



Joy of Apex

Joy of Apex

Novel Study

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In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment.
- Read Chapter Four, “Halloween.”
- Participate in a compare-and-contrast activity, in which students will compare Joy’s feelings and actions in different situations in the book.
- Complete comprehension questions about the assigned reading.
- Write independent journal reflections.
- Create a visual depiction of the story of the Qallupilluq, a monster featured in Inuit legends.
- Discuss and write about their family traditions.

Lesson 5: Chapter Five, “End of the World” 54

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment.
- Read Chapter Five, “End of the World.”
- Contribute to active class discussions.
- Write independent journal reflections.
- Write a creative story describing a recent change their family has gone through.

Lesson 6: Chapter Six, “Trouble” 61

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment.
- Read Chapter Six, “Trouble.”
- Participate in an activity about mood, finding examples of different moods in the chapter and recording written explanations.
- Complete comprehension questions about the assigned reading.
- Write independent journal reflections.
- Learn about the following forms of bullying: verbal harassment, gossip, exclusion, and physical threats.
- Discuss bullying and conflict management within schools by interviewing their principal or other teachers in the school.

Lesson 7: Chapter Seven, “Two Against One” 70

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment and discuss Chapter Seven, “Two Against One.”
- Participate in active class discussions.
- Write independent journal reflections.
- Discuss friendship as a class and individually write friendship pacts that list the things they vow to do as friends.

Lesson 8: Chapter Eight, “Christmas” 74

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment and discuss Chapter Eight, “Christmas.”
- Learn about the climax and resolution of a story and distinguish where these happen in *Joy of Apex*.
- Complete comprehension questions about the assigned reading.
- Write an independent journal reflection on the journey the Magnussen family has taken throughout the story. Students will also address what they have learned throughout the novel study.
- Put their personal portfolios on display and view other students’ portfolios.

Answer Key 84

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General Accommodations and Modifications

Outlined below are some useful teaching strategies that may assist those students who struggle with their learning, or demonstrate some difficulty with everyday classroom tasks. There are also suggestions for accommodations to activities provided throughout the resource. Remember that everyone learns in different ways, and we cannot expect that all students will respond in the same way to a specific teaching strategy. Students, teachers, and parents must work together to maximize each student's learning potential and to create a positive, productive, and successful classroom community.

Environmental Accommodations

- Arrange seating to reduce distractions.
- Provide students with an area to keep supplies, books, and so on away from their work area.
- Allow breaks between tasks.

Adaptations to Lesson Presentations

- Give a structured overview before the lesson.
- Provide verbal and written instructions.
- Establish routines that enable each student to check understanding with a peer.
- Provide frequent repetition of important instructions.

Adaptations to Assignments and Projects

- Shorten assignments and/or divide assignments into parts.
- Provide extended time for the student to complete assignments.
- Provide additional time for reading assignments.
- Provide assistance with note-taking if needed.
- Use peer support and mentoring (select a classroom buddy).
- Provide opportunities for the student to demonstrate understanding of material using a variety of media, including oral presentations, visual arts/illustrations, audio or videotaped assignments, bulletin board displays, dramatizations, and demonstrations.
- Provide assistance with organization and planning of classwork and/or homework.

About This Novel Study

This novel study is geared toward students in Grades 5 to 8. The suggested activities and discussion prompts can be adapted to suit the needs of the students. There should be a discussion within your school about which classes will use the resource so that it isn't repeated from year to year.

The novel study consists of nine lessons focused on *Joy of Apex* by Napatsi Folger. Through dynamic activities, the novel study addresses common yet sensitive life events as it explores the life of Joy Magnussen, a 10-year-old girl who is dealing with her parents' separation. As they participate in reading, writing, oral communication, comprehension, and reflection activities, students will become more knowledgeable on the main topics of study explored in this novel study: Family, Growing Up, and Friendship.

Through discussions and short-answer activities, students will address family dynamics and marital separation from the perspective of the characters in the book. In a series of comprehension and research activities, they will analyze the challenges and growth the characters experience, and develop a deeper understanding of friendship and the act of growing up. They will engage in a series of language activities in which they will analyze text features and the parts of a story. Students are further encouraged to draw on their own life experiences through journal reflections.

Throughout the novel study, students will work on a personal portfolio. Portfolio entries will focus on the topics of study—Family, Growing Up, and Friendship—addressing areas such as their cultural heritage, the type of friend they strive to be, and significant life experiences they have had. Completed portfolios will provide a clear picture of who they are. All entries will be combined in a folder and viewed by the class at the end of the novel study.

Note to educators: Although this resource was created to support Inuktitut and English educators, the teacher instructions in this resource are in English, with student materials available in Inuktitut and English. This decision reflects the recommendations we received from our Inuktitut working group and several focus group meetings with Nunavut educators. The rationale was that having teacher instructions in English avoids dialectal issues with understanding the content and increases accessibility to teachers across Nunavut.

Icon Descriptions



READING Students will read assigned passages using a variety of reading strategies.



VOCABULARY Through organized activities, students will review vocabulary from the assigned passages. They will learn definitions of these words and practise integrating them into written and oral communication.



ORAL COMMUNICATION Students will discuss the readings and express what they have learned through oral language in open class discussions, small group work, and presentations.



VIEWING Students will view the illustrations or photos in the book and gather information or make predictions.



WRITING Students will develop their written communication skills through a variety of writing activities.



CONNECTING Students will make connections between the readings and their own lives, their community, and the world.



DECODING AND COMPREHENSION Students will use strategies to help them make sense of what they are reading.



REFLECTION Students will reflect on the information learned throughout the lesson. In their reflections they will form connections from the readings to the self, the community, and the world.



VISUAL DEPICTIONS Students will express themselves visually by creating pictures, diagrams, and graphic organizers, demonstrating an understanding of text content and features.



RESEARCH SKILLS Students will perform a variety of research tasks developed in a sequential progression, encouraging them to build on and improve their research skills.



HANDOUT Handouts in Inuktitut and English accompany many activities throughout this resource. These handouts are to be photocopied and handed out to the students, allowing them to practise and expand on the information they are learning.



COMMUNITY INCLUSION Students will extend the walls of the classroom, incorporating community perspectives into the lesson. This will broaden their understanding and help them apply their learning to everyday experiences.

Introductory Lesson to *Joy of Apex*

OBJECTIVE

In this lesson, students will work to achieve the following objectives:

- Learn about the topics of study that will be explored throughout the novel study: Family, Growing Up, and Friendship.
- Analyze text features to make predictions about what is going to happen in *Joy of Apex*.
- Begin working on their personal portfolios by creating collages about their families.
- Participate in active class discussions.

READINGS

None

HANDOUTS

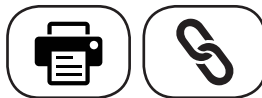
- Handout 1: Topics of Study
- Handout 2: Predicting
- Handout 3: My Family

MATERIALS

- Board or chart paper
- Student journals
- Class set of folders
- Blank paper
- Construction paper
- Magazines and newspapers
- Scissors
- Glue
- Drawing utensils (e.g., markers, pencil crayons)

LEARNING ACTIVITIES

Activity 1: Topics of Study



- Explain to the students that they are about to begin a novel study of *Joy of Apex* by Napatsi Folger. Napatsi Folger was born and grew up in Iqaluit. The novel explores the life of Joy Magnussen, a 10-year-old girl growing up during her parents' separation. Throughout the novel study, the students will learn about the following topics of study:
 - Family
 - Growing Up
 - Friendship
- To begin the novel study, ask the students to think about each topic of study and write down a few key words about what each topic means to them.
- Distribute **Handout 1: Topics of Study**. Have each student write key words under each topic.
- When they are done, ask them to turn to a partner. Together, have the students share their notes and talk about how the topics of study relate to their own personal experiences.
- Ask partners to share their discussions with the class.
- When the discussion is complete, write the topics of study on chart paper and hang it in the classroom to remind students of the themes of the novel.

Extension Activity

Have the students work individually to write a short paragraph about one of the topics of study and how it relates to their personal experience. You may want to use one of the following writing prompts:

- o What are three of your favourite things to do with your family and why?
- o As we grow up, we learn many different life lessons. Share one of the most important lessons you have learned. In your answer, explain how you learned the lesson and why it is so important to you.
- o What makes a good friend? Explain your answer using personal experiences.

Activity 2: Making Predictions

- Introduce students to *Joy of Apex* by Napatsi Folger. Explain that they will study this book over the course of nine classes.
- Explain to the students that good readers always think ahead. They do this by asking questions and trying to predict what will happen in the text. Predicting is finding evidence to make a guess about what will happen. When predicting, you should use what you already know from experience as well as any new information you get from the book.
- Explain that they will use the following features of the book to help make predictions: title, author, illustrator, front cover, back cover, illustrations, and copyright page.
- Distribute **Handout 2: Predicting**. Before allowing students to complete the handout in pairs, follow along with the handout together and discuss

each text feature as follows:

- o Direct students' attention to the title of the book. Ask a volunteer to read the title to the class. Ask students to make predictions about the book based on the title.
 - o Ask students to find the names of the author and illustrator of the book. If any students are familiar with their work, ask them to describe it to the class.
 - o Ask students to view the copyright page and discuss what this page tells them about the book.
 - o View the illustrations on the front cover. Ask students to explain the images they see and predict what the story is about. Record point-form notes on the board or chart paper.
 - o Read the blurb on the back cover of the book. Again, ask students to predict what is going to happen in the story, recording point-form notes on the board or chart paper.
 - o Tell students to flip through the pages of the book and view the illustrations. Ask them to express any reactions or comments they may have. Record point-form notes on the board or chart paper.
- After this discussion, divide the class into pairs.
 - Have pairs complete **Handout 2: Predicting** together, recording their predictions about the book based on the different text features.
 - Encourage students to share their predictions before ending the discussion.

Activity 3: My Portfolio: Family Collage



- Explain to the students that throughout this novel study they will each be creating a portfolio about themselves. Entries will be around the topics of study: Family, Growing Up, and Friendship. All entries will be combined in a Duo-Tang, which will become their portfolio.
- Distribute a Duo-Tang to each student and distribute **Handout 3: My Family**.
- Ask students to explain their family in small groups using the questions on the handout. Have students record their answers as they go.
 - Who are the members of your immediate family?
 - What does your family like to do together?
 - What words describe your family?
 - Does your family celebrate any traditions?
 - What is something you enjoy doing with one or more members of your family?
- Explain that their second entry will be a collage about their family.
- Distribute magazines, newspapers, scissors, glue, and drawing utensils around the classroom, as well as blank paper and construction paper to each student.
- On their blank piece of paper, students will create a collage that represents their family. They can include words and pictures from the magazines and newspapers they have been provided with. Encourage the students to select things that are unique to their family so that viewers can get a clear picture of what their family is like by looking at their collage.
- Collages can be glued to the construction paper.
- Display completed collages around the classroom and later include them in students' portfolios.

Extension Activity



Have the students write a short paragraph about their family to accompany their collage.

Name: _____

Handout 1

Topics of Study

Below, write key words about what each topic means to you in the spaces provided. There are no wrong answers!

Family	Growing Up	Friendship

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Name: _____

Predicting

Record your predictions below in point form.

Novel Features	Predictions
Title: What is the title?	
Author: Who is the author?	
Illustrator: Who is the illustrator?	
Front cover: Describe the illustrations on the cover.	
Back cover: Describe the art on the back cover. What do you learn about the text from the blurb on the back cover?	
Copyright page: What do you learn about the book from the copyright page?	
Illustrations: What do you learn about the text from the illustrations throughout the book?	

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2. ᐃᑕᑏᑦ ᑦᑲᓂᐃᑕᐅᑲᐊᑲᑲᑲ ᑦᐅᐃᐊᑲᑲᑲᑲᑲᑲᑲ?

