



A **Literature Kit™** FOR

Sing Down the Moon



By Scott O'Dell

Written by Michelle Jensen

GRADES 5 - 6



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Critical Thinking Skills






Sing Down the Moon

Skills for Critical Thinking		Chapter Questions										Writing Tasks	Graphic Organizers	
		1	2-3	4-6	7-9	10-11	12-13	14-16	17-19	20-21	22-23			
LEVEL 1	Remembering	<ul style="list-style-type: none"> Identify Story Elements Recall Details Match Sequence Events 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 2	Understanding	<ul style="list-style-type: none"> Compare & Contrast Summarize State Main Idea Describe Classify 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 3	Applying	<ul style="list-style-type: none"> Plan Interview Infer Outcomes 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 4	Analysing	<ul style="list-style-type: none"> Draw Conclusions Identify Supporting Evidence Motivations Identify Cause & Effect 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 5	Evaluating	<ul style="list-style-type: none"> State & Defend An Opinion Make Judgements 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
LEVEL 6	Creating	<ul style="list-style-type: none"> Predict Design Create Imagine Alternatives 	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

Based on Bloom's Taxonomy

Contents

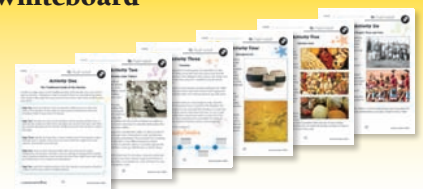
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Assessment Rubric



Sing Down the Moon

Student's Name: _____ Assignment: _____ Level: _____

	Level 1	Level 2	Level 3	Level 4
Comprehension of Novel	Demonstrates a limited understanding of the novel	Demonstrates a basic understanding of the novel	Demonstrates a good understanding of the novel	Demonstrates a thorough understanding of the novel
Content • information and details relevant to focus	Elements incomplete; key details missing	Some elements complete; details missing	All required elements completed; key details contain some description	All required elements completed; enough description for clarity
Style • effective word choice and originality • precise language	Little variety in word choice. Language vague and imprecise	Some variety in word choice. Language somewhat vague and imprecise	Good variety in word choice. Language precise and quite descriptive	Writer's voice is apparent throughout. Excellent choice of words. Precise language
Conventions • spelling, language, capitalization, punctuation	Errors seriously interfere with the writer's purpose	Repeated errors in mechanics and usage	Some errors in convention	Few errors in convention

WEAKNESSES:

STRENGTHS:

NEXT STEPS:



Teacher Guide

Our resource has been created for ease of use by both **TEACHERS** and **STUDENTS** alike.

Introduction

Our literature kit is designed to give the teacher a number of helpful ways of making the study of this novel a more enjoyable and profitable experience for the students. Our guide features a number of useful and flexible components, from which the teacher can choose. It is not expected that all of the activities will be completed.



One advantage to this approach to the study of a novel is that the student can work at his or her own speed, and the teacher can assign activities that match the student's abilities.

Our literature kit divides the novel by chapters and features reading comprehension and vocabulary questions. Themes include gender roles, equality, cultural assimilation, persecution, racism, internment, wars and even genocide. *Sing Down the Moon* gives classrooms a chance to discuss the importance of understanding the world view of others and the importance of not judging other cultures.

How Is Our Literature Kit™ Organized?

STUDENT HANDOUTS

Chapter Activities (in the form of reproducible worksheets) make up the majority of this resource. For each group of chapters, there are BEFORE YOU READ activities and AFTER YOU READ activities.

- The BEFORE YOU READ activities prepare students for reading by setting a purpose for reading. They stimulate background knowledge and experience, and guide students to make connections between what they know and what they will learn. Important concepts and vocabulary from the chapter(s) are also presented.
- The AFTER YOU READ activities check students' comprehension and extend their learning. Students

are asked to give thoughtful consideration of the text through creative and evaluative short-answer questions and journal prompts.

