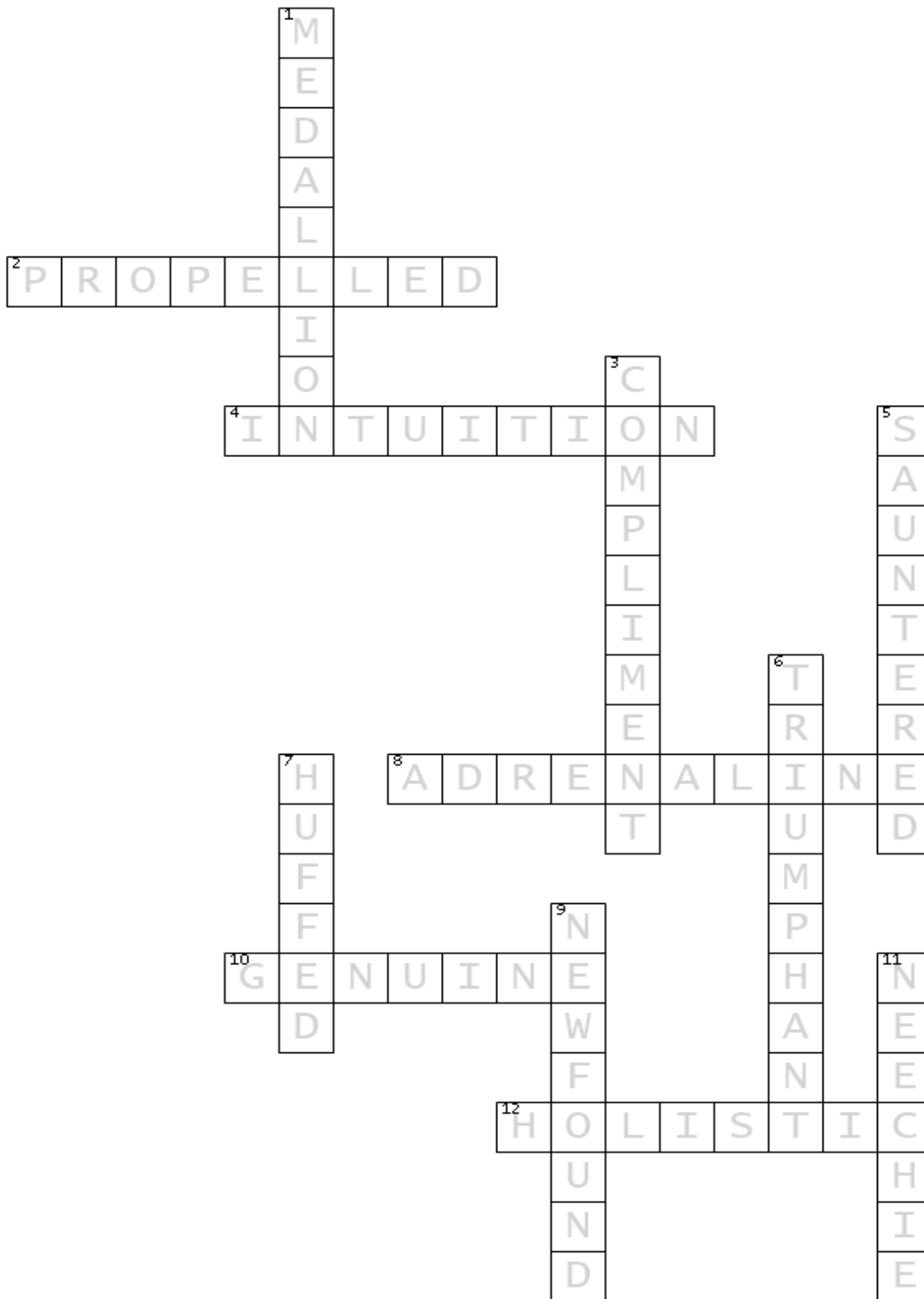
Grated cheese: Adjective

Returnsies: Slang

Squealed: Onomatopoeia

Neechie: Cree word

Chapter 4 Crossword Puzzle: ANSWER KEY



Chapter 4: Word Search: ANSWER KEY

ADRENALINE	GRUNTED	PROPELLED
BLURTED	HOLISTIC	SAUNTERED
COMPLIMENT	HUFFED	SCOWLED
DODGED	INTUITION	SMIRKED
DRAMATICALLY	MEDALLION	TRIUMPHANT
GENUINE	NEWFOUND	

X Y E J H Z B H R A S D S Y N
 X K M S G U O Q D L E Y M L E
 D I J L U L F R R R D D I L W
 G E N U I N E F E M E B R A F
 M A T S I N T T E L T K K C O
 G T T R A D N D L D N L E I U
 J I U L U U A E Q E U O D T N
 C Q I R A L P R K D R F L A D
 W N B S L O B M N M G D Z M Y
 E A Y I R Q S C O W L E D A W
 C I O P B H Q M S B T T D R G
 L N T N E M I L P M O C S D Q
 Q J S O T R I U M P H A N T W
 O P Q Q G F G S E D Z I G Z V
 N O I T I U T N I W I H Y W V

Chapter 4: Quick Quiz: ANSWER KEY

1. What did Josh win? /1

d. the Fancy Dance competition

2. What did Josh give to Shayla? /1

e. A wolfish grin and wink

3. What was the name of the flowers on Jade's moccasins that Josh couldn't remember? /1

e. Ayahuasca

4. Name **four** types of Indigenous powwow dances. /4

Fancy Dance, Grass Dance, Shawl Dance,
Jingle Dance, Traditional Dance, Round Dance

5. "Get them for all of us." is what type of sentence? /1

e. Sentence fragment

6. In a complete sentence, compare the type of fun Josh has with his family and with his gang. /4

When Josh is playing with his siblings at the playground, he is having 'good-clean' type of fun. When Josh is having fun with his gang, he is vandalizing, fighting, and breaking the law.

Chapter 5: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Acrid	Page # 56	Definition: Having an irritatingly strong and unpleasant taste or smell (Oxford Languages).
Sentence that the word has been used in: “Acrid smoke stung my nostrils.”		
Word: Adrenaline	Page # 58	Definition A hormone secreted by the adrenal glands, especially in conditions of stress, increasing rates of blood circulation, breathing, and carbohydrate metabolism and preparing muscles for exertion (Oxford Languages).
Sentence that the word has been used in: “The more destruction we caused, the more our adrenaline picked up.”		
Word: Banished	Page # 52	Definition To punish persons by forcing them to move away from their place of living.
Sentence that the word has been used in: “As for Razor, well, mom had banished him a while back...”		
Word: Collapse	Page # 59	Definition To fall down.
Sentence that the word has been used in: “But the building didn’t collapse.” (page 59)		
Word: Consoling	Page # 53	Definition To comfort someone who is grieving.
Sentence that the word has been used in: “Girls can get away with consoling each other like that.”		
Word: Cuddled	Page # 53	Definition To lay very close with someone or something as a sign of affection.
Sentence that the word has been used in: Shayla whispered to Jade as they cuddled together on a love seat.”		
Word: Detached	Page # 57	Definition: A part has come undone from the whole.
Sentence that the word has been used in: “The chain detached while I swung them...”		

Chapter 5: Vocabulary: ANSWER KEY

Word: Lingering	Page # 55	Definition To stay for a long time.
Sentence that the word has been used in: “... a few firemen hosed lingering hotspots.”		
Word: Numb	Page # 54	Definition To not feel, usually due to pain or distress.
Sentence that the word has been used in: “I felt so numb inside, I didn’t know what to think.”		
Word: Num-chuks	Page # 57	Definition An ancient oriental weapon of two sticks joined by a short length of cord or chain.
Sentence that the word has been used in: “...we played with homemade num-chuks.”		
Word: Partition	Page # 58	Definition In this sentence, a wall that divides a room.
Sentence that the word has been used in: “We stood side-by-side and moved like one towards a partition, lifted a leg, and kicked at the wood.”		
Word: Reconciliation	Page # 53	Definition To restore back to friendly terms.
“Now was not the time for a family reconciliation.”		
Word: Rubberneakers	Page # 52	Definition: Persons who watch a tragedy out of curiosity or amazement.
Sentence that the word has been used in: “A swarm of rubberneakers already stood watching our house...”		
Word: Scoffed	Page # 54	Definition To speak to someone or about something in a scornfully derisive or mocking way (Oxford Languages).
Sentence that the word has been used in: “Jade scoffed.”		

/7

Chapter 5: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Squeaked	Page # 57	Definition To speak in a high-pitched way.
Sentence that the word has been used in: "His voice squeaked."		
Word: Tremor	Page # 58	Definition An unexpected shaking of the ground or a building.
Sentence that the word has been used in: "... a tremor like an earthquake buckled the building and it let out a loud groan."		
Word: Trudged	Page # 54	Definition To walk slowly with effort.
Sentence that the word has been used in: "I trudged down the dark street." (page 54)		
Word: Unclench	Page # 55	Definition To release and open up.
Sentence that the word has been used in: "I felt my insides unclench."		
Word: Victorious	Page # 58	Definition To have won.
Sentence that the word has been used in: "He gave a victorious "Yeah!" and moved on."		
Word: Whiffs	Page # 55	Definition A quick or slight smell of something.
Sentence that the word has been used in: "We watched whiffs of smoke rising towards a spotlight..."		

/6

Chapter 5: Comprehension & Figurative Language: ANSWER KEY

1. The first sentence of Chapter 5, “Maybe we all had the same gut feeling when we saw the column of black smoke.” is an example of /1

b. foreshadowing

2. “The smoke curled into an angry cloud. /1

c. personification

3. What did Lily lose in the fire? /1

Lily lost her Pocahontas doll in the fire.

4. Who does mom blame for the fire? What is her reason? /4

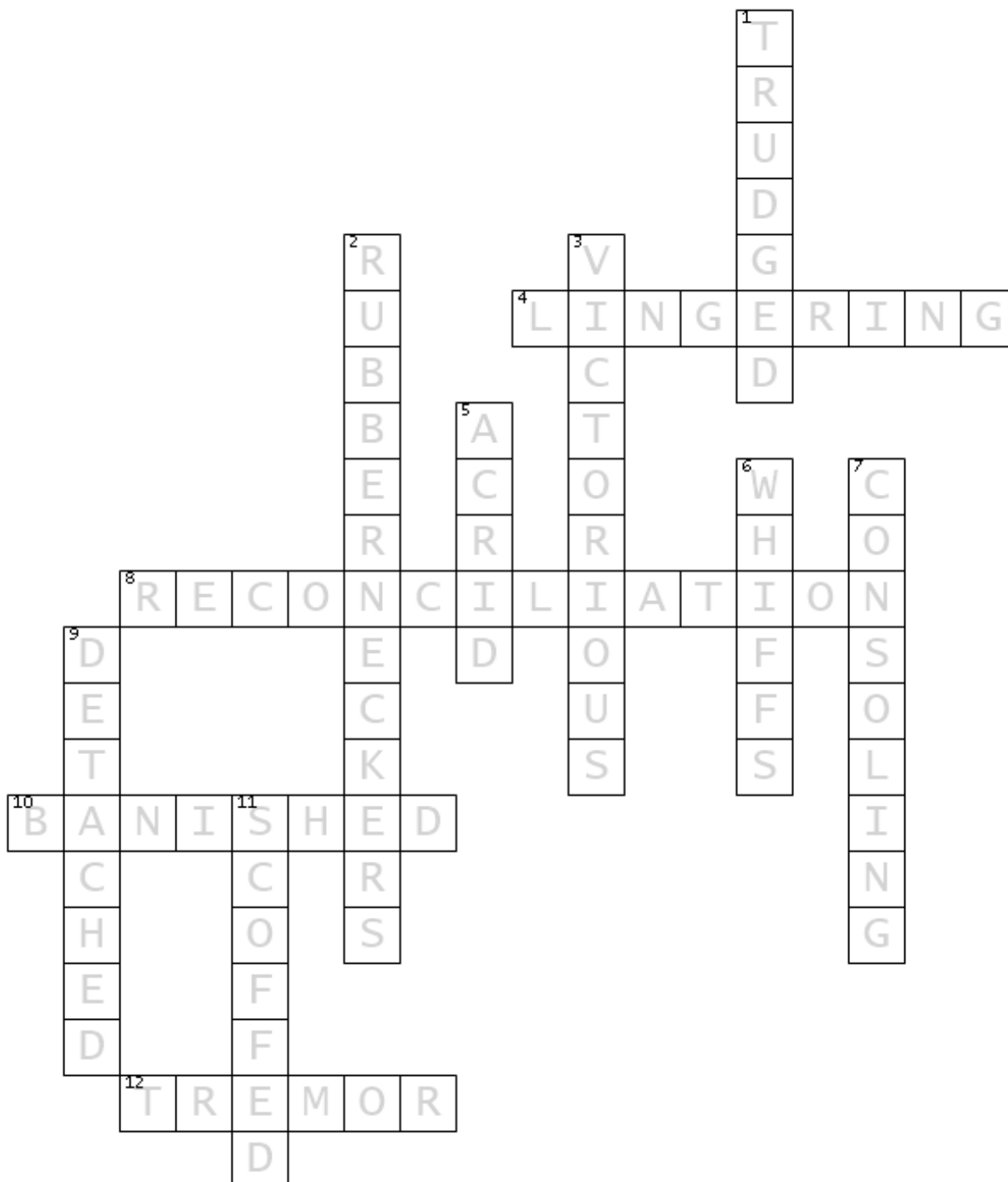
Mom blames Josh’s dad for the fire because he wanted to make her and the kids move out so he could move in with his new girlfriend.