3. ᑦᑲᓂᐃᑕᑲᑲ ᐅᑦᑲᐅᑲᑲ ᐊᑲᐊᑲᑲᑲᑲ ᐃᑕᑲᑲᑲᑲ?

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5. ᑦᑲᓂᐃᑕᐅᑲᐊᑲᑲᑲ ᑦᐅᐃᐊᑲᑲᑲᑲᑲᑲᑲᑲ ᐃᑕᑏᑲᑲᑲᑲᑲ?

Name: _____

My Family



Answer the questions below in complete sentences.

1. Who are the members of your immediate family?

2. What does your family like to do together?

3. What words describe your family?

4. Does your family celebrate any traditions?

5. What is something you enjoy doing with one or more members of your family?

Lesson 1: Chapter One, “End of Summer”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Read Chapter One, “End of Summer.”
- Explore new vocabulary from the chapter.
- Learn about first-person narratives and character development by creating character maps around Joy.
- Participate in active class discussions.
- Write independent journal reflections.
- Begin projects on their cultural heritage to add to their personal portfolios.

READING

Chapter One, “End of Summer”

HANDOUTS

- Handout 1: New Words
- Handout 2: Character Map
- Handout 3: Family Roots
- Handout 4: World Map
- Handout 5: Map of Nunavut

MATERIALS

- Board or chart paper
- Student journals
- Student personal portfolios
- Computers or tablets and the Internet

LEARNING ACTIVITIES

Activity 1.1: Reading Chapter One, “End of Summer”



- Read “End of Summer” together as a class using the steps below.

Before Reading

- Ask students to open their books to the title page for Chapter One.
- Have a volunteer read the title, “End of Summer.”
- Based on the title, ask them what they think might happen in Chapter One.
- Ask the students to look at the illustration on the title page. Encourage them to explain who they think is being shown in the illustration and why.
- Encourage students to make additional predictions about the chapter.
- Record all predictions on chart paper, to be revisited later in the class.

Reading

- Read the chapter out loud as students follow along. Encourage volunteers to raise their hands to take a turn reading.

After Reading

- In an open discussion, ask students to summarize what happened in the chapter. Record point-form notes on chart paper.
- When the summary is complete, ask students what they have learned so far in the book.
- Place the chapter summary beside the pre-reading predictions. Ask students to compare their predictions with what happened in the chapter.

Extension Activity

Tell the students that many authors, much like Napatsi Folger, draw on their own experiences in their writing. Ask the students to think of something that happened to them or an important person in their life that they would like to write about, such as a successful hunting trip, survival story, or trip south. Have the students write a short story based on this experience or person. Invite the students to share this experience with a partner or in a small group.

Activity 1.4: Discussion Questions

- Encourage active discussion and debate around the assigned readings using the following suggested questions:
 - Who is the narrator of the story? What do you learn about her in Chapter One?
 - Describe what it is like to be a 10-year-old girl. What types of hopes, cares, goals, and hobbies does Joy have at this time in her life?
 - Joy lives in a small place just outside of Iqaluit called Apex. Find Iqaluit on a map of Canada or Nunavut.
 - What do you know about Apex? What did you learn about Apex from the book? Does it remind you of any place you've ever visited or lived?
 - How would you describe Joy's family? Explain her relationship with each family member.
 - What have you learned about the characters in the book so far?
 - Why do you think Joy's mom has been away a lot lately?
 - What surprised you about the chapter?

- Revisit the topics of study. What did you learn about Family, Growing Up, and Friendship in this chapter?
- Before concluding this activity, allow students a chance to ask any questions they may have.

Activity 1.5: Journal Response

- Ask students to take out their journals.
- Write the following reflection topic on the board or chart paper and ask the students to write their response in their journals.
 - In this chapter, Joy is trying to make the best of the final days of summer before school begins. Reflect on those final days of summer before the start of school. How do you feel at that time? How do you prepare for school?
- When reflections are complete, encourage students to share their thoughts with the class or a partner.

Extension Activity

- Have the students draw a picture showing one of the following:
 - Their favourite thing they did over the summer.
 - What they do to get ready for the first day of school.
- Have the students share or explain their drawings in small groups or ask for volunteers to present their drawings to the class.

Activity 1.6: My Portfolio: Cultural Heritage

- Tell the students that in the next chapter, Joy will begin a cultural heritage project. In this activity, students will begin to explore their own cultural heritage. They will add entries about their cultural heritage to their personal portfolios.
- Ask volunteers to share what they know about their cultural heritage with the class.
- Explain to students that they will be collecting the following information about their family:
 - Family tree. A family tree is a diagram of a family’s ancestry. For this project, students will go back at least three generations. Students can use the diagram on **Handout 3: Family Roots** to create their family tree.
 - Origin of family name. A surname, also known as a last name or family name, is a fixed name that is shared with the members of a family, and that is passed down from generation to generation. Surnames are derived from a variety of sources, including the first name of the grandfather, the place where the family is from, etc. Encourage students to explain where their surname originated.
 - Maps and geography. On the map on **Handout 4: World Map** and/or **Handout 5: Map of Nunavut**, students will write the different places their family has come from.
- Overview of cultural heritage. Once students have assembled all of the above information, ask them to write a paragraph describing their cultural heritage using the information as evidence.

- Ask students to begin their research and complete the handouts. Encourage students to go home that night and talk to their family members about any other questions they may have about their heritage. Students will be given another opportunity to continue their work and research in the next class.

SUGGESTED TAKE-HOME ASSIGNMENT

My Portfolio: Cultural Heritage—Ask students to ask their family members about their cultural heritage to assist them as they complete this part of their personal portfolios.

Accommodation

If the above activity is not possible for some students, have them make a list and/or draw a picture of as many living family members they can think of. Under each person’s name, write where they were born (where possible).

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- **ᐅᑦᐅᑎᑦᐅᑦᐅᑦ ᐅᑎᑎᑦ:** ᐅᑎᑎᑦᐅᑦᐅᑦᐅᑦ ᐅᑦᐅᑎᑦᐅᑦᐅᑦ ᐅᑎᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦ. ᐅᑎᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦ ᐅᑎᑎᑦᐅᑦᐅᑦᐅᑦᐅᑦ.
- **ᑎᑎᑎᑦᐅᑦᐅᑦᐅᑦ:** ᑎᑎᑎᑦᐅᑦᐅᑦᐅᑦ ᐅᑎᑎᑦ ᐅᑦᐅᑎᑦᐅᑦᐅᑦ ᐊᑎᑎᑦ.

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ᐅᑎᑎᑦᐅᑦᐅᑦ ᐅᑎᑎᑦ: _____

Name: _____

New Words

Look for new words in the chapter you just read. Below, write the sentence from the chapter where the new word appears and circle the new word. Follow these instructions to learn the new words:

- **Guess:** Guess the meaning of the circled word in each sentence, recording your answer on the line.
- **Dictionary meaning:** Look each word up in a dictionary. Write down the meaning that best fits the sentence.
- **Sentence:** Write a new sentence using each word.

1. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

2. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

3. Sentence: _____

Guess: _____

Dictionary meaning: _____

New sentence: _____

4. Sentence: _____

Guess: _____

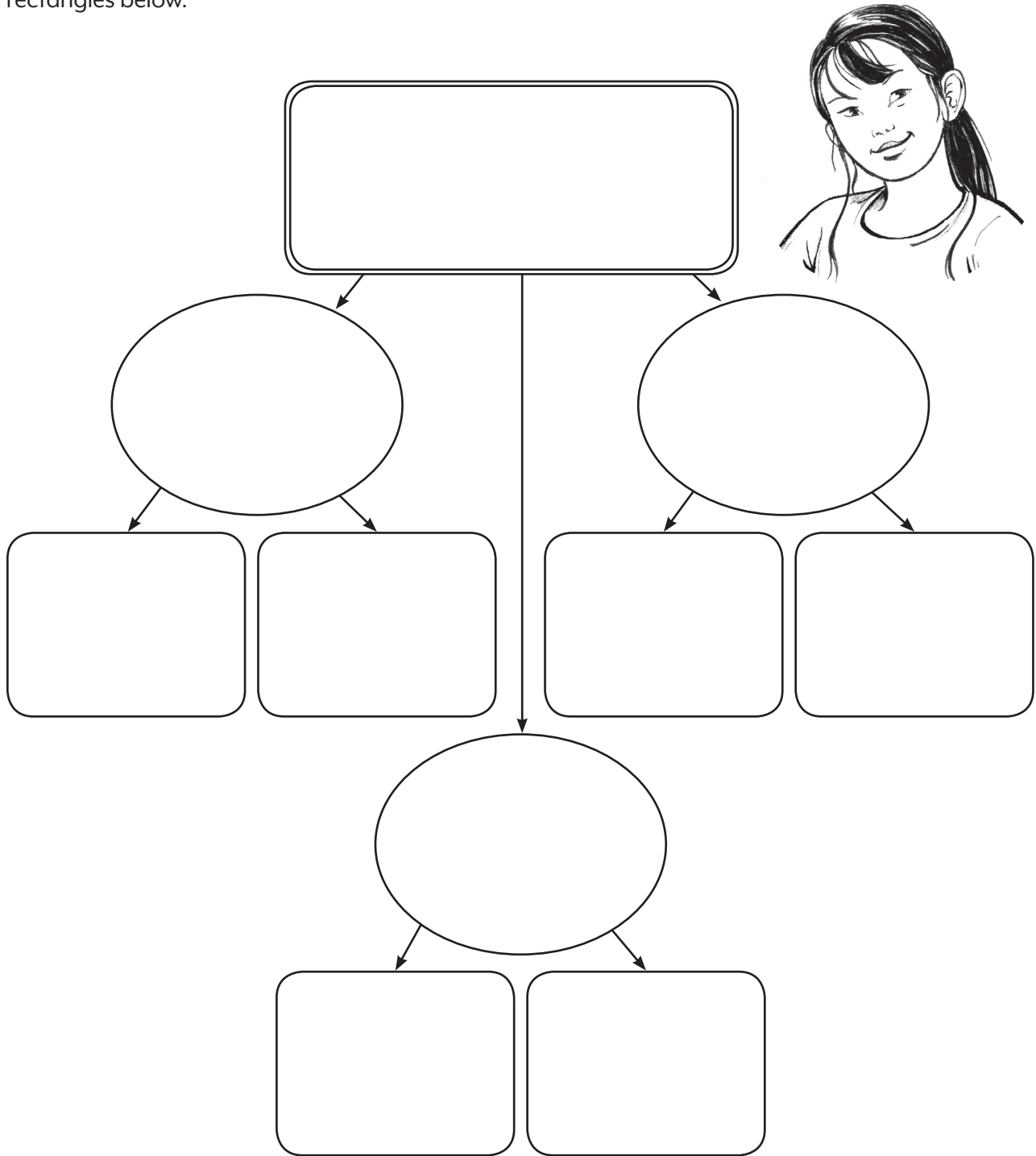
Dictionary meaning: _____

New sentence: _____

Name: _____

Character Map

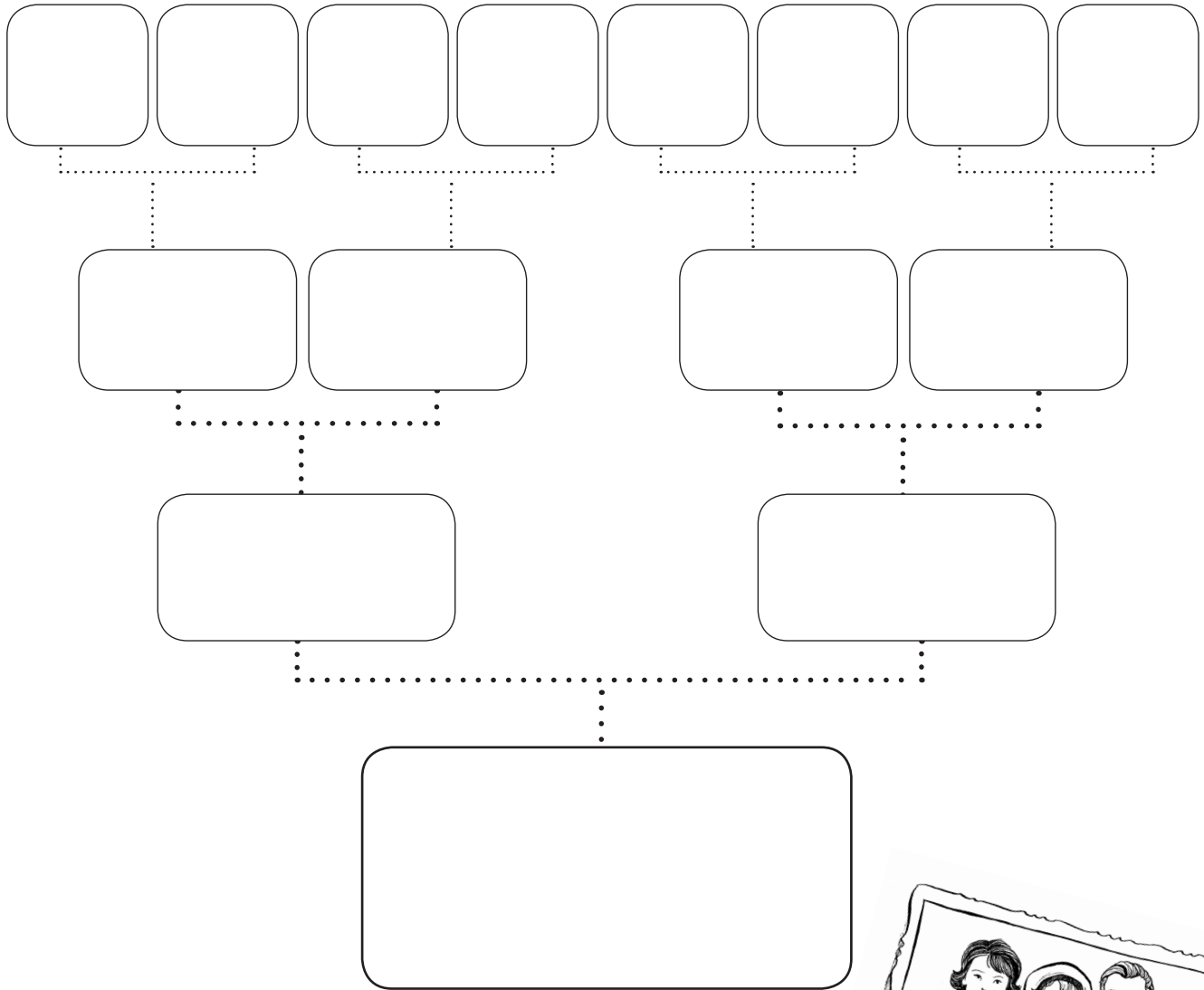
Develop a character map for Joy using the map below. Write Joy's name in the top rectangle. In each of the ovals, record one character trait. Write supporting details for each character trait in the rectangles below.



Name: _____

Family Roots

Fill in the following diagram with your family genealogy. The oldest generation belongs at the top and the youngest generation belongs at the bottom. You may wish to add more boxes by going further back in history or increasing the size of the diagram if your family is large.



World Map

Identify the places your ancestors are from on this world map.



Name: _____

Map of Nunavut

Identify the places your family is from on this map of Nunavut.



Lesson 2: Chapter Two, "Academia"

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Read Chapter Two, "Academia."
- Participate in an inference activity using clues in the text to figure out what the author wants the reader to think.
- Take part in active class discussions.
- Discuss the setting of the story and learn how setting can influence plot.
- Complete all work for their cultural heritage project, adding it to their personal portfolio.

READING

Chapter Two, "Academia"

HANDOUTS

- Handout 1: Inferring
- Handout 2: Setting

MATERIALS

- Board or chart paper
- Student personal portfolios
- Computers or tablets and the Internet

LEARNING ACTIVITIES

Activity 2.1: Reading Chapter Two, "Academia"



- Read Chapter Two, "Academia," together as a class using the steps below.

Before Reading

- Ask students to look at the title page for Chapter Two.
- Have a volunteer read the title, "Academia."
- Ask students what they think the title might mean.
- Ask students to look at the illustration on the title page.
- Encourage them to explain who they think is shown in the illustration and why.
- Encourage students to make predictions about the chapter.
- Record all predictions on chart paper, to be revisited later in the class.

Reading

- Read the chapter out loud as students follow along, or have students read in small groups, in pairs, or individually.

After Reading

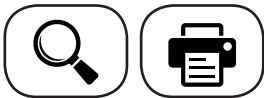
- In an open discussion, ask students to summarize the chapter. Record point-form notes on chart paper.
- When the summary is complete, ask students what they learned in the chapter.
- Place the chapter summary beside the pre-reading predictions. Ask students to compare their predictions with what happened in the chapter.

Extension Activities



- Have the students compare one of their predictions to what really happened in the text using the following statements to provide evidence:
My prediction was right or wrong because:
 - On page _____ it said...
 - The author wrote...
 - The illustration showed...
 - In the text it said...
- Have the students share their responses with a partner or small group.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Two.

Activity 2.2: Inferring



- Ask the class if anyone can explain what *inferring* means.
- Explain to the students that inferring is using the clues in the text to figure out what the author wants you to think. For example, Joy's mother only appears briefly in Chapters One and Two, but we are able to infer a lot about her from what she says, the way she acts, and what others say about her.
- Distribute **Handout 1: Inferring**.
- Tell students that they are going to make inferences about Joy's mother, Mary. These inferences can be about Mary's feelings (e.g., I infer that this means Mary is unhappy), or about her relationship with her family (e.g., from her children's reactions to her behaviour, I infer that Mary is strict).

- Ask students to complete the handout by:
 - Reading the passages identified on the handout.
 - Recording their inferences in point form in the space provided.
- As a class, discuss what students have learned about Joy's mom.

Activity 2.3: Discussion Questions



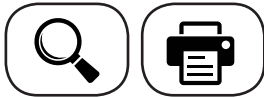
- Encourage active discussion and debate about Chapter Two using the following suggested questions:
 - Why does Joy's dad make a special breakfast the morning of the first day of school? How does Joy's mom react? What does this tell us about their relationship?
 - What does Allashua wear on her first day of school? What is Joy's opinion of this outfit? What is Allashua's opinion? What does this tell us about Allashua?
 - Why is Alex nervous about school?
 - Describe Malaya. Why are people surprised she and Joy are cousins?
 - How does Joy feel about the research project Megan assigns? Why is it so difficult for her to talk about her cultural heritage?
 - Why do you think it is important for people to learn about their cultural heritage?
 - What does Joy learn about her Norwegian background?
 - What happens at the presentation? Why does Joy run out of the classroom?
 - Many people get nervous when presenting to a group of people. How would you have reacted if you were in Joy's situation? What tips would you give her on presenting to a group?

- o Joy talks about the Sami in her presentation. What other Aboriginal groups do you know around the world?
For example:
The Kwakiutl from British Columbia
The Yupik from Alaska
The Awa-Kwaiker from northern Ecuador and southern Colombia
- o Revisit the topics of study. What did you learn about Family, Growing Up, and Friendship in this chapter?
- Before concluding this discussion, allow students a chance to ask any questions they may have.

Extension Activity

Have the students use what they have learned to create a visual of the story setting. Students may choose from using drawing materials, paint, cut-outs, or any other art media available in the classroom.

Note: You may also choose to allow the students to create a mural of the story setting that can be displayed within the school or classroom.

Activity 2.4: Story Setting

- Discuss the setting of the story. Ask students to describe when and where the story takes place.
- Explain to the students that the setting can contribute to the story in a variety of ways. There are several aspects to consider when examining how setting contributes to a story (some, or all, may be present in a story):
 - o Place or geographical location: Where is the action of the story taking place?
 - o Time: When is the story taking place (e.g., historical period, time of day, year, etc.)?
 - o Weather conditions: Is it rainy, sunny, stormy, or cold?
 - o Social conditions: What are the daily lives of the characters like?
 - o Mood or atmosphere: What feeling is created in the story? Is it bright and cheerful or dark and frightening?
- Distribute **Handout 2: Setting**.
- Divide the class into pairs.
- Ask students to fill in the handout using complete sentences. Allow pairs to use online and print resources to help with their research.
- Discuss responses and interesting facts as a class.

Activity 2.5: My Portfolio: Cultural Heritage

- Allow students to continue working on the cultural heritage projects they started in the previous class. Encourage them to incorporate any information they learned from their family members.
- When the work is complete, ask students to share their work with at least three other people in the class.
- Completed work will be included in their portfolio.

Name: _____

Inferring

Joy's mother, Mary, only appears briefly in Chapters One and Two, but we are able to infer a lot about her from what she says, the way she acts, and what others say about her.

Read each passage below and record your inferences about Mary in point form in the space provided. An example has been done for you.

Passage	Inference(s)
Mom keeps her eyes on the cards she is dealing out but responds, "Do you mind taking them? We're just starting a game." (p. 7)	<i>She is annoyed with Dad and doesn't want to talk to him.</i>
I look at Alex, but we say nothing. Our mom has been away a lot lately. She says she needs to "spend time with her sisters," but it feels like she is never at home anymore. (p. 13)	
Mom walks into the room; I turn, midleap, to see her angry face; and Alex's pillow connects with my ankles, causing us to fall hard onto Alla's bed. (p. 17)	
After the pillow fight incident yesterday, Mom grounded us for the rest of the day and took all our allowance away for a month. (p. 20)	
"Great, so I'm the bad guy who ruins their last day of summer vacation and you just swoop in and make them a special breakfast after what happened yesterday?" She glares at him. (p. 21)	
On the morning of the presentation, my mom comes to braid my hair. She must know I'm worried about something because she stopped braiding my hair for me when I learned how to do it myself two years ago. (p. 31)	

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3. ᓴᓄᐅᓄᓄ ᑦᑲᓄᓄᓄᓄᓄᓄᓄ?

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1. _____

2. _____

3. _____

4. _____

5. _____

Name: _____

Setting

Setting: The time and location in which a story takes place is called the setting.

Part 1: Describe what you have learned about the story setting in Chapters One and Two. Write your answers in complete sentences.

1. Where does the story take place?

2. When does the story take place?

3. What is the weather like?

4. How does the setting affect the characters? Does it affect their daily lives and the kinds of things they do or don't do?

5. What feelings does the setting create?

Name: _____

Setting (continued)

Part 2: Using complete sentences, describe how Joy feels about the town in which she lives.

Part 3: Research the town of Apex. Find five interesting facts about the town and record them in complete sentences on the lines below.

1. _____

2. _____

3. _____

4. _____

5. _____

Lesson 3: Chapter Three, “The Birthday Party”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Read Chapter Three, “The Birthday Party.”
- Participate in a plot activity, sequencing chapter events in a flow chart.
- Take part in active class discussions.
- Write independent journal reflections.
- Discuss the act of growing up, writing a personal narrative around the events in their own lives that have helped them define their own maturation process.

READING

Chapter Three, “The Birthday Party”

HANDOUTS

- Handout 1: Plot
- Handout 2: Personal Narrative Outline

MATERIALS

- Board or chart paper
- Student journals
- Student personal portfolios

LEARNING ACTIVITIES

Activity 3.1: Reading Chapter Three, “The Birthday Party”



- Read “The Birthday Party” together as a class, using the steps below.

Before Reading

- Ask students to look at the title page for Chapter Three.
- Have a volunteer read the title, “The Birthday Party.” Based on the title, ask students to predict what might happen in the chapter.
- Ask students to look at the illustration on the title page.
- Encourage students to predict what this image may tell them about Chapter Three.
- Encourage students to make additional predictions about the chapter.
- Record all predictions on chart paper, to be revisited later in the lesson.

