

Name: _____ **Date:** _____

Unit 2 ~ Learning Guide

Student Instructions:

Complete the Learning Guide as you work through the related lessons. You are required to have this package completed BEFORE you go on to the next unit. Do your best and contact your teacher if you have any questions. See below for Learning Guide marking rubric.

Home Facilitator Instructions:

As soon as your student has completed a worksheet or two, please mark and go over the responses together. Highlight sections where the student excelled and where the student had difficulty. Students learn more if they can get feedback as they progress through the course.

Ideas and Content	Not enough completed to assess this area. 0 points	Not yet meeting expectations, significant amounts not completed. 1 point	Not yet meeting expectations. Some parts not completed. 2 points	Minimally Meets Expectations - some detail, attempts to respond with minimally acceptable accuracy. 3 points	Meets Expectations - reasonable detail, responses mostly complete. Most directions followed. There is some attempt to respond to a topic if it has been provided. 4 points	Fully Meets Expectations - neat, very good detail and responses. You generally attempt deeper thinking in your responses when possible. Directions followed carefully. 5 points	Exceeds Expectations - neat, exceptional detail, thoughtful responses. You always attempt deeper thinking in your responses, when possible. The topics have been addressed thoroughly and correctly. Directions followed carefully. 6 points
	Conventions	Not enough completed to assess this area. 0 points	Errors in sentence structure or grammar may make it difficult to follow. May lack effort in these areas. 1 point	A few errors in grammar, spelling, or sentence structure. 2 points	Complete sentences, attention to grammar and spelling, evidence of revisions / corrections / review of work. 3 points		

2.3 Elements of a Short Story - Plot

Identify Parts of a Plot

Read this very simple plot and answer the questions.

Two girls are walking in a forest. They hear a noise coming from a cave and go in. A spaceship is in the cave! The girls run out. The spaceship flies away into the sky. The girls run back to camp and tell their family and friends.

1. What is the exposition?

2. What is the rising action?

3. What is the climax of the story?

4. What is the falling action?

What is the resolution?



Help the Weak Writing!

Refer to your descriptive writing unit for tips to help you.

Directions: Take the spaceship paragraph from the previous activity, *Identify Parts of Plot*, and make it into a more exciting story. Use specific nouns, active verbs, and exciting adjectives. Make sentences more complex and interesting. Include enough sentences so you have at least two paragraphs. Feel free to write more.

Return to the online lesson book.



Make a Simple Plot

Directions: You will now create your own simple plot. Use the following questions to help you. Once you have answered the questions, write a paragraph. Make sure you have all the story elements (setting, character, conflict, plot, and theme) Use the example in *Identify Parts of Plot* to help you get started. Think of a simple short story.

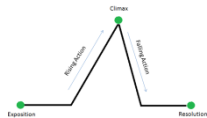
1. What is the exposition?

2. What is the rising action?

3. What is the climax of the story?

4. What is the falling action?

5. What is the resolution?



Plot to Paragraph(s)

Directions: Using your simple plot from the last page, create a short story. Make sure you have all the story elements (setting, character, conflict, plot, and theme).

2.4 Explore Elements of a Short Story



Cooking up the Elements of a Story!



Directions: Draw a picture of a cake or take one from the Internet (with adult approval). Then label each part as it were an element of a story based on the information in your lesson. Include a short description as well.

Return to the online lesson book.



Story Breakdown

Title: *The Hare and the Tortoise*

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

Exposition _____
Rising Action _____

Climax _____
Falling Action _____

Resolution _____

CONFLICT _____

THEME – Author’s Message _____

Return to the online lesson book.



Story #1 Breakdown Sheet

Title: _____

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

Exposition _____

Rising Action _____

Climax _____

Falling Action _____

Resolution _____

CONFLICT _____

THEME – Author’s Message _____



Story #2 Breakdown Sheet

Title: _____

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

Exposition _____

Rising Action _____

Climax _____

Falling Action _____

Resolution _____

CONFLICT _____

THEME – Author’s Message _____



Story #3 Breakdown Sheet

Title: _____

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

Exposition _____

Rising Action _____

Climax _____

Falling Action _____

Resolution _____

CONFLICT _____

THEME – Author’s Message _____

2.5 Literature and Genres



Directions: As you learn about the different genres, add a book or movie that you think fits the genres. In a sentence or two, explain what makes you think it fits the genre.

1. Adventure -

2. Historical Fiction –

3. Humour Fiction –

4. Realistic Fiction –

5. Fantasy Fiction –

6. Science Fiction -

2.7 Explore Short Stories - 1

The Earth Game Questions



Directions: Answer the questions below in full sentences. Remember to explain your ideas with examples and evidence from the text! Also proofread your writing after you finish.