5. Circle the word error in the following sentence. Write the correct word that should have been used. Hint: It’s a homonym. /2

“A spotlight **shown** on the black remains of our house as a few firemen hosed lingering hotspots.”

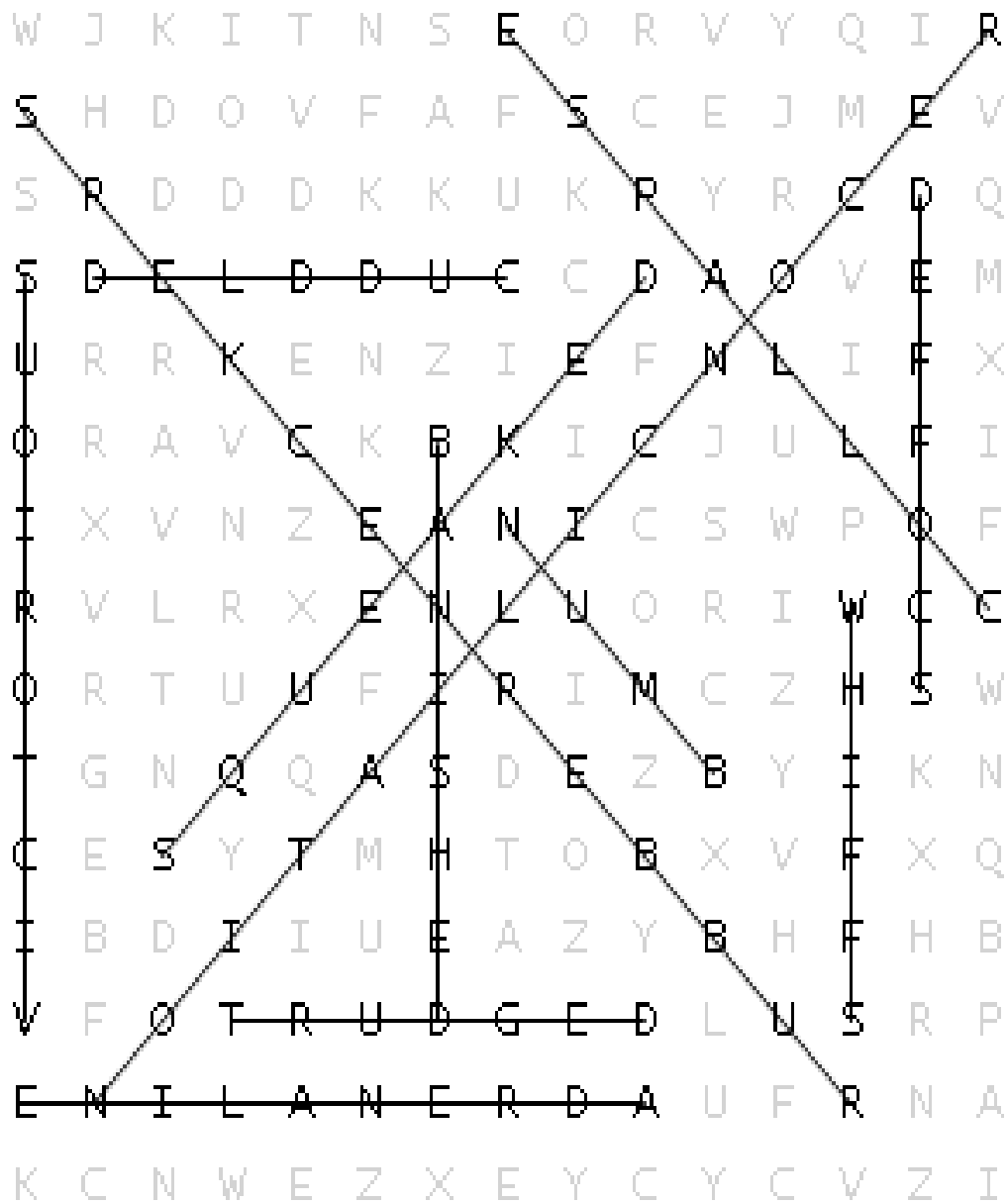
Shone

Chapter 5: Crossword Puzzle: ANSWER KEY



Chapter 5 Word Search: ANSWER KEY

ADRENALINE	BANISHED	COLLAPSE
CUDDLED	NUMB	RECONCILIATION
RUBBERNECKERS	SCOFFED	SQUEAKED
TRUDGED	VICTORIOUS	WHIFFS



Chapter 5: Quick Quiz: ANSWER KEY

Match the figurative language terms in the box to the underlined words below.

Personification	Simile
Personification	Imagery
Personification	Slang
Personification	Sentence fragment
Onomatopoeia	

1. Personification “...watching the smoke race up to the sky.”
2. Personification “The smoke curled into an angry cloud.”
3. Slang “I remember Mom and Dad having a big blowout.”
4. Sentence fragment “Would he?”
5. Simile “Smoke hung in the air like ghosts.”
6. Imagery “Its flame cast dancing shadows across a face.”
7. Personification “Firemen combed through the charred skeleton of our house.”
8. Onomatopoeia “His voice squeaked.”
9. Personification “Instead, it let out another moan of complaint...”
10. What did Razor and Josh vandalize? An abandoned barn.

/10

Chapter 6: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Addiction	Page # 61	Definition: The fact of condition of having a high need for a particular substance, thing, or activity.
Sentence that the word has been used in: "My main addiction."		
Word: Bopped	Page # 70	Definition Move or travel energetically.
Sentence that the word has been used in: "...I already sat at my spot on the couch, keenly aware that my leg spasmodically bopped up and down as I stared at the movie."		
Word: Caromed	Page # 66	Definition To strike against something and then bounce off.
Sentence that the word has been used in: "Jade bounced off the wall at the end of the hallway and caromed into her room."		
Word: Clomped	Page # 66	Definition To walk heavily.
Sentence that the word has been used in: "I clomped closely behind and yelled, 'Give it back!'" (page 66)		
Word: Criticizing	Page # 62	Definition Finding fault.
Sentence that the word has been used in: "Oh, and your criticizing doesn't count as an interruption to the movie?"		
Word: Dangled	Page # 64	Definition To hang or swing loosely.
Sentence that the word has been used in: "I reached for the bag that she dangled in front of me."		
Word: Dodged	Page # 64	Definition: To move quickly to avoid.
Sentence that the word has been used in: "Jade dodged, but I was so fast that I almost grabbed the bag back."		

/7

Chapter 6: Vocabulary: ANSWER KEY

Word: Flicked	Page # 63	Definition To propel with a sudden sharp movement, especially of the fingers.
Sentence that the word has been used in: “Jade flicked a finger at my arm, right where my t-shirt sleeve ended, and said, ‘You’re going to get a job?’”		
Word: Goaded	Page # 67	Definition To poke at, provoke, or annoy.
Sentence that the word has been used in: “She goaded me by counting lightning fast, “One, two, three!””		
Word: Initiate	Page # 63	Definition To begin something.
Sentence that the word has been used in: “Initiate?’ Jade sneered.”		
Word: Intensely	Page # 62	Definition To reach extremes.
Sentence that the word has been used in: “I could feel Jade staring at how intensely I watched the movie.”		
Word: Interruption	Page # 62	Definition An action or sound that stops or gets in the way.
“Oh, and your criticizing doesn’t count as an interruption to the movie?”		
Word: Keenly	Page # 70	Definition: To be aware.
Sentence that the word has been used in: “...I already sat at my spot on the couch, keenly aware that my leg spasmodically bopped up and down as I stared at the movie.”		
Word: Lame	Page # 62	Definition Uninspiring or dull.
Sentence that the word has been used in: “It’s a lame movie, Josh.”		

Chapter 6: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Mock:	Page # 63	Definition To make fun of, especially by aping another's movement or speech.
Sentence that the word has been used in: "Jade said with mock impressiveness."		
Word: Munched	Page # 61	Definition To eat continuously.
Sentence that the word has been used in: "I didn't even look away from the TV as I munched."		
Word: Navigated	Page # 64	Definition To steer.
Sentence that the word has been used in: "I jumped up and navigated my way over the kids..."		
Word: Pounced	Page # 66	Definition To jump on or at.
Sentence that the word has been used in: "I pounced and grabbed for it."		
Word: Recoiled	Page # 61	Definition To spring back or pull away very quickly.
Sentence that the word has been used in: "Jade's hand recoiled in pain."		
Word: Screeched	Page # 65	Definition To give a loud, piercing cry.
Sentence that the word has been used in: "I screeched." (page 65)		
Word: Shins	Page # 65	Definition: The front of the leg below the knee.
Sentence that the word has been used in: "My shins banged hard against the wooden chair leg."		

/7

Chapter 6: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Sidestepped	Page # 65	Definition: To avoid something by stepping sideways.
Sentence that the word has been used in: “Jade sidestepped and ran around the table...”		
Word: Spasmodically	Page # 70	Definition Occurring or done in brief, irregular bursts.
Sentence that the word has been used in: “...I already sat at my spot on the couch, keenly aware that my leg spasmodically bopped up and down as I stared at the movie.”		
Word: Swatted	Page # 65	Definition To quickly hit with a flat object.
Sentence that the word has been used in: “I swatted for the bag.”		
Word: Thundered	Page # 67	Definition To roar.
Sentence that the word has been used in: “I thundered.”		

/4

/25

Chapter 6: Comprehension & Figurative Language: ANSWER KEY

1. What is the name of the movie mentioned in Chapter 6? /1

b. *Rebel Without a Cause*

2. What were Josh and Jade fighting over? /1

d. A bag of Cheetos.

3. Give three synonyms for the word *munched*. /3

Chewed, masticated, crunched, chomped, ground, ate, eat.

4. What emotion is being depicted with the word *snap*? /1

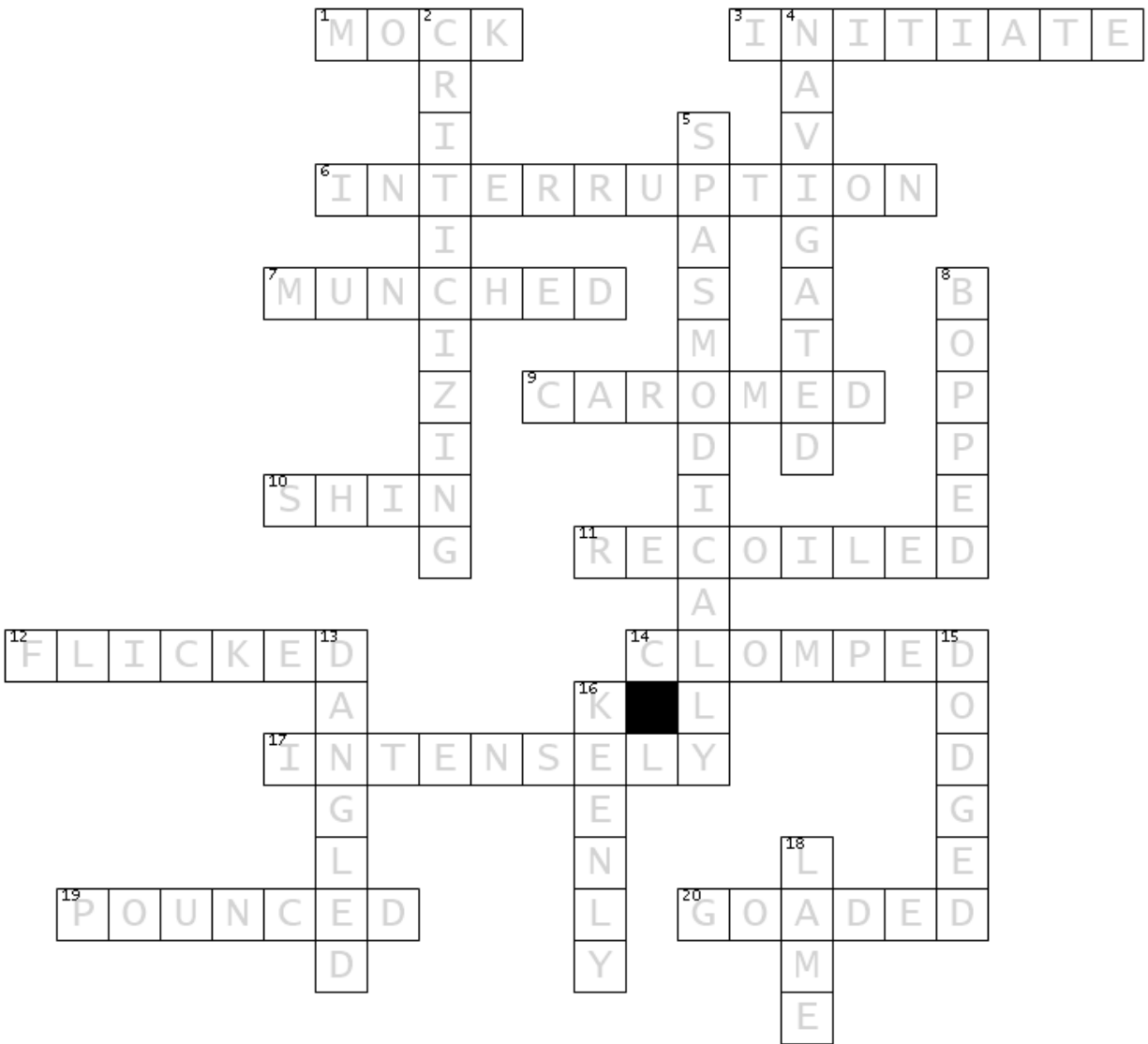
Irritation (other words that may be acceptable are: *snippy, angry, impatient, annoyed, frustrated, exasperated, touchy, moody, testy*).

