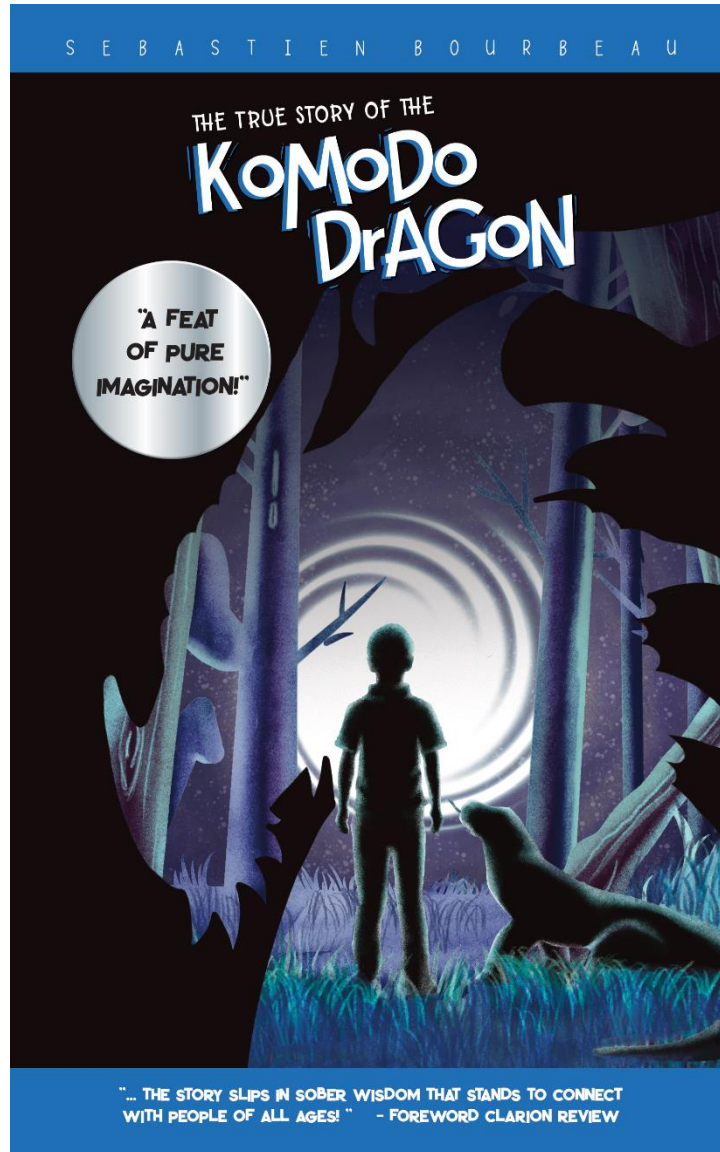


NOVEL STUDY

WELCOME TO YOUR TEACHER'S RESOURCE



I am Danielle Jaworowski

the author's grandmother

Before starting the novel, show this video to your class / The Untold Things of Komodo Dragons

<https://www.komododragon.org/>

Facts about Komodo Dragons — duration: 4 minutes

• • • •

ABOUT EVALUATION RUBRICS

It is recommended to project the rubric on the big screen (*or make paper copies for each student or group*), and explain it thoroughly. Students will need to follow the criteria used for grading their work. Keeping the rubric close by will guide students in planning their projects and assignments as well.




Teachers must go over each objective (*one-by-one*), with the class before starting any work in order to make sure all students understand the rubric and its process.

In our experience, this method of evaluating students' work has been very successful at all grade levels. When it comes to students' planning assignments or projects, these rubrics serve as guides, *shining lights in the dark*, and make planning much easier. Once each individual criteria has been thoroughly explained and understood, it becomes easy for students to follow the rubric. **The most important factor is that students understand the meaning of each objective in order to reach them all.**

In teamwork, the rubrics work even better because team members have their own unique ways of communicating with each-other and they often reach one another much easier and faster than we do. Some children may struggle at first but with determination, support from their peers, and practice, they quickly become familiar with the formula and pretty soon, start enjoying working with these rubrics because they can see the potential for the high marks they may receive. When they see a check mark under the column #5, they know they have met this criteria and have full marks for it; **see example:**

✓ objective met = 5	✓ objective in progress = 3	✓ objective not met = 1	5	3	1
<i>Student will stay focussed on topic and be on task</i>			✓		

Furthermore, students also realize that they never receive « 0 » marks for an objective **NOT** met; instead, they receive « 1 » mark for that objective which tells them they need to work on that specific criteria. For this reason, it is important to verify students' projects half-way through so they can look at columns #3 and #1 and either correct, improve, or resolve mistakes, difficulties, glitches, or stumbling blocks. — These rubrics have been very popular with both, teachers and students of all grades, and may be modified or tweaked to your personal needs; **see example for younger kids:**

goal met = 5	goal in progress = 3	goal not met = 1			
			5	3	1
<i>Student will stay focussed on topic and be on task</i>					✓

In this example, team-mates have complained about this pupil who often disrupted the group and therefore, this student received a low mark of « 1 » point. This child now has a chance to increase this mark by behaving better from now on. It is time for this student to be responsible for their choices. Using smiley faces, cute animals, or any images of your choice work very well for younger students and may be used as self-evaluation rubrics. We have used them in kindergarten and kids absolutely loved them! We hope you enjoy them too!

Enclosed you will find the following classroom projects

Ideas for writing a short story

- ❖ write a story in a tiny book, or
- ❖ present a story in a Power Point, or
- ❖ design a story using a comic strip, or
- ❖ make a short film or even a skit

*you will also find
a list of words
to expand vocabulary*

Quizzes will include

- multiple choice questions
- short answer questions
- true or false questions
- and of course, the answer key to all questions

workshops and more

• • • •

Complimentary Resource

brought to you by

Danielle Jaworowski / Sébastien Bourbeau

<https://www.komodosqueak.com/contact>

• • • •

*The learning objectives in this document are brought to you by a select group of retired teachers, including myself. Permission is given to photocopy assignments, projects, quizzes and evaluation rubrics for the classroom. If projects, ideas, lesson plans, and/or evaluation rubrics found in this document might be of use to you for any other school work or topic, go ahead and use them, as long as it is **NOT FOR PROFIT**.*

We hope the resource will serve you well!

• • • •

What is Experimental Fiction

Experimental literature, or in this case *Experimental Fiction*, knowingly mixes fact and fiction. Readers are supposed to understand that some things in the story are based on real life, and some are not. Experimental writers play with language and to them, a blank page means endless possibilities. Experimental literature is an experiment and it is there to try different ways of doing things! New ideas are what matters, and by experimenting, writers inevitably improve their thinking pattern and learn more about writing even though they originally thought that they were just having fun. Experimental fiction is great for children because kids pick up on these techniques naturally and take to them better and faster than adults do.

Why is Experimental Fiction Great for Kids?

Children learn narrative without even thinking about it. As a child, our learning is more flexible where as an adult, we have already acquired a set structure and are less inclined to be open to alternative arrangements. As all art is about seeing the world anew, it is acceptable to expose children to this growing niche that is Experimental Fiction.

Why an Experimental Language Art Program for grades 4 to 6 or higher?

The purpose for creating experimental classroom assignments is to demonstrate that a fiction novel can do much more than just entertain. It can teach valuable life lessons to readers, *old and young*, as well as inform about the world in which we live. Experimental writing also meets the following principles:

- knowledge application
- text comprehension
- internet research

Furthermore, some of the projects in this resource offer an opportunity for both teachers and students to explore the reader's imagination by taking risks, using a new way of doing things, *the experimental way*. Experimenting with language is the perfect way to stimulate young students and motivate them to try something new. New ways also teach kids to welcome change and to **NOT** be afraid of it.

• • • •

SOURCES

<https://thewritepractice.com/experimental-fiction/>

Learn more about Experimental Fiction: <https://electricliterature.com/8-groundbreaking-experimental-novels-that-are-more-than-100-years-old/>

ENGLISH LANGUAGE ARTS and LITERATURE OVERVIEW

<https://www.alberta.ca/education.aspx>

• • • •

VOCABULARY

these words are found in the novel

these words are listed in the order they appear in the book | not in alphabetical order

Prerogative
Magnitude
Colossal
Oxymoron
Bewildering
Inconceivable
Scrutinizes
Maneuver
Tetrapod
Sustainable
Satiating
Ostentatious
Maw
Foe
Permeating
Cautiously
Brasher
Mammals
Predator
Ponders
Muses
Insatiable
Preposterous
Indignantly
Shapeshifter
Flabbergasted
Distraught
Protruding
Elusive
Thingamabob
Broadcasts
Sa Majesté
Blabbering
Primordial

Existential
Perplexed
Nonchalantly
Sarcastically
Scavengers
Antagonize
Treachery
Protagonist
Furtive
Chap
Enigmatic
Frustratingly
Lad
Raucously
Clasped
Expounds
Dumbfounded
Unfathomable
Alpha
Omega
Hierarchy
Incrementally
Stake
Telepathically
Determinedly
Fervently
Throng
Maestro
Bamboozled
Spurts
Exceedingly
Peculiar
Fissuring
Intuitively

Pompously
Dismayed
Ripostes
Resignedly
Precipitously
Paranormality
Apprentices
Obliterate
Liberté
Intercept
Apparatus
Invincible
Protégés
Spellbinding
Pirouetting
Broadcasting
Counteract
AWE
Practitioners
Pizzazz
Vexation
Giddy
Gibberish

Aneurism
Impediment
Seer
Interjects
Mystics
Unison
Irrevocably
Contraption
Ovum
Configuration
Hominid
Reveled
Intricacies
Theoretical Physics
Expound
Re-embodiment
Incognito
Edified
Marinated
Progenies
Nobly

ashtoon-koomoot,
Ashfaultingny-
Schra
Hoomnaghmee



just kidding

*students can
refer to this list
and use some
of these words
in their future
writing exercise*

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FIRST ASSIGNMENT

class discussion

Chapter 4 — Moose-Tree



you will find the first author's note
to the readers in chapter four
on page 28
after Squeak met Moose-Tree

*writing notes throughout the book and interacting with both, readers and characters,
are techniques often used in Experimental Fiction*

CLASS DISCUSSION LESSON PLAN: BRAINSTORMING ACTIVITY

- Ask the questions written in the author's note (*see below*); students brainstorm answers to these questions **before** conducting an online search for the answers. Students must contribute ideas only relating to these specific questions.
- Write their ideas on the board and keep a copy for later.
- Go over all the ideas together before starting the Internet search.
- Once the class discussion is concluded, they can start looking-up answers on line.

compare their brainstorming answers to the information they found on line

• • • •

Questions from the author's notes for class discussion

(Chapter 4 - Moose-Tree)

Possible Answers

- Squeak walks alone in a area that seems unsafe. Do you think Squeak might be afraid?
Yes Squeak might be afraid because wolves are roaming the forest and they eat all kinds of animals, large and small. Squeak might be afraid of becoming a meal.
- Do you expect Squeak to see something scary? *Yes, because often, forests are scary in storybooks. When we go camping, we hear all kinds of sounds in the woods, especially at night, and these sounds can be very frightening.*
- Where do you think this story takes place? The African Savannah? Australia? Asia? Canada? Where was Squeak born? Where do Komodo Dragons live? Where do they come from?
The Komodo's ancestors might have come from Australia; however, no one knows how these giant lizards migrated to Indonesia.

