



# Educators' Guide



TUNDRA BOOKS

Penguin  
Random  
House

# About the Book

Never before have the stories of animal war heroes been collected in such a special way. This book consists of eight connected fictional stories about a Canadian platoon in WWI. The Storming Normans have help from some very memorable animals: we meet a dog who warns soldiers in the trench of a gas attack, a donkey whose stubbornness saves the day, a cat who saves soldiers from rat bites and many more. Each story is followed by non-fiction sections that tell the true story of these animals from around the world and of the Canadian soldiers who took Vimy Ridge. Through the friendship that grows between three of these soldiers in particular, we get a close-up look at life in the trenches, the taking of Vimy Ridge, the bonds between soldiers and their animals and what it meant to be Canadian in WWI.



## Pre-Reading Activities

### *Animal Heroes*

Pose the question “can animals truly be heroes?” using a Google Form, Post-It notes to make a chart paper bar graph, students to make a human bar graph, Four Corners (Yes, No, It Depends, I’m Not Sure), a Human Value Line (Put Yourself on the Line), Padlet or some other format.

Then, read about an animal or some animals who was/were considered a hero by some.



<http://bit.ly/29FvyHv>



<http://bit.ly/29YYzQw>



<http://bzfd.it/29QS8Q6>



<http://ti.me/1gAQk58>



<http://bit.ly/29Ivo3h>

Revisit your initial question. Have student opinions changed as a result of the readings?



## First Nations Rights/Residential Schools

Read the first page of this document:

[http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach\\_lr\\_ks\\_rrds\\_fnpc\\_1302786002220\\_eng.pdf](http://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_rrds_fnpc_1302786002220_eng.pdf)

Specific areas of this document provide additional info about treaties and residential schools.

<http://www.aadnc-aandc.gc.ca/eng/1302870688751/1302870910265>

Both of these links provide information about aboriginal peoples and their rights from the perspective of the Canadian government. Do you think this information is unbiased (fair)? If not, where might you look for a fair account (or at least an account from aboriginal peoples' perspective)?

Read:

- *When I Was Eight and Not My Girl* (Grades 1-4)
- *Fatty Legs and A Stranger at Home* (Grades 4-7)
- ALL by Christy Jordan-Fenton & Margaret Pokiak-Fenton before or after reading *Innocent Heroes*.
- <http://bzfd.it/29QS8Q6>
- <http://ti.me/1gAQk58>
- <http://bit.ly/29Ivo3h>



- Before reading *Innocent Heroes*: How do you think the residential school system affected aboriginal children later in their lives?
- After reading *Innocent Heroes*: Why do you think that Thomas didn't want to talk about the residential school that he went to? Find comments that Thomas made about playing chess at school. Why do you think he spoke of those times the way he did? Use specific words he said in the text in your response.



### Vimy Ridge

Why might this article be captioned "Birth of a Nation"?

[http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/fact\\_sheets/vimy](http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/fact_sheets/vimy)

Watch this video:

<https://www.youtube.com/watch?v=rH0Gx3OFFyk>

## Questions for Group Discussion/Reading Response

### Heroism and Bravery

- If you were asked by the author to choose an animal "hero" to add to the book, which animal would you choose and why? Defend your choice.
- What do you think the title *Innocent Heroes* means? Why do you think the author chose this title? If you had to re-name this book with a different title, what would you call it? Explain your thinking.
- Which animal do you think was the most brave? Explain your choice using support from the text and your own ideas.
- Who is the bravest person you know? Why did you choose them?



## World War I

- What were some differences between Canadian soldiers and British soldiers during World War I?
- Describe some things that you learned about trenches. If possible, present your research using MinecraftEdu or another presentation tool of your choice.
- Why were rats a problem in World War I?
- “So the Canadian platoons—formed by farmers and ranchers and accountants and bankers and school teachers and carpenters—had decided nobody was going to intimidate them.” Why did the author think it was important for the reader to know what Canadian WWI soldiers did for a living before they became soldiers?
- “Prussians! Professional soldiers, with centuries of tradition. Their presence was a tremendous boost to the morale of the enemy.” Why do you think the Canadian soldiers were so intimidated by the Prussian Army?
- War can have both positive and negative effects on a person. How did Charlie’s personality and attitude change from the first to the last chapter of the book?