5. In a complete sentence, explain why Jade is mocking and teasing Josh? /4

Jade is mocking and teasing Josh because he is too irritable when they should be enjoying the movie. She is trying to lighten the mood.

/10

Chapter 6: Crossword Puzzle: ANSWER KEY



/20

Activity: Conflict Management: ANSWER KEY

Name:

Answers may vary. give 2 points for participation and give 1 point for each filled in blank for each of the 4 sentences.

Read the following four statements:

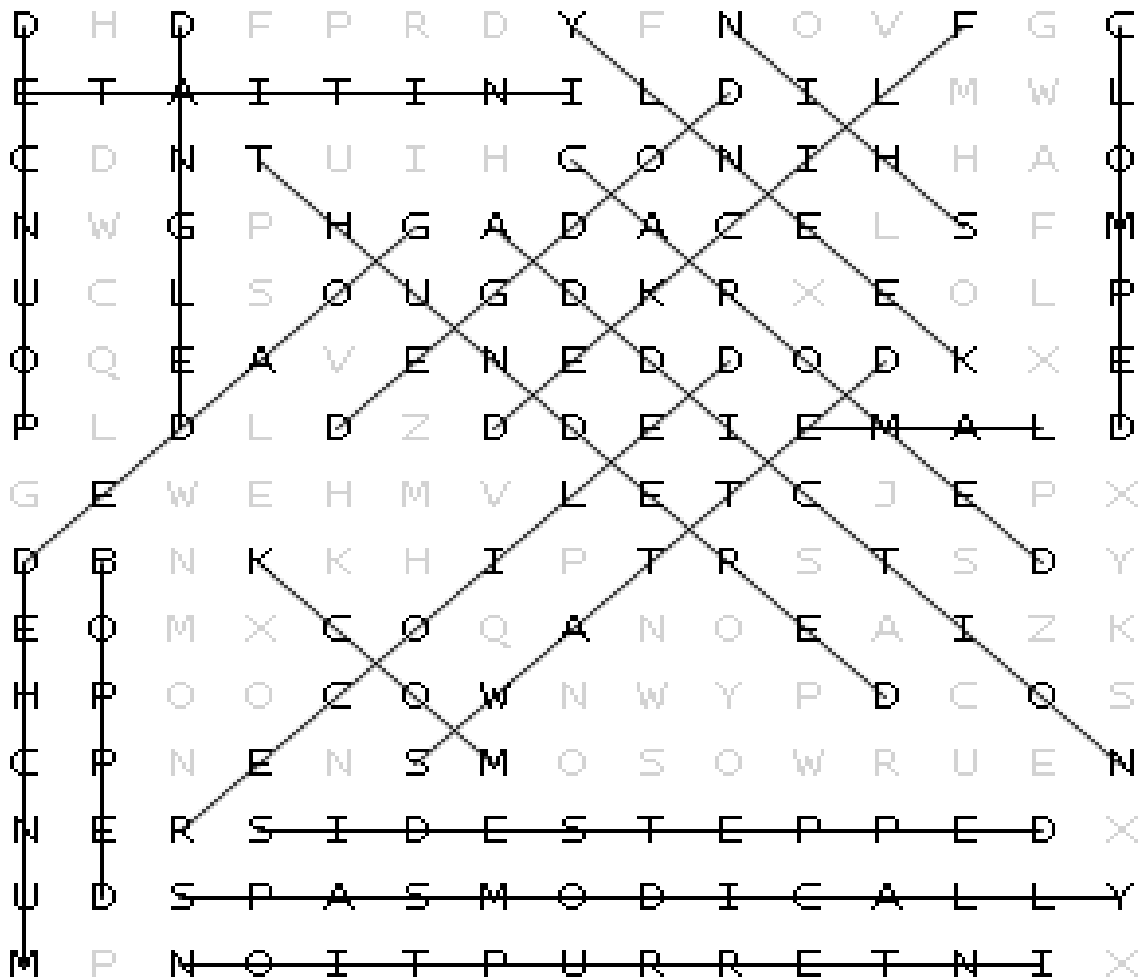
1. Emma wore my favourite shirt without asking me first.
2. John called me “pizza face” because I have acne.
3. Eva is trying to get me to steal from the store.
4. I hate getting tickled by Uncle Bob.

- 1. I feel** _____ (state emotion that you feel when this situation happened) **when you** _____ (state the inappropriate behaviour) **because** _____ (state the effect that the behaviour has on you). **I need you to** _____ (state what you need the person to do instead).

With a partner, take turns reading the four scenarios while the other person responds with a completed ‘I’ statement.

Chapter 6: Word Search: ANSWER KEY

ADDICTION	DODGED	KEENLY	SHIN
BOPPED	FLICKED	LAME	SIDESTEPPED
CAROMED	GOADED	MOCK	SPASMODICALLY
CLOMPED	INITIATE	MUNCHED	SWATTED
CRITICIZING	INTENSELY	POUNCED	THUNDERED
DANGLIED	INTERRUPTION	RECOILED	



Not all words in this answer key are shown in the student activity crossword puzzle

Chapter 6: Quick Quiz: ANSWER KEY

1. **What is Josh snacking on while watching the movie?**
d.Cheetos
2. **“Jade’s hand sneaking towards my Cheetos bag like a hunting snake” is an example of which figurative language term?**
d.Simile
3. **What does Josh mean when he says the actors are way to *goody-goody*.**
c.They are too nice.
4. **What gets broken when Josh is chasing Jade?**
c.A door
5. **What is the mood of Josh after he gets his Cheetos back?**
c. Ashamed

Chapter 7: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Bawling	Page # 72	Definition: To cry loudly.
Sentence that the word has been used in: "He cried full-blown baby bawling."		
Word: Cheery	Page # 73	Definition To appear happy and optimistic.
Sentence that the word has been used in: "I tried to sound cheery even though I boiled inside."		
Word: Clobbered	Page # 76	Definition Hit hard.
Sentence that the word has been used in: "Then I swung around and clobbered him right in the nose."		
Word: Confidence	Page # 75	Definition To feel trust in what the self is doing or towards another person, animal, or object.
Sentence that the word has been used in: "To be full of confidence and have no fear of doing anything."		
Word: Console	Page # 72	Definition To comfort a person who is sad or upset.
Sentence that the word has been used in: "I said, trying to console him."		
Word: Genes	Page # 76	Definition A unit of heredity which is transferred from a parent to offspring and is held to determine some characteristic of the offspring.
Sentence that the word has been used in: "Must be in the genes, <i>Maah!</i> "		
Word: <i>Maah</i>	Page # 76	Definition: In Cree, it can mean to get attention and used as an expression of delight and/or surprise.
Sentence that the word has been used in: "Must be in the genes, <i>Maah!</i> "		

/7

Chapter 7: Vocabulary: ANSWER KEY

Word: Scooted	Page # 74	Definition To leave quickly.
Sentence that the word has been used in: “He scooted off the bed and came to me.”		
Word: Sniffled	Page # 72	Definition To sniff to hold back condensation that is building in the nose when a person is crying.
Sentence that the word has been used in: “He sniffled.”		
Word: Sugar-coating	Page # 73	Definition In this sentence, to purposely make something sound sweeter, nicer, and more acceptable.
Sentence that the word has been used in: “I was really sugar-coating now.” (page 73)		
Word: Whine	Page # 72	Definition A high-pitched, complaining cry.
Sentence that the word has been used in: “He asked in a high-pitched whine.”		

/4

/11

Chapter 7: Comprehension & Figurative Language: ANSWER KEY

1. “He wiped his snot along his arm” is an example of what type of figurative language. /1

d. Imagery

2. Using a complete sentence, explain the reason Josh gives to Adam of why he is in the Warriors gang (page 73)? /2

The reason that Josh gives to Adam about why his is in the Warriors gang is to make the streets safe for kids to play in again.

3. Using a complete sentence, explain what are three of Josh’s goals for the future (page 73)? /4

Three of Josh’s goals for the future are to get rich, buy a big house for his family to live in, live far away.

4. In a complete sentence, explain what does Josh feel whenever he is dancing (page 74)? /2

Whenever Josh is dancing, he feels brave and strong.

5. In a complete sentence, explain what is Razor’s definition of ‘tough love’ (page 75)? /2

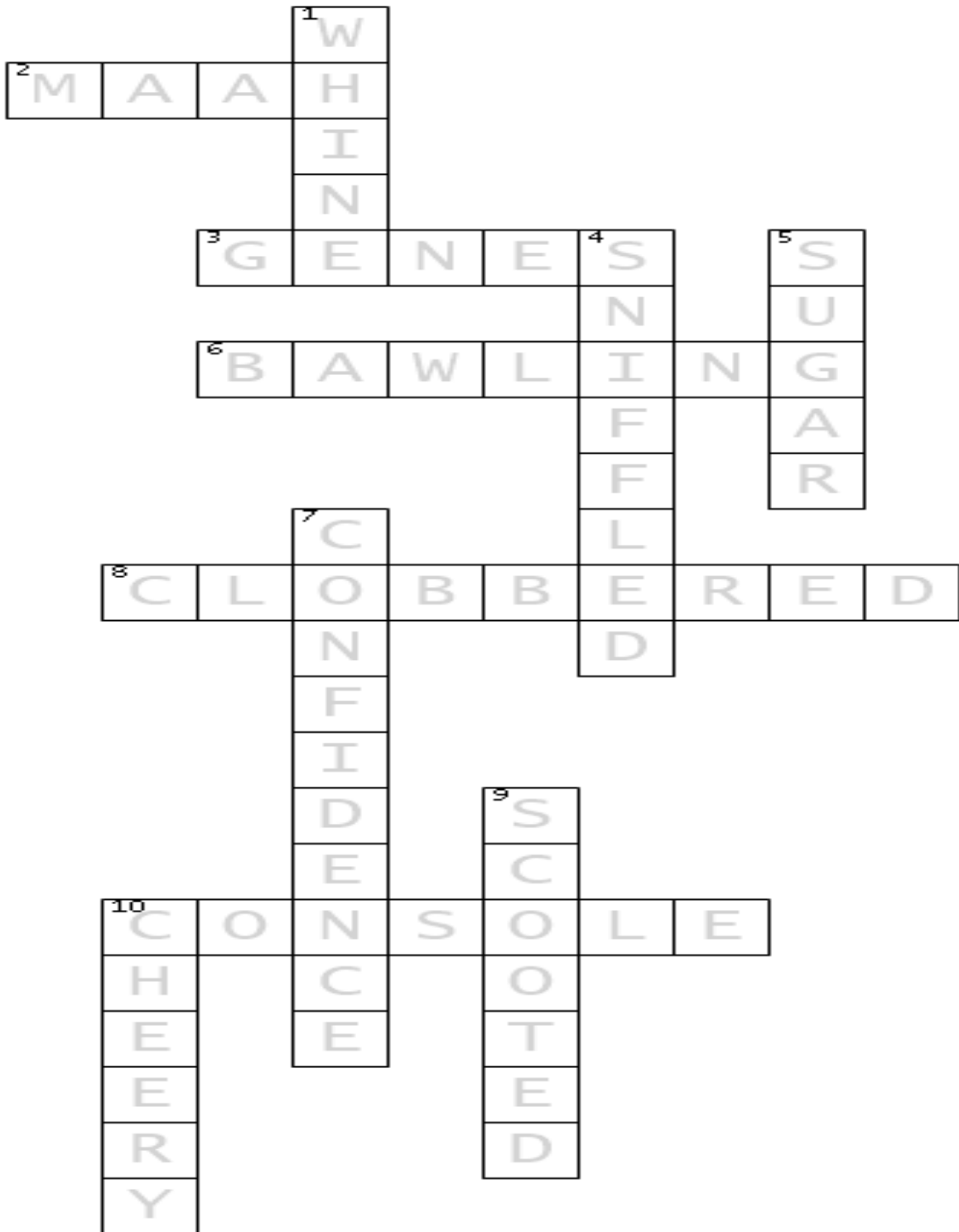
Razor’s definition of ‘tough love’ by beating up Josh was to toughen him up, to give him skills to defend himself, and to give him courage.

6. In a complete sentence, state the good advice that Razor gives to Josh (page 76). /2

Razor good advice to Josh is that when you take courage and stand up for yourself, people will respect you.

/13

Chapter 7: Crossword Puzzle: ANSWER KEY



Chapter 7: Word Search: ANSWER KEY

Bawling	Cheery	Clobbered
coating	Confidence	Console
Genes	Maah	Scooted
Sniffled	Sugar	Whine

V X F D Q Y Z P V F R G R E A
 B S G H R N V G I A I D Q O N
 Z T M E G Y S U G R S E M Z R
 G J E G U I X U I Q G L Z Q G
 H H M B V V S X S I C F D R N
 C T B S C V Z B T C O F U V I
 Z R Q O A O H A A M N I S M L
 D C O A T I N G E Y S N B M W
 D E K B U T Q F Y I O S M G A
 K W T P B U M P I V L S E S B
 W C L O B B E R E D E N R Y Z
 R H W D O V R A K O E D L A G
 S Y I I N C Q R F S D N J A Q
 E G A N H X S R Z C L E C N B
 C Z H X E N F A U K T W P E U

Chapter 7: Quick Quiz: ANSWER KEY

5. What did Josh's mom do after she saw the broken door? /1
d. She kicked Josh out of the house.
6. What did Josh's mom say when she kicked Josh out of the house? /1
d. Nobody's going to bring violence into this family."
7. The definition for *sugar-coating*, in Chapter 7, is the following: /1
c. Being overly sentimental.
8. The definition of *cheery*, in Chapter 7 is the following: /1
a. Acting happy and optimistic.
9. Josh's goals are to do the following. /1
a. Get rich to move his family far away.
10. Another word for *clobbered* is: /1
d. All of the above.