1. What did the children first do when they found the ball of twine?

2. What happened when one child wiggled their finger?

3. Why did the children feel sad while playing the game?

4. What happened that made the children start to feel better?

5. What do you think the author's message is for readers?

6. If you were playing the game, what examples could you add?

The Earth Game Vocabulary



Directions: Find three words you might have questions about or are unsure of the exact meaning. Then do the following three things for EACH word:

1. Write the sentence the word is in and underline the word.
2. Based on the information there is around this word, give your best guess about what this word means
3. Look the word up in the dictionary and write down the definition

1. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

2. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

3. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

The Earth Game Elements of a Story



Directions: Write down the answers to the following questions. Answer in full sentences.

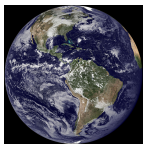
1. What is the setting?

2. Describe the basic plot of the story

3. What is the conflict in the story?

4. What is the genre of this story? What clues are in the story?

The Earth Game Reflection



Directions: Choose one of these questions to respond to in a thoughtful response. Use full sentences and paragraph format. Give examples (cite evidence) from the story to back your points.

- a) Why do you think the author wrote this story? What do you think she wants people who read it to do?
- b) If the story continued, what do you think the children would do? Write about what you think would happen after the children played this game.
- c) How are you involved in the Earth Game in your daily life? What things do you do that are good and bad for the environment?

Return to the online lesson.



Piers and the Begonia Elements

Genre: _____

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

CONFLICT _____

THEME – Author’s Message _____

Piers and the Begonia Questions



Directions: Answer the questions below in full sentences. Give evidence and examples from to back your points. Also proofread your writing after you finish.

1. Why should Piers feel proud?

2. Why does Piers not feel proud?

3. What did the other beasts, like the Lion, Wolf and Boar do when the Ravening Scourge came? Why did they do this?

4. What did the Ravening Scourge do once it got inside a castle?

5. What did the Begonia say to the Ravening Scourge? Did the Begonia say this on purpose?

6. Why was Piers so sad? Was the Begonia upset? How do you know?

7. How did Piers feel after this event? What did he do that shows this?

8. What genre is this story? What are the clues?

Piers and the Begonia Vocabulary



Directions: Find five words you might have questions about or are unsure of the exact meaning. Then do the following three things for EACH word:

3. Write the sentence the word is in and underline the word.

4. Based on the information there is around this word, give your best guess about what this word means

5. Look the word up in the dictionary and write down the definition

1. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

2. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

3. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

4. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

5. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

Piers and the Begonia Reflection



Directions: Choose one of these questions to respond to in a thoughtful response. Use full sentences and paragraph format. Give examples from the story to back your points.

- a) Did Piers change in this story? What made him change? How do you know he changed?
- b) What is the message the author is trying to give the reader? Do you agree or disagree with this? Explain why?
- c) Do you think the Begonia was more intelligent or brave? Give examples of why you think this.

Return to the online lesson.



The Third Wish Elements

Genre: _____

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

CONFLICT _____

THEME – Author’s Message _____



The Third Wish Questions

Directions: Answer the questions below in full sentences. Remember to give evidence and examples from the story to back your points. Also proofread your writing after you finish.

1. Mr. Peters leaves his car because he hears something or someone struggling. What does this tell us about his character? Explain why you believe this.

2. Based on what the King of the Forest says, what is his view of humans? Is it positive or negative? Explain.

3. The King of the Forest says people are often worse off when they get three wishes. Do you believe him? Why or why not?

4. Why does Mr. Peters prick his tongue? What does this reveal about his character?

5. What is Mr. Peters' first wish?

6. Why do you think Leita is sad? Where do you think she disappears to every now and then? Think about where Leita came from.

7. Mr. Peters offers to change Leita back into a swan, but she decides to stay. What does this tell us about her character? What does Mr. Peters' offer tell us about his character?

8. What is Mr. Peters' second wish? What can you infer about him from this?

9. Why doesn't Mr. Peters use his third wish? What is the lesson that he has learned?

10. What genre is this story? What clues in the story let you know this?



The Third Wish Vocabulary

Directions: Find five words you might have questions about or are unsure of the exact meaning. Then do the following three things for EACH word:

1. Write the sentence the word is in and underline the word.
2. Based on the information there is around this word, give your best guess about what this word means
3. Look the word up in the dictionary and write down the definition

1. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

2. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

3. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

3. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

4. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____

5. a) Word: _____

b) Sentence: _____

c) Guess the meaning: _____

d) Definition: _____



The Third Wish Reflection

Directions: Choose one of these questions to respond to in a thoughtful response. Use full sentences and paragraph format. Give examples from the story to back your points.

- a) 1 If Mr. Peters did decide to use his third wish, what do you think he might have wished for?
- b) What is the message the author is trying to give the reader? Do you agree or disagree with this? Explain why?
- c) Do you consider this to be a happy ending or a sad ending to the story? Explain your stance. If you could change the ending, how would you like to see the story end?

2.8 You're the Author - Prewriting

Brainstorming

Directions: Choose one of the brainstorming methods and brainstorm ideas for your story writing.

Return to the online lesson book.

Story #1 Planning Sheet

Title: _____

SETTING – When & Where

SETTING – When & Where

PLOT – What Happened & Why

Exposition _____

Rising Action _____

Climax _____

Falling Action _____

Resolution _____

CONFLICT _____

THEME – Author's Message _____

Return to the online lesson book.