## Friendship

Merriam-Webster defines a confidant as “a trusted friend you can talk to about personal and private things.” If you were a member of the Storming Normans, which fellow soldier would you want as a confidant? Jake? Thomas? Charlie? Other? Explain.

## Animals

- Every animal portrayed in this book played a significant role in the war. If you were a soldier like \_\_\_\_\_, which animal would you want to have helping you? Why? Explain using details from the text.
- If you were one of the animal heroes in the story, what would your life be like while on the battlefield or in the trenches? Choose an episode and after further research on the animal in question, write a response from the animal’s point of view.
- When Mark Lipton was reunited with Little Abigail, he noticed that someone had carved her a wooden leg to replace the one that had been shattered. Research how veterinarians/marine biologists help injured animals regain their mobility. (Non-Fiction Book and Movie Connection: “Winter’s Tail: How One Little Dolphin Learned to Swim Again” by Juliana Hatkoff, Isabella Hatkoff, Craig Hatkoff and “Dolphin Tale” Movie (Warner Bros.))

## Leadership

- What qualities does Lieutenant Norman possess that makes him an effective leader? Give examples from the text to support your answer.
- If you were a soldier during World War I, what qualities would you look for in a leader? Explain.



## First Nations People

- “Thomas didn’t reply at first. Then Thomas said, ‘Some stories are best not told. And some stories are hard to understand if you did not grow up where I did.’” Knowing that Thomas grew up in a residential school, why might he not want to tell stories about that time of his life?
- Discuss the “Seven Grandfathers’ Teachings” and how they connect to events that happened in the story.

## Growth Mindset

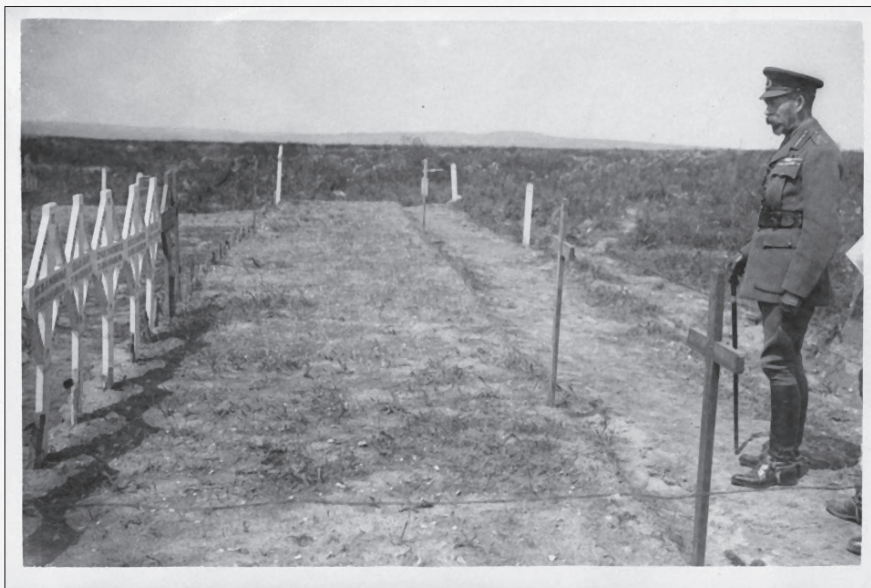
- Discuss fixed vs. growth mindsets in relation to the characters in the book. Is it possible for a soldier to have a growth mindset in war? Explain.

## Remembrance Day

- Every year on November 11, Canadians all across Canada pause to remember those who have sacrificed to protect our rights and freedoms. Do you think Remembrance Day should be a national holiday? Why or why not? Defend your position.
- Do other countries around the world have a day of remembrance? Research how other countries pay respect to their veterans as well as soldiers still serving overseas.
- Research the significance of the well-known poem *In Flanders Fields* by John McRae.
- Why do Canadians wear a poppy on Remembrance Day? Research the origin of the poppy.

