

# TEACHERS' GUIDE

## THE GARGOYLE



## IN MY YARD

BY  
PHILIPPA  
DOWDING

By Jennifer Karsh, B.Ed., and Rosanne Papiernik, B.Ed.

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# I. INTRODUCTION

## ABOUT THE BOOK

*The Gargoyle in My Yard* is the first book in the Lost Gargoyle series by Philippa Dowding. Twelve-year-old Katherine Newberry lives with her parents in Toronto. Her mother enjoys gardening and collects garden statues for their backyard. One day, a new gargoyle statue joins the collection. That same night, Katherine is kept awake by what she assumes to be raccoon fights in the yard. The next night, she discovers that the new gargoyle, Gargoth, has come to life and is naughty. He puts Katherine's shoes on and stomps on her mother's favourite flowers. Katherine worries her parents will be angry with her, but it turns out she's not the only member of the family who knows that Gargoth is alive. Gargoth has a mission: he is searching for a missing friend. Katherine and Gargoth adventure through the city together to try and find Gargoth's friend.

## ABOUT THE AUTHOR

Philippa Dowding is an award-winning children's author, a poet, and a copywriter. Her many literary nominations include the Silver Birch Express, Red Cedar, and Red Maple awards. She lives in Toronto.

## II. BEFORE READING: BUILDING SCHEMA/PRE-READING IDEAS

### VIEWING ACTIVITY AND CLASS DISCUSSION — WHAT IS A GARGOYLE?

Read “A Note on Gargoyles” at the end of the book with students. Show the class images of Gothic cathedrals and the gargoyles that adorn them. You’ll find particularly fine gargoyles from the late Medieval Period on Chartres Cathedral in France, and York Minster and Lincoln Cathedral in England. Discuss why gargoyles were used in cathedral architecture. Be sure to mention both the symbolic reasons (to ward off evil) and the practical reasons (as downspouts that diverted rain water away from the structure). Also discuss the importance of stonemasons and their craft during the Medieval Period.

# III. BEFORE READING: STUDENT ACTIVITIES

## OBSERVING THE FRONT COVER

**Examine the Illustration:** Project an image of the front cover of the book and ask students whether they believe the gargoyle is benevolent or malicious. Ask them to support their inference with a detail from the illustration. Note that Gargoth, the gargoyle in the story, has both traits.

**Examine the Title:** Invite the students to look at the title of the book. A good title shines a light on a book's main idea or something important in the story. Ask students to share their predictions based on the title and what they think might be important in the story.

## TABLEAU DRAMA ACTIVITY

Display the back cover as a writing prompt before reading the book. Form groups of three or four students. Have them imagine one way that a gargoyle could come to life and cause mischief. Have them create, rehearse, and perform a brief series of movements before freezing in a tableau as garden statues. This activity could be accompanied by W.A. Mozart's Paris Symphony (Symphony no. 31 in D Major). Groups can take turns presenting their movement sequence and tableau to the class.

## IV. CHAPTER SUMMARIES

Students should be able to read this book in four weeks. In the first week, students can complete the Before Reading activities. The reading groups can then meet weekly to discuss a section of the book — week 1: Prologue and Chapters 1 to 7; week 2: Chapters 8 to 14; week 3: Chapters 15 to 21 and Epilogue. Students should complete the During Reading Assignments and Chapter Questions as they read.

### PROLOGUE

The year is 1604 and a stonemason is just completing his restoration of an old church in the English countryside. He carves and leaves behind a small gargoyle, as he does after every one of his restoration jobs. What he doesn't see, as he walks away, is the gargoyle come to life.

### CHAPTER 1: A NEW STATUE

Katherine Newberry decides to take a break from homework and spend some time with her cat, Milly, in her mother's beautiful backyard garden. While eating an apple on the swing, she admires the new garden gargoyle. Her parents are avid gardeners and collect garden statues. When her mother, Marie Newberry, calls to her from the house, Katherine drops her half-eaten apple in the grass and goes inside. Milly witnesses the new garden gargoyle slowly reach out and grab the apple.

### CHAPTER 2: THE SIGN OF THE BROKEN DWARF

As she gets ready for bed, Katherine asks her father, Hank Newberry, about the new garden gargoyle. He is not aware of the new statue and assumes Marie purchased it. He jokingly says that he hopes the gargoyle and the gnomes get along, because they are known to be sworn enemies. That night, Katherine does not sleep well and has dreams of night creatures banging on garbage cans outside her bedroom window. Milly sits on her windowsill, intently watching something in the backyard. The next morning, Katherine's mother asks her if she knows why garbage can lids are scattered across the backyard and the garden gnome's nose is broken off. Katherine blames the raccoons.