Reading

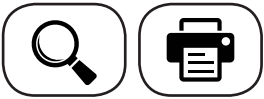
- Read the chapter out loud as students follow along, or have students read in small groups, in pairs, or individually.

After Reading

- In an open discussion, ask students to summarize the chapter. Record point-form notes on the board or chart paper.
- When the summary is complete, ask students what they learned in the chapter.
- Place the chapter summary beside the pre-reading predictions. Ask students to compare their predictions with what happened in the chapter.

Extension Activities

- Have the students compare one of their predictions to what happened in the text using the following statements to provide evidence: My prediction was right or wrong because:
 - On page ____ it said...
 - The author wrote...
 - The illustration showed...
 - In the text it said...
- Have the students share their responses with a partner or small group.
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Three.

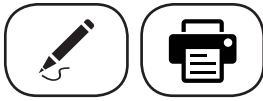
Activity 3.2: Plot

- Explain to the students that for this activity, they are going to examine the plot. The plot is the sequence of events or actions in the story. Ask the students to brainstorm a list of the significant events in the story so far.
- Record suggestions on the board or chart paper.
- Review the list as a class. Identify any items that have been left out or items that should be combined.
- Explain that each chapter has its own plot and list the following chain of events from Chapter Two as an example:
 - First day of school.
 - Joy’s teacher assigns the first project of the year.
 - Joy worries about what to do.
 - Joy discusses it with her dad and decides to talk about her Norwegian background.
 - While working on the project, Joy learns lots of things about her family.
 - Joy makes a mistake in her presentation.
 - Her classmates laugh at her.
 - Joy runs out of class in embarrassment.

- Distribute **Handout 1: Plot**.
- On the handout, ask students to work with a partner to sequence the events in Chapter Three.
- Discuss the events in Chapter Three as a class.

Activity 3.3: Discussion Questions

- Encourage active discussion and debate around the assigned readings, using the following suggested questions:
 - Why does Joy get upset and leave the classroom? How does Megan convince her to return?
 - What happens when Joy goes back into the classroom?
 - What happens between Joy’s mom and dad in this chapter? What is your impression of their relationship?
 - How does Joy feel about wearing makeup to the party? Do you think 10-year-old girls like Joy should be allowed to wear makeup? Why or why not?
 - Why does Joy have to curl her hair herself?
 - Do you know any Inuktitut games? What’s your favourite? How do you play it?
 - What do you think is going to happen in the next chapter?
 - Revisit the topics of study. What did you learn about Family, Growing Up, and Friendship in this chapter?
- Before concluding this discussion, allow students a chance to ask any questions they may have.

Activity 3.4: Journal Response

- Write the following reflection topics on the board or chart paper and ask the students to choose one and write their responses in their journals.
 - Joy reflects on her memory of burning herself on the stove. Does this experience remind you of an experience from your own childhood? Write about a scary childhood experience that ended well.
 - Joy attends a birthday party for Rebecca. Reflect on a party you have planned for someone or that someone has planned for you. What was planned, and how did it go?
- When reflections are complete, encourage students to share their thoughts with the class.

Accommodations

- Instead of writing their answers, have the students share their answers orally in small groups.
- Have the students work in small groups and write a short story incorporating different aspects of each of the group members' responses.

Activity 3.5: My Portfolio: Personal Narrative

- Explain to students that in this activity they are going to explore the topic of Growing Up.
- Tell students that there are often significant events that happen in our lives that cause us to learn, grow, and possibly change. This is part of growing up, and such learning helps us prepare for adolescence and adulthood.

- Ask students if anyone would like to share an experience in their own lives that had this effect. Brainstorm these events as a class (e.g., your first day of school, first hunting trip, receiving recognition for hard work, etc.), writing examples on the board or chart paper.
- Tell the class that Joy is going through a significant event in her life as she is coming to terms with the changing relationship between her parents.
- Explain to students that they are going to write a personal narrative based on events in their own life.
- Distribute **Handout 2: Personal Narrative Outline**.
- Students can begin by creating an outline on the handout by filling in the graphic organizer. They will list 3–4 events that represent the journey they have taken in growing up so far. They will place one event in each box and write point-form notes describing the event and the effect it had on them.
- When outlines are complete, have students use their outlines as guides to write one-page personal narratives in their journals using complete sentences and paragraphs.
- Ask students to share their completed narratives with a partner.
- Students will add their outlines and personal narratives to their personal portfolios.

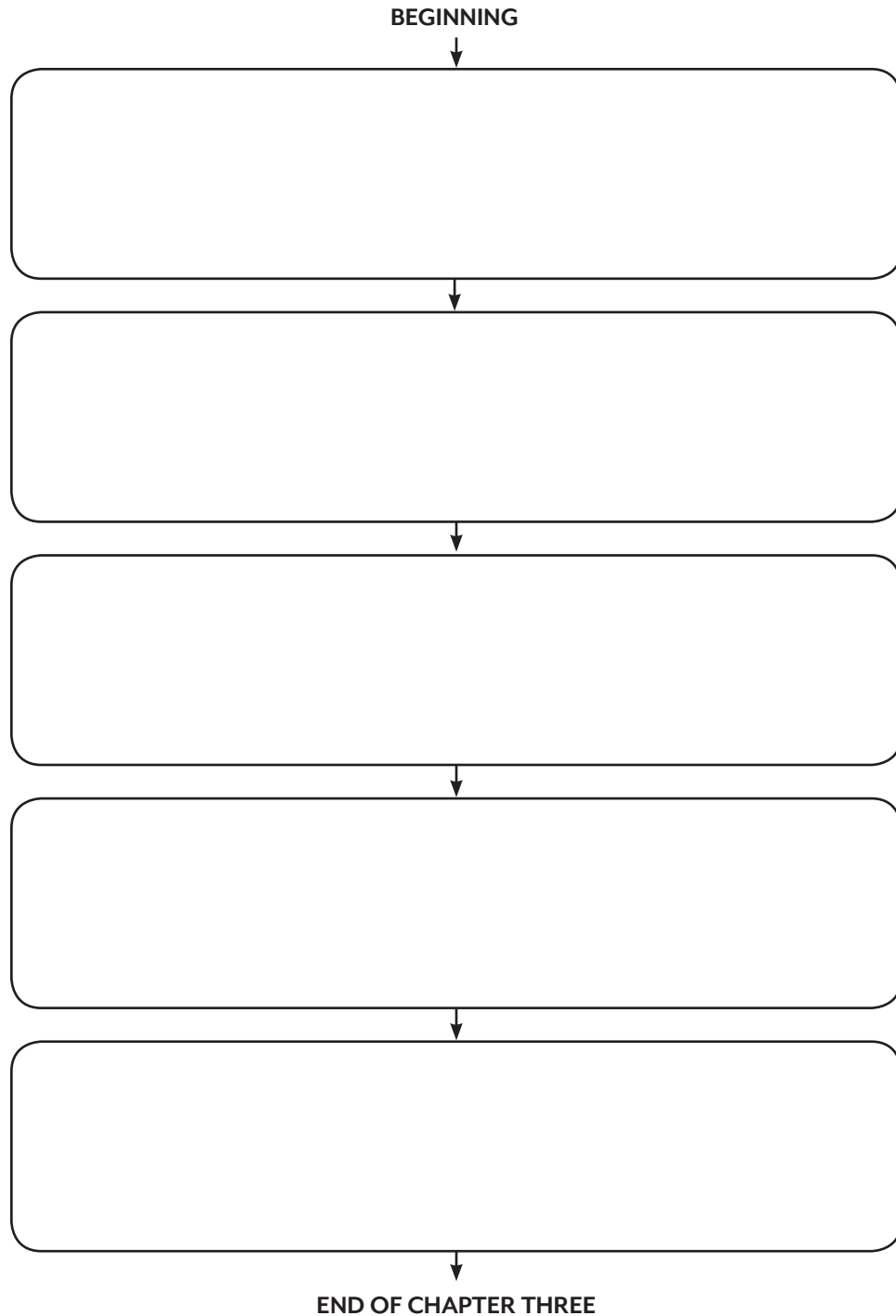
SUGGESTED TAKE-HOME ASSIGNMENTS

- **My Portfolio: Personal Narrative**—Ask students to complete any unfinished personal narratives for homework.
- **Reading Assignment**—Chapter Four, pages 52–57 (English pages 48–53).

Name: _____

Plot

The plot of a story is the series of actions that make up the story. The actions or events are joined together like a chain. Use the flowchart below to show how events occurred in Chapter Three.



Name: _____

Personal Narrative Outline

Choose three events that have happened in your life that caused you to learn, grow, and possibly change, such as a hunting trip, a trip to another community, a new sibling, etc. Place one event in each box and write point-form notes describing the event and the effect it had on you.

EVENT 1

EVENT 2

EVENT 3

Lesson 4: Chapter Four, “Halloween”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment.
- Read Chapter Four, “Halloween.”
- Participate in a compare-and-contrast activity, in which students will compare Joy’s feelings and actions in different situations in the book.
- Complete comprehension questions about the assigned reading.
- Write independent journal reflections.
- Create a visual depiction of the story of the Qallupilluq, a monster featured in Inuit legends.
- Discuss and write about their family traditions.

READING

Chapter Four, “Halloween”

HANDOUTS

- Handout 1: Compare and Contrast
- Handout 2: Comprehension Check
- Handout 3: Family Traditions

MATERIALS

- Board or chart paper
- Student journals
- Version of Qallupilluq from the library or online
- Drawing utensils (e.g., markers, pencil crayons)
- Student personal portfolios

LEARNING ACTIVITIES

Activity 4.1: Reading Chapter Four, “Halloween”



- Read “Halloween” together as a class, using the steps below.

Before Reading

- Review the suggested take-home reading: Chapter Four, pages 52–57 (English pages 48–53).
- Based on the reading, encourage students to predict what will happen in the remainder of the chapter.
- Record all predictions on chart paper, to be revisited later in the lesson.

Reading

- Read the remainder of the chapter out loud as students follow along, or have students read in small groups, in pairs, or individually.

After Reading

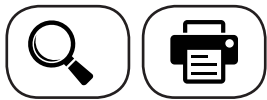
- In an open discussion, ask students to summarize the chapter. Record point-form notes on the board or chart paper.
- When the summary is complete, ask students what they learned in the chapter.
- Place the chapter summary beside the pre-reading predictions. Ask students to compare their predictions with what happened in the chapter.

Extension Activities



- Have the students write a reading report for Chapter Four, "Halloween." On the report, the students will provide the following information:
 - Book title
 - Drawing of the book cover
 - Chapter title
 - Author
 - Characters
 - Setting
 - What the chapter was about
 - What they liked best about the chapter
 - Anything they would change about the chapter
- Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Four.

Activity 4.2: Compare and Contrast



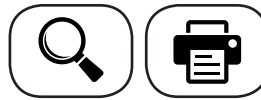
- Distribute **Handout 1: Compare and Contrast**.
- Similar to what took place while Joy was presenting her cultural heritage project, again she is placed in a situation where her classmates laugh at her. Ask the class to explain why Joy is laughed at in both situations, and how Joy's reaction changes the second time.
- Instruct students to use **Handout 1** to compare Joy's feelings and actions in each situation.
- Explain that they will fill in the Venn diagram, recording all the similarities in the joined area and the differences on the outside.
- When Venn diagrams are complete, ask students to discuss how they would react if they were laughed at in the same way.

Extension Activity



Have the students work in small groups and discuss how Joy's classmates should have acted during Joy's presentation, and why laughing at someone can be hurtful. Once they have had time to discuss in their groups, bring them together as a class and ask for volunteers to share their thoughts with the class.