**“A Pittance of Time” song/video by Terry Kelly ([https://youtu.be/2kX\\_3y3u5Uo](https://youtu.be/2kX_3y3u5Uo))**

- What do you think the term “pittance of time” means?
- What is the message of the video?
- Why is it important that all Canadians observe “two minutes of silence” on November 11?
- If you were Terry Kelly and saw this father being disrespectful and not stopping his conversation with the store clerk, what would you say to him?
- Background on video: <http://takeapittanceoftime.org/>





## Activities

- Using the non-fiction articles at the end of each chapter, study the animals in more depth and present findings to your class in a presentation style of your choice.
- The Merriam-Webster Dictionary defines hero as “a person who is admired for great or brave acts or fine qualities.” Can animals really be considered “heroes?” Hold a class debate to argue for and against.
- Write a journal entry from the perspective of a soldier. Make sure to include language that describes what you see, hear, taste, feel and smell.
- Write a journal entry from the perspective of one of the animals in the book.
- Write a letter to a loved one back home sharing with them how your “innocent hero” has helped you cope with the stress and danger of war.
- Connect with and research a Canadian Forces base such as Borden, Petawawa, Montreal or Edmonton and learn about how soldiers prepare for war today compared to during World War I.
- Invite a member of the Armed Forces to your school to speak to students in person or through Google Hangout, Skype or Zoom.
- Would animals still play a significant role in war? Why or why not? What has changed?
- Interview a soldier who has served in a war or peace-keeping mission and ask him/her their thoughts around this topic or another topic of interest.
- Write a letter/postcard/email to a member of the Canadian Armed Forces thanking them for their service.
- Research what has often happened to animals in zoos during times of war and conflict. Present your research to your peers using a format of your choice. (Possible picture book connection: *Faithful Elephants: A True Story of Animals, People and War* by Yukio Tsuchiya. NOTE: Mature Themes).
- Evidence shows that animal mascots played an important role in war and in the lives of soldiers. What were some of the ways that animals mascots helped soldiers cope with the challenges of war? (Picture book connection: *A Bear in War* by Stephanie Innes and Harry Endrulat, illustrated by Brian Deines)
- Pretend you are applying to be a temporary agent of the George Gordon Reserve. Create a persuasive video as to why you would make an effective agent and what you would bring to the reserve to help residents.
- *I Wonder Wednesdays* — choose something of interest in each episode, research and present findings to the class.
- After reading the story, what questions might you ask the author? Generate at least four questions using a Q chart.
- Make a cardboard periscope.
- Create a Breakout EDU (<http://www.breakoutedu.com>) game using both fiction and non-fiction elements of the story.
- Teach your students (or if you have some in-class experts, have them teach each other) how to play chess. Have a chess tournament in class.
- Research how the levels of the Canadian government (municipal, provincial, federal) are helping to support First Nations communities in Canada.
- *Penpals* — connect and correspond with an elementary school on a First Nations reserve in Ontario or another province in Canada.

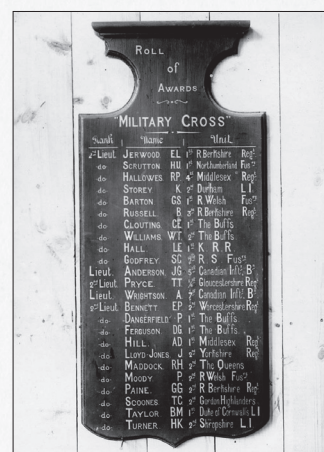




## Activities (Continued)

Research one of the following topics. Present your findings using the format of your choice.

1. locations in the book (Courcellette, France)
2. First Nations participation in WWI
3. residential schools/truth and reconciliation
4. Kaneonuskatew Nation
5. First Nations rights, treaties and/or claims
6. cultural and language barriers for First Nations soldiers
7. background and causes of World War I
8. prejudices against First Nations people during WWI
9. military honours, medals and stripes (Cross of War, Victoria Cross, Dickin Medal, Distinguished Conduct Medal)
10. George Gordon ("One Who Walks on Four Claws" or Kaneonuskatew)
11. trenches (e.g., how they were built, conditions in)
12. significance of wearing of moccasins by Cree soldiers in the war
13. rats, slugs
14. the Storming Normans
15. machine guns
16. Canadian Cavalry Brigade
17. rifle positions
18. the Canadian Expeditionary Force
19. artillery shells (including star shells) and/or landmines
20. the Prussian Army
21. gases used in warfare
22. training of animals for war
23. gas masks
24. mercy dogs
25. periscopes (e.g., how they are made how they work, where they are used)
26. carrier pigeons (e.g., history of, present-day uses)
27. sappers
28. "Lonely Soldiers" columns in newspapers
29. military uniforms
30. history of chess and how it is played
31. Vimy Ridge and Connections to Canada
32. theme of heroism or heroes/heroines
33. Battle of Somme
34. family and connections to the war and current family members serving in the Canadian Armed Forces