/6

Chapter 8: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Aerosol	Page # 78	Definition: A substance enclosed under pressure and able to be released as a fine spray, typically by propellant gas.
Sentence that the word has been used in: "The smell of aerosol paint..."		
Word: Assured	Page # 83	Definition To give confidence.
Sentence that the word has been used in: "You get an official seal of safety,' I assured her."		
Word: Bowled	Page # 79	Definition Propel forward.
Sentence that the word has been used in: "Smackdaddy bowled forward and hit Bandit in the mouth."		
Word: Clusters	Page # 77	Definition Groups.
Sentence that the word has been used in: "About a dozen guys lingered and huddled in clusters around the room, showing off tattoos and scars from fights."		
Word: Contempt	Page # 85	Definition The feeling that a person or a thing is beneath consideration, worthless, or deserving scorn (Oxford Languages).
Sentence that the word has been used in: "Jade laughed in contempt, just loud enough for me to hear."		
Word: Cruise	Page # 82	Definition In this sentence: To drive through streets for leisure.
Sentence that the word has been used in: "Start the parties. Cruise."		
Word: Decent	Page # 81	Definition: Worthy and acceptable.
Sentence that the word has been used in: "I wondered if Jade could bring me a decent meal."		

/7

Chapter 8: Vocabulary: ANSWER KEY

Word: Din	Page # 77	Definition Loud, unpleasant noise.
Sentence that the word has been used in: “In the smoky din, as Warriors greeted Razor, I looked around.”		
Word: Flopped	Page # 81	Definition Fall, move, or hang in a heavy, loose, and ungainly way.
Sentence that the word has been used in: “I flopped onto the mattress on the floor...”		
Word: Gestured	Page # 78	Definition To communicate with a movement instead of with words.
Sentence that the word has been used in: “Razor gestured for me to follow.”		
Word: Huddled	Page # 77	Definition Crowd together.
Sentence that the word has been used in: “About a dozen guys lingered and huddled in clusters around the room...”		
Word: Hype	Page # 84	Definition In this sentence: to build excitement through promotion.
“Everyone here’s so bored, and angry, and hopeless, that any little bit of drama could hype them up.”		
Word: Infiltrate	Page # 86	Definition: To get into somewhere, usually secretly.
Sentence that the word has been used in: “We’re going to infiltrate the Rebels’ turf.”		
Word: Jabbing	Page # 80	Definition Poking forward by extension.
Sentence that the word has been used in: “Smackdaddy turned back to Bandit and started jabbing him with boxing hits.”		

17

Chapter 8: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Lingered	Page # 77	Definition Stay too long in one place.
Sentence that the word has been used in: “About a dozen guys lingered and huddled in clusters around the room...”		
Word: Lunged	Page # 79	Definition To move forward in a quick manner.
Sentence that the word has been used in: “Bandit, a skinny twig of a teenager, lunged forward.”		
Word: Morons	Page # 86	Definition An insult or rude thought that accuses others that they are dumb.
Sentence that the word has been used in: “They’re all dumb morons who can’t think for themselves.”		
Word: Permanent	Page # 79	Definition Lasting.
Sentence that the word has been used in: “His cubby face and seemingly permanent smile...”		
Word: Powwow	Page # 78	Definition A ceremonial gathering of Indigenous nations where persons spiritually dance in decorative regalia.
Sentence that the word has been used in: “POW WOW.”		
Word: Riling	Page # 85	Definition To become annoyed, upset, or angry.
Sentence that the word has been used in: “I could feel them riling up.”		
Word: Rumble	Page # 86	Definition: A slang word for a group fighting another group within a city or town.
Sentence that the word has been used in: “Ready to rumble but not having a clue what to do.” (page 86)		

17

Chapter 8: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Scrunched	Page # 81	Definition: To crush or squeeze.
Sentence that the word has been used in: "I flopped onto the mattress on the floor and scrunched up the pillow..."		
Word: Sparrd	Page # 79	Definition To practice fighting.
Sentence that the word has been used in: "Warriors wrestled and sparred."		
Word: Stern	Page # 83	Definition To give a serious and strict expression.
Sentence that the word has been used in: "Looking stern and concerned."		
Word: Triumph	Page # 87	Definition Victory.
Sentence that the word has been used in: "I yelled out in triumph with the rest."		
Word: Wup-wup	Page # 77	Definition In this sentence: The throbbing, beating sound of bass coming through a sound system speaker.
Sentence that the word has been used in: "The sound of gravel crunching under the tires could barely be heard over the wup-wup bass sound of rap coming from the crib."		
Word: Yield	Page # 80	Definition When fighting, a word called by one of the opponents to stop.
Sentence that the word has been used in: "Yield!' Bandit called."		

/6

/27

Chapter 8: Comprehension & Figurative Language: ANSWER KEY

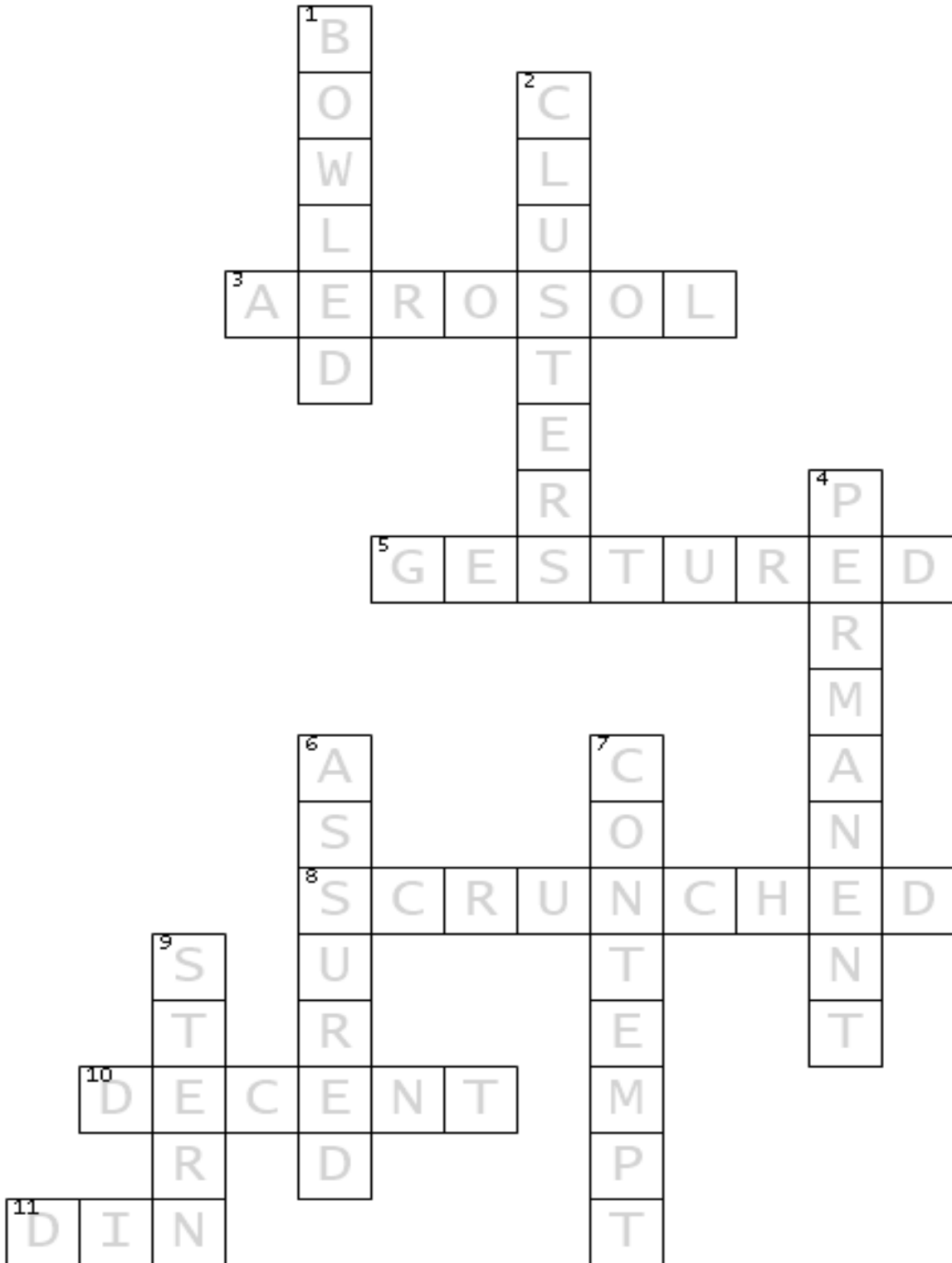
Match the figurative language terms in the box to the underlined words below.

Onomatopoeia	Adverb
Onomatopoeia	Adverb
Slang	Simile
Slang	Metaphor
Slang	Adjective
Adjective	

1. “The sound of gravel crunching under the tires...” Adverb
2. “...the wap-wap bass sound of rap...” Onomatopoeia
3. “...coming from the crib...” Slang
4. The can going HISS.” Onomatopoeia
5. “I felt like a like a king sitting in a throne.” Simile
6. “...staring at the water-stained ceiling.” Adjective
7. “...the *royal family* is my own flesh and blood.” Metaphor
8. “She playfully poked my rib.” Adverb
9. “New rage rose inside of me like one of those cartoons where the mercury speeds up to the top of the thermometer...” Adjective
10. “Everyone’s face warped into ferocious beasts.” Metaphor

/10

Chapter 8: Crossword Puzzle: ANSWER KEY



Chapter 8: Understanding Mood in a Story: ANSWER KEY

A **mood** in a piece of writing creates the atmosphere and emotions of a scene.

Create a list of 12 words and phrases, used in the first paragraph of chapter 8 that creates the mood of the scene. /12

Graffiti, guard, wrestled, yellow grass, stench, deafened, smoky, din, holes, slumped, worn-out, yapped, lingered, huddled, clusters, fights...

Using a complete sentence, state what emotion describes the mood of the scene.

/1

Answers may vary:

The emotion that describes the mood of the scene is dreary, dismal, chaotic, scary...

/13

Chapter 8: Word Search: ANSWER KEY

AEROSOL	DESCENT	LINGERED	SCRUNCHED
ASSURED	FLOPPED	LUNGED	SPARRED
BOWLED	GESTURED	MORONS	STERN
CLUSTERS	HUDDLED	PERMANENT	TRIUMPH
CONTEMPT	HYPE	POWWOW	YIELD
CRUISE	INFILTRATE	RILING	
DIN	JABBING	RUMBLE	

S N L P N G M O R O N S E H D
 I R I I P H E T R I U M P H E
 U E D C Y D V S B Q Q Y A Z R
 R T O P E T A R T L I F N I E
 R S E G E A G E D N W W S D G
 K O N I W D H N S E R N S R N
 A U W O U V U A I I R E P L I
 L E N W P I D S R B U R D Q L
 T K R G O X D S I X B R A S H
 N U C O Y W L U L H T A C R B
 E M H I S F E R I B W O J O S
 C P E A T O D E N B A S W N B
 E L B M U R L D G X J L P O G
 D R T P M E T N O C E W Y M R
 F L O P P E D Q Y D L A J J Q

Not all words found in this answer key are in the students' word search puzzle.

Chapter 8: Quick Quiz: ANSWER KEY

1. In a complete sentence, explain what you think the famous boxer, Mike Tyson, meant when he said, “Everybody’s a gangster until they get hit in the mouth.” /2

SAMPLE: When famous boxer, Mike Tyson, said, “Everybody’s a gangster until they get hit in the mouth.”, he probably meant that people act tougher than they really are, and it isn’t until they get hit in the mouth when they realize that they really aren’t so tough.

2. Give three synonyms for the underlined word in the following sentence:
“Smackdaddy bowled forward and hit Bandit in the mouth” (page 79). /3

Careened, sped, travelled, rolled, pitched.

3. Give three synonyms for the underlined word in the following sentence:
“Ready to rumble, but not having a clue what to do.” (page 86). /3

Brawl, fight, battle, melee, riot.

/8

Chapter 9: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Ambush	Page # 93	Definition: To make a surprise attack by people lying in wait in a concealed position.
Sentence that the word has been used in: “Ambush!”		
Word: Asphalt	Page # 92	Definition A mixture of dark bituminous pitch with sand or gravel, used for surfacing roads.
Sentence that the word has been used in: “... the rubber squealed on the asphalt as the rez rocket roared up the hill.”		
Word: Barreled	Page # 93	Definition To drive or move in a way that is so fast as to almost be out of control.
Sentence that the word has been used in: “... our car barreled towards them.”		
Word: Brazenly	Page # 88	Definition In a bold and shameless way.
Sentence that the word has been used in: “..., and brazenly spray-painted our own Warriors symbol with an arrow pointing down.”		
Word: Brute	Page # 94	Definition A savagely violent person or animal.
Sentence that the word has been used in: “I looked up to see a big, meaty brute in a leather jacket.”		
Word: Careened	Page # 93	Definition To move swiftly and in an uncontrolled way in a specified direction.
Sentence that the word has been used in: “Someone careened me into the side of our car.”		
Word: Fishtailed	Page # 91	Definition: To have the rear end slide from side to side out of control while moving forward.
Sentence that the word has been used in: “...the Sunfire veered, fishtailed towards the ditch, swerved...”		