### CHAPTER 3: THE CHUCKLE

Katherine is late leaving school because she has to explain to her teacher why she was distracted in class. At home, she explains to her mother that she couldn't sleep the night before because of the fighting raccoons.

Marie is not convinced that the damage to her garden and gnome could have been caused by raccoons. After dinner, Katherine, her parents, and Milly sit on the back porch together. Katherine stays outside with Milly after her parents go inside. She smells a pipe and hears fire-truck sirens and a neighbour's barking dog. While sitting on the swing, Katherine senses something beside her move and Milly comes out of the bushes, growling. Suddenly, Katherine hears a quiet chuckle. When she investigates, she finds the gargoyle in the bushes. She lifts him up and returns him to his pedestal beside the swing. She is surprised that he is warm to the touch and much lighter than the gnomes. She wonders what material the gargoyle is made of. Milly growls at the gargoyle, who sticks his tongue out at Katherine when she turns her back.

## **CHAPTER 4: MOONLIGHT DANCE**

That night, Katherine wakes up and finds Milly at the window twitching and growling. When she looks outside, she is shocked to see the gargoyle dancing in the yard. When she dares to peek again, the gargoyle is still. At first she tries to convince herself that what she saw was a figment of her imagination. As she thinks about it, the gargoyle coming to life explains all of the strange occurrences. She is startled when a rock hits her window and she notices the gargoyle looking directly at her.

## **CHAPTER 5: BALLERINAS AND DAISIES**

Katherine calls down quietly to the gargoyle, saying he is rude and telling him not to throw stones at her window. In response, the gargoyle slowly waddles to the back porch and puts her new shoes on his feet. He then attempts to dance in them. Katherine yells at him to take off her shoes. He responds in a language only children and a few special adults can understand, asking her if she just called him stupid. When she admits that she did, to her horror, he tramples all over her mother's prized asters.

## **CHAPTER 6: UTTERLY HOPELESS**

Katherine is faced with three options. She could wake her parents and tell them what happened, but they probably would not believe her. She could run outside and confront the gargoyle, but she is too afraid. She could do nothing and hope it is all a bad dream. Overwhelmed, she watches as the gargoyle stomps on the flowers, throws off her shoes, and returns to his pedestal. She goes to bed and cries herself to sleep.

## **CHAPTER 7: DECISIONS**

The next morning Katherine lies awake remembering the events of the night before, when she hears her mother scream after seeing the trampled flowers. She struggles with what to tell her parents and decides to tell the truth.

When Katherine finally says “the gargoyle did it,” she and her father are surprised when her mother starts to cry. She knows that the gargoyle is alive.

Marie tells them about seeing the gargoyle on her way to work in the window of the Golden Nautilus comic-book store. One day, after she said “Hi there!” to him, the gargoyle stuck his tongue out at her. At first, she thought this was part of the gargoyle’s design, with the mouth acting as a downspout. Another day, the gargoyle was outside the store. She kicked him to reassure herself that the gargoyle was not alive. He began to follow her, saying horrible things to her. Worried that people would see her walking down the street with a gargoyle following her, she picked him up, hid him in her coat, brought him home, and placed him in the backyard. After hearing Marie’s story, the Newberrys sit together wondering how to get rid of the gargoyle.

## **CHAPTER 8: GARGOTH OF TALLUS**

The Newberrys decide to go into the backyard and have Katherine speak to the gargoyle. He is not on his pedestal. Katherine smells pipe smoke and follows it to the bushes. The gargoyle warns her not to approach and strolls out of the bushes, smoking a pipe. He returns the pipe to its pouch and introduces himself as Gargoth of Tallus. Katherine and her mother are able to understand the gargoyle, but her father is not. Gargoth explains that he followed Marie home because she was one of the few adults who could see and hear him, and did not fear him. He is lonely and, because Marie spoke to him, he feels he is indebted to her until he is able to “find his way.” Gargoth turns away and Marie approaches and gently strokes his wings. When Gargoth turns toward her, he has tears dripping from his face.

## **CHAPTER 9: HOUSE GUEST**

Katherine and Marie try to explain to Hank what the gargoyle had said to them, but they don’t fully understand the situation themselves. Later that day, Marie goes into the yard to talk to Gargoth alone. She returns to the kitchen and gathers all of the apples for Gargoth. Marie stays with him in the yard for a long time afterward.