# Connections to Reading Comprehension Strategies

## Making Connections

### Text to Self

- Has there ever been a time in your life when you've felt very brave? Describe that situation. How did you muster up the courage? What people, places, things or thoughts supported you?

### Text to Text

- Have you ever read another book about war (either real or imagined)? How did the description of the actual fighting compare to the fighting in *Innocent Heroes*?

### Text to World

- Are you aware of any wars going on currently in the world? How are the conditions of war today different than those during World War I?

## Making Predictions

- Do you think Colonel Scruffington will survive the war? If so, what do you think will happen to Colonel Scruffington when the war ends?
- Do you think that Jake, Thomas and Charlie will survive the Battle of Vimy Ridge?
- Do you think that Jake, Thomas and Charlie will remain friends after the war?
- Do you think that Thomas will be recognized as a Canadian citizen after fighting in World War I for Canada?

## Making Inferences

- What inferences can you make about Charlie's upbringing based on what you know about him or the things he says and does?
- In the Boomer chapter, Jake distracts Lieutenant Norman from seeing Charlie cry. Why do you think Jake helps Charlie even after Jake heard what Charlie said about Mark ("Princess"), Abigail and Lieutenant Norman in the Abigail episode?
  - "Look at him blubber," Charlie said, pointing at another soldier named Mark Lipton. "No wonder you guys call him Princess." p.3
  - "Charlie," Jake said, "I barely know you, but already I'm done with you." p.4
  - "He's a crybaby," Charlie repeated. "You should be done with him instead." p.4
  - "Something to eat," Charlie said. "That's what I'd call it. Little tasty pigeon." p.4
  - "I'd heard so much about this platoon of Storming Normans," Charlie said, pulling his head back up.
  - "But if Lieutenant Norman was that good, we wouldn't be stuck here." p.5
- On p.46, Thomas becomes angry when he talks about the priests at the residential school playing chess and then smiles when he speaks about his grandfather. Why do you think Thomas' mood changes so significantly when discussing the two topics (the residential school and his grandfather)?





Read the following passage from *Coal Dust*'s episode:

Charlie looked at the chessboard and said to Jake. "Why are you wasting time trying to teach Thomas something complicated like chess? Indians are just good for scouting or as snipers."

"You assume I am good at those things just because I am of the Kaneonuskatew Nation?" Thomas asked.

"If that means Indian or redskin, I'd say yes."

"Any man—white or red—who spends a boyhood in the forests and fields with guns to track animals will be good for scouting or shooting," Thomas said. "You grew up in the city. I grew up in the woods. That will give me an advantage over you in scouting or with rifles. It has little to do with color of skin."

"Wrong," Charlie said. "Indians know Indian stuff. It's in the blood. Like with chess for me. I have a natural advantage over you. Because chess needs thinking, not tracking."

"Too late," Charlie said. He reached over and moved a pawn.

"Jake made the bet and I'm taking it. I'm white. I start first."

"Why is that?" Thomas asked.

"I just explained. I'm white."

- Why do you think that Charlie has these ideas about First Nations people?
- Lance gives Charlie some advice on p. 48–51. Why do you think that Charlie doesn't want to hear Lance's advice?
- Jake says of Thomas to Charlie: "No," Jake said. "He is North Star. A guiding light for all of us in times of darkness." (p.63). What does Jake mean?
- Thomas seems to have a very close connection with the animals he encounters (e.g. slugs, the dog called Tomato, Major McNaughton's lion cub). Why do you think he seems to understand animals better than the other soldiers around him?
- Lieutenant Norman has a discussion with a British Troop on the way to meet with Major McNaughton (p. 86–89). What do you learn about Lieutenant Norman's character through this verbal exchange and Lieutenant Norman's actions?
- Why were First Nations soldiers (like Thomas) of special importance to the war effort? Think about the skills and knowledge they might have brought to the battlefield that others didn't.
- Have students analyze the images in the book as well as other images of World War I events/topics. Have students draw inferences based on the images.