Activity 4.3: Comprehension Check



- Distribute **Handout 2: Comprehension Check**.
- Ask students to complete the questions on the handout. Allow them to consult a neighbour if they have any questions.
- Bring the class back together and discuss the questions.

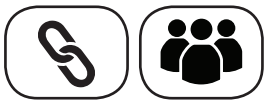
Activity 4.4: Journal Response



- Write the following reflection topic on the board or chart paper and ask the students to write their responses in their journals:
 - Reflect on the relationship between Joy's mom and dad. What did you notice about her parents in this chapter?
 - How did they react to each other?
 - How do the children react to them?
 - What do you think will happen between them in the upcoming chapters?
- When reflections are complete, encourage students to share their thoughts with the class.

Activity 4.5: Storytelling

- For Halloween, Joy dresses up as the Qallupilluq, a monster featured in Inuit legends that lives under the sea ice and snatches children who come too close to the cracks in the ice.
- Ask a volunteer to recount the story of the Qallupilluq with the class or share another version of the story they have been told from an elder, friend, or family member.
- Have students read a version of the Qallupilluq from the library or online.
- Reflect on the legend together, answering the following suggested questions:
 - What are the important themes in this legend?
 - What happens in this legend?
 - What lessons does this legend teach?
 - When have you heard about this legend?
 - Who told it to you?
- Tell students that they are going to create a visual depiction of the story. It could be in the form of a picture book, a comic strip, a computer graphic illustration, a collage, etc.
- Completed projects can be shared and displayed in the classroom.

Extension Activity

Have the students ask their family members if they have been told a version of the Qallupilluq story. If they have, have the students write down or record the story, or ask the family member if they would be willing to come into the class and share their version of the story. When possible, invite the students or family members to share their versions of the Qallupilluq.

Activity 4.6: My Portfolio: Family Traditions

- In continuing with the topic of study of Family, ask the students if any of their families celebrate Halloween. If they do, ask what they do to celebrate. Discuss these traditions as a class.
- Ask students to think about the most recent Halloween and, in a well-organized paragraph, write about the events that took place, focusing on their family traditions.
- If their family does not celebrate Halloween, ask the students to write a paragraph about any other tradition they celebrate with their family.
- Encourage students to think of other holiday traditions their family has. List examples on the board or chart paper.
- Tell students to go home that night and find two to three examples of these family traditions (e.g., pictures, artifacts). Once found, they will write a few sentences explaining each example and its related family tradition. Students will bring these items into the next class.
- Completed Halloween paragraphs and family tradition blurbs will be included in students' portfolios.

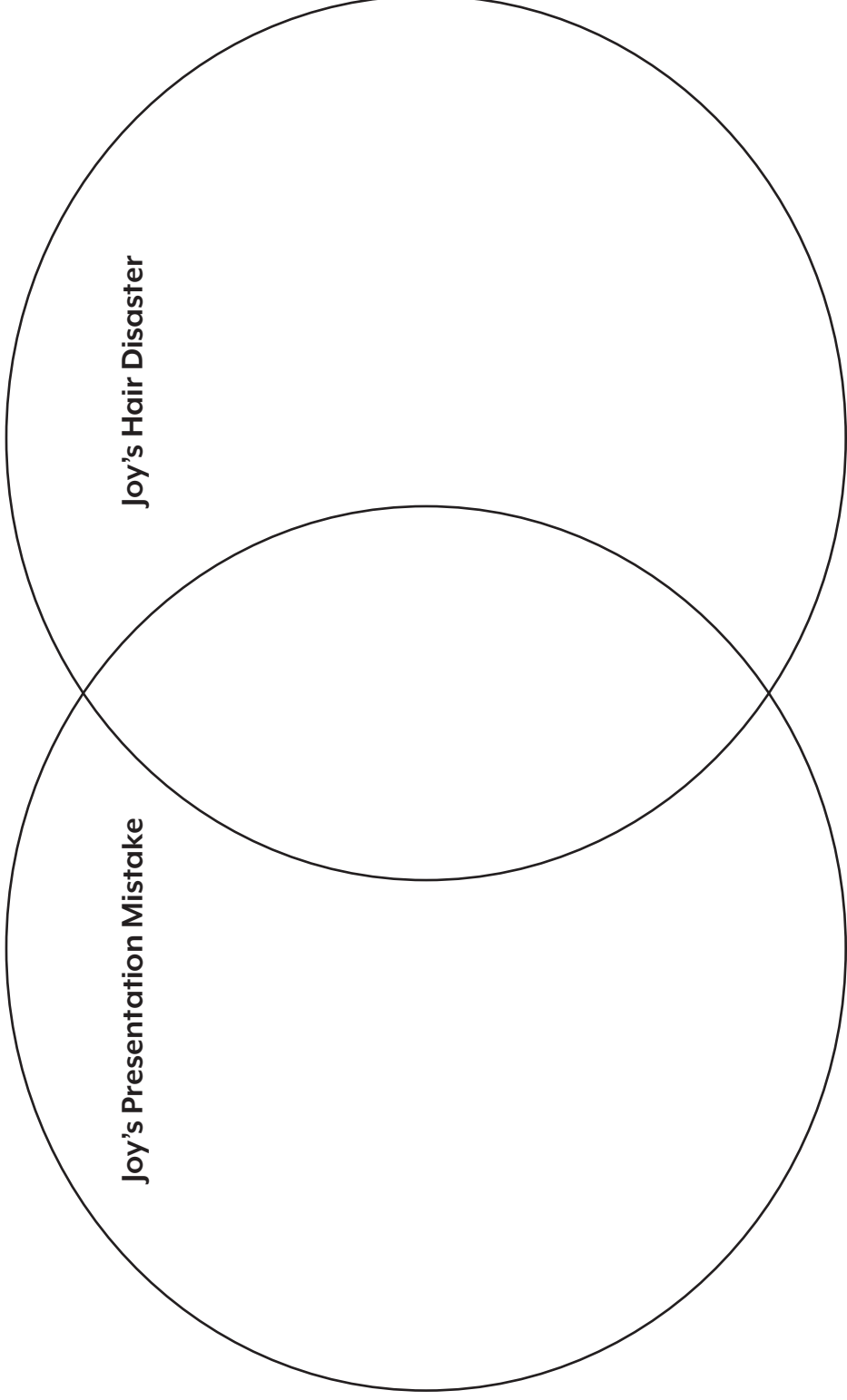
SUGGESTED TAKE-HOME ASSIGNMENTS

- **My Portfolio: Family Traditions**—Give each student a copy of **Handout 3: Family Traditions**. Students will find two to three examples of their family traditions. They will write a few sentences explaining each item and the related tradition. Completed paragraphs, examples from home, and blurbs will be included in students' portfolios.
- **Reading Assignment**—Chapter Five, pages 66–71 (English pages 62–66).

Name: _____

Compare and Contrast

Similar to what took place while Joy was presenting her cultural heritage project, again she is placed in a situation where her classmates laugh at her expense. Fill in the Venn diagram below, comparing and contrasting Joy's reactions in both situations. In the centre, write similarities between the two situations. In the areas outside the centre, write information that is unique to that situation.



Name: _____

Comprehension Check

Answer the following questions about the chapter in full sentences.

1. How does Joy react after her friends laugh at her at Rebecca's party?

2. How do Joy and Alex decide to distract Allashua while they're preparing their Halloween route?

3. What do the kids dress up as for Halloween? Describe each costume.

4. Where is their mom while they are getting ready for Halloween?

5. How is she received by the family when she arrives home? Why?

6. After they have finished trick-or-treating, why does Alex get mad at their mom?

Name: _____

Handout 2

Comprehension Check (continued)

7. What happens between their parents that night? How does this make the children feel?

8. What happens to Allashua at breakfast? What do you think the red dots on her face are?

Name: _____

Family Traditions

Choose two or three traditions that your family celebrates. At home, find things that remind you of those traditions, such as photographs of your family celebrating the tradition or objects that remind you of the tradition. Below, write a few sentences explaining the objects and traditions.

Tradition 1:

Tradition 2:

Tradition 3:



Lesson 5: Chapter Five, “End of the World”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment.
- Read Chapter Five, “End of the World.”
- Contribute to active class discussions.
- Write independent journal reflections.
- Write a creative story describing a recent change their family has gone through.

READING

Chapter Five, “End of the World”

HANDOUT

Handout 1: Creative Story

MATERIALS

- Board or chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons)
- Student personal portfolios

LEARNING ACTIVITIES

Activity 5.1: Reading Chapter Five, “End of the World”



- Read “End of the World” together as a class, using the steps below.

Before Reading

- Review the suggested take-home reading: Chapter Five, pages 66–71 (English pages 62–66).
- Based on the reading, encourage students to predict what will happen in the remainder of the chapter.
- Record all predictions on chart paper, to be revisited later in the lesson.

Reading

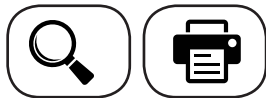
- Read the chapter out loud as students follow along, or have students read in small groups, in pairs, or individually.

After Reading

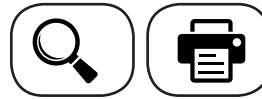
- In an open discussion, ask students to summarize the chapter. Record point-form notes on the board or chart paper.
- When the summary is complete, ask students what they learned in the chapter.
- Place the chapter summary beside the pre-reading predictions. Ask students to compare their predictions with what happened in the chapter.

Extension Activities

Have students repeat the **New Words** activity from Lesson 2 with new vocabulary from Chapter Five.

Activity 5.2: Discussion Questions

- Encourage active discussion and debate around the assigned readings, using the following suggested questions:
 - Why is Alla rushed to the hospital?
 - Before Alla was diagnosed, what did you think had happened to her? What does the doctor confirm happened to her?
 - What is their mom’s reaction when the family returns home from the hospital? How does this make their dad feel?
 - What do the children find out about their parents? How do they find out?
 - How do the parents tell the children about their decision?
 - What do you think about the parents’ decision? Do you think it is the right decision?
 - How does each family member react to the news?
 - What will change in the family moving forward?
 - What do you think is going to happen in the next chapter?
 - Revisit the topics of study. What did you learn about Family, Growing Up, and Friendship in this chapter?
- Before concluding this activity, allow students a chance to ask any questions they may have.

Activity 5.3: Journal Response

- Write the following reflection topic on the board or chart paper and ask the students to write their response in their journals.
 - Have you been through a separation in your family? Reflect on this situation and how it affected you.
 - Imagine you are Joy or Alex. Describe how you feel after your mom leaves.
- Encourage students to share their reflections with a partner.

Accommodation

Instead of or in addition to writing a journal response, have the students work with a partner and come up with a list of ways they could help a friend whose parents are going through a marital separation or another tough life event.

Activity 5.4: My Portfolio: Family Changes

- Discuss separation as a class, using the following suggested questions:
 - How can a separation affect children?
 - How do you think parents should handle a separation?
 - In the book, talk about the children’s reactions to the news, and how they cope as the weeks pass. Discuss what else can be done to help them with this transition.

- Continuing with the topic of study of Family, explain to the students that families often go through changes, whether it's due to a marital separation, the arrival of a new baby, moving homes, etc. Ask students to describe a recent positive change their family has experienced. Encourage students to discuss the ways their family has adjusted to the change.
- Distribute **Handout 1: Creative Story**.
- Students may need two or three copies of this handout, depending on the length of their story.
- Similar to the story Joy and Alex create for Allashua in Chapter Four, “Halloween,” ask students to write a creative story describing a recent change their family went through. Students should include drawings in the boxes provided. Encourage them to emphasize how their family met the challenge together.
- Ask students to share their completed stories with a partner.
- Completed stories will be included in students' portfolios.

Accommodation

Students can use a series of images to tell their story and write a brief description under each image.