Story #1 Planning Sheet 2

Title: _____

Use sentences for this section to prepare for your story.

Describe your main **characters**.

Describe your **setting**. (where, when, mood)

Describe the action in your story. What is the **plot**?

Describe the conclusion. How will the story end?

Return to the online lesson book.

2.8 You're the Author – Story Writing

Story #1: Starting Your Story

Who! Where! When! Catch the reader's interest! Think of an interesting, exciting or funny way to start your story. Describe the main character(s) and the setting. Write in sentences using paragraph format. **(If you prefer to do this on the computer, print it and attach it after this page. That way your teacher can see your first draft.)**

Return to the online lesson book.

Story #1: Plotting Your Action 1

This is the rising action where the story starts moving. What is the first event/problem in the story? How will your character react?

[Return to the online lesson book.](#)

Story #1: Plotting Your Action 3

This is the CLIMAX! Make this the most exciting part of the story.

Return to the online lesson book.

Story #1: Your Conclusion



This is the END! The conflict is over and problems are resolved. Describe how things have turned out for your character(s).

Story #2 Goal Setting

Something I was really successful at in my Story #1 was:

A goal I should work on in my Story #2 is:

I will know I've achieved my goal when.

Return to the online lesson book.

Story #2 Planning Sheet

Title: _____

CHARACTERS – Who

SETTING – When & Where

PLOT – What Happened & Why

Exposition _____

Rising Action _____

Climax _____

Falling Action _____

Resolution _____

CONFLICT _____

THEME – Author’s Message _____

Story #2 Planning Sheet 2

Title: _____

Use sentences for this section to prepare for your story.

Describe your main **characters**.

Describe your **setting**.

Describe the action in your story. What is the **plot**?

Describe the conclusion. How will the story end?

Story #2: Starting Your Story

Who! Where! When! Catch the reader's interest! Think of an interesting, exciting or funny way to start your story. Describe the main character(s) and the setting. Write in sentences using paragraph format.

Story #2: Plotting Your Action 1

This is the rising action where the story starts moving. What is the first event/problem in the story? How will your character react?

Story #2: Plotting Your Action 2

This is the second event that happens in the story. How will your character react? This is the halfway point in your story. Make sure the main conflict is clear.

Story #2: Plotting Your Action 3

This is the CLIMAX! Make this the most exciting part of the story.

Story #2: Your Conclusion

This is the END! The conflict is over and problems are resolved. Describe how things have turned out for your character(s).

2.11 First Nations Oral Tradition

The Three Sisters of a Story



Directions: Write down the answers to the following questions. Answer in full sentences.

1. What is the setting?

2. Describe the basic plot of the story

3. What is the conflict in the story?

4. What is theme of the story?

The Three Sisters Questions



Directions: Use this page to draw and colour a picture of the three sisters. (Optional)

The Three Sisters Questions



Directions: Answer the questions below in full sentences. Use examples and evidence from the story to back your points. Also proofread your writing after you finish.

1. How would you describe the sisters' relationship? What evidence from the text tells you this?

2. When the sisters see the boy, do they have a good or bad impression of him? How do you know? What evidence is there in the story of this?

3. When you first read about the youngest sister disappearing, what did you think happened to her? How did you feel at this point of the story?

4. How does the oldest sister change as she stands alone?

5. Why do you think the Iroquois boy did not bring the oldest sister in earlier?

6. Why did the younger two sisters stay at the longhouse?

7. How were the sisters helping the Iroquois boy and his family?

The Three Sisters Reflection



Directions: Choose one of these questions to respond to in a thoughtful response. Use full sentences and paragraph format. Give examples from the story to back your points.

- 1) What are some of the cultural values passed down in this story?
- 2) If you could turn into any plant and live with them, what plant would you like to turn into? Why?
- 3) Why do you think this story continues to be important to First Nations communities? How is this story also important to our society as a whole?

Return to the online lesson book.



The Octopus Story Elements

Directions: Answer the questions about the elements of the story. Write in full sentences. Proofread your writing after you finish.

1. What is the setting?

2. Describe the basic plot of the story

3. What is the conflict in the story?

4. What is theme of the story?



The Octopus Questions

Directions: Answer the questions below in full sentences. Remember to use evidence and examples from the text. Also proofread your writing after you finish.

1. Look up the following words and write down a definition for each of them:

a. Shaman - _____

b. Longhouse - _____

c. Plank - _____

2. What were the two children told over and over?

3. How did the children react when their grandmother called them to eat?
What does this tell us about their character?

4. How did the children treat the baby octopus?

5. What did the baby octopus tell its family? How did the baby octopus feel?

Continued on next page...

6. What did the Octopus people decide to do after they found out what happened to the baby octopus?

7. What did the shaman predict was going to happen? How did the people protect themselves?

8. What did the human chief decide to do once the Octopus people lost?

9. The next time you see a crab or a creature on the beach, will the story make you treat it differently? Why or why not?

Return to the online lesson book.