The following links can help students find answers to these questions

<https://www.livescience.com/9726-origin-komodo-dragon-revealed.html>

<https://www.smithsonianmag.com/science-nature/the-origin-of-the-komodo-dragon-17655352/>

- Here is a fun website where students can generate names for their characters for the short stories they will write later. This link goes to dragon's names but the children can use any other animals.

<http://www.fantasynamegenerators.com/dracaenae-names.php> (*you might see a warning but the link is safe*)

MORE SOURCES

<https://en.wikipedia.org/wiki/Megalia>

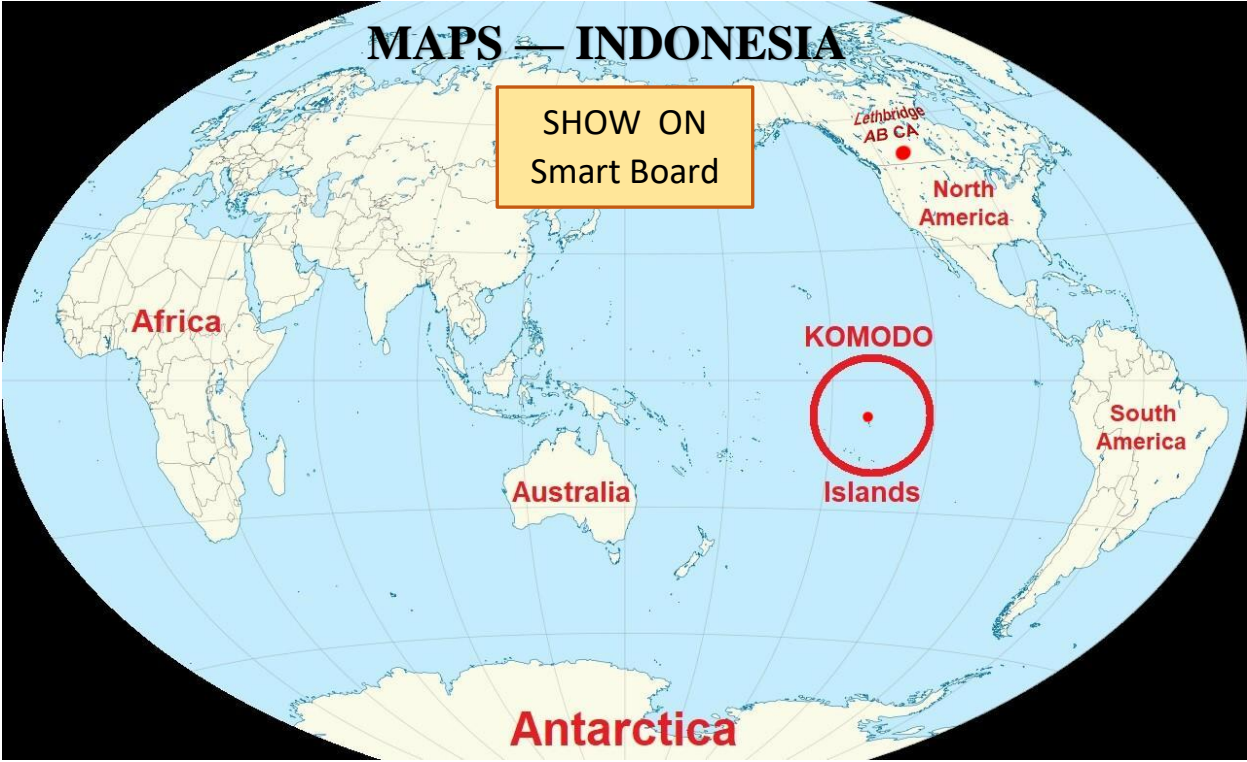
https://en.wikipedia.org/wiki/Komodo_dragon

<https://www.smithsonianmag.com/search/?q=The%20Origin%20of%20the%20Komodo%20Dragon>

• • • •

at the time of publishing, all links were active — more links can be found on the author's

Website external links <https://www.komodosqueak.com/sitemap>



Evaluation Rubric for Class Discussion

Name _____ Grade _____

√ objective met = 5	√ objective in progress = 3	√ objective not met = 1	5	3	1
<i>the student will</i>					
Use cues, concepts and notions from the story to help answer the questions					
Participate in discussion by answering questions, making suggestions, etc.					
Show respect to other students' ideas, proposals or answers, and cooperate with them					
Stay focussed — on topic; put your hand up and wait for your turn					
Listen, consider and explore ideas from everyone involved in the conversation					
Share opinions and answers with teacher and peers					
Sub-Total			/30		
Final Marks					%

Comments

Teacher's signature _____

Date _____

Marks _____ **%**

Lesson Plan for Internet Search

Choose a topic and create search terms with the students:

- What is research? Why do we do it? How do we do it? Brainstorm key words together and write the list on the board. When done, tell the students to write the list down.
- They should take notes from the information they find on-line, and share their results. They should also evaluate information found in their sources on the basis of accuracy, validity, appropriateness and relevance to the topic.

Tell students to ask good questions and type specific keywords:

- The Skills: developing and refining search queries for better results.

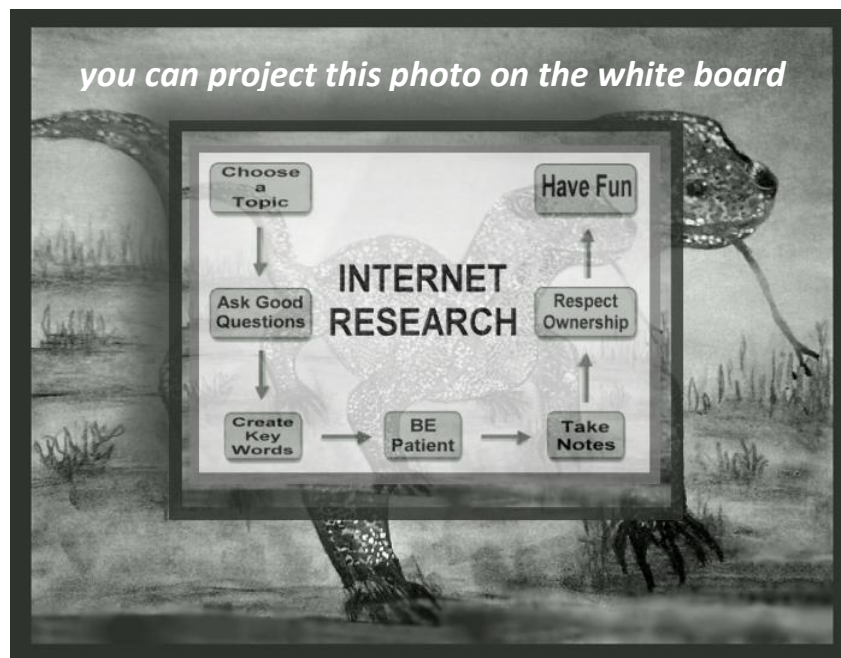
Studies have shown that when using a search engine, kids often stop at the first search result, which they believe to be the most trustworthy.

Furthermore, today's students are used to information on demand, so when they can't find the answers to their questions after peeking around online, they may grow frustrated and give up.

Give small groups three search terms each, ranging from the general to the specific

- ✓ Komodo dragons
- ✓ Komodo dragon weight and length
- ✓ Komodo dragon food, habitat, gestation and lifespan

Discuss how specificity can narrow their search to the results they need. Next, challenge groups to come up with three alternate search terms for their Internet research and list them on the board.



Evaluation Rubric for Internet Search

Name _____ Grade _____

√ objective met = 5	√ objective in progress = 3	√ objective not met = 1	5	3	1
<i>the student will</i>					
develop and follow a plan for accessing and gathering ideas and information on line					
create keywords and search terms					
refine search queries to get better results					
display emotional resilience by persisting in searching the Web despite challenges					
pay attention to the author of the website to make sure the information is accurate					
note and share sources with teacher and peers					
respect intellectual property and copyrights					
Sub-Total			/35		
Final Marks					%

Comments

Teacher's signature _____

Date _____

Marks _____%

FACT SHEETS

Study Guide about the Komodo Dragon

read this before taking the quiz — or show it on the big screen

<https://easyscienceforkids.com/all-about-the-komodo-dragon/>



Komodo dragons lay eggs in a hole in the ground. After the eggs hatch, the babies climb up trees. They'll stay in the trees for about four years so the older dragons won't eat them. They eat bugs while they live in trees.

Komodos have the most powerful poison and bacteria in their saliva. When they bite their prey, these ingredients prevent blood from clotting and the victims bleed to death. Komodos have about 60 teeth one centimeter long. It has been said that the Komodo's bite burns like fire.



Komodo dragons are the largest lizards/reptiles on earth. They grow to 10 feet long and weigh over 300 pounds. They live in isolated mountains and islands. They have an exceptional sense of smell. They have been on the earth for millions of years, but were only detected by humans about a 100 years ago (around 1910).

Komodo dragons are ferocious carnivores. They eat almost anything including wild pigs, deer, water buffalo and sometimes humans. They love raw meat. They have NO predators; they are on top of the food-chain.

Komodo dragons are devious predators. They hide in the bushes or tall grass, and wait for prey. When an animal walks by, the Komodo strikes, lacerating his victim with its razor-sharp claws and saw-like teeth. Any animal that escapes usually dies within 24 hours because the Komodo has more than 50 kinds of poison and bacteria in his mouth. These bacteria poison the victim causing infection and death. Furthermore, some of these poisons prevent blood from clotting and therefore, victims usually bleed to death.

Komodo babies run up trees at birth to stay safe!



Komodo dragons **have a strong sense of smell**. They can follow their victims for miles until the animal dies. Komodo dragons can eat almost their entire body weight in one meal – up to **260 pounds!** (that is almost 118 kilograms and is like you eating 150 hamburgers in one meal). Komodo dragons sometimes feed in groups. **Bigger dragons even eat younger dragons** but only when they are extremely hungry. These fierce predators eat almost every part of an animal, including hair, bones and hooves. Young Komodo dragons sometimes **roll in their own poop** so the grownup dragons won't eat them because the poop releases a disgusting odour.

Komodo dragons are protected under **Indonesian law** in a national park called: *Komodo National Park*. They are protected against the **commercial hunting and trading** activity around the world.

Mating begins between **May and August**, and the **eggs are laid in September**. **About 20 eggs** are **dropped in holes in the ground called megapodes**, or in a **self-dug nesting hole** (*sea turtles do this too with their eggs*). The **eggs are incubated for seven to eight months, hatching in April**, when insects are most abundant. Young Komodo dragons are vulnerable and therefore live in trees, **safe from predators and cannibalistic adults**. They take **8 to 9 years to mature**, and are estimated to **live up to 30 years**. The diet of big Komodo dragons mainly consists of **Timor deer**, though they also eat significant amounts of **carrion** (*a carrion is the dead-decaying flesh of an animal that often serves as food for another animal*). When Komodos eat a lot in one meal, it can take up to **2 weeks to digest**.

These large animals can be found in **Indonesia** on **Komodo Islands**. These are: **Rinca, Flores, Gili Motang,** and **Padar** islands (*see maps on page 9*). https://en.wikipedia.org/wiki/Komodo_dragon

Footnote

Using both fact sheets about the Komodo (*pages 13-14*), and wolves (*pages 19-20*), will prepare students for the next assignments. There are questions about wolves as well as Komodos on Quiz # 1.