SUGGESTED TAKE-HOME ASSIGNMENTS

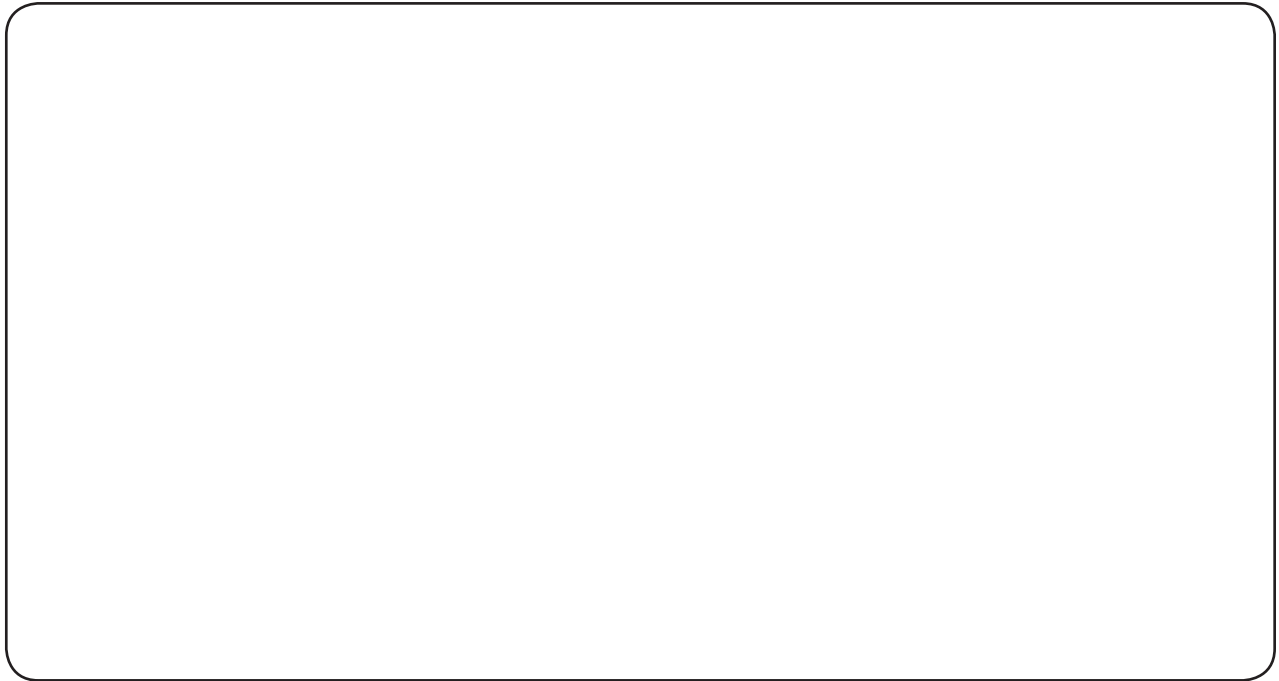
- **My Portfolio: Family Changes**—Students should complete any unfinished creative writing stories.
- **Reading Assignment**—Chapter Six, pages 76–80 (English pages 72–76).

Name: _____

Handout 1

Creative Story

Title: _____

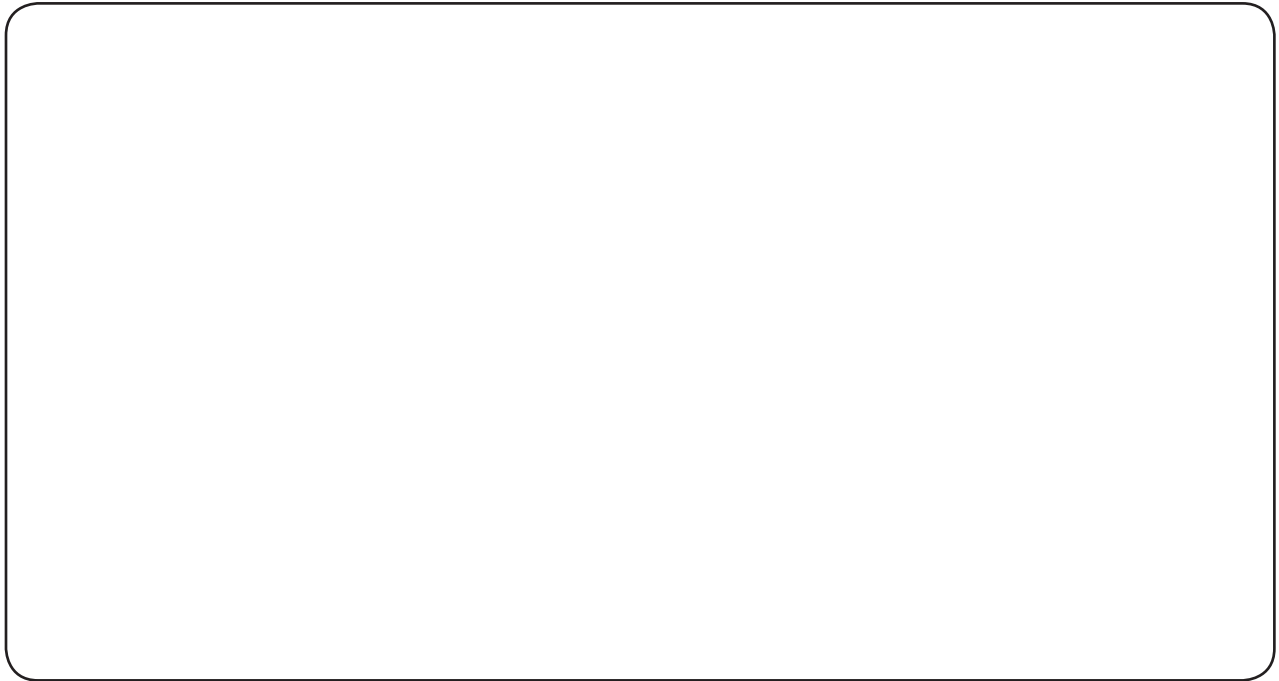


Name: _____

Handout 1

Creative Story (continued)

Title: _____



Lesson 6: Chapter Six, “Trouble”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment.
- Read Chapter Six, “Trouble.”
- Participate in an activity about mood, finding examples of different moods in the chapter and recording written explanations.
- Complete comprehension questions about the assigned reading.
- Write independent journal reflections.
- Learn about the following forms of bullying: verbal harassment, gossip, exclusion, and physical threats.
- Discuss bullying and conflict management within schools by interviewing their principal or other teachers in the school.

READING

Chapter Six, “Trouble”

HANDOUTS

- Handout 1: Mood
- Handout 2: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons)
- Student personal portfolios

LEARNING ACTIVITIES

Activity 6.1: Reading Chapter Six, “Trouble”



- Read “Trouble” together as a class, using the steps below.

Before Reading

- Ask students to look at the title page for Chapter Six. Have a volunteer read the title, “Trouble.” Based on the title, ask students to predict what might happen in the chapter.
- Ask students to look at the illustration on the title page. Encourage students to predict what this image may reveal about Chapter Six.
- Encourage students to make additional predictions about the chapter.
- Record all predictions on chart paper, to be revisited later in the lesson.

Reading

- Read the chapter out loud as students follow along, or have students read in small groups, in pairs, or individually.

After Reading

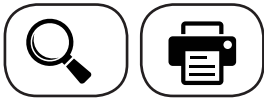
- In an open discussion, ask students to summarize the chapter. Record point-form notes on the board or chart paper.
- When the summary is complete, ask students what they learned in the chapter.
- Place the chapter summary beside the pre-reading predictions. Ask students to compare their predictions with what happened in the chapter. Encourage students to refine, revise, and verify their predictions.

Extension Activity



Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Six.

Activity 6.2: Mood



- Explain to students that mood refers to the feelings and emotions expressed throughout the story. The mood can be sad, joyful, peaceful, frightening, and so on. Ask the students to describe the mood in Chapter Six.
- Ask students to search the chapter and find examples of the mood. Ask volunteers to read passages out loud to the class and explain their interpretation of the mood.
- Distribute **Handout 1: Mood**.
- Using the example on the handout as a guide, students will scan the chapter to find five passages that convey different moods. They will record these passages on their handouts and write an explanation of the mood the passage conveys.
- Ask students to share their answers in an open discussion.

Activity 6.3: Comprehension Check



- Distribute **Handout 2: Comprehension Check**.
- Ask students to answer the questions on the

handout. Allow them to consult a neighbour if they have any questions.

- Bring the class back together and discuss the questions.
- Before concluding this activity, allow students a chance to ask any questions they may have.

Activity 6.4: Journal Response



- Ask students to take out their journals.
- Allow students to choose one of the following reflection questions:
 - Imagine you are Joy waiting for her father. Write a journal entry describing how you feel about the events of the past few days.
 - Write a journal entry about Jamesee's actions, reflecting on why he acted the way he did.
 - Write a journal entry from the perspective of Joy's dad. Predict how he would react to Joy punching Jamesee.
- Discuss the reflections as a class.

Activity 6.5: Bullying



- Explain to the students that they will explore the topic of study of Friendship by addressing the issue of bullying. In Chapter Six there is an incident between Joy and Jamesee. Ask the students to explain the incident.
- Ask the students to explain the term *bullying*.
- Explain that bullying is when one person manipulates another through threats, violence, or verbal abuse, or uses other ways of intimidating

the person to make him or her do something or to leave him or her out of a group.

- Ask students to list the ways bullying may happen between students at school (e.g., verbal harassment, gossip, exclusion, physical threats). Record a list on the board or chart paper.
- Divide students into four groups and assign each group one of the following forms of bullying: verbal harassment, gossip, exclusion, and physical threats.
- Explain the following terms to the students:
 - Verbal harassment: bullying someone with words, often repeatedly, such as name calling or verbal threats.
 - Gossip: spreading personal and often untrue details about someone without his or her permission or knowledge.
 - Exclusion: leaving someone out of a group or activity.
 - Physical threats: threatening to cause physical harm to someone.
- In their groups, ask students to discuss the following questions about their assigned topic, taking point-form notes on chart paper:
 - What is this behaviour like in the schoolyard?
 - When does this behaviour occur?
 - Why does this behaviour occur?
 - How does it make the victim feel?
 - How does it make the bully feel?
 - How do we prevent this behaviour from occurring?
 - How should this behaviour be dealt with?
- Ask each group to present their topic and notes to the class. Discuss bullying together.
- Before ending this discussion, talk about the reasons why Jamesee would act in such a negative way toward Joy and Alla. Further, discuss Joy’s reaction and how she could have dealt with the situation differently.

Activity 6.6: Bullying Posters



- Continuing with the topic of study of Friendship, ask students how they think principals and teachers decide what a fair consequence is for bullying.
- Tell students that every day, educators have to decide what an appropriate consequence is in situations like Joy and Jamesee’s.
- Ask the students to explain how bullying is handled in their school.
- Invite the principal or another school administrator to speak to the class. Brainstorm questions they could ask, using the following suggested questions as a guide:
 - What is your school policy toward bullying and conflict among students?
 - What consequences do students get if they have done something wrong?
 - What training do faculty members go through to be able to handle bad behaviour?
- Tell students to record the answers in point form in their journals.
- Students should return to class ready to explain what they learned. Discuss school policy surrounding bullying and conflict at this time.
- Distribute blank paper and drawing utensils.
- Ask students to create posters about bullying and the school’s policy toward bullying.
- Display completed posters around the school.

SUGGESTED TAKE-HOME ASSIGNMENTS

- **Bullying Posters**—Students can complete their bullying posters.
- **Reading Assignment**—Chapter Seven, pages 88–97 (English pages 82–90).

Name: _____

Handout 1

Mood

Mood is the feeling you get from a story. It can be sad, joyful, frightening, and so on. Scan the chapter to find five passages that express different moods. Write the passages in the first column and give an explanation of the types of mood expressed in the second column. In the first box you will find an example to get you started.