## Vocabulary

Ambushed, artillery shells, assassination, barrage, bayonet, bombardment, brigade, canister, ceremonial, descendants, enlistments, formidable, latrines, malnutrition, neutral, pennants, peripheral, platoon, replicas, revered, sappers, segregated, shrapnel, snipers, stalemate, succumbed, tourniquet, triangulation, tumpline, unencumbered, vantage point





## Media Literacy Connections

- Using green screen technology such as the DoInk app, choose an animal hero and make a “breaking news-cast” about the animal.
- Using claymation, create a scene and script and use iMovie or movie making software to record it.
- Create a book review using a format of your choice (Google Slides, Microsoft PowerPoint, Prezi, iMovie, Keynote, Haiku Deck).
- Make a Pic Collage of 15–20 pictures that represent the book. Be prepared to explain the pictures that you selected.
- After reading, send the author a “tweet” telling him one thing you liked about the book. Create some tweets (limit to 150 characters) that some of the characters might make during the war. Create Twitter handles and profiles for the characters you are creating Tweets for. Use a Tweet generator (e.g. <http://simitator.com/generator/twitter/tweet>) or template (<https://ichooseawesome.wordpress.com/2013/04/17/choose-a-fake-twitter-template/>) to publish your tweets.
- Incorporate the use of the game-based learning platform Kahoot into activities. (<https://getkahoot.com>)



## Chapter Discussion Questions

### *Little Abigail - Pigeon*

- Charlie is a “bully” and Jake and Thomas are “helpful bystanders”. Do you agree or disagree with this statement? Defend using your own ideas and evidence from the text (could be a written response or a debate).
- What advice would you give Mark regarding how to stand up to Charlie?
- Why do you think it took Thomas so long to speak to the other soldiers?
- What does Little Abigail do that makes her a hero? Do you believe she is a hero? Why or why not? Explain your thinking using evidence from the text and your own ideas.
- “No soldier gave up socks.” Why do you think this was the case?
- “Because a good soldier — no matter what size — would do what was needed.” What do you think the author meant by this?
- What were other ways soldiers communicated during World War I? Why was communication so difficult during the war?

### *Tomato - Dog (Border Collie)*

- What is mustard gas and how did it get its name?
- Describe the periscope used by Justin and Jake in this chapter.
- How are gas masks used correctly?
- Has Charlie’s change in personality since the first episode made him more likeable to you as a reader? Explain.



## Boomer - Cat

- According to Google, “an idiom is a word or phrase which means something different from its literal meaning. Idioms are common phrases or terms whose meaning is not real, but can be understood by their popular use.” What does the idiom “cat got your tongue” mean? What was Lieutenant Norman referring to when he said it to Charlie? Research to see if you can find more idioms that involve animals.
- “The darkness around the rat was like a blanket of comfort.” Why?
- “Boomer let his muscles ripple beneath his fur, warming those muscles to unleash power like a racehorse out of the gate.” The Merriam-Webster Dictionary defines a simile as “a phrase that uses the words like or as to describe someone or something by comparing it with someone or something else that is similar.” What is the author comparing with this simile?
- “Boomer launched with the precision of an arrow...” The Merriam-Webster Dictionary defines a metaphor as “a figure of speech comparing two unlike things without using like or as.” What is the author comparing with this metaphor?
- “But far beneath the mud, thousands of each side’s sappers — these were mine diggers who were also called moles or sewer rats — sent a spiderweb of tunnels toward the opposing side.” The Merriam-Webster Dictionary defines a metaphor as “a figure of speech comparing two unlike things without using like or as.” What is the author comparing with this metaphor?
- What does the call of “stand to” on page 33 mean? Research to find out its significance.