## **CHAPTER 10: THE GOLDEN NAUTILUS**

Katherine and her family try to spend the rest of the weekend as normally as possible. They reluctantly go for dinner at their neighbour’s house and say “no” when they’re asked to show their prize-winning garden. On Monday, Katherine is waiting to be picked up from school when Marie’s car screeches around the corner and comes to a sudden stop. Marie is frazzled. In the back seat, Katherine notices that Gargoth has been stuffed into a cloth bag. They drive to the Golden Nautilus comic-book store and take Gargoth (still in the cloth bag) inside with them. Marie asks for a gargoyle. The clerk tells her they had one the previous week, but it disappeared. He finds another one in the storeroom. While the clerk helps another customer, Marie lifts the bag containing Gargoth near the gargoyle so he can see it. Gargoth jumps out of the bag and attacks the stone gargoyle.

## **CHAPTER 11: NEAR ESCAPE**

In their desperate attempt to get Gargoth to release the stone gargoyle, cover him with the bag, and rush out of the store, Katherine and her mother cause quite a scene. As they run off, Gargoth throws the stone gargoyle, but Katherine manages to catch it and place it on the sidewalk before they drive away. Katherine peeks inside the bag to check on Gargoth. She is surprised to see he is laughing.

## **CHAPTER 12: THE FLIGHTLESS BIRD**

At dinner, Marie explains what happened at the Golden Nautilus to Hank. She tells him that she was hoping there would be another real gargoyle at the store, and Gargoth would want to stay or, at the very least, she would learn more about where Gargoth came from. Marie hasn't managed to get much information from Gargoth. Katherine wonders why he didn't just use his wings to fly away and escape. Marie points out that he can't fly; perhaps he never learned how.

## **CHAPTER 13: GARGOTH'S REQUEST**

Gargoth stays in the backyard and generally keeps his promise to remain still as a statue during the day. A week before Hallowe'en, Katherine visits Gargoth and asks him why he never learned to fly. Gargoth tells her he needs to learn from another gargoyle. He asks Katherine to take him shopping to help him find the store where he had seen a female gargoyle who could teach him to fly. Katherine is curious, and tells him she'll think about it.

## **CHAPTER 14: HALLOWE'EN**

Katherine and her family are decorating their house for Hallowe'en. Gargoth is confused and worried by the costumes, the decorations, and the migrating Canada geese. Katherine discovers that witch costumes distress him, as they remind him of medieval witch hunts. That night, anyone trick-or-treating at the Newberry house runs away without getting treats. Katherine's parents think at first their costumes and decorations are too scary, but later notice Gargoth perched on their roof.

## **CHAPTER 15: WHAT GARGOTH REMEMBERS**

Gargoth is unhappy with himself for the Hallowe'en misunderstanding and promises himself he will stay in the backyard. He even finds ways to be helpful. One day, a dog chases Milly into the backyard. Gargoth protects her, and the two become friends. Katherine realizes that Gargoth is changing her parents' lives as they are now reluctant to have people over, but that he is also enriching her life by sharing his knowledge of history with her. Katherine tells him that she will help him find the store.

## CHAPTER 16: CHRISTMAS DAY STATUES

Katherine wakes up on Christmas morning to find that Gargoth has built seventeen beautiful snow gargoyles in the backyard, including one in the likeness of Ambergine, the gargoyle Garboth is looking for. Katherine and her family are leaving the next day for a ski trip in Quebec instead of holding their usual Christmas party. Katherine and her parents give Gargoth presents.

## CHAPTER 17: THE PROMISE

In Quebec, Katherine is startled when she sees a gargoyle on the top of the main chalet building, but is relieved to find out it is not Gargoth. Gargoth is starting to feel like part of the family, and when they get home, Gargoth is pleased to see them. School starts up again, along with Katherine's Wednesday piano lessons. Katherine tells Gargoth about feeling guilty about lying to her parents, and that she feels that she must tell them if any problems arise from their search. She hopes that Gargoth finds Ambergine and is able to move on with his life. She and her parents are fond of Gargoth, but his presence in their backyard has meant they cannot have anyone over, which makes them sad. On Wednesday, Katherine's mother reminds her how to get to her piano teacher's house. Gargoth and Katherine meet at the back fence of her backyard. Gargoth gets into Katherine's backpack. Once they are on the subway, Gargoth starts snoring.