Passage	Explanation of Mood
Allashua shuffles into the kitchen, her tattered blanket hanging limply from her arm. (p. 73)	The words <i>shuffles</i> and <i>limply</i> imply that Allashua is feeling sad. She is also holding her "tattered blanket," which implies that the blanket is well loved and perhaps an item that gives her comfort.

Name: _____

Comprehension Check

Answer the following questions about the chapter in full sentences.

1. How has life in their house changed since their mom left? What has changed?

2. How is Joy's dad coping with Joy's mom leaving?

3. How does Joy tell her friends about her parents' separation? How do they react?

4. Why is Joy so tired in class? How do you think the separation is affecting her?

5. How has the relationship between Joy and Jamesee progressed? What happens between them in this chapter?

6. Why do you think the conflict occurs between Joy and Jamesee? Were either of them right in their actions?

Name: _____

Comprehension Check (continued)

7. How does the principal handle the conflict between Joy and Jamesee? Do you find this fair?

8. How do you think Joy's dad will react when he finds out about what happened? How do you think he should react?



Lesson 7: Chapter Seven, “Two Against One”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment and discuss Chapter Seven, “Two Against One.”
- Participate in active class discussions.
- Write independent journal reflections.
- Discuss friendship as a class, and individually write friendship pacts that list the things they vow to do as friends.

READING

Chapter Seven, “Two Against One”

HANDOUT

Handout 1: Friendship

MATERIALS

- Board or chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons)

LEARNING ACTIVITIES

Activity 7.1: Reading Chapter Seven, “Two Against One”



- Review “Two Against One” together as a class, using the steps below.

After Reading

- In an open discussion, discuss the suggested reading from the previous night. Ask students to summarize the chapter. Record point-form notes on the board or chart paper.
- When the summary is complete, ask students what they learned in the chapter.

Extension Activity

Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Seven.

Activity 7.2: Discussion Questions



- Encourage active discussion and debate around the assigned reading using the following suggested questions:
 - What is the reaction of Joy’s dad to her behaviour? Why do you think he feels this way?
 - How is Joy punished for her actions by her dad? What about by the principal?
 - How does Joy feel about the way she acted?
 - What do you think would have been the appropriate way for Joy to act in the situation with Jamesee?

- o How does Jamesee treat Joy after the fight?
- o How has the family dynamic changed in this chapter? When do the children see their mom? When do they see their dad? How do they feel about this?
- o What trick do Alex and Joy play on Allashua? What is Allashua’s reaction?
- o How does their dad react when he finds out about the trick they have played on Alla? Predict what their dad is going to tell Alex and Joy.
- o What do you think is going to happen in the next chapter?
- o Revisit the topics of study. What did you learn about Family, Growing Up, and Friendship in this chapter?
- Before concluding this discussion, allow students a chance to ask any questions they may have.

Activity 7.3: Journal Response



- Ask students to explain how life has changed in the Magnussen household.
- Write the following reflection topics on the board or chart paper and ask the students to write their responses in their journals:
 - o How do you think Joy’s parents’ separation has affected her? How has it affected Alex? How has it affected Alla?
 - o What else can Joy’s parents do to help their children cope with their separation?
- Encourage students to share their reflections with a partner.

Activity 7.4: My Portfolio: Friendship Pact



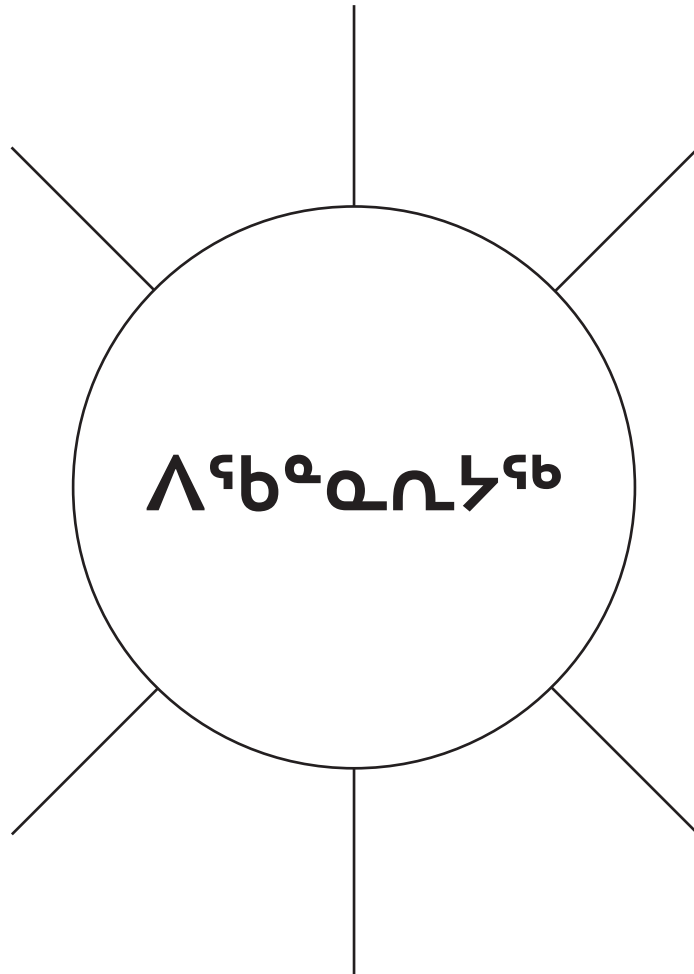
- Continuing with the topic of study of Friendship, divide the class into groups of four.
- Explain to the class that in their groups, they will create a word diagram around friendship.
- Distribute **Handout 1: Friendship** to the students. Together, groups will discuss what friendship means to them, writing their ideas around the central title on the handout.
- Ask each group to present their diagrams to the class.
- Discuss friendship as it is presented in *Joy of Apex*. Talk about Joy’s relationships with the people around her, identifying who shows the characteristics of a good friend. Move the discussion onto Jamesee and discuss his actions toward Joy.
- Hold an open discussion about friendship. Ask students to explain the type of friend they would like to be.
- Ask students to work individually to write a short paragraph about the type of friend they are or the type of friend they would like to be.
- Encourage students to share their paragraphs with the class.
- Completed friendship pacts will be included in students’ portfolios.

SUGGESTED TAKE-HOME ASSIGNMENTS

- **My Portfolio**—Students can complete any unfinished work in their personal portfolios.
- **Reading Assignment**—All of Chapter Eight.

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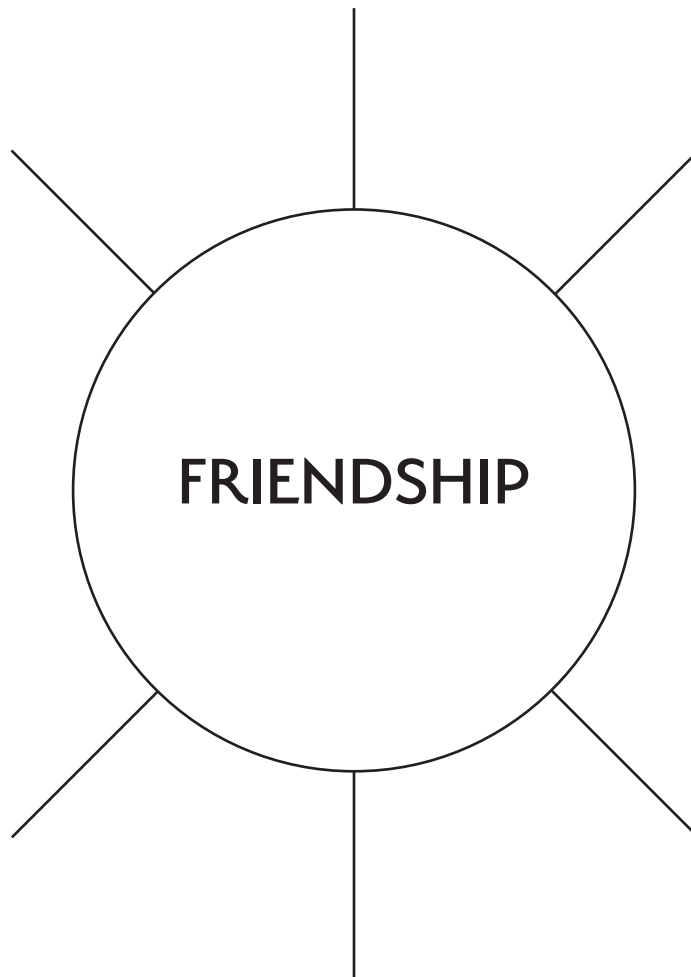
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Name: _____

Friendship

In your groups, discuss what friendship means to you. Write your ideas around the circle.



Lesson 8: Chapter Eight, “Christmas”

OBJECTIVES

In this lesson, students will work to achieve the following objectives:

- Review the suggested take-home reading assignment and discuss Chapter Eight, “Christmas.”
- Learn about the climax and resolution of a story and determine where these happen in *Joy of Apex*.
- Complete comprehension questions about the assigned reading.
- Write an independent journal reflection on the journey the Magnussen family has taken throughout the story. Students will also address what they have learned throughout the novel study.
- Put their personal portfolios on display and view other students’ portfolios.

READING

Chapter Eight, “Christmas”

HANDOUTS

- Handout 1: Climax and Resolution
- Handout 2: Comprehension Check

MATERIALS

- Board or chart paper
- Student journals
- Drawing utensils (e.g., markers, pencil crayons)

LEARNING ACTIVITIES

Activity 8.1: Reading Chapter Eight, “Christmas”



- Review “Christmas” together as a class, using the steps below.

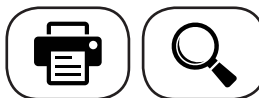
After Reading

- In an open discussion, discuss the suggested reading from the previous night. Ask students to summarize the chapter. Record point-form notes on the board or chart paper.
- When the summary is complete, ask students what they learned in the chapter.

Extension Activity

Have students repeat the **New Words** activity from Lesson 1 with new vocabulary from Chapter Eight.

Activity 8.2: Climax and Resolution



- Explain to the students that in a story there is typically a conflict and a resolution. Conflict creates tension. Tension starts to rise until there is a crisis or a climax, which is the high point of the story. After the climax, characters must overcome the problem. They usually resolve the problem by changing in some way, or by starting to see things differently, which is called the resolution.
- Distribute **Handout 1: Climax and Resolution**.
- Ask students to complete the handout in pairs.
- In a class discussion, invite the pairs to share their responses.

Activity 8.3: Comprehension Check

- Distribute **Handout 2: Comprehension Check**.
- Ask students to complete the questions on the handout. Allow them to consult a neighbour if they have any questions.
- Bring the class back together and discuss the questions.
- Before ending this activity, allow students a chance to ask any questions they may have.

Activity 8.4: Novel Study Reflection

- To conclude the novel study, reflect on the journey the Magnussen family has gone on throughout the book. Discuss how the family dynamics and the feelings of the characters have changed from the beginning of the book to the end of the book.
- As a class, discuss what students learned about the topics of study—Family, Growing Up, and Friendship—during this novel study.
- In a written reflection, ask students to reflect on what they have learned throughout the novel study. Encourage them to incorporate the knowledge they have gained about the topics of study as well as what they have learned about themselves while creating their personal portfolios.
- Ask students to share their reflections with the class.

Name: _____

Comprehension Check

Answer the following questions about the chapter in full sentences.

1. How does their dad react to the news of the trick Alex and Joy played on Allashua? Why?

2. How are Joy and Alex punished? How do they feel about this?

3. How do Joy and Alex apologize to Allashua?

4. Describe the fort that the children and their dad build together. What makes this occasion special?

5. How are these Christmas holidays different from those of previous years? How does Joy feel about this?

Name: _____

Comprehension Check (continued)

6. Why is it unusual for Joy's family to have a real Christmas tree?

7. Due to the separation, how does the family celebrate Christmas on Christmas Day? How does Joy feel about this?



Answer Key

The following pages provide sample answers for selected student handouts.