/7

Chapter 9: Vocabulary: ANSWER KEY

Word: Frantic	Page # 92	Definition To be conducted in a hurried, excited, and excited way, typically because of the need to act quickly.
Sentence that the word has been used in: “The two Rebels became frantic.”		
Word: Gushed	Page # 93	Definition A liquid flow out in a rapid and plentiful stream, often suddenly.
Sentence that the word has been used in: “We gushed out with whoops, yells and bare fists...”		
Word: Hyped	Page # 88	Definition To be very excited.
Sentence that the word has been used in: “We cruised around <i>Pâ-ko-sey-i-mo-min</i> all hyped up, ready to take down every Rebel.”		
Word: Instinctively	Page # 95	Definition Without conscious thought; by instinct.
Sentence that the word has been used in: “My arms instinctively wrapped around his chest.”		
Word: Lurched	Page # 89	Definition To make an abrupt, unsteady, uncontrolled movement or series of movements, to stagger.
“It lurched to a stop.”		
Word: Muzzle	Page # 94	Definition: The open end of the barrel of a firearm.
Sentence that the word has been used in: “The muzzle flashed.”		
Word: Plume	Page # 91	Definition To spread out in a shape resembling a feather.
Sentence that the word has been used in: “A plume of thick, black smoke draped our car...”		

17

Chapter 9: Vocabulary: ANSWER KEY

Word: Pulp	Page # 93	Definition To crush into a soft, shapeless mass.
Sentence that the word has been used in: “... bare fists ready to pound them into a pulp.”		
Word: Squealing	Page # 89	Definition To make a long, high-pitched cry or noise.
Sentence that the word has been used in: “Smoke rose from the squealing tires...”		
Word: Throttle	Page # 93	Definition A device controlling the flow of fuel or power to an engine.
Sentence that the word has been used in: “Razor pushed the car to full throttle.”		
Word: Turf	Page # 88	Definition The area which is most familiar to them or where they feel most confident.
Sentence that the word has been used in: “We roared into the Rebels turf...”		
Word: Up-ended	Page # 94	Definition To push or move something so that the part that usually touches the ground is not touching the ground anymore.
Sentence that the word has been used in: “He stood and up-ended the two Rebels into the ditch.”		
Word: Veered	Page # 89	Definition To suddenly change direction.
“Smoke rose from the squealing tires as it backed up and then veered onto the street we cruised on.”		
Word: Wedged	Page # 95	Definition: To be forced into a narrow space.
“Wedged behind him, I slid down to the road.”		

/7

/21

Chapter 9: Comprehension & Figurative Language: ANSWER KEY

1. Use a complete sentence to explain, on page 88, why does Josh tell everyone to leave? /2

Josh wants everyone to leave because he doesn't like that his gang members are beating up a dad in front of children.

2. The following sentence is an example of what type of figurative language?
“...we cruised while the black edge of night began to tinge a dark blue on the eastern horizon. /1

Imagery

3. Use a complete sentence to explain, on page 90, what does Josh really want? /2

What Josh really wants is to be at home with his family and feeling safe in bed.

11. “Mean, like Death.” This sentence is an example of what type of figurative language? /1

Simile

5. Give three synonyms for the word *asphalt*. /3

Pavement, tarmac, blacktop

6. “...then the car coughed...” is an example of what type of figurative language? /1

Personification

7. "thick, black smoke..." The two underlined words are: /1

b. Adjectives

8. "...The rez rocket roared..." is a sample of what type of figurative language?

/1

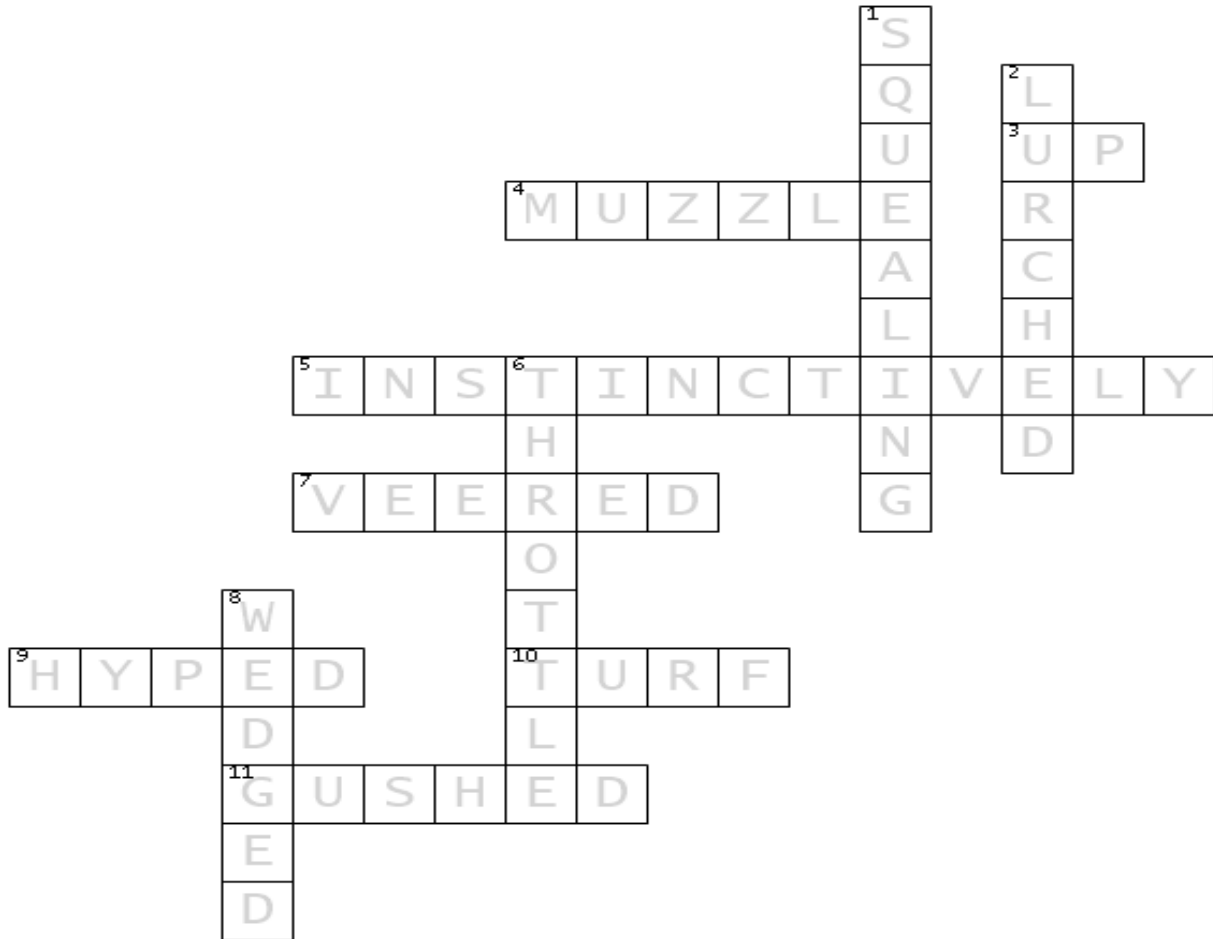
d. Alliteration

9. "Blood spewed like a Chinese fan opening up..." is a sample of what type of figurative language? /1

a. Simile

/13

Chapter 9: Crossword Puzzle: ANSWER KEY



ACROSS

3. To push or move something so that the part that usually touches the ground is not touching the ground any more.
4. The open end of the barrel of a firearm.
5. Without conscious thought; by instinct.
7. To suddenly change direction.
9. To be very excited.
10. The area which is most familiar to them or where they feel most confident.
11. A liquid flow out in a rapid and plentiful stream, often suddenly.

DOWN

1. To make a long, high-pitched cry or noise.
2. To make an abrupt, unsteady, uncontrolled movement or series of movements; to stagger.
6. A device controlling the flow of fuel or power to an engine.
8. To be forced into a narrow space.

/11

Chapter 9: Word Search: ANSWER KEY

AMBUSH	FRANTIC	PLUME
ASPHALT	GUSHED	PULP
BARRELLED	HYPED	SQUEALING
BRAZENLY	INSTINCTIVELY	THROTTLE
BRUTE	LURCHED	TURF
CAREENED	MUZZLE	VEERED
		WEDGED

F B E L L E R R A B P A I T D
 K R E B R A Z E N L Y D N L E
 N Z A G F G O O U S E H S A N
 O W O N D C B M J P S Y T H E
 W W A S T E E Y Y U O S I P E
 M N K Z T I W H B K O Q N S R
 L X D U J V C M C Y U U C A A
 Z U R J E J A Z K N G E T Z C
 L B R E L T T O R H T A I C P
 L O R C M U Z Z L E I L V X N
 K E W Q H B Q P A D M I E U J
 D K N V Z E S U Z C T N L T J
 H S A U P W D L Y U R G Y D Z
 G U S H E D V P R S J Y Z Y C
 E P O D M V J F X I G X E Y J

Chapter 9: Quick Quiz

Name:

1. The following sentence is an example of what type of figurative language:
“...we cruised while the black edge of night began to tinge a dark blue on the eastern horizon. /1

c. Imagery

2. “Mean, like Death.” This sentence is an example of what type of figurative language? /1

d. Simile

3. Give a synonym for the word *brazenly*. /1

Shamelessly, boldly, barefacedly, openly, blatantly, bald-facedly

4. “...then the car coughed...” is an example of what type of figurative language? /1

a. Personification

/4

Chapter 10: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Ambushed	Page # 100	Definition: To make a surprise attack on someone from a concealed position.
Sentence that the word has been used in: “We were ambushed.”		
Word: Babbled	Page # 97	Definition To talk rapidly and continuously in a foolish, excited, or incomprehensible way.
Sentence that the word has been used in: “I babbled, ‘My brother is dying.’”		
Word: Blabbered	Page # 105	Definition To sob noisily and uncontrollably.
Sentence that the word has been used in: “I clutched onto her as I blubbered.”		
Word: Bolted	Page # 103	Definition To run away suddenly out of control.
Sentence that the word has been used in: “I bolted to my feet.”		
Word: Clank	Page # 104	Definition A loud, sharp sound made by pieces of metal being struck together.
Sentence that the word has been used in: “I heard the clank of handcuffs.”		
Word: Clutched	Page # 105	Definition To grasp or seize tightly.
Sentence that the word has been used in: “I clutched onto her as I blubbered.”		
Word: Drone	Page # 99	Definition: A monotonous speech.
Sentence that the word has been used in: “He had his thumbs hooked into his gun belt and talked in a bored drone.”		

17

Chapter 10: Vocabulary: ANSWER KEY

Word: Ferocious	Page # 104	Definition Extreme and unpleasant.
Sentence that the word has been used in: “A ferocious roar of pain came out of me.”		
Word: Grief	Page # 105	Definition Deep sorrow, especially that caused by someone’s death.
Sentence that the word has been used in: “Jade’s face hung long with grief...”		
Word: Groping	Page # 104	Definition To feel about or search blindly or uncertainly with the hands.
Sentence that the word has been used in: “I could feel them groping at my wrists.”		
Word: Gruff	Page # 103	Definition In a raw and low-pitched voice.
Sentence that the word has been used in: “The cops jumped up too and got all tough and gruff.”		
Word: Heap	Page # 104	Definition A disorderly collection of objects placed haphazardly on top of each other.
Word: “...but instead fell to the floor in a heap.”		
Word: Hump	Page # 98	Definition: A rounded raised mass of earth or land.
Sentence that the word has been used in: “I looked up the road at the heavy sound of another semi came over the hump.”		
Word: Idled	Page # 97	Definition To make a make a continuous deep, resonant sound.
Sentence that the word has been used in: “The semi idled a low rumble.”		

/7

Chapter 10: Vocabulary: ANSWER KEY

Word: Jake brakes	Page # 98	Definition An engine brake for truck diesel engines that cuts off fuel flow and interrupts the transfer of mechanical energy to the drive mechanism.
Sentence that the word has been used in: “Its Jake Brakes squealed as it slowed down”		
Word: Pathetic	Page # 99	Definition Arousing pity especially through vulnerability or sadness.
Sentence that the word has been used in: “Pathetic me.”		
Word: Roadkill	Page # 98	Definition Animals left on the side of a road after they’ve been killed by a vehicle.
Sentence that the word has been used in: “Like we were just roadkill in the ditch.”		
Word: Scruffy	Page # 97	Definition Shabby and untidy in appearance.
Sentence that the word has been used in: “I saw a scruffy coyote peek at me.”		
Word: Seeping	Page # 96	Definition To flow or leak through.
Sentence that the word has been used in: “My hands pressed on the seeping wound.”		
Word: Shroud	Page # 96	Definition A thing that envelops or obscures something.
“A dewy fog rose in the ditch like a ghostly shroud.”		
Word: Snivelled	Page # 102	Definition: To cry and sniff in a feeble way.
“I snivelled like a little kid.”		

Chapter 10: Vocabulary: ANSWER KEY

Word: Spasmodically:	Page # 103	Definition: To occur in brief, sporadic bursts.
Sentence that the word has been used in: “My leg shook spasmodically.”		

/1

/22

Chapter 10: Comprehension & Figurative Language: ANSWER KEY

1. “A dewy fog rose in the ditch like a ghostly shroud.” This sentence is an example of what type of figurative language? /1

c. Simile

2. Rewrite the sentence to fix the grammar error:

“I looked up the road at the heavy sound of another semi as it came over the hump.” (page 98). /1

3. “Like we were just roadkill in the ditch.”