## CHAPTER 18: THE FIRST STORE

Katherine considers Gargoth's description of the store and a streetcar and decides to start the search on Queen Street East, a part of Toronto with antique shops and comic-book stores. She goes to Queen subway station and takes the Queen streetcar east. She uses the phone book to randomly choose the first store to visit and heads to Crystal Knights. Gargoth says that the store looks, smells, and feels right. Katherine tells the store owner that her mother is looking for a second gargoyle to match Gargoth, and the woman looks him over. Just then, a delivery of skulls and candles arrives, and Gargoth takes the opportunity to tell Katherine that this store is not the correct one. Katherine rushes to her piano lesson and asks Gargoth to stay quietly in the backpack. He agrees, if she plays well. Her piano teacher notices that every time Katherine plays an incorrect note, her backpack seems to sneeze. After the lesson, Katherine puts Gargoth in the backyard and doesn't speak to him for several days, because she is upset with his behaviour.

## CHAPTER 19: CANDLES BY DAYE

Katherine and Gargoth agree on a plan for the next store search: he will stay in the backpack during the store searches and wait outside during the piano lessons. They use the phone book to find stores that sell candles and novelties. In early March, after ten weeks of a frustrating search, they go to a store called Candles by Daye. The owner, Cassandra, goes to look in the back room to see if she has a gargoyle like Katherine has described. Although

Katherine and Gargoth had worked out a system of how he could let her know whether the store was the correct one or not, Gargoth is too excited to follow it, and gets out of the backpack to tell Katherine they are in the right store. Cassandra notices Gargoth but does not seem surprised. She shows Katherine a picture of Ambergine, who she believes flew away a few days ago.

## **CHAPTER 20: IF ONLY ...**

Cassandra explains that she had seen Ambergine fly inside the store. She had thought Ambergine was different — she was more realistic and felt lighter than the other statues. Cassandra sent the other gargoyle that came with Ambergine to the Golden Nautilus. She says she would never have separated them if she had known they were alive. She promises to keep an eye out for Ambergine, and gives Katherine her business card.

## **CHAPTER 21: NIGHT FLIGHT**

Spring has arrived. Gargoth is sad and grumpy. However, he gives the Newberry family an apple tree, magically grown from the seeds of an apple Marie had given him in the fall, and promises the asters he trampled will grow back. Gargoth is still sad, but by the summer the family is able to entertain again without worrying about what Gargoth might do. One summer night, after a backyard barbeque, Gargoth falls asleep. Milly sees something in the night sky. She notices a gargoyle, flying, looking for her lost friend.

## **EPILOGUE**

Sometime in the future, in the same old English churchyard as the prologue, a young boy notices two gargoyles eating apples.

# V. DURING READING: ASSIGNMENTS

## NOTE TO TEACHERS

Students should start jotting down notes for the Character Analysis Activity as soon as they start reading *The Gargoyle in My Yard*. The homework activity about how the Newberrys' attitude changes during the story can be expanded upon as they read. Chapter questions for students to answer while making their way through the book can be found in the next section — VI. During Reading: Chapter Questions.

Name: \_\_\_\_\_

## CHARACTER ANALYSIS ACTIVITY

In *The Gargoyle in My Yard*, you will learn about a very special gargoyle. As you read, pay attention to what the gargoyle thinks, says, and does in order to determine his character traits. In the table below, identify three of the gargoyle's character traits, such as devious, honest, loyal, caring, mischievous, athletic, curious, and so on. For each trait, give examples of things he says, thinks, or does that show he has that trait.

<b>CHARACTER TRAIT:</b>		
<b>WORDS</b>	<b>THOUGHTS</b>	<b>ACTIONS</b>
<b>CHARACTER TRAIT:</b>		
<b>WORDS</b>	<b>THOUGHTS</b>	<b>ACTIONS</b>
<b>CHARACTER TRAIT:</b>		
<b>WORDS</b>	<b>THOUGHTS</b>	<b>ACTIONS</b>

Name: \_\_\_\_\_

## HOMEWORK ASSIGNMENT — THE NEWBERRYS' ATTITUDE TO GARGOTH OVER TIME

As you read, use the table below to explain how the Newberrys' attitude towards the gargoyle changes during the story. Support your answers using specific information from the text and from your own experience. Be sure to clearly state and explain the family's attitude towards Gargoth at the beginning, middle, and end of the book as well as the reasons for their change in attitude.

	HOW THE FAMILY FEELS ABOUT THE GARGOYLE	EVIDENCE FROM THE TEXT (INCLUDE PAGE NUMBER)	WHY THE FAMILY FEELS THIS WAY
<b>BEGINNING</b>			
<b>MIDDLE</b>			
<b>END</b>			

Name: \_\_\_\_\_

## VI: DURING READING: CHAPTER QUESTIONS

### PROLOGUE

1. What is a prologue? Look up the definition in a dictionary.

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2. Why is the man covered in dust?