(QUIZ #1) Google Search

Use both fact sheets for Komodos and Wolves

find the following answers on line

Name _____ Class _____

- 1) Do Komodo dragons have teeth? How did you find the answer and write down your references. (*Did you find it on Google, Wikipedia, or others?*)

- 2) Do Komodo dragons have venom? How do you know? Explain.

- 3) Do you think that these dragons can swim? Explain your answer.

- 4) Is the grey wolf the largest species of wolf alive today? Conduct some research to find out. Don't forget to write your sources and respect copyright.

- 5) Which of the following is the largest lizard/reptile in the world? How do you know? (*You will need to research all four choices below in order to find out the right answer*).

- a) The Asian Water Monitor
b) The Jaragua Lizard

- c) The Komodo Dragon
d) The Lolong

- 6) TRUE OR FALSE

- | | | |
|---------------------------------------|------|-------|
| a) The Komodo dragon has predators. | TRUE | FALSE |
| b) The Komodo dragon eats its babies. | TRUE | FALSE |
| c) These dragons eat humans. | TRUE | FALSE |
| d) Komodo dragons breathe fire. | TRUE | FALSE |
| e) These dragons live on islands. | TRUE | FALSE |

verify all your answers before going back to the story

ANSWER KEY for QUIZ #1/Google Search

Komodo and Wolf Fact Sheets

- 1) Do Komodo dragons have teeth? Tell me how you found the answer, and write down your references. (Did you find it on Google, Wikipedia, or others?)

Yes, the Komodo Dragon has 60 teeth (or so) about one centimeter long.

- 2) Do Komodo dragons have venom? How do you know? Explain.

Yes, they have venomous bite; there are two glands in the lower jaw which secrete several toxic proteins.

- 3) Do you think that these dragons can swim? Explain your answer.

Yes, they are excellent swimmers. A long time ago, Komodo Dragons had to learn to travel between Indonesia Islands and therefore, they took to the sea. They can swim up to 300 meters. This is how they are able to move between neighboring islands.

- 4) Is the grey wolf the largest species of wolves today? Conduct research to find out. Don't forget to write your sources and respect copyright.

Yes, the grey wolf is the largest wild wolf today, but he comes in different sizes. A male grey wolf may weigh up to 65.7709 kilograms (145 pounds).

- 5) Which of the following is the largest lizard in the world? How do you know for sure? (You will need to research all four choices below to find out the right answer).

- a) The Asian Water Monitor
b) The Jaragua lizard

- c) The Komodo Dragon**
d) The Lolong

- 6) True or False.

- | | | |
|---------------------------------------|-------------|--------------|
| a) The Komodo dragon has predators. | TRUE | FALSE |
| b) The Komodo dragon eats its babies. | TRUE | FALSE |
| c) These dragons eat humans. | TRUE | FALSE |
| d) Komodo dragons breathe fire. | TRUE | FALSE |
| e) These dragons live on islands. | TRUE | FALSE |
-

SECOND ASSIGNMENT

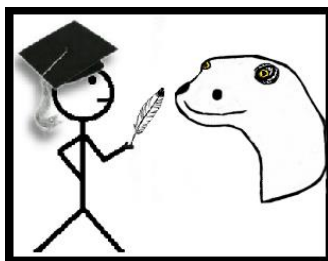
the next exchange

Chapter 5

Ziva the She-Wolf

THE NEXT EXCHANGE

*first conversation between
Squeak and the author
(page 35 in the book)*



Squeak “Hello author; this is Squeak and I have a question. Is it difficult for you to find wise material for your book? Ziva seems to think so!”

Author “No Squeak, I find it easy. You inspire me! I enjoy your conversations and your sense of humour. You make me laugh often. I am not troubled at all, contrary to what Ziva may believe. There is something I want to say to you Squeak; I find you to be highly courageous. Here you are, meeting strangers, some of which could be dangerous and who could easily hurt you, even eat you, but it doesn’t stop you from ***soldiering*** ahead, totally focused on your quest. You have courage in spade, my little friend, and that is the very thing about you which inspires me. You are a brave soul and I can’t wait to see how far you will go in order to find your answers. Your story will surely inspire the readers.”

Squeak “Thank you author for your kind words. I will not give up!”

This conversation demonstrates how authors can be inspired by Experimental Fiction. Teachers can explain different ways in which students can interact with their characters. Brainstorm more examples with the entire class.

...

Chapters 5 and 6 are tied together

for this assignment

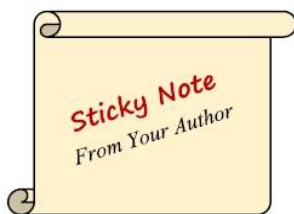
Ziva, the She-Wolf, has an emergency to attend. The author did not discuss what the emergency was. It is up to the students to use this topic and develop it as they wish. The emergency can be anything, ranging from a natural disaster, to a problem with a member of her pack.

It is a good idea for the children to learn some facts about wolves before writing their story; it is also a good time to explain to them that often, authors conduct research before writing their stories. It makes novels more interesting for readers when the topic is based on some facts.

- Below, you will find fact sheets with information about wolves, as well as pictures. You can show the information on the big screen and go over the material with your class.
- You will also find an evaluation rubric with objectives to be met by the students for both, conventional and experimental fiction (*combined in one rubric*). These objectives were taken from Alberta Education — Language Art Program of Study, grades 4-6 — The objectives were condensed for a short story.

...

it looks like this in the book in chapter 6 — page 39



*Great Time
for a fun project
and remember
my grandma
made me do it*

ASSIGNMENT

Use Ziva's emergency as a topic for your short story. It will serve you well to learn about the hierarchy of wolf-packs. Do your research before starting your project. Take notes. Make your story interesting using facts about wolves. Tell your audience about Ziva's crisis. Why does she need to go home right away? Is there something happening to her family? Or could the cause of the emergency be a natural disaster such as: a forest fire, a volcano eruption, an earthquake, a tsunami, a meteor crashing to Earth, or the end of the world as we know it. You choose. The sky is the limit, right? Experiment with your story but remember not to make your teacher (*or readers*) seasick. You can rock the boat in a typhoon, but not in a perfect storm because that would definitively sink the boat. You understand?

It will be interesting to see the different kinds of emergencies you come up with. Make this project your first Experimental Fiction enterprise. Ask your teacher if you can work with a friend or a larger team. Most importantly, have fun with it.

As you know, Ziva the She-Wolf (*the Alpha Female of her pack*), has to go home. Raven made it sound like there was an emergency to attend. Do you know how a wolf pack functions? Do you need to conduct research to find out? Why are some wolves called Alpha and Omega?

The short story (*writing assignment*) can be done at your convenience. Although there are several ideas for different projects throughout the novel, they do not need to be done in the same order they appear in the book.

...

FACT SHEETS ABOUT WOLVES

What are the characteristics of wolves?

- Wolves are mammals, which means they have hair, give birth to live pups (*not eggs*), and feed their babies with milk.
- They are one of the largest members of the dog family and they can weigh close to 200 pounds when they are fully grown adults.
- The most common type of wolves is the gray wolf, which has gray and brown fur with long, bushy tails.
- They have long snouts and pointed ears.



Wolves live in a pack which contains between six to ten other wolves. The pack has a chief, *usually a large and strong male*, and everyone in the pack follows his lead.

Where do wolves live?

Wolves can be found in different habitats all over the world, but they are most commonly found in Canada, Alaska, U.S.A. and Arctic Russia. Wolves are popular in forests, but they can also live around grasslands, deserts, ocean beaches, mountains, and the North Pole.

What do wolves eat?

Wolves are carnivores, so they eat meat including, elk, moose, bison, and deer. They have sharp teeth and are extremely strong, which helps them take down their prey. Wolves also have sharp eyesight, and an excellent sense of hearing and smell which help them a lot when they go hunting.

- Because they live and hunt in packs, they are able to work together and take down large animals they might not be able to do on their own.
- If they can't find big animals, they will also eat squirrels, mice, weasels, foxes and even fruit and vegetables. They love apples and melons.

How do wolves protect themselves?

Wolves are the top predators in their habitat and have many ways to protect themselves against threats. For example, they can run super fast and don't get tired very easily and therefore, can outrun anything that might chase them.

More Facts

- Papa wolf is called *Alpha Male* and eats first.
- Mama wolf is called *Alpha Female* or *She-Wolf*, and she eats second.
- *Omega wolves* can be males or females; they are instigators of play and eat last.

*sometimes, both Alpha male
and Alpha female
eat together at the same time*

*but only when the boss
is in a good mood and laughing*



Footnote

When wolves were reintroduced to Yellowstone National Park in the United States after being absent for 70 years, the most remarkable "**trophic cascade**" occurred. What is a trophic cascade and how exactly do wolves transform environments including rivers? George Monbiot explains. Watch the video [here](#): 4:17 minutes. Students, teachers and parents will be amazed! https://www.youtube.com/watch?v=oSBL7Gk_9QU

More info on Scholastic

<https://shop.scholastic.com/teachers-ecommerce/teacher/search-results.html?text=wolves&p=1&n=20&f.subject=animals>

There is a fun video on You Tube about wolves. It is a test where children can find out about their position in a wolf-pack, if they were a wolf. Where would they fit? — It is both, entertaining and informative. Here is the link:

<https://www.youtube.com/watch?v=MXg7FhxKMGc>

Students can use the information in these fact-sheets to create a new short story about Ziva's emergency

...

IMPORTANT NOTICE

(ABOUT EXPERIMENTAL WRITING)

“Experimental writers can be said to be lots of things, but never boring.”

<https://thewritepractice.com/experimental-fiction/>

- What was once taboo is today’s commonplace.
- Yesterday’s banned literature is now considered ground-breaking.



FIRST DRAFT

Teachers should brainstorm experimental ideas with the class.

What will you allow as far as ‘*experimental writing*’ goes?

(Do’s & Dont’s)

Now that you know a little bit more about wolves, start your rough copy.

You may work alone or with classmates.

*For fifteen minutes brainstorm some experimental ideas. Your story may have all kinds of fun plots . . . or not. Wordplay, breaking the form, misspelling words on purpose, or any other ideas you may have, make sure to discuss them with your teacher. The key is to make it original and interesting without making it too difficult.

*When you are finished, write a review for your short story, or for another person’s story. A review for experimental writing is not much different from a review for conventional literature.

Always keep in mind that what might look like a mistake, might have been done on purpose for experimental writing.

*The point is to look at the story and think of it from an original perspective. A review is a description that sells the story to readers. Make it original and unique.