This sentence is an example of what type of figurative language? /1

c. Simile

4. “The cop looked at Razor and me like we were wasting his time. Like he had better things to do – stuff his face at a donut shop.” (page 99).

Do these two sentences suggest a stereotype? In a complete sentence, explain why or why not. /3

Yes, the sentence suggests a stereotype because it implies that all cops eat at donut shops.

5. On page 101, when Josh is explaining what happened on the side of the road, he lies twice to the police. In complete sentence(s), explain why he is lying. /3

Josh lies twice to the police because he doesn't want to tell the truth that he is part of a gang that was fighting another gang. Also, he is worried that an investigation will reveal that they had weapons in the car.

6. "Their blue, rubber-gloved hands." This sentence, on page 102, is a sample of what type of figurative language? /1

a. Imagery

7. "My mouth felt thick, like velvet."

This sentence, on page 102, is a sample of what type of figurative language? /1

c. Simile

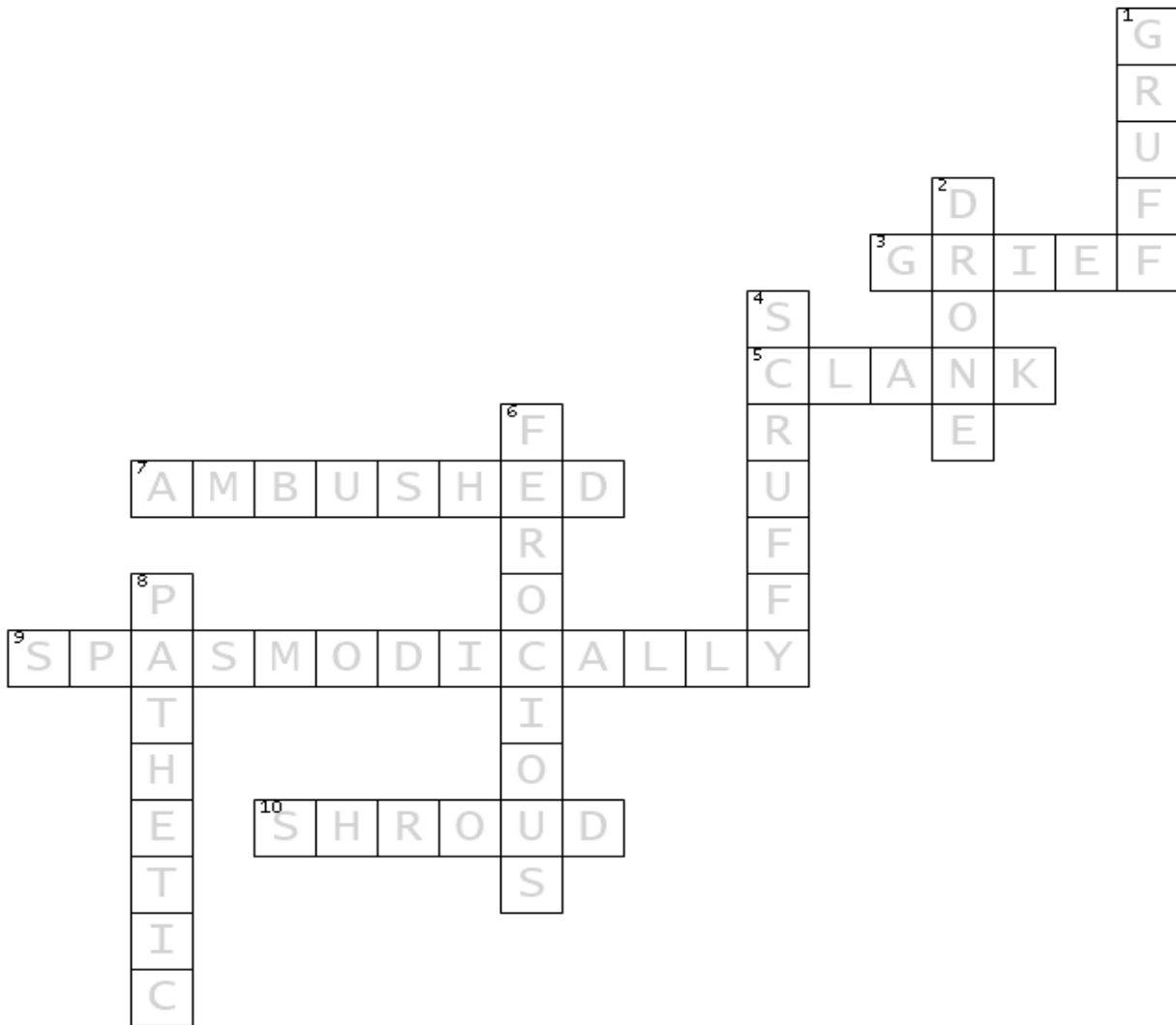
8. "The cop threw an invisible steel garbage bin at me."

In a complete sentence explain what this sentence, from page 104, means? /3

Josh feels like the weight and strength of the cop felt like a steel garbage bin against him.

/14

Chapter 10: Crossword Puzzle: ANSWER KEY



ACROSS

- Deep sorrow.
- A loud, sharp sound made by pieces of metal being struck together.
- To make a surprise attack on someone from a concealed position.
- Occurring in brief, sporadic bursts.
- A thing that envelops or obscures something.

DOWN

- In a raw and low-pitched voice.
- A monotonous speech.
- Shabby and untidy in appearance.
- Extreme and unpleasant.
- Arousing pity especially through vulnerability or sadness.

/10

Chapter 10: Understanding Stereotypes: ANSWER KEY

Warning: The following activity may evoke serious emotional reactions and is intended for senior high students.

Stereotype definition: An over exaggerated belief about a category of people.

Read the following article: “What are Common Stereotypes? And Why They’re Harmful”
(Better Help Editorial Team, January 2024)

<https://www.betterhelp.com/advice/stereotypes/what-are-some-common-stereotypes-and-why/>

List ten keywords from the article:

Keywords: *Stereotype, tolerance, fairness, violence, culture, prejudice, understanding, racism, race, judgment, Asian, Mexican, Hispanic, Native Americans, multicultural, homophobia, homosexual, assumption, assume, generalize, opinion, assimilation, self-esteem, melting-pot.*

Chapter 10: Journal Activity: ANSWER KEY

In complete sentences, answer the following questions:

1. Define stereotyping.

To believe unfairly that all people, types of animals, or things with a particular characteristic are the same.

2. What is the problem with stereotyping?

Answers should look similar to the following: The problem with stereotyping is that everyone is a unique individual and shouldn't be cast as behaving or thinking the same way as someone else perceives them to be.

3. How did the stereotype statements activity make you feel? Why?

Answers will vary.

4. Do you think the stereotypes we read are true? Why or why not?

The correct answer should be "No". Explanations will vary, but should be similar to the answer of question 2.

5. Do you think some people treat each other differently because of stereotypes?

Answers will vary.

6. Do you fit into a stereotyped culture? How does that make you feel?

Answers will vary.

7. How can you stop hurtful stereotyping? Or: How can we avoid stereotyping?

Answers should look similar to the following: People can stop hurtful stereotyping by not doing it, getting to know others, understanding, empathy, educating themselves on differences, etc.

8. Page 27: “She looked the part of an Indian princess in her jingle regalia.”

In a complete sentence explain why this sentence depicts a stereotype about Indigenous nations.

Answers should look similar to the following: The term, “She looked like an Indian princess”, was most used in early depictions of Indigenous women in movies and books. Since then, Indigenous nations have stated that they are not Indian because it refers to the East Indian nation. Also, the term is strictly a European idea. Indigenous cultures never referred to women or men as any rank of royalty.

9. Page 99: “The cop looked at Razor and me like we were wasting his time. Like he had better things to do – like stuff his face at a donut shop.”

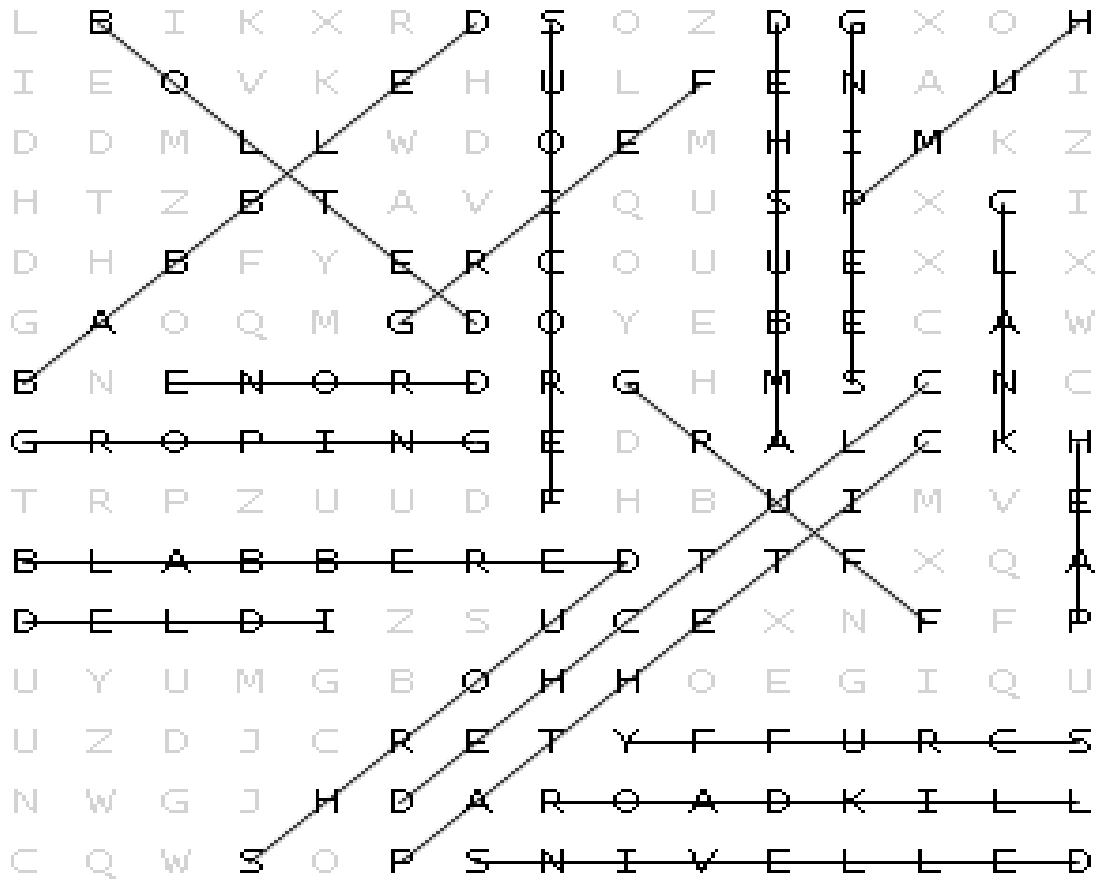
In a complete sentence, explain why this sentence depicts a stereotype about police officers.

In a complete sentence explain why this sentence depicts a stereotype about police officers

Answers should look similar to the following: The image of police eating only at donut shops due to an observance that donut shops were a place where police could get a fast meal in case they were called out on an emergency. It was most used in depictions of police in movies and books. It is unfair to state or generalize that all police eat at donut shops.

Chapter 10: Word Search: ANSWER KEY

AMBUSHED	FEROCIOUS	PATHETIC
BABBLED	GRIEF	ROADKILL
BLABBERED	GROPING	SCRUFFY
BOLTED	GRUFF	SEEPING
CLANK	HEAP	SHROUD
CLUTCHED	HUMP	SNIVELLED
DRONE	IDLED	



Not all words in this answer key are found in the students' crossword puzzle.

Chapter 10: Quick Quiz: ANSWER KEY

1. "I felt like ice". This sentence, on page 105, is an example of what type of figurative language?

/1

d. Simile

2. In a complete sentence and in your own words, define *stereotyping*.

/2

Answers may vary:

Stereotyping is having a false perception about a group of people based on culture, race, religion, or gender.

3. In a complete sentence, provide an example of stereotyping.

/2

Answers may vary:

- All women who have abortions are murderers.
- All Indigenous are drunk and lazy.
- All black people are rapists.
- Men are smarter than women.
- Women are the weaker sex.

/5

Chapter 11: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

/7

Word: Annoyed	Page # 109	Definition To be slightly angry, irritated.
Sentence that the word has been used in: "Annoyed."		
Word: Blazed	Page # 111	Definition To burn fiercely or brightly.
Sentence that the word has been used in: "An eternal flame blazed before each one."		
Word: Cherubs	Page # 111	Definition A winged angelic being described in biblical tradition as attending on God.
Sentence that the word has been used in: "...a white statue of Mother Mary with two cherubs crawling around her bare feet."		
Word: Collapsed	Page #	Definition To have fallen down or given way.
Sentence that the word has been used in: "As Mom collapsed on the bed, wailing and sobbing..." (page 108)		
Word: Coup	Page # 113	Definition During historical Indigenous battles, a warrior would hit the enemy with a long-hooked stick. This was an act to humiliate the enemy.
"We counted coup."		
Word: Deflated	Page # 108	Definition: To have lost confidence or optimism.
Sentence that the word has been used in: "I held onto her deflated shoulders and made her go down the hall into her room."		
Word: Disconnected	Page # 110	Definition To have lost contact.
Sentence that the word has been used in: "But that does not mean that all ties to people are disconnected."		