## Coal Dust - Horse

- “The priests seemed like stealthy hunters when they played, staring at the board like a soaring hawk peering down for mice.” The Merriam-Webster Dictionary defines a simile as “a phrase that uses the words like or as to describe someone or something by comparing it with someone or something else that is similar.” What is the author comparing with this simile?
- “Before the war, Lance Wesley had been a traffic policeman in Toronto, and each day he’d spent hours on a horse, its hooves clattering the cobblestone at busy intersections.” What is cobblestone?
- “It was an eerie fog of silence for Lance.” What does the author mean by that?
- Courage is an important character trait throughout this episode. According to Merriam-Webster Dictionary, “courage is the mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty.” What did Coal Dust do to help Lance that could be considered courageous?
- Why do you think soldiers were only 6 days in the trenches but 12 days behind the trenches? Explain using evidence from the text and your own ideas.
- Lance suffered hearing loss due to the shell attack. He wanted Lieutenant Norman to lie and tell headquarters that his hearing was fine because he didn’t want to have to leave and return home to Canada. Is it ever okay to tell a lie to someone? Do you think Lance was right or wrong to lie about his condition? Defend your position.
- The game of chess was an integral part of this episode. What were some other games or recreational activities that soldiers during WWI played when they were behind the trenches? Investigate using a variety of non-fiction resources such as books, databases and online encyclopedias.

## Leo - Lion

- Why was it important that Major McNaughton asked the men rather than ordered them? (p.95)
- What is the link between Winnipeg (the bear mascot) and Winnie-the-Pooh?
- What was the significance of running a candle below the seam of a soldier’s shirt?
- In this episode, Lieutenant Norman is an example of what it means to exhibit good character. What are some of the ways that he demonstrates good character? Use your school or school board character traits for reference.
- Which character do you feel has the funniest sense of humour? Defend your choice with examples from this episode.



## Charlie - Mule

- How is Thomas and Jake's relationship with Charlie changing?
- How was photography from air balloons used to help soldiers in WWI?
- Why does Thomas have a dislike for mules? Explain using evidence from the text.
- "Mules understand everything," Thomas said. "But they are like cats. They just do not care. With cats, at least, you can pick them up and put them down where you tell them to go. This is not so with mules." Do you agree with these statements about cats? Use facts from your personal life and/or experiences to support your answer.
- What are artillery shells? How are they used?
- What is a tumpline? Draw a diagram/picture to show how it works.
- What were some practical advantages of using mules versus horses during WWI?
- How were Canadian soldiers prepared for the Battle of Vimy Ridge? Be specific.
- "He's laughing at you," Jake said. "Obviously he doesn't know you are like a North Star to guide us whenever times are dark." Why does Jake think that Thomas is like the North Star for many of the soldiers?

## Biscotte - Dog (Belgian Shepherd)

- "No Man's Land was like what Jake imagined the surface of the moon to be. The ground was barren, with deep craters. There was no sign of any vegetation, except remainders of trees long since blasted to small jagged stumps. The difference, he thought, was that the moon would have no water. Here, the deeper craters held stinking ponds of greenish slime." Draw a picture of what you think No Man's land looks like based on this description.
- "Tonight was going to prove to the enemy that the ones to be feared were the Canadians." After reading about "The Trench Raid" on pages 142–143, do you think that Canadians were feared? Support your answer using your own ideas and information from the text.
- What is a mercy dog?
- Why did trench raids happen at night and not during the day?
- Is there a difference between bravery and determination? Explain your thinking using examples from the text as well as your own ideas.

## Louise - Horse

- Why is Thomas so concerned about achieving equal citizenship in Canada? What would it mean for him? How would it impact his life? Why did he not have it already?
- Where does the expression "shell-shocked" come from?
- What was the Vimy Ridge Glide?
- Louise "talks" about a sense of belonging that she feels with the herd. How can this sense of belonging be compared to that of the Canadian soldiers: Jake, Thomas and Charlie?
- "It was almost as bright as daylight. Just in front of him, a sheet of explosives came down, like someone behind him was shooting a stream of water over his head and he could almost reach out and touch the spray as the water landed." The Merriam-Webster Dictionary defines a metaphor as "*a figure of speech comparing two unlike things without using like or as.*" What is the author comparing with this metaphor?
- "5:30 came and a great light lit the place, a light made up of innumerable flickering tongues, which appeared from the void and extended as far to the south as the eye could see, a light which rippled and lit the clouds in that moment of silence before the crash and thunder of the battle smote the senses. Then the Ridge in front was wreathed in flame as the shells burst, confining the Germans to their dugouts while our men advanced to the assault." —Private Lewis Duncan to his aunt Sarah, April 17, 1917. Which words or phrases in the passage above most effectively paint a picture in your mind?