LESSON 4: CHAPTER FOUR, “HALLOWEEN”

Handout 2: Comprehension Check

1. How does Joy react after her friends laugh at her at Rebecca’s party?

She is sad and almost in tears when her friends laugh at her after Rebecca’s mom makes her remove her hat and reveal her half-curled, tangled hair. However, she recovers and laughs at herself.

2. How do Joy and Alex decide to distract Allashua while they’re preparing their Halloween route?

They decide to make her a special Halloween colouring book.

3. What do the kids dress up as for Halloween?

Alla dresses up as a polar bear.

Alex dresses as a wolf in sheep’s clothing.

Joy dresses as a Qallupilluq.

4. Where is their mom while they are getting ready for Halloween?

She is not there because she says she couldn’t catch a cab. She catches the kids before they leave.

5. How is she received by the family when she arrives home? Why?

They tell her she missed a fun day and leave the room. They are not happy that she missed getting ready.

6. After they have finished trick-or-treating, why does Alex get mad at their mom?

He gets mad when she teasingly tries to steal their candy. He gets mad and says that at least Dad helped them with their costumes.

7. What happens between their parents that night? How does this make the children feel?

They have a huge fight, which frightens the children.

8. What happens to Allashua at breakfast? What do you think the red dots on her face are?

She vomits all over the kitchen floor.

Answers will vary.

LESSON 6: CHAPTER SIX, “TROUBLE”

Handout 2: Comprehension Check

1. How has life changed in their house since their mom left? What has changed?

Things haven't changed too much since their mom left, because she wasn't there much anyway. It feels different because they know she isn't coming back.

2. How is Joy's dad coping with Joy's mom leaving?

He is tired and spends most of his day in the office. Joy came home for lunch to find him sleeping in the middle of the day.

3. How does Joy tell her friends about her parents' separation? How do they react?

She tells them as they walk home from school. Malaya gives her a hug and Jamesee mumbles that he's sorry.

4. Why is Joy so tired in class? How do you think the separation is affecting her?

Joy says she is tired from her big grilled cheese lunch. I think the separation has been mentally tiring for Joy.

5. How has the relationship between Joy and Jamesee progressed? What happens between them in this chapter?

Jamesee invites Joy over to do homework in this chapter. When they get there, he kind of ignores her and watches wrestling. He then makes rude remarks to Alla about their parents' separation and Joy punches him in the face.

6. Why do you think the conflict occurs between Joy and Jamesee? Were either of them right in their actions?

Maybe Jamesee is jealous about all the attention Alla gets. Neither of them were right in their actions.

7. How does the principal handle the conflict between Joy and Jamesee? Do you find this fair?

*He talks to Joy and explains that he understands they are going through a tough time and that what Jamesee said was wrong. He also explains that violence is not tolerated and that he must send Joy home.
Answers will vary.*

8. How do you think Joy's dad will react when he finds out about what happened? How do you think he should react?

Answers will vary.

LESSON 8: CHAPTER EIGHT, “CHRISTMAS”

Handout 2: Comprehension Check

1. How does their dad react to the news of the trick Alex and Joy played on Allashua? Why?

He is very angry about the trick because Alla has been having nightmares about it all week.

2. How are Joy and Alex punished? How do they feel about this?

They are not allowed to go to the hockey tournament they were looking forward to. They are not happy about missing the tournament and feel remorseful about what they did to Alla.

3. How do Joy and Alex apologize to Allashua?

They apologize while they play Scrabble.

4. Describe the fort that the children and their dad build together. What makes this occasion special?

The children spend the whole day building a snow fort with their dad. When they are done, they bring out candles and drink hot chocolate in the fort. It is a special day because it is one of the best days they have spent together as a family.

5. How are these Christmas holidays different from those of previous years? How does Joy feel about this?

They will be spending the day with their dad and the evening with their mom and her family.

6. Why is it unusual for Joy’s family to have a real Christmas tree?

It is unusual because they always had a fake tree, since real trees are expensive and a nuisance. This year her dad thought they could use a little extra Christmas joy.

7. Due to the separation, how does the family celebrate Christmas on Christmas Day? How does Joy feel about this?

They spend the day with their dad and the evening with their mom and her side of the family. Joy feels happy because everyone is happy and all the pieces of her family are together.

Mark Breakdown

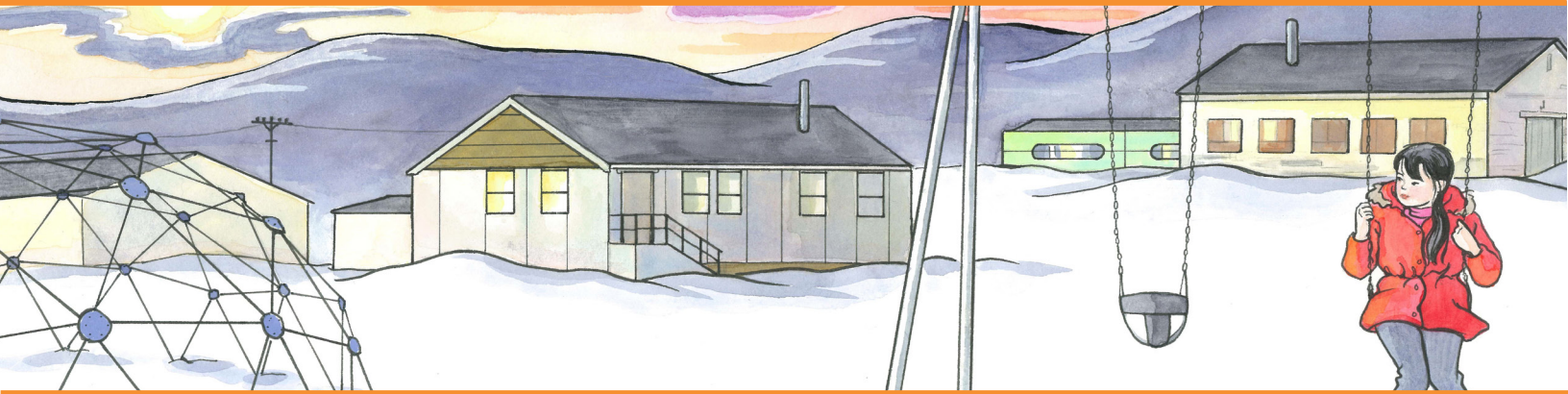
	Mark Breakdown	Final Mark
Introduction Lesson		
Topics of Study	3 marks / section	/9
Predicting	2 marks / row	/14
My Family	2 marks / question	/10
Lesson 1: End of Summer		
New Words	3 marks / question	/12
Character Map	1 mark / box or oval	/10
Family Roots	Completion	/10
World Map/Map of Nunavut	Completion	/5
Lesson 2: Academia		
Inferring	2 marks / row	/10
Setting	Page 1: 5 marks Page 2: 3 marks Page 3: 5 marks	/13
Lesson 3: The Birthday Party		
Plot	2 marks / section	/10
Personal Narrative Outline	2 marks / section	/3
Lesson 4: Halloween		
Compare and Contrast	Completion	/10
Comprehension Check	2 marks / question	/16
Family Traditions	3 marks / section	/9
My Portfolio	See rubric	
Lesson 5: End of the World		
Creative Story	Completion	/10
My Portfolio	See rubric	
Lesson 6: Trouble		
Mood	1 mark / passage 2 marks / explanation	/12
Comprehension Check	2 marks/question	/16
Lesson 7: Two Against One		
Friendship	Completion	/5
My Portfolio	See rubric	
Lesson 8: Christmas		
Climax and Resolution	Climax: 5 marks Resolution: 5 marks	/10
Comprehension Check	2 marks / question	/14
Portfolio	See rubric	/24
Final Mark		/244

Portfolio Rubric

Criteria	Indicators	4	3	2	1	Score
Family Collage	<ul style="list-style-type: none"> • Pictures • Letters • Words • Materials • Creativity • Knowledge of key concepts 	Collage includes words, letters, and pictures from a variety of sources and is put together creatively. Student's work demonstrates outstanding knowledge of the key concepts.	Collage includes words, letters, and pictures from a few sources and is put together well. Student's work demonstrates a good understanding of the concepts.	Collage includes few words, letters, or pictures from a limited number of sources. Student's work demonstrates little understanding of the concepts.	Collage is missing words, letters, and/or pictures. Student's work demonstrates little to no understanding of the concepts.	
Cultural Heritage Project	<ul style="list-style-type: none"> • Map • Cultural Heritage Paragraph 	All required items are included. Student's work demonstrates outstanding knowledge of the concepts, and all pieces of work are of excellent quality.	All required items are included. Student's work demonstrates good knowledge of the concepts. All pieces of work are complete and of good quality.	A few of the items are missing, and/or student's work demonstrates a limited understanding of the concepts. There are many mistakes present.	Many or most of the items are missing, and/or the student's work is incomplete. The student demonstrates little to no understanding of the concepts.	
Growing Up—Personal Narrative	<ul style="list-style-type: none"> • Content • Spelling • Grammar • Sentence structure 	Almost no errors in all elements, spelling, grammar, and sentence structure. Student understands the concepts and displays a high level of writing.	A few errors in all elements, spelling, grammar, and sentence structure. Overall, student understands the concepts and displays a good level of writing.	There are many errors present in all elements, grammar, spelling, and sentence structure. Student has grasped the concepts, but writing requires more attention.	Writing includes many spelling, grammar, and structural errors. Student does not understand the concepts and/or the writing is not complete.	
Family Traditions	<ul style="list-style-type: none"> • Artifacts • Writing 	Artifacts demonstrate an excellent understanding of the task. Sentences go above and beyond what is required.	Artifacts demonstrate a good understanding of the task. Sentences do a good job of explaining their significance.	Artifacts demonstrate little understanding of the task, and tell little of the family's traditions. Corresponding sentences need work.	Not all artifacts are present or artifacts do not represent family traditions. Corresponding sentences do not describe the artifacts adequately or are missing and/or incomplete.	
Family Changes	<ul style="list-style-type: none"> • Story • Spelling • Grammar • Sentence structure 	Almost no errors in all elements, spelling, grammar, and sentence structure. Student understands the concepts and displays a high level of writing.	A few errors in all elements, spelling, grammar, and sentence structure. Overall, student understands the concepts and displays a good level of writing.	There are many errors present in all elements, grammar, spelling, and sentence structure. Student has grasped the concepts, but writing requires more attention.	Writing includes many spelling, grammar, and structural errors. Student does not understand the concepts and/or the writing is not complete.	
Friendship Pact	<ul style="list-style-type: none"> • Paragraph • Grammar • Spelling • Sentence structure 	Sentences are complete with no errors and demonstrate an excellent knowledge and understanding of the task.	Sentences are complete with very few errors and demonstrate a good knowledge and understanding of the task.	Sentences are not complete and there are many errors present. Student displays a limited understanding of the task.	Sentences are not complete and there are many errors present. Student displays a very limited understanding of the task.	

Joy of Apex

NOVEL STUDY



The *Joy of Apex* novel study is part of Inuktut Titiqqiriniq, a comprehensive Inuktut literacy program that was developed by Nunavut educators, linguists, and language consultants, with constant testing and input by Nunavut classroom teachers. Inuktut Titiqqiriniq provides instructional tools and resources to help students develop strong Inuktut language skills.

This novel study provides lessons and activities focused on the novel *Joy of Apex* by Napatsi Folger. Students will explore common yet difficult life events as they examine the story of Joy Magnussen, a 10-year-old girl who is dealing with her parents' separation. As they participate in reading, writing, oral communication, comprehension, and reflection activities, students will become more knowledgeable on the main topics of study explored in the novel study: Family, Growing Up, and Friendship.