/7

Chapter 11: Vocabulary: ANSWER KEY

Word: Division	Page # 114	Definition Disagreement between two or more groups, typically producing tension or hostility.
Sentence that the word has been used in: “Will you feed division instead of unity?”		
Word: Encroached	Page # 113	Definition To intrude on (a person's territory or a thing considered to be a right).
Sentence that the word has been used in: “Like when another tribal nation encroached on our territory.”		
Word: Grieving	Page # 112	Definition To suffer emotionally, especially after a great loss.
Sentence that the word has been used in: “My grieving family huddled together.”		
Word: Huddled	Page # 112	Definition To crowd together.
Sentence that the word has been used in: “My grieving family huddled together.”		
Word: Mode	Page # 115	Definition A way or manner in which something occurs or is experienced, expressed, or done.
Sentence that the word has been used in: “The warmth of his hand made my body go into cry-mode.”		
Word: Plexiglass	Page # 107	Definition A solid, transparent plastic made of polymethyl methacrylate.
“Watching everybody through a thick, cloudy plexiglass wall.”		
Word: Revvng	Page # 107	Definition: To increase the running speed of (an engine) or the engine speed of (a vehicle) by pressing the accelerator, especially while the clutch is disengaged.
“Like when someone got a dirt bike, and we took turns revving up a mountain of earth...”		

/7

Chapter 11: Vocabulary: ANSWER KEY

Word: Scraggily	Page # 106	Definition: To be untidy in appearance.
Sentence that the word has been used in: “Her dark hair, usually in a braid, hung all scraggily down her back.”		
Word: Sullen	Page # 109	Definition A sulky, gloomy expression.
Sentence that the word has been used in: “Jade had that sullen look on her face.”		
Word: Smudged	Page # 109	Definition In Indigenous tradition, to wash over a body, object, or space with the smoke from burning sweetgrass, sage, cedar, tobacco, or lavender.
Sentence that the word has been used in: “On day one, they smudged the room with sweetgrass and prayers.		
Word: Unity	Page # 114	Definition: To be united or joined together as one.
“Will you feed division instead of unity?”		

/4

Chapter 11: Comprehension & Figurative Language ANSWER KEY

1. “Lily, Amber and Adam clung to Jade like chicks clinging under momma hen during a bad storm.” This sentence is an example of what type of figurative language /1

a. Simile

2. I wish that Mosum and Kokum were here. It’s been a long time since I’ve dreamed about them.” (page 107) In a complete sentence, explain what the significance of these sentences is. /2

Answer should be similar to the following:

The significance of these sentences are that Josh’s grandparents have died, so he is missing them and wishes that they could be there even in his dreams.

3. “I felt my heart reaching out to her.” (page 108) This sentence is an example of what type of figurative language? /1

c. Personification

4. An eternal flame is mentioned on page 111. Explain what that is. /1

An eternal flame is a monument with a burning flame that is meant to burn for eternity.

5. His voice rose and lowered, whispered, and called in a rhythm like waves rolling back and forth onto a beach.” (Page 112 This sentence is an example of what type of figurative language? /1

a. Imagery

6. On page 112, Clayton describes the traits of a wolf. List three positive traits that you believe you have. /3

Answers will vary.

7. Research tainted blankets. In a complete sentence, explain what tainted blankets were used for. Include the source used. /3

Answers should be similar to the following:

Tainted blankets were used as a warfare tactic by Europeans during the Indigenous Holocaust. Europeans gave blankets to the Indigenous nations, in the guise of a gift. However, the blankets were tainted with Smallpox infection that killed off about 4 to 4.5 million Indigenous persons

(<https://thebcreview.ca/2018/09/26/103-tainted-blankets-tainted-history/>)

8. “Then, in a circle, we took a knee.” In a complete sentence, explain what the author means by this term. /2

Answers should look similar to the following: To ‘take a knee’ means to bend down on one knee.

9. Soft, quiet words. The underlined words are examples of /1

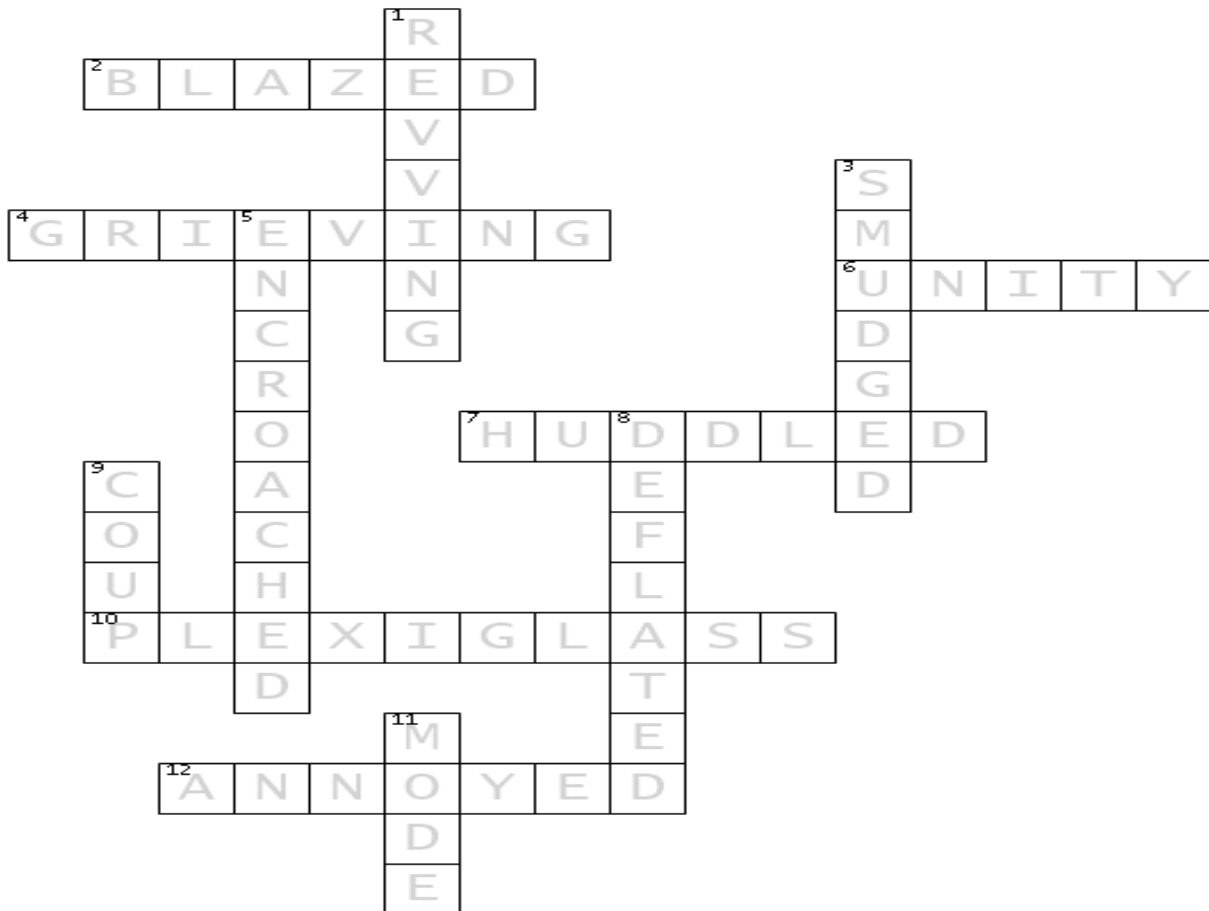
c. adjectives

10. “We turned our backs to the gang and walked away.” (page 115) This sentence is an example of what type of figurative language? /1

a. symbolism

/16

Chapter 11: Crossword Puzzle: ANSWER KEY



ACROSS

2. To burn fiercely or brightly.
4. To suffer emotionally after a great loss.
6. To be united or joined together as one.
7. To crowd together
10. A solid, transparent plastic made of polyethyl methacrylate.
12. To be slightly angry.

DOWN

1. To increase the running speed of an engine
3. Cleansing the body, an item, or space with herbal smoke.
5. To intrude.
8. To have lost confidence or optimism.
9. Hitting with a long, hooked stick to humiliate the enemy.
11. A way or manner in which something occurs or is expressed, experienced, or done.

/12

Chapter 11 Word Search ANSWER KEY

ANNOYED	DEFLATED	HUDDLED	SMUDGED
BLAZED	DISCONNECTED	MODE	SULLEN
CHERUBS	DIVISION	PLEXIGLASS	UNITY
COLLAPSED	ENCROACHED	REVVING	
COUP	GRIEVING	SCRAGGLY	

B A F F G M G N K Y S H Y H D
 M L D X O R O N C D Z U L X E
 W Z A D V I I O I D D D I P T
 U N E Z S M L E Y V Q D G Q C
 Z G I I E L C D V R V L G L E
 P Z V T A D H N E I I E A X N
 D I A P Y P E Y Y T N D R L N
 D I S P W L R H P G A G C Z O
 A E W M L H U O T E X L S J C
 D C B U J Z B P S K D F F Z S
 T V S F P C S M U D G E D E I
 E N C R O A C H E D Y E A K D
 G D G S S A L G I X E L P Q V
 P U O E D B C A N N O Y E D I
 X X M T S V O C C P V X Z E J

Chapter 11: Quick Quiz: ANSWER KEY

1. “The food was meant for after the burial, to be eaten at the feast with the spirits of our ancestors.” (page 109) This sentence is an example of /1

c. Cree cultural tradition.

2. Match the words in the box that represent the underlined word or phrase for sentence a, b, c, d, and e.

Fill in the missing words for sentences f, g, and h. /9

Adjective	Imagery	Verb
Adjective	Loyal	
Adjective	Death	
Cleanse	Simile	

a. “Mom sat on the kitchen chair”. Adjective

b. “Lily, Amber and Adam clung to Jade like chicks.” Simile

c. “Like when someone got a dirt bike, we took turns revving up a mountain of earth.” Verb

d. “Our medicine wheel teaches us the circle of life.” Adjective

e. “She had that sullen look on her face.” Adjective

f. According to Cree tradition, the circle of life includes birth, infancy, childhood, youth, adult, old age, and death.

g. Indigenous smudging means to cleanse and bless a person, object, or area.

h. “A wolf is Loyal to the pack.”

/10

Chapter 12: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Basalt	Page # 117	Definition: A dark, fine-grained volcanic rock that sometimes displays a columnar structure.
Sentence that the word has been used in: “...the blazing fire that heated the basalt rocks...”		
Word: Broiling	Page # 119	Definition Extremely hot.
Sentence that the word has been used in: “I breathed in the broiling wet air and let it calm me.”		
Word: Hefty	Page # 118	Definition Heavy, weighty, large.
Sentence that the word has been used in: “A hefty kid.”		
Word: Intensity	Page # 118	Definition Extreme force or strength.
Sentence that the word has been used in: “Geraldine warmed up of the intensity of the heat...”		
Word: <i>Matotishân</i>	Page # 117	Definition Cree word for sweat lodge.
Sentence that the word has been used in: “Before entering the <i>Matotishân</i> ...”		
Word: Mound	Page # 117	Definition A rounded pile of earth.
Sentence that the word has been used in: “...some of the participants knelt around a mound of dirt...”		
Word: Purify	Page # 118	Definition: To make ceremonially clean.
Sentence that the word has been used in: “Ready to assist in helping us purify and heal our bodies, our minds and our souls.”		

17

Chapter 12: Vocabulary: ANSWER KEY

Word: Revitalize	Page # 119	Definition To give something new life and vitality.
Sentence that the word has been used in: “This sweat will help revitalize you.”		
Word: Snug	Page # 118	Definition Tight fitting. Crammed up against each other but still comfortable.
Sentence that the word has been used in: “All snug up against each other...”		

/2

/9

Chapter 12: Comprehension & Figurative Language: ANSWER KEY

1. In complete sentences, describe what a 'sweat ceremony' is. /2

A sweat ceremony is an Indigenous ritual where participants cleanse their body and spirits inside a steamy domelike structure.

2. "We can now consider ourselves in the womb of Mother Earth." This sentence is a sample of what type of figurative language? /1

- a. Symbolism
- c. Personification
- d. Both a and c.

3. How many rounds does a person go through during a sweat ceremony? /1

- d. Four

4. What does Josh see after he prays for Darion? /1

- c. A light

/5

Chapter 12: Crossword Puzzle: ANSWER KEY



ACROSS

2. Heavy, weighty, large.
3. Cree word for sweat lodge.
6. To give something new life and vitality.
7. A dark, fine-grained volcanic rock.
8. Tight fitting but comfortable.

DOWN

1. Extreme force or strength.
3. a rounded pile of earth.
4. To make ceremonially clean.
5. extremely hot

Chapter 12: Sweat Activity: ANSWER KEY

1. Colour the sweat lodge:

/2

Ensure that students have used a variety of colours and have coloured neatly.

Drawings should include details of the sweat lodge and the outside fire in the proper position (about ten steps from the sweat lodge entrance).

2. Name two activities that happen during the sweat ceremony.

/2

Singing, praying, sharing, release negativity, feast after the ceremony.

/4

Chapter 12: Word Search: ANSWER KEY

BASALT	BROILING	HEFTY
INTENSITY	<i>MATOTISAN</i>	MOUND
PURIFY	REVITALIZE	SNUG

B U F Q A A I S J K C N G C S
 O H D D K Y T N O Y I E U D Z
 E L U U J X L W T Z J B N V E
 I Z P C F B A D O E M W S N R
 M S I D A W S P L O N U V G V
 A I O L D C A G U R E S N P C
 T S O U A M B N A Q U I I Y G
 O R B Q P T D S Z V L Z E T X
 T D S M Z J I Z U I H E F T Y
 I M G Z H Z Y V O Y F I R U P
 S U N W Z K T R E V H H B H C
 A M V W T G B Q I R U D L G X
 N K H F T I J V U I E Y E E R
 H D V X F T Q V R G C Y Q H O
 G D O E C E W I Q K W A O G R

Chapter 12: Quick Quiz: ANSWER KEY

1. What is the Cree word for *sweat ceremony*? /1

a. *Matotisân*

2. In a complete sentence, state how many rounds happen during a sweat ceremony? /1

The sweat ceremony has four rounds.