Six **Writing Tasks** and three **Graphic Organizers** are included to further develop students' critical thinking and writing skills, and analysis of the text. (See page 6 for suggestions on using the *Graphic Organizers*.) The **Assessment Rubric** (page 4) is a useful tool for evaluating students' responses to the Writing Tasks and Graphic Organizers.

PICTURE CUES

This resource contains three main types of pages, each with a different purpose and use. A **Picture Cue** at the top of each page shows, at a glance, what the page is for.



Teacher Guide

- Information and tools for the teacher



Student Handout

- Reproducible worksheets and activities

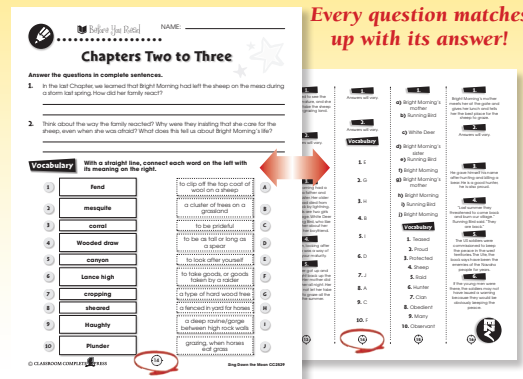


Easy Marking™ Answer Key

- Answers for student activities

EASY MARKING™ ANSWER KEY

Marking students' worksheets is fast and easy with this **Answer Key**. Answers are listed in columns—just line up the column with its corresponding worksheet, as shown, and see how every question matches up with its answer!



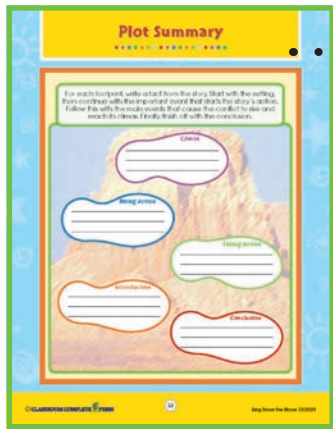


1,2,3

Graphic Organizers



The three **Graphic Organizers** included in this **Literature Kit™** are especially suited to a study of **Sing Down the Moon**. Below are suggestions for using each organizer in your classroom, or they may also be adapted to suit the individual needs of your students. The organizers can be used on a projection system or interactive whiteboard in teacher-led activities, small group activities, and/or photocopied for use as student worksheets. To evaluate students' responses to any of the organizers, you may wish to use the **Assessment Rubric** (on page 4).



PLOT SUMMARY

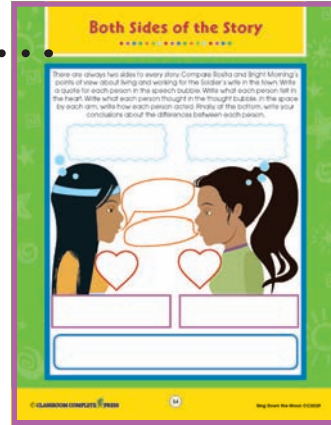
Use the graphic organizer to gather facts and quotes on the plot. Students identify the event that starts the conflict or struggle in the story. Find the main events that cause the conflict to rise, and finally reach the climax. Then, finish off with the conclusion. Students are encouraged to use quotes from the text to describe the rising and falling action.

Found on Page 53.

BOTH SIDES OF THE STORY

Students will look at the same event in the story from two perspectives. For example, when the 'Long Knives' tell Old Bear that he needs to keep the peace. Students can understand the need for the American soldiers to stop the fighting among Native nations and between the Americans and the Navaho. Can they understand the justification to continue the fighting and the raids? This graphic organizer will help students gather facts and quotes to try to present two sides to any story situation.

Found on Page 54.



FINDING THE THEME

Students will gather information throughout the text in order to understand one of the Themes as it is presented in the novel. Understanding the plot, character development, mood, and author's message is essential for understanding the theme. Students use the quadrants of the circle to gather facts and quotes. Students record the quote and page number. At the end of the book, students will have organized facts and quotes ready to help them write an analysis of a Theme for the novel.

Found on Page 55.