Have fun with it!

review ideas

<https://www.forewordreviews.com/reviews/the-true-story-of-the-komodo-dragon/>

also check reviews on the website here: <https://www.komodosqueak.com/more-reviews>



EVALUATION for WRITING SKILLS

Name _____ Grade _____

for both conventional and experimental projects

objective met = 5	objective in progress = 3	objective not met = 1	5	3	1
<i>the student will</i>					
Write complete sentences with a central idea organized in a logical sequence; use dictionaries, spell-check and technology to confirm the spelling and meaning of unfamiliar words.					
Discover, explore and express ideas to develop understanding, and do it in colorful ways; explore new ways to find additional thoughts and share them with friends and teachers.					
Notice spelling patterns and use them by introducing innovative words when writing a story; experiment with language and forms, and create an original text. Use a thesaurus.					
Write with clear beginning, middle and end; use paragraphs to organize ideas; use a variety of sentence forms and lengths in unique language; use dialogues.					
Summarize, analyze and improve writing from critiques; use technology to produce written work and revise to enhance detail, description, punctuation, spelling and grammar.					
Revise own work and add description and detail if need be. Write legibly and set writing goals. Use metaphors and specific words to catch interest and improve understanding.					
Work together on group projects; learn to respect and combine the ideas of others; ask questions and tell stories in fun ways (<i>creating a screenplay, for instance</i>).					
Learn new features on the computer to create a project such as, a written story, a presentation, a short film, a comic strip or a play; use props, pictures, music, etc. Be creative!					
Research the topic of the story by accessing information on line, and record new findings; use references and respect copyrights; share new findings with the class.					
Sub-Total for Writing Skills:			/45		
Total					%

Teacher's comments:

Teacher's signature _____

Date _____

Marks _____ %

WORKSHOP — Part #1

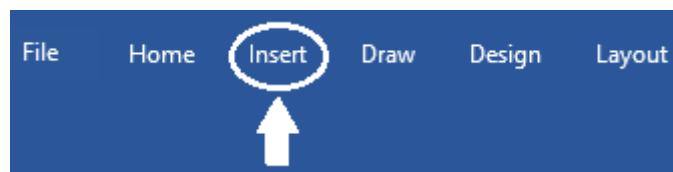
For the students who will choose to do a comic strip for this assignment, (*using Microsoft Word program*), here is the workshop. This should be shown on the big screen (*white board*), and the students can practice following the instructions on the screen.

HOW TO MAKE a COMIC STRIP in WORD

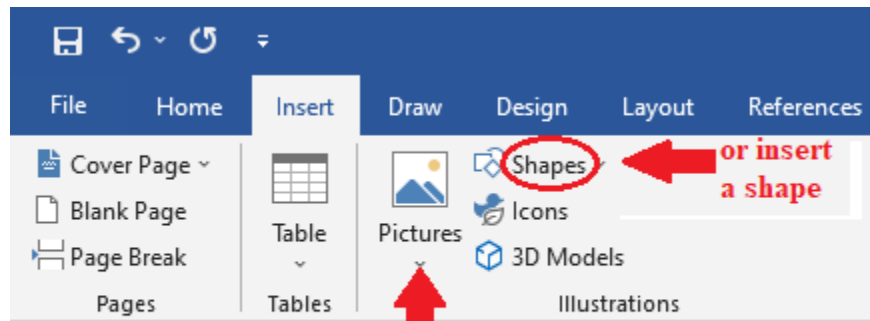
This is the top bar of the Microsoft Word program in Windows 10



click on the insert tab



once you have clicked on the 'insert' tab
a drop-down window opens up and it looks like this

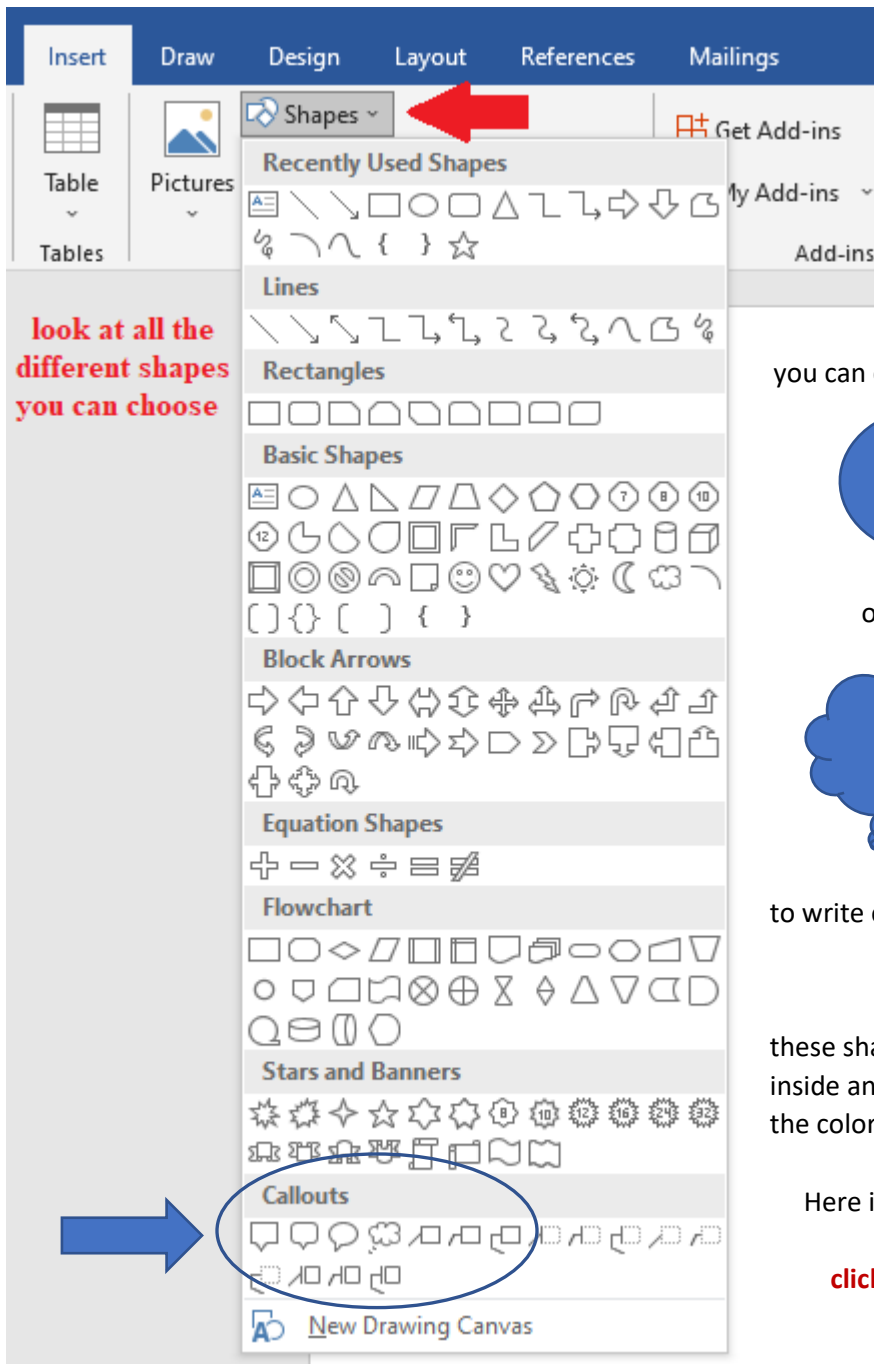


**you can click on pictures
or on shapes**

click on the 'shapes' now

another drop-down window will open and you will see many shapes you can chose from
check below





look at all the different shapes you can choose

you can choose a 'bubble'



or a 'cloud'



to write conversation inside

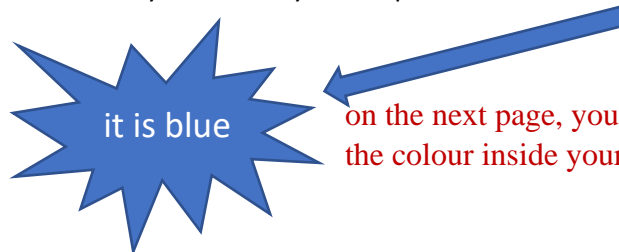
HOWEVER

these shapes are colored inside and you must take the color away.

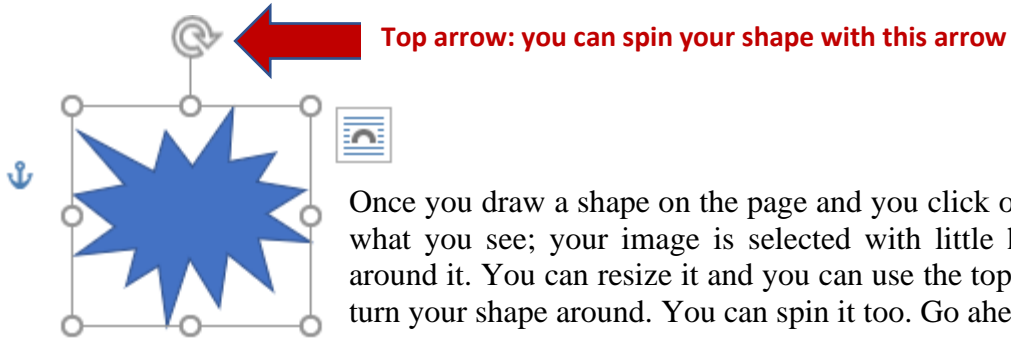
Here is how to do that:

click on any shape

When you click on a shape, you must hold down the left button on the mouse to drag the shape on the page; let go of the mouse button and you will see your shape. Look at the example here:



on the next page, you will learn how to change the colour inside your shapes.



Once you draw a shape on the page and you click on it, this is what you see; your image is selected with little handles all around it. You can resize it and you can use the top arrow and turn your shape around. You can spin it too. Go ahead, try it!

Let's find out how to change the color of your shape. You need to put your mouse on the image and use the right button on your mouse and 'right' click — just like this:

another drop-down window will open

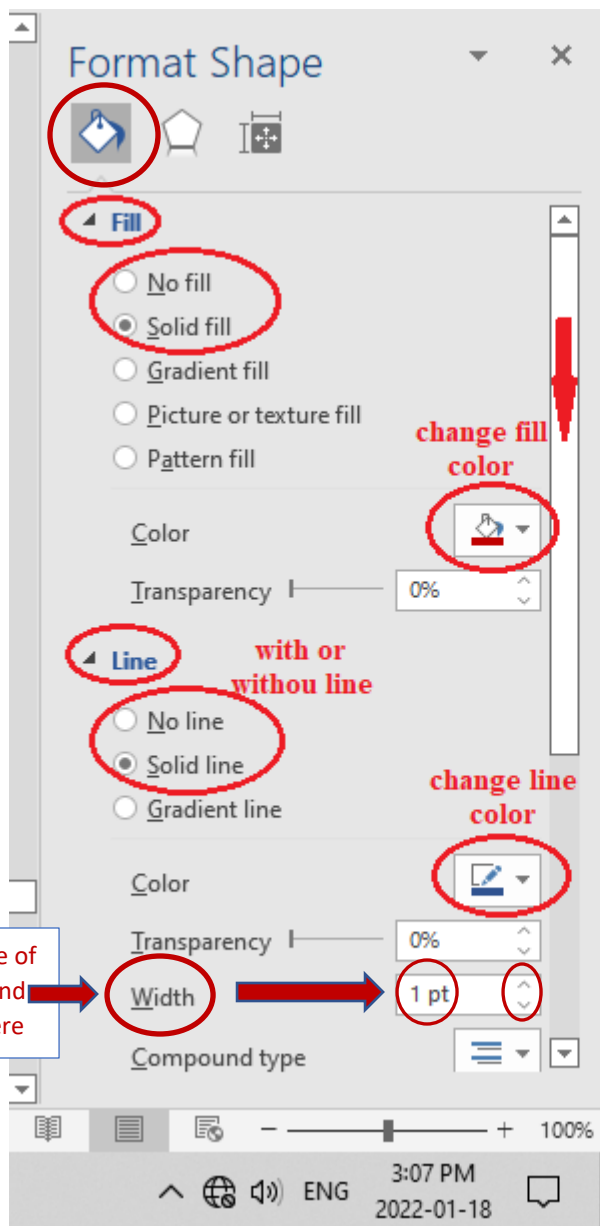
this is called a drop-down window

go all the way down

At the bottom of this drop-down window, you see 'Format Picture'.