# Epilogue

- It has been five years since Jake, Thomas, Charlie and Mark were on the battlefield and in the trenches. Using your own ideas and evidence from the text, predict what life might have been like for these soldiers within these five years.
- Why do you think the author focuses heavily on automobiles in the epilogue?
- “One blood. One nation.” What do you think Jake means when he says this to Thomas?
- War can have both positive and negative effects on a person. How has Charlie changed since the first episode?
- Do you think Jake will make an effective temporary agent? Why or why not? Explain.

## Resources for Further Research/Discussion

Canadian War Museum

[http://www.warmuseum.ca/cwm/exhibitions/vimy/index\\_e.shtml](http://www.warmuseum.ca/cwm/exhibitions/vimy/index_e.shtml)

Indigenous and Northern Affairs Canada

<https://www.aadnc-aandc.gc.ca/eng/1100100010002/1100100010021>

The Canadian Encyclopedia – Residential Schools

<http://www.thecanadianencyclopedia.ca/en/article/residential-schools/>

The Canadian Encyclopedia – Battle of Vimy Ridge

<http://www.thecanadianencyclopedia.ca/en/article/vimy-ridge/>

Veterans Affairs Canada – The Battle at Vimy Ridge

[http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/fact\\_sheets/vimy](http://www.veterans.gc.ca/eng/remembrance/history/first-world-war/fact_sheets/vimy)

Veterans Affairs Canada – Information for Educators

<http://www.veterans.gc.ca/eng/remembrance/information-for/educators>

Battle of Vimy Ridge images and war diaries from Library and Archives Canada

<https://www.collectionscanada.gc.ca/firstworldwar/025005-1300-e.html>

*From Vimy to Victory: Canada's Fight to the Finish in World War I* by Hugh Brewster

*At Vimy Ridge: Canada's Greatest World War I Victory* by Hugh Brewster



Ontario Curriculum Connections \* Ontario Language (2006)

### Overall Expectations For Grades 3 to 5

#### Oral Communication

1. Listen in order to understand and respond appropriately in a variety of situations for a variety of purposes
2. Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes
3. Reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations



## *Reading*

1. Read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning
2. Recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning
3. Use knowledge of words and cueing systems to read fluently;
4. Reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading

## *Writing*

1. Generate, gather, and organize ideas and information to write for an intended purpose and audience
2. Draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience
3. Use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively
4. Reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process

## *Media Literacy*

1. Demonstrate an understanding of a variety of media texts
2. Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning
3. Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques
4. Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts

### **Grade 2 Understanding Life Systems: Growth and Changes in Animals Ontario Science and Technology (2007)**

## *Overall Expectations*

By the end of Grade 2, students will:

1. Assess ways in which animals have an impact on society and the environment, and ways in which humans have an impact upon animals and the places where they live;
2. Investigate similarities and differences in the characteristics of various animals;
3. Demonstrate an understanding that animals grow and change and have distinct characteristics.





## Overall Expectations

By the end of Grade 5, students will:

- B1 Application: assess responses of governments in Canada to some significant issues, and develop plans of action for governments and citizens to address social and environmental issues (FOCUS ON: Interrelationships; Cause and Consequence)
- B2. Inquiry: use the social studies inquiry process to investigate Canadian social and/or environmental issues from various perspectives, including the perspective of the level (or levels) of government responsible for addressing the issues (FOCUS ON: Perspective)
- B3. Understanding Context: demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada (FOCUS ON: Significance)

Connections to Deep Learning Competencies (Michael Fullan — New Pedagogies for Deep Learning) <a href="http://npdl.global/">http://npdl.global/</a>	
Citizenship	Critical Thinking and Problem Solving
Character Education	Communication
Creativity	Collaboration