3. Describe four activities that happen during a sweat ceremony? /4

Sing, pray, share, feast, sweat

4. A sweat will help a participant to do which of the following? /1

a. Lose weight, sweat a lot, fast, feel hot.

b. Cleanse, sing, pray.

c. Revitalize, think clearly, bring positive energy back into the body, help grow as a human being spiritually.

d. All of the above.

/7

Chapter 13: Vocabulary: ANSWER KEY

Teachers: Students' answers' wording will vary.

Word: Accompanied	Page # 124	Definition: To occur at the same time as something else.
Sentence that the word has been used in: “...the singing kept going, accompanied with a fast clapping.”		
Word: Cue	Page # 122	Definition A signal to begin.
Sentence that the word has been used in: “I stopped square in the middle of the trampled grass in front of the house and waited for my cue.”		
Word: Emerge	Page # 125	Definition Come into view.
Sentence that the word has been used in: “We waited for Mom to emerge out of it.”		
Word: Foghorn	Page # 123	Definition A device making a loud, deep sound as a warning to ships in fog.
Sentence that the word has been used in: “A loud foghorn blared...”		
Word: Hightail	Page # 123	Definition To move or travel fast.
Sentence that the word has been used in: “...she was expecting me to hightail it out of there.”		
Word: Inclusion	Page # 123	Definition To be included in a group structure.
Sentence that the word has been used in: “Inclusion.”		
Word: Reconciliation	Page # 121	Definition: The restoration of friendly relations.
Sentence that the word has been used in: No sentence available. It is the chapter title.		

17

Chapter 5: Vocabulary: ANSWER KEY

Word: Reunion	Page # 122	Definition An instance of two or more people coming together again after a period of separation.
Sentence that the word has been used in: “Worried about how my reunion with mom would go.”		

/1

/8

Chapter 13: Comprehension & Figurative Language ANSWER KEY

1. In a complete sentence, define Reconciliation. /2

Reconciliation means to restore friendly relations.

2. In a complete sentence, explain why Josh dances for his family. /2

Josh dances for his family as an act of reconciliation, he is looking for forgiveness and acceptance.

3. The music that Josh chooses to dance to is a mixture of which two genres? /1

c. Indigenous powwow and rap music

4. How is Josh feeling while he gets ready to dance? /1

a. Nervous

5. Historically, when different Indigenous nations met for special gatherings, but couldn't speak the same language, how did they communicate? /1

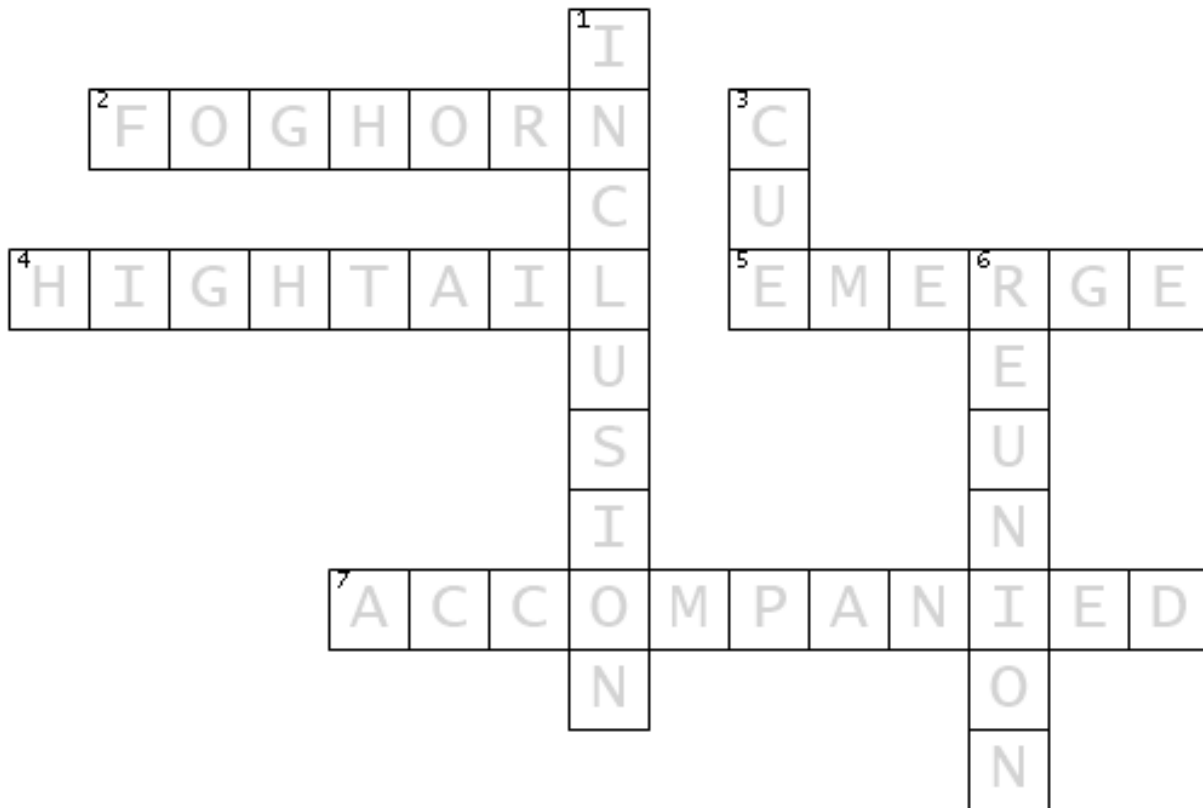
b. Sign language

6. During special gatherings with Indigenous nations where various languages were being spoken, how did they ensure all nations could sing along to songs? /1

d. By singing "*Heeey-a-hi-yo*" instead of words.

/8

Chapter 13: Crossword Puzzle: ANSWER KEY



ACROSS

2. A device making a loud, deep sound as a warning to ships in fog.
4. To move or travel fast.
5. To move out of or away from something and come into view.
7. To present or occur at the same time.

DOWN

1. The act of including others within a group.
3. A thing said or done that serves as a signal to start.
6. An instance of two or more people coming together again after a period of separation.

Chapter 13: Word Search: ANSWER KEY

ACCOMPANIED	CUE	EMERGE
FOGHORN	HIGHTAIL	INCLUSION
RECONCILIATION	REUNION	

D K E N H C G G U K E Z S B V
 U E V F W I R E C M S G K J E
 Q X I B S Y G R N Q T C K K U
 H B R N F O G H O R N Q T P C
 I N Y E A O U M T Y C M O E A
 N H Q Z M R O B L A V D S W O
 C U J I P L M R C Y I E N N L
 L V Q G N I T O D F Y L E D F
 U Y Z O X U U E C X H G W H Y
 S K B B P D E J P C R J T L G
 I X I T J Q L R N E A L G D Z
 O K D Z O G Q D M X C Q N K I
 N W R E X J V E X W K E A Z R
 N O I T A I L I C N O C E R C
 R Z K E C G V S L D Q X O M K

Chapter 13: Quick Quiz: ANSWER KEY

1. Reconciliation means which of the following? /1

- a. To apologize.
- b. To restore friendly relations.
- c. To rebuild.
- d. All of the above.**

2. The definition of an Indigenous round dance is the following: /1

- a. A traditional ceremonial dance where people unite in a circle to heal, honour, feast, and celebrate.

3. Match the following literary terms to their proper definition: /7

Climax	Falling Action
Conflict	Rising Action
Exposition	Resolution or denouement
Initial Incident	

- a. Introduction of information at the beginning of a story. **Exposition**
- b. A problem that the protagonist experiences. **Conflict**
- c. When the climax of a story gets solved. **Resolution or Denouement**
- d. The events happening after the climax of a story. **Falling Action**
- e. The events happening before the climax of a story. **Rising Action**
- f. The point at this the highest level of interest and emotional response if achieved. **Climax**
- g.** The event that sets the main character on the journey, usually to solve a problem.

Initial Incident

/9

VIDEO LINKS:

Chapter 1:

Video Link: “Wahkohtowin: Cree Natural Law”

<https://www.youtube.com/watch?v=NTXMrn2BZB0>

Chapter 2:

Video Link: “Beading A Mini-Medallion with Auntie Amber”

<https://www.saskculture.ca/content/documents/21.04.07.AmberBellegarde.Activity2b.FINAL.pdf>

Video Link: “Medallion beading method: Beginner beading with a Metis Home Economics teacher”:

<https://www.youtube.com/watch?v=EIANYeKBO9o>

Video Link: “Powwow Dancing Styles and Meanings”:

<https://www.youtube.com/watch?v=MONgmqIpaW8&t=40s>

Regalia colouring sheets:

https://plainsart.org/wp-content/uploads/2020/04/RegaliaColoringSheets_JameyPenneyRitter.pdf

Chapter 3:

Video Link: “Native American Men and Women Dances and Regalia”:

<https://www.youtube.com/watch?v=G8XCke66OrI>

Chapter 6:

Video Link: “A Guide to Conflict Resolution for Teens.”

<https://mentalhealthcenterkids.com/blogs/articles/conflict-resolution-for-teens>

Chapter 9:

Video Link: “Warriors Off the Res: Aboriginal Gangs in Winnipeg”

https://www.google.com/search?q=warriors+off+the+res%3A+Aborifinal+Gangs+in+Winnepeg&oq=warriors+off+the+res%3A+Aborifinal+Gangs+in+Winnepeg&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCjExNzc4MWowajSoAgCwAgA&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

Video Link: “Canada: Why Many Aboriginals Grow into Crime.”

<https://www.youtube.com/watch?v=FG1hCPijy4>

Chapter 10:

Video Link: “How Racist Are You?”

<https://www.youtube.com/watch?v=Nqv9k3jbtYU>

Chapter 11:

Video Link: “#103 Tainted Blankets.”

<https://thebcreview.ca/2018/09/26/103-tainted-blankets-tainted-history/>

Video Link: “Brene Brown on Empathy.”

<https://students.ubc.ca/ubclife/emotional-intelligence-101-empathetic-responses>

Chapter 13:

Video link: “Round Dance 101: What to Know Before Your First Round Dance”:

<https://www.youtube.com/watch?v=626MhRI6aFQ>

RESOURCES:

Family and Consumer Science Kitchen Lab Performance Evaluation Rubric:

https://www.google.com/search?q=Family+and+Consumer+Science+Kitchen+Lab+Performance+Evaluation+Rubric&oq=Family+and+Consumer+Science+Kitchen+Lab+Performance+Evaluation+Rubric&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBBzIxNmowajeoAgCwAgA&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

“Kindness vs. Empathy, What’s the Difference?”

<https://positivepsychology.com/kindness-activities-empathy-worksheets/>

Magazine Article Rubric

<https://www.ateq.org/wp-content/uploads/2021/09/MEQ-Production-Rubric-Article.pdf>

Personal Letter Writing Format and Rubric:

<https://www.indeed.com/career-advice/career-development/business-letter-format-in-email>

Questions to ask before, during, and after each chapter:

<https://gy-psd.ca/download/244150>

Recipe: Indian Tacos Using Cree-Style bannock

<https://www.food.com/recipe/native-cree-bannock-bread-21818#gallery>

Regalia Colouring Pages:

<https://www.youtube.com/watch?v=G8XCke66OrI>

https://plainsart.org/wp-content/uploads/2020/04/RegaliaColoringSheets_JameyPenneyRitter.pdf

Article: “Emotional Intelligence 101: Empathetic Responses”

<https://legacy.students.ubc.ca/ubclife/emotional-intelligence-101-empathetic-responses>

Vision Board Rubric:

https://www.google.com/search?q=vision+board+rubric+criteria+beginning+attempting+meeting&oq=vision+board+rubric+criteria+beginning+attempting+meeting&gs_lcrp=EgZjaHJvbWUyBggAEEUYOdIBCTExMjcxajBqOagCALACAQ&sourceid=chrome&ie=UTF-8&safe=active&ssui=on

Vocabulary Definitions:

Although an effort was made to write original vocabulary definitions, some word definitions are from Oxford Languages:

<https://languages.oup.com/google-dictionary-en/>

Word Search and Crossword Puzzles Created With:

<https://puzzlemaker.discoveryeducation.com/>

Writing a Paragraph Rubric:

<https://saskliteracy.ca/>

Extra-Curricular Suggestions:

- Host a Meet the Author Visit: teresawoutersauthor@gmail.com
- Field Trip: see a powwow.
- Make Ribbon shirts and ribbon skirts.
- Make Bannock and Indian Tacos.
- Invite an Elder to talk to your class/school.
- Invite an Indigenous school representative/FMNI to host an Indigenous activity with your class.
- Invite Traditional Indigenous Dancers to dance at your school.

About the Author: Teresa Wouters



Teresa Wouters is an educator, entertainer, and entrepreneur.

Teresa has over twenty years as an educator. She has earned a Bachelor of Arts in Native Studies, a Bachelor of Education, and a master's in fine arts.

As well as experience as a professional singer and actress, Teresa is an award-winning author.

As well, Teresa designs products for her online store: Live Life's Legacy: Your one stop shop for everything inspirational where you can find what motivates you.

Website: <https://www.teresawouters.com>