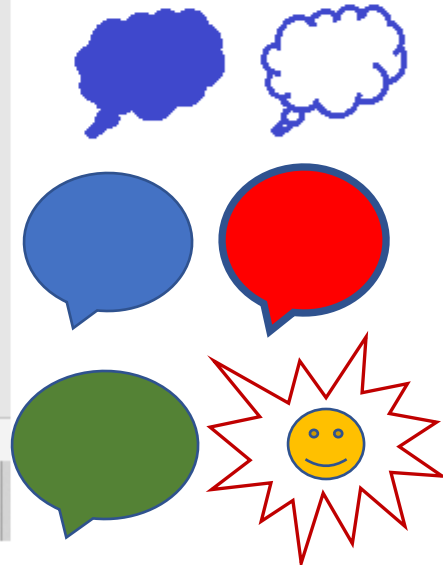
left click on it!

another window will open on the right side of the screen (see page below)



the scroll bar is quite long so you can scroll down to see all the things you can do with this window

Your shapes may look any way you want



You can change the color of the lines around your shape, or the colour inside your shape, or both.

Go ahead, play with it and have some fun!

check the comic strip in chapter 5 page 41 in the book — it was all done using the above information

next step will be learning how to write inside a bubble or inside any other shape you decide to use

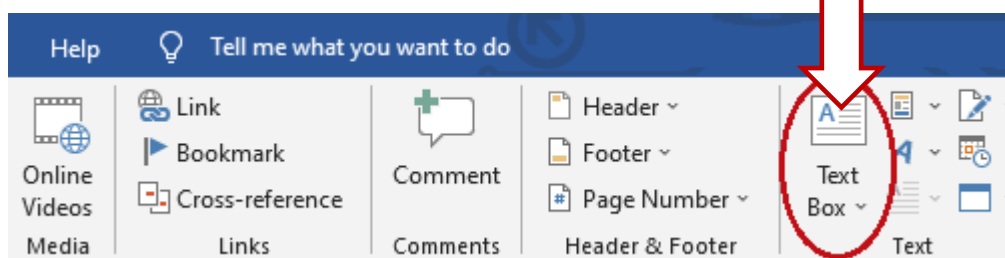
WORKSHOP — Part #2

In this workshop, you will learn how to insert « TEXT BOXES » inside your shapes

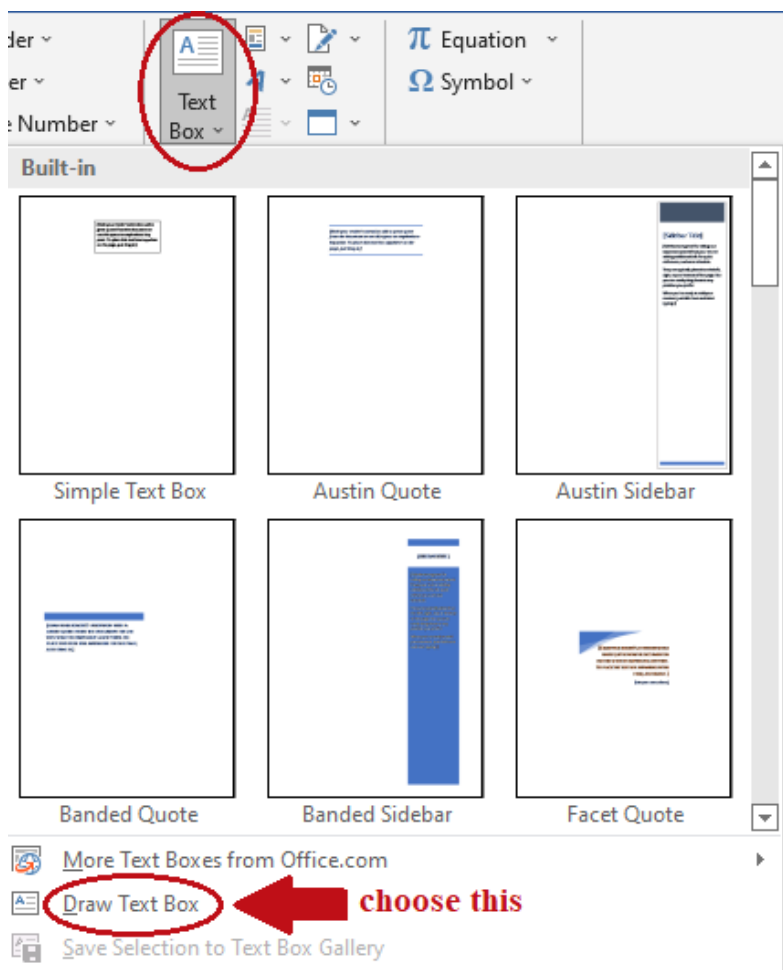
Remember the top of Microsoft Word? It looks like this:



You will click on “insert” again but this time, you will choose something else instead of shapes; you will go all the way to the right of the screen and chose « **Text Box** »



once again, a drop-down window will open and will look like this

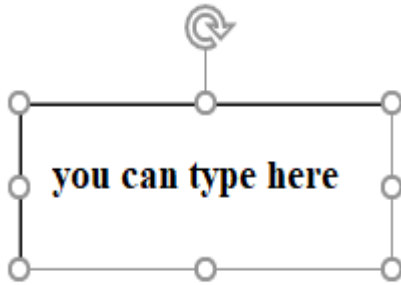


go down to the bottom and choose « **Draw Text Box** »

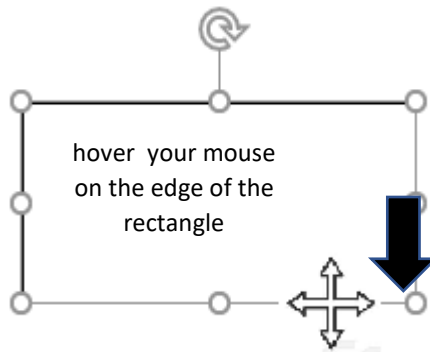
Again, you will need to keep your finger down on the left button of the mouse, and draw a rectangle until it is big enough for you to write inside it.

You may resize the rectangle when you are done writing.

Examples



See the frame around the rectangle?



click on it with the right button and see the bottom of the drop-down window.

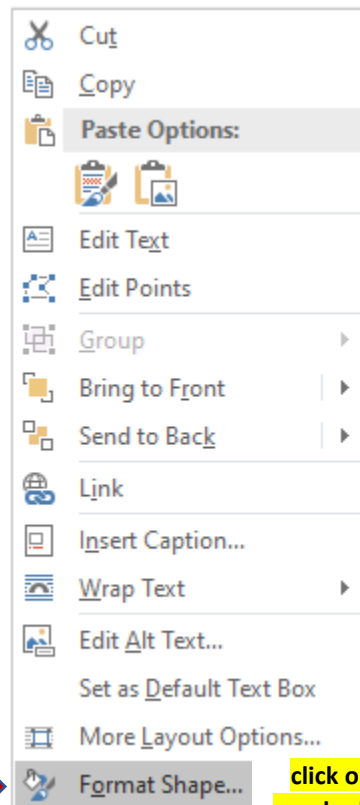
« Format Shape »

scroll all the way down again

D
R
O
P

D
O
W
N

W
I
N
D
O
W

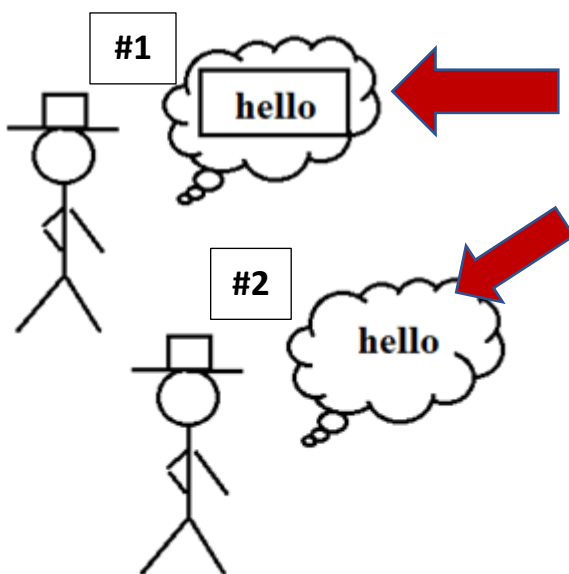
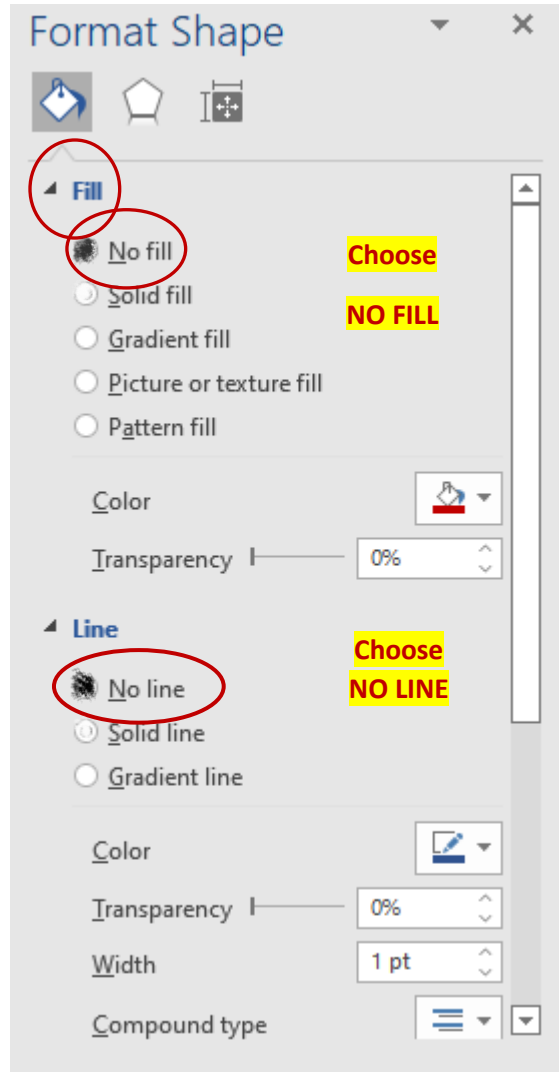


click on Format Shape with the regular left button on your mouse

You will see the same drop-down window again, the same one you saw earlier when you were working with shapes

For a comic strip where you use bubbles to write texts inside, it is better when your text boxes don't have a frame (or lines) around them.

See the comic strip in the book page 41

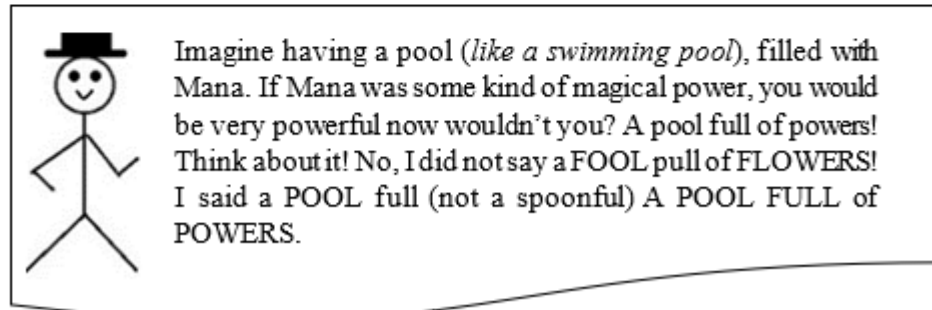
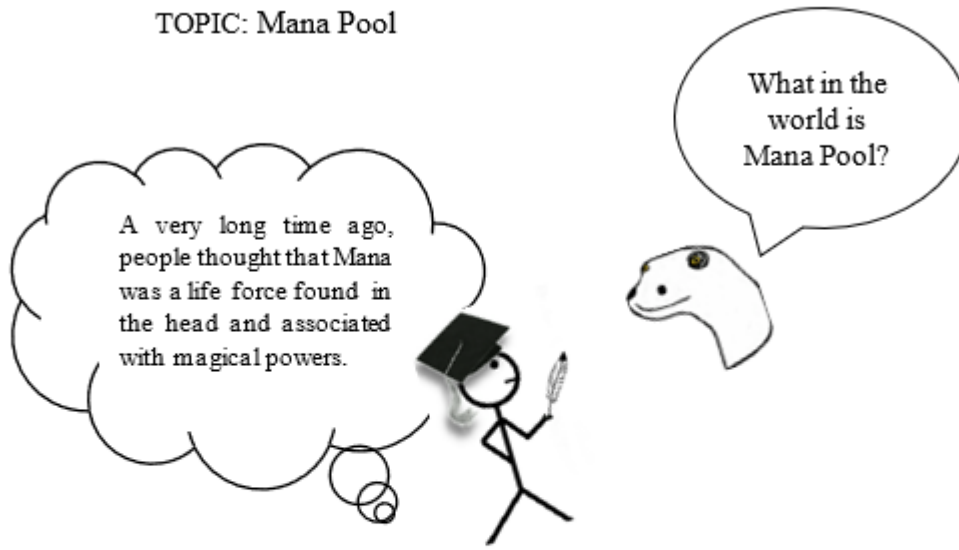


See the difference? The word "hello" in bubble #1 has the frame around it. In bubble #2, the word "hello" has no lines around it and it looks much better, don't you think?

see example below

Here is my Digital Experimental Comic Strip

TOPIC: Mana Pool



GOOGLE MANA POOL

Now, you can experiment with the Microsoft Word program to generate a digital comic strip. The above example was made in Word using the insert tab at the top of the page. You can insert many objects and you can play with it like resizing things, changing their colors, frames, etc.

This ends the workshops!

• • • •

Student name _____ Grade _____

Evaluation Rubric for Comic Strip	5	3	1
<i>outcome met=5 outcome in progress=3 outcome not met=1</i>			
<i>the student will</i>			
Create realistic images using the rules of perspective, proportion and composition (ART)			
Design a plan (<i>draft</i>), and write ideas for the comic strip			
Draw all needed frames for each character			
Use basic shapes to draw			
Add in the speech and lettering			
Add detail to cartoons			
Revise final work; correct grammar and spelling			
Sub Total	/35		
Total			%

Comments

Teacher's signature _____

Date _____

Marks _____%

Chapter 10 | All the Elements

Seeing into the Future — page 95 in the book

It looks like this in the book



Here is a chance for another thought-provoking, highly interesting project for your class. If you could see into the future, what would you look for?

Have a class discussion with your peers about this topic!

Ask your teachers what they would look for if they could see into their future!

Exclusive Project, eh? Get your teachers' deepest secrets!



Oh! Oh!

...

Here is a chance to have a fun/short class discussion again. Teachers can participate by sharing something personal about themselves. If you could see into the future, what would you like to see, learn about, and why? — If teachers share first, it will trigger students to share as well. Who knows, some children might already have dreams for their future and would love to share that with the class. — This activity may be timed for your convenience. It is an optional activity. You can, *once again*, use the evaluation rubric on class discussions and participation.

There are no specific projects on this topic. It is only a fun thing to do!

Chapter 13

Into the Future

The Brave New World

scroll down to this paragraph on page 117

“this exclusive species of dragons exists everywhere in this Brave New World. I am giving you both the ability to see them whenever you want to. You will both remain in this timeline and in these life-forms because while we were travelling to this future in my Vortex, I made sure that you would slowly but surely mutate and evolve in order to perfect your adaptation to this new place. Go out and discover this new world. You can return to this island anytime. I free you my young friends and I will come back to visit from time to time. As for you Squeak, your journey continues with your new family. You are no longer Squeak. You are Ignatius the Magnificent! Like your kin, you can make yourself visible or not. You have the freedom to choose but never forget that, **with freedom, comes responsibility**. Enjoy your future my young friends and make the best of it,”

she ends
as she hits the ground
with her talons
and disappears into her Vortex.



Here is an opportunity to discuss the important topic highlighted in the above paragraph:

« with freedom, comes responsibility! »

Class discussions are an important component of education. It helps students learn how to express themselves *verbally*, and improve their oral skills, especially when they need to get their point across. Here, *in this context*, they must discuss why they are responsible for their choices (*freedom of choice*). Our choices often affect people around us, the words and actions we choose; we are responsible for those. What they may learn from this discussion might help them next time they argue with friends at school, with siblings at home, or in any other situations. In a sense, class discussions become « teachers of life skills » as students learn to communicate better.

EPILOGUE

Page 119

The ending of the novel is a bit surprising, as Max (*the human boy*), announces he will become an author, and will write a story about his adventures with Squeak. This conclusion appears in the dialogue the two characters have at the end of the story ([page 124, bottom left in the book](#)):

Max

“Yes, I do; I believe my new talent is *writing* — As we were evolving in the vortex, I could feel a strong desire in the pit of my stomach, a strong impulse to write something, not just any tale but, a story . . . a true story . . . *our story!*” I will become an author!”

***(This is the twist at the end of the story mentioned by both, Foreword and Blueink professional reviewers)
(Students could brainstorm ideas on how to use a ‘twist’ at the end of their own stories)***

FOR MORE INFORMATION ABOUT ADDING ‘TWISTS’ TO A STORY, VISIT THE EXCELLENT WEBSITE BELOW:

<https://www.twinkl.ca/teaching-wiki/create-a-twist-in-a-story>

You can download resources and PDF files from educators on this websites, to assist you in teaching how to create ‘twists’ in stories and why authors do it. Scroll down until you see this image → → → → → and look at the list of examples of ‘plot twists’.

You will find a list of different types of twists students can use in their stories to create gripping and electrifying adventures.



😊 FROM GRANNI DANI 😊

Below, you will find a questionnaire for the students, something they can use when an author comes to your school offering presentations, book talks and book signings. This questionnaire is widely used in *author-reader* interviews, but it is only a suggestion. Students should be encouraged to come up with their own questions. Interviews among children and authors tend to generate wonderful and lively interactions between them.

Thank you for choosing Sébastien Bourbeau’s book for your novel study in your English Language Art program. We sincerely hope that this resource has served you well.

Please, feel free to fill out the evaluation form attached below, or email comments via the website: <https://www.komodosqueak.com/contact>

Sincerely,

A handwritten signature in black ink that reads "Danielle Jaworowski".

Danielle Jaworowski | Retired Teacher

QUESTIONNAIRE

authors are often asked the following top 25 questions by students:

1. Why did you write that kind of story?
 2. Did the story come directly from your head, or more from your research?
 3. Is writing easy for you? Do you feel lonely when you write?
 4. Did you illustrate your own book, or did an artist do it for you?
 5. Do you try to write without expressing your own opinions?
 6. How would you feel if someone disagreed with something you wrote?
 7. When you began writing the story, did you know what the ending would be?
 8. How long did it take to complete your book?
 9. Does writing energize you, or does it make you feel more tired?
 10. When did you first realize you wanted to be an author?
 11. If you were one of the characters, who would you like to be and why?
 12. If the main character in that story lived near your home, would you want to be friends?
 13. What was your favorite part of the book? Why?
 14. Who was your favorite character? Why?
 15. What was the most interesting thing you learned from your research for the book?
 16. Why did you end the story the way you did?
 17. Why did you write your book using the different techniques you chose?
 18. Why did you go to great lengths to write in a way that is not ordinary?
 19. Where did you get your information or ideas for your book?
 20. How old were you when you started your book , and when you finished it?
 21. If you could change one thing in the book, what would it be?
 22. What's next for you? Will you write another story?
 23. Why was it important for you to write experimentally?
 24. What made you decide to have relationships with your characters? And your readers?
 25. Why did you create school work with your book?
-

S U R V E Y – F E E D B A C K

We would appreciate hearing from teachers about this resource.
We will certainly improve it with your expertise.

— THANK YOU —

YES
✓ NO
✓

Did the cover convey well what the book is about? Did it appeal to the intended audience and encourage readers to pick it up?		
Were illustrations used to enhance and add life to the story? Did the illustrations align well with the text?		
Could the students explain how language and visuals work together to communicate meaning and enhance effect?		
Did the story do a good job to keep readers engaged? Was the plot appealing enough to the intended audience?		
Did the story entertain, stimulate, surprise, intrigue, or reassure young readers? Was the theme well-communicated and worth communicating?		
Did the story present a real-life challenge for readers to engage with? Did the story lead to a discussion between readers, teachers, parents, staff members or other people?		
Did the characters connect with readers? Are the characters believable, relatable, and/or admirable? Did the story result in main characters development and growth?		
Was the story helpful in expanding the reader’s understanding and awareness? Was the plot original and appealing?		
Was the setting (s), distinct and interesting? Was a specific environment presented, either explicitly or implicitly? Did it engage and/or stimulate the readers?		
Was language used to add depth, richness, and imagery to the story? Did it express feeling in a way that would connect emotionally with the intended readers?		
Did the language communicate well the story’s mood? Was language used to effectively build excitement? Was humour incorporated to add to the level of engagement?		
Did your students recognize how words and word-combinations, (such as word play, puns, repetitions, and/or rhyme & prose), influence or convey meaning?		
Was the reading level and complexity of language suited to the intended reader? Will it challenge young readers to use experimental/creative writings for schoolwork?		
Did students appreciate the artistry of texts? Were texts clear, appropriately sized, and readable? Did readers create their own original texts in their written works? (i.e., comic strip, skit & film scripts, etc.)		
Did you encourage the children to write experimentally? Did you foster and assist your students to play with words and forms? Will you consider <i>experimental writings</i> for students’ future assignments?		
Can the story be used to support at least one of the core competencies from curriculum? (Communication, Creative & Critical Thinking, Positive Personal and Social Awareness & Responsibility? Etc.)		

COMMENTS: _____

MORE DOCUMENTS

INCLUDING EVALUATION RUBRICS ALL IN ONE PLACE

*These rubrics can be printed and used for any other topics,
grades or classes, as teachers see fit.*

*There are no copyrights on any of this work; it is a complimentary resource
offered freely to all teachers; you can share this with colleagues*

« for non-profit only »

Complimentary Resource

brought to you by

Danielle Jaworowski & Sébastien Bourbeau

<https://www.komodosqueak.com/>
<https://www.komodosqueak.com/contact>

INCLUDED :

- WORD SEARCH with ANSWER KEY
 - TAKE NOTES WHILE READING
 - MORE QUIZZES
 - ALL EVALUATION RUBRICS in ONE PLACE
-

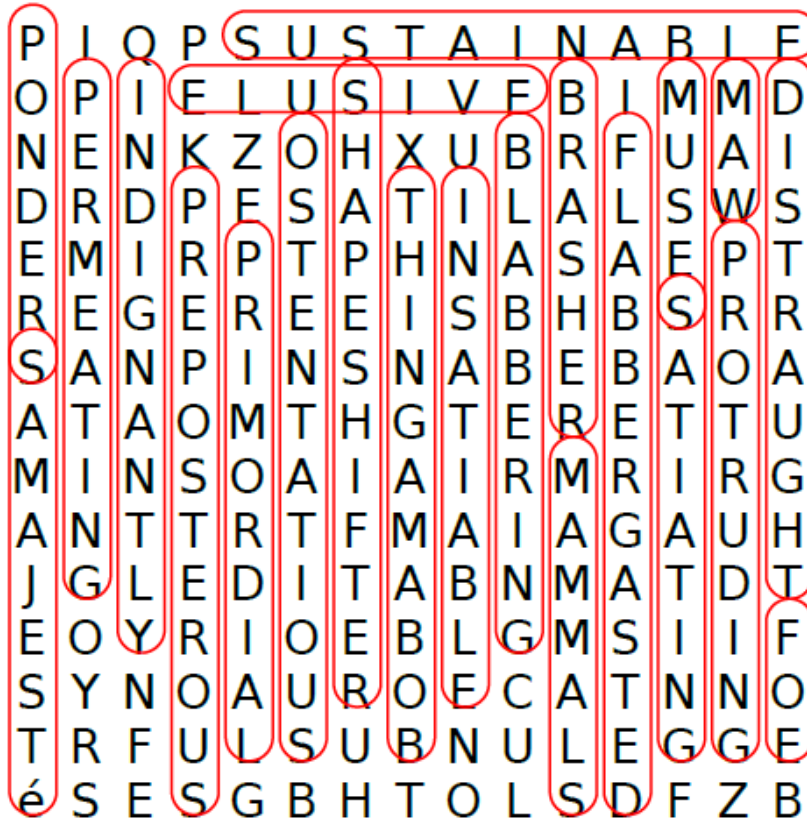
Word Search

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

Flabbergasted	Preposterous	Ostentatious	Sustainable
Indignantly	Thingamabob	Sa Majesté	Distraught
Blabbering	Protruding	Permeating	Insatiable
Primordial	Mammals	Satiating	Shapeshifter
Ponders	Brasher	Elusive	Muses
Foe	Maw		

Answer Key

Word Search



- | | | | |
|---------------|--------------|--------------|--------------|
| Flabbergasted | Preposterous | Ostentatious | Sustainable |
| Indignantly | Thingamabob | Sa Majesté | Distraught |
| Blabbering | Protruding | Permeating | Insatiable |
| Primordial | Mammals | Satiating | Shapeshifter |
| Ponders | Brasher | Elusive | Muses |
| Foe | Maw | | |

TAKING NOTES WHILE READING

STUDENT NAME _____

Title _____

CHARACTERS

SETTING

**CONFLICT
CHALLENGES**

**POINT of
VIEW**

PLOT

SUSPENSE

THEME

PROTAGONIST

find the meaning of this word

ANTAGONIST

find the meaning of this word

This section includes:

- Information about the Komodo Dragon.
 - Fun Facts and on-line Quizzes
 - Multiple Choice Quiz with Answer Key.
 - Short Answer Quiz with Answer Key.
-

Information about the Komodo Dragon



Common Name: Komodo dragons
Scientific Name: *Varanus komodoensis*
Type: Reptiles
Diet: Carnivore
Average Life Span in The Wild: Up to 30 years
Size: 10 feet
Weight: 330 pounds
Size: relative to a 6-foot-tall man
Endangered Species Red List Status: Vulnerable
Current Population Trend: Unknown

FUN FACTS

- Komodo dragons can briefly run at speeds of up to 13 mph (20 kph).
- When threatened, they can throw up the content of their stomachs to lessen their weight in order to flee.
- Komodo dragons have long, forked tongues that they use to help smell and taste.

you can use the following Website to conduct your research

<https://kids.nationalgeographic.com/animals/reptiles/facts/komodo-dragon>

Short Answer Questions

Name _____ Grade _____

1. When did people discover that Komodo dragons were real and not a myth?

2. What reputation do Komodo dragons have?

3. What may a Komodo dragon devour?

4. What is 10 percent of a wild Komodo's diet?

5. What animal kingdom species do Komodos belong to?

6. How much was the largest recorded Komodo weight?

7. What do some scientists think about the 366-pound Komodo?

8. How does a Komodo swallow huge pieces of food?

9. What is the scientific name for a virgin birth?

10. How do Komodos exist in the wild?

11. How many teeth does the Komodo have?

12. If an animal attacked by a Komodo does not die immediately, what does the Komodo do?

13. Why do animals that have been attacked by the Komodo usually die within days, if not immediately?

14. What does a Komodo do with the hair of its prey?

15. What happens after a Komodo dines on the hair, bones, hooves and horns of its prey?

16. How would you describe a Komodo's gastric pellet?

17. Why is there medical interest in the Komodo dragon?

18. Which animal has the most potent bite?

19. Tell why Komodo dragons are called carnivores

20. What is the Komodo dragon's forked tongue used for?

Short Answer Questions

Answer key

1. When did people discover that Komodo dragons were real and not a myth?

The Komodo dragon was discovered approximately in the years 1910-1911.

2. What reputation do Komodo dragons have?

They have the reputation of being a fierce species.

3. What may a Komodo dragon devour?

They devour raw meat like human flesh and other animals.

4. What is 10 percent of a wild Komodo's diet?

10% of the Komodo diet is another Komodo.

5. What animal kingdom species do Komodos belong to?

The animal kingdom the Komodo belongs to is — The Lizard/Reptile Species of the Monitor Family

6. How much was the largest recorded Komodo weight?

So far, the only report of the largest Komodo is 166.015 kg (366 pounds), and measured 3 meters (10 feet).

7. What do some scientists think about the 166-kilograms Komodo?

Some scientists think that this large Komodo probably had a big meal before he was weighed-in.

8. How does a Komodo swallow huge pieces of food?

It's easy for Komodos to swallow because they have highly flexible jaws and skulls just like snakes.

9. What is the scientific name for a Komodo virgin birth?

The scientific name is Parthenogenesis — it means that babies can be born from a mom without needing a dad — the Greek word Parthenogenesis means : Virgin Birth.

For more information, visit this Website: the birds and the bees:

<https://sitn.hms.harvard.edu/flash/2007/issue26/>

10. How many Komodos exist in the wild?

Approximately 4,000 Komodo dragons exist in the wild.

11. How many teeth does the Komodo have?

The Komodo has close to 60 serrated teeth.

12. If an animal attacked by a Komodo does not die immediately, what does the Komodo do?

The Komodo will follow the smell of its prey until it dies; it will eat it once it is dead.

13. Why do animals that have been attacked by the Komodo usually die within days, if not immediately?

Venom and bacteria in the Komodo's bite are the reasons for the deaths.

14. What does a Komodo do with the hair of its prey?

The Komodo dragon eats everything, including the hair, bones, hooves and even horns.

15. What happens after a Komodo dines on the hair, bones, hooves and horns of its prey?

Because the Komodo cannot digest these items, they regurgitate all of them by coughing them up in the form of a gastric pellet.

16. How would you describe a Komodo's gastric pellet?

A gastric pellet is a horrible-smelling ball.

17. Why is there medical interest in the Komodo dragon?

The Komodo is immune to its own poison; study of its blood could lead to a discovery of a new class of antibiotics.

19. Tell why Komodo dragons are called carnivores

They are called carnivores because they only eat meat, and more specifically, raw meat. They do not eat fruit or vegetables.

20. What is the Komodo dragon's forked tongue used for?

The Komodo dragon uses his forked tongue to smell everything in his environment.

**Fun Quizzes on line for Kids
compete with your friends by clicking on the links below!**

<https://www.playbuzz.com/puspita10/how-well-do-you-know-about-komodo-dragon>

https://www.gotoquiz.com/komodo_dragon_profile_quiz

<https://quizizz.com/admin/quiz/5d8b4460b3129d001a593819/komodo-dragons>

• • • •

QUIZ #2

Student Name _____ Grade _____ Date _____

- How long is a Komodo dragon?
 - 20 feet long
 - 10 feet long
 - 5 feet long
 - 35 feet long
 - 25 feet long
- What substance in the Komodo dragon's saliva help them eat their prey?
 - Poison that improves taste
 - Poison that cooks their food
 - Poison that prevents blood clotting
 - Poison that allows blood clotting
- When were Komodo dragons discovered?
 - 300 years ago
 - 100 years ago
 - 500 years ago
 - 50 years ago
- How long have Komodo dragons lived on earth?
 - 500 years
 - Millions of years ago
 - 4,000 years exactly
 - 100 years
- What sense is strongest in Komodo dragons?
 - Sense of smell
 - Sense of touch
 - Sense of hearing
 - Sense of sight
- How much does the Komodo dragon weigh?
 - 50 pounds
 - 1,500 pounds
 - 300 pounds
 - 500 pounds
 - 5,000 pounds
- How do the Komodo dragons hunt and catch their prey?
 - They run quickly towards their prey
 - They use traps in their territories
 - They sneak in bushes and grasses while waiting for their prey
 - They use tools like sticks to catch their prey
- What kind of animal is a Komodo dragon?
 - A frog
 - An anteater
 - A lizard
 - A dragon
- How much can a Komodo dragon eat in a single meal?
 - 560 pounds
 - 360 pounds
 - 860 pounds
 - 260 pounds
- What record is held by the Komodo dragon?
 - They are the largest snakes on Earth
 - They are the largest animal on Earth
 - They are the largest plant-eater on Earth
 - They are the largest reptiles on Earth

Quiz #2 - Answer Key

1. How long is a Komodo dragon?

- 20 feet long
- 10 feet long**
- 5 feet long
- 35 feet long
- 25 feet long

2. What substance in the Komodo dragon's saliva help them eat their prey?

- Poison that improves taste
- Poison that cooks their food
- Poison that prevents blood clotting**
- Poison that allows blood clotting

3. When were Komodo dragons discovered?

- 300 years ago
- 100 years ago**
- 500 years ago
- 50 years ago

4. How long have Komodo dragons lived on earth?

- 500 years
- Millions of years ago**
- 4,000 years exactly
- 100 years

5. What sense is the strongest in Komodo dragons?

- Sense of smell**
- Sense of touch
- Sense of hearing
- Sense of sight

6. How much does the Komodo dragon weigh?
- 50 pounds
 - 1,500 pounds
 - 300 pounds**
 - 500 pounds
 - 5,000 pounds
7. How do the Komodo dragons catch their prey?
- They run quickly towards their prey
 - They use traps in their territories
 - They sneak in bushes and grasses while waiting for their prey**
 - They use tools like sticks to catch their prey
8. What kind of animal is a Komodo dragon?
- A frog
 - An anteater
 - A reptile** (a lizard is also a good answer)
 - A dragon
9. How much can a Komodo dragon eat in a single meal?
- 560 pounds (254 kg)
 - 360 pounds (163 kg)
 - 860 pounds (390 kg)
 - 260 pounds** (117 kg)
10. What record is held by the Komodo dragon?
- They are the largest snakes on Earth
 - They are the largest animal on Earth
 - They are the largest plant-eater on Earth
 - They are the largest reptiles on Earth**
-

QUIZ #3

Student Name _____ Grade _____ Date _____

1. The Komodo Islands are part of:

- Australia
- Indonesia
- Japan
- China

2. What family does the Komodo Dragon belong to?

- Boidea Family
- Lizard Monitor Family
- Dragozioc Family
- Iguanidae Family

3. Komodo Dragons can weigh up to 300 pounds and reach a length of . . .

- 6 feet
- 10 feet
- 15 feet
- 20 feet

4. Komodo dragons are known for their:

- docile nature
- excellent parenting skills
- excellent sense of smell
- extremely slow and weak

5. What makes up the main part of the Komodo dragons' diet?

- raw meat
- plants and fish
- fruit and vegetables
- small children

6. Komodos are known cannibals. What will young Komodos do to avoid being eaten by larger dragons?

- stand on their hind legs
- run up a tree
- play dead
- fight back

7. Victims of the Komodo Dragon often die from:

- bleeding to death
- fear of being attacked
- rapid bursts of heart beats
- being crushed by the giant beasts

8. What is the hunting technique most often used by the Komodo Dragon?

- laying in wait for long periods of time
- chasing prey animals
- stalking prey in the dark
- sniffing the air around them

9. Komodos consume up to 80% of their body weight in a single meal. How long does it take for them to digest such a large meal?

- 20 minutes
- 2 hours
- a day
- a few weeks

10. The Komodo Dragon is:

- found in abundance on all the Komodos Islands
 - hunted and traded commercially
 - a common pet in the middle east
 - an endangered specie
-

Answer key - Quiz #3

1. The Komodo Islands are part of:

- Australia
- Indonesia
- Japan
- China

2. What family does the Komodo Dragon belong to?

- Lizard Monitor Family
- Boidea Family
- Dragozioc Family
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- 6 feet
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- docile nature
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5. What makes up the main part of Komodo dragons' diet?

- plants and fish
- fruit and vegetables
- small children
- raw meat

6. Komodos are known cannibals. What will young Komodos do to avoid being eaten by larger dragons?

- stand on their hind legs
- run up a tree
- play dead
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7. Victims of the Komodo Dragon often die from:

- **bleeding to death**
- fear of being attacked
- rapid bursts of heart beats
- being crushed by the giant beasts

8. What is the hunting technique most often used by the Komodo Dragon?

- **laying in wait for long periods of time**
- chasing prey animals
- stalking prey in the dark
- sniffing the air around them

9. Komodos consume up to 80% of their body weight in a single meal. How long does it take for them to digest such a large meal?

- 20 minutes
- 2 hours
- a day
- **a couple weeks**

10. The Komodo Dragon is:

- found in abundance all over the world
 - **hunted and traded commercially**
 - a common pet in the middle east
 - an endangered specie
-

FINAL EVALUATION for READING SKILLS

Name _____ Grade _____

for both conventional and experimental projects

objective met = 5	objective in progress = 3	objective not met = 1	5	3	1
<i>the student will</i>					
Read a variety of materials including chapter books; read both — out loud and silently, with fluency, and self-correct for meaning.					
Participate in small group literature discussions and connect own experiences with facts, characters and situations in stories; identify chapter title and table of contents.					
Build vocabulary by reading and using sentences to determine meaning and point of view. Identify different genres (<i>realistic fiction, historical fiction, nonfiction, etc.</i>).					
Use resources to increase vocabulary and gain deeper understanding; improve fluency and comprehension by reading every day.					
When reading out loud, read with expression; read from a variety of genres; summarize the plot, setting and characters, and respond to issues as well as facts and events.					
Increase vocabulary and gain deeper understanding by " <i>reading between the lines</i> "; summarize stories and discuss use of word choice, simile & metaphors.					
Locate information by skimming materials to answer questions; use technology for a resource to locate and sort information if and when needed.					
Tackle a difficult text and reflect on reading experiences; share in written or oral form in class discussions; summarize stories and identify the main parts/ideas of a book.					
Sub Total for Reading Skills:			/40		
Total					%

Comments

Teacher's signature _____

Date _____

Final Marks _____%

FINAL EVALUATION for WRITING SKILLS

for experimental & conventional literature

Student name _____

Grade _____

outcome met = 5	outcome in progress = 3	outcome not met = 1	5	3	1
<i>The student will</i>					
Read and write a story by using dictionaries, spell-check and electronic devices to confirm the spelling and meaning of unfamiliar words; use these new words in future creative work.					
Write complete sentences with a central idea organized in a logical sequence; use dictionaries, spell-check and technology to confirm the spelling and meaning of unfamiliar words.					
Discover, explore and express ideas to develop understanding, and do it in colorful ways; explore new ways to find additional thoughts and share them with friends and teacher.					
Create a short story; revise, edit and enhance legibility using grammar, spelling, capitalization and punctuation; express ideas in colorful ways.					
Write with clear beginning, middle and end; use paragraphs to organize ideas; use a variety of sentence forms and lengths in unique language; use dialogues.					
Summarize, analyze and improve writing from critiques; use technology to produce written work and revise to enhance detail, description, punctuation, spelling and grammar.					
Revise own work and add description and detail if need be. Write legibly and set writing goals. Use metaphors and specific words to catch interest and improve understanding.					
Work together on group projects; learn to respect and combine the ideas of others; ask questions and tell stories in fun ways (<i>creating a screenplay, for instance</i>).					
Learn new features with computer programs (<i>i.e., Word</i>), to create a project such as, a written story, a presentation, a short film or a play; use props, pictures, music, etc.					
Research the topic of the story by accessing information on line, and record new findings; use references and respect copyrights; share new findings with peers and teachers					
Take quizzes — read each question carefully; relax and focus; answer all questions to further enhance comprehension.					
Sub Total			/55		
Finale Mark					%

Comments

Teacher's signature _____

Date _____

Final Marks _____ %

Student name _____

Grade _____

Rubric for either a Power Point Presentation or a Short Film			
excellent=5	average=3	needs help=1	
			5 3 1
<i>The Student Will</i>			
Use good quality pictures, not too large, not too small and NOT blurry			
Use fonts and colors in contrast with the background to facilitate reading			
Use very few special effects (<i>dissolve and fade</i>) are the best effects used by experts			
Correct grammar and spelling			
Experiment with language and forms; create an original text or script			
Stay focus on the subject/topic			
Share your sources and respect copyrights			
		Sub-Total /35	
		Final Marks	%

Comments

Teacher's signature _____

Date _____

Marks _____%

Student name _____

Grade _____

Evaluation for an Oral Presentation or a Skit	5	3	1
excellent=5 average=3 needs help=1			
<i>The students will</i>			
Time their presentation and practice it in order to meet teacher's requirements			
Use visual aids and other props effectively and logically			
Focus on their work and stay on task			
Talk to the audience, not to each other (<i>when group presenting</i>)			
Stand up straight but avoid being stiff; avoid shifting their weight from side to side			
Avoid keeping their hands in pockets or on hips; avoid crossing arms or wringing hands			
Maintain good eye contact to build rapport, trust and confidence; focus on the audience			
Avoid being monotone; speak loud and clear; be animated and energetic			
Use the feedback and energy received from audience to keep high level of liveliness			
Sub Total /45			
TOTAL	%		

Comments

Teacher's signature _____

Date _____

Marks _____%

RUBRIC FOR TEAM WORK

Name _____

Grade _____

<i>objective met = 5 objective in progress = 3 objective not met = 1</i> <i>the student will</i>	5	3	1
Break complex tasks into parts and steps; plan and manage time.			
Delegate roles and responsibilities.			
Refine understanding through discussion and explanation.			
Give feedback on performance; challenge assumptions.			
Develop stronger communication skills.			
Share diverse perspectives, knowledge and skills.			
Give and receive support; encourage peers to take risks.			
Develop new approaches to resolving differences.			
Establish a shared identity with other group members.			
Find effective peers to help you.			
Develop their own voice and perspectives in relation to peers.			
Sub-total: /60			
TOTAL			%

Teacher's comments

Teacher's signature _____

Date _____

Mark _____%




STUDENTS' SELF-EVALUATION RUBRIC

Hand out to Students

Name _____

Grade _____

Self-Evaluation for Team Work

goal met = 5 goal in progress = 3 goal not met = 1			
<i>the student . . .</i>	5	3	1
assumed a role in the assignment and stayed on task			
participated in all group meetings			
completed all assigned tasks and shared work and responsibilities			
produced and completed work of high quality			
gave appropriate and useful answers to group questions and demands			
routinely used time well throughout the assignment			
was keen about group work and made an effort for group success			
offered suggestions, <i>when needed</i> , to make the group more effective			
minimized conflict; was effective at solving issues within the group			
actively looked for and suggested solutions to problems			
listened, shared and supported the efforts of the group members			
tried to keep people working well together			
interacted positively and respectfully with group members			
demonstrated a positive attitude throughout the assignment			
Sub-Total /70			
TOTAL	%		

Comments

Student's signature _____

Date _____

Mark _____%

Evaluation Rubric for Class Discussion

Name _____ Grade _____

√ objective met = 5	√ objective in progress = 3	√ objective not met = 1	5	3	1
<i>the student will</i>					
Use cues, concepts and notions from the story to help answer the questions					
Participate in discussion by answering questions, making suggestions, etc.					
Show respect to other students' ideas, proposals or answers, and cooperate with them					
Stay focussed on topic; put your hand up and wait for your turn					
Listen, consider and explore ideas from everyone involved in the conversation					
Share opinions and answers with teacher and peers					
Sub-Total			/30		
Final Marks					%

Comments

Teacher's signature _____

Date _____

Final Marks _____ %

Evaluation Rubric for Internet Search

Name _____ Grade _____

√ objective met = 5	√ objective in progress = 3	√ objective not met = 1	5	3	1
<i>the student will</i>					
develop and follow a plan for accessing and gathering ideas and information on line					
create keywords and search terms					
refine search queries to get better results					
display emotional resilience by persisting in searching the Web despite challenges					
pay attention to the author of the website to make sure the information is accurate					
note and share sources with teacher and peers					
respect intellectual property / copyrights					
Sub-Total			/35		
Final Marks				%	

Comments

Teacher's signature _____

Date _____

Marks _____%

Student name _____ Grade _____

Evaluation Rubric for Comic Strip	5	3	1
<i>outcome met=5 outcome in progress=3 outcome not met-1</i>			
<i>the student will</i>			
Create realistic images using the rules of perspective, proportion and composition			
Design a plan (<i>draft</i>), and write ideas for the comic strip			
Draw all needed frames for each character			
Use basic shapes to draw			
Add in the speech and lettering			
Add detail to cartoons			
Revise final work; correct grammar and spelling			
Sub Total	/35		
Total			%

Comments

Teacher's signature _____

Date _____

Marks _____%

Very interesting information for your young writers

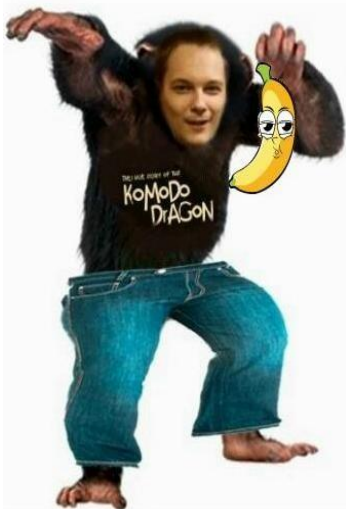
Children's Juvenile Fiction Ages 6–12

Fictional books written for young readers, aged six to twelve. They may include pictures, but the plot and characters are mainly portrayed through words from Foreword Reviews:

https://publishers.forewordreviews.com/awards/available-categories/?utm_source=marketing-email&utm_medium=email&utm_campaign=INDIES%20early%20entry%20discount%20extended

One more link from Foreword: <https://publishers.forewordreviews.com/awards/#why-register>

S H A R E



SEND US YOUR FEEDBACK
THANK YOU

SÉBASTIEN & Dani
always monkey-ing around



Email your comments at: danijaw@yahoo.ca