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3. What is a parapet? Look up the definition in a dictionary.

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Name: \_\_\_\_\_

## CHAPTER 1: A NEW STATUE

4. Solve the math problem in this chapter and show your work.

“Mr. Henry has 3,335 nails and 170 boards to nail onto the fence. If he uses 16 nails for every 2 boards, how many nails will he use in all? Bonus: How many nails remain unused?”

5. What are the similarities between Katherine’s new garden gargoyle and the gargoyle that came to life in the prologue? Are there any differences?

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Name: \_\_\_\_\_

## CHAPTER 2: THE SIGN OF THE BROKEN DWARF

6. What do you think could be in the gargoyle's pouch? Explain your thinking.

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7. Do gargoyles and dwarves get along? Explain your answer using information from the text.

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8. What do you think Milly saw in the backyard that night? Use information from the text to support your answer.

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Name: \_\_\_\_\_

## CHAPTER 3: THE CHUCKLE

9. Why is Katherine's mother preoccupied?

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10. Why do you think the neighbour's dog suddenly stopped barking?

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Name: \_\_\_\_\_

## CHAPTER 4: MOONLIGHT DANCE

11. a) What does Katherine see from her bedroom window in the middle of the night?

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b) How does what Katherine saw in the middle of the night explain the strange occurrences in her yard? Use information from the text and your own experience to support your answer.

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## CHAPTER 5: BALLERINAS AND DAISIES

12. In the following sentence, the words IN HER SHOES are written in all capital letters: "She just wanted that awful monster to stop stomping her mother's beautiful prize-winning flowers IN HER SHOES." Explain why the author chose to write those words using capital letters.

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Name: \_\_\_\_\_

## CHAPTER 6: UTTERLY HOPELESS

13. Katherine is faced with three options when the gargoyle is destroying her mother's prize-winning flowers. Do you agree with how she chose to respond?

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14. Can you come up with another option?

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15. Katherine considers the consequences for each of her options. What would the consequence be for the response you came up with?

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Name: \_\_\_\_\_

## CHAPTER 7: DECISIONS

16. There is a common expression that says “Honesty is the best policy.” Katherine decides to tell her parents the truth about what happened the night before in the garden. Why was telling the truth the right decision? Support your answer with information from the text.

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17. How do you think Katherine’s mother felt when Katherine told her parents about what she witnessed the night before? Use information from the text and your own experience to support your answer.

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18. What would you do if a gargoyle followed you in the street? Would you react differently than Katherine’s mother? Why or why not? Use information from the text and your own experience to support your answer.

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Name: \_\_\_\_\_

## CHAPTER 8: GARGOTH OF TALLUS

19. What does the gargoyle keep in his pouch?

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20. Why can Katherine and her mother understand the gargoyle, but not her father?

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21. Why did Gargoth follow Marie home?

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Name: \_\_\_\_\_

## CHAPTER 9: HOUSE GUEST

22. What does the family still want to learn from the gargoyle?

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23. Why does Marie collect the apples from the house?

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## CHAPTER 10: THE GOLDEN NAUTILUS

24. Why do you think Katherine's mother's hair is messy and she is driving erratically when she picks Katherine up from school? Explain your answer with information from the text and your own experience.

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25. Why do you think Gargoth reacts the way he does to the little gargoyle in the store?

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# CHAPTER 11: NEAR ESCAPE

26. Why do you think Gargoth laughs as they drive away from the store?

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Name: \_\_\_\_\_

## CHAPTER 12: THE FLIGHTLESS BIRD

27. What does Katherine learn from her mother about Gargoth? Provide details from the text to support your answer.

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## CHAPTER 13: GARGOTH'S REQUEST

28. Can Gargoth learn to fly? How? Who can teach him?

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29. What is Gargoth's request?

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Name: \_\_\_\_\_

## CHAPTER 14: HALLOWE'EN

30. Why is Gargoth afraid? What are the "strange creatures" flying above him? Why are there suddenly so many of them? Explain using information from the text and your own experience.

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31. Gargoth is not familiar with the holiday Hallowe'en. What alarms him about what he sees, other than the "strange creatures" flying above him? Why?

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32. Katherine and her family are decorating their home on the day of Hallowe'en. If you were decorating your home for Hallowe'en, would you do it on the day or in advance and why? Draw a picture of your ideal home decorations.

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33. What did Katherine forget to mention to her mother before going trick-or-treating with her friends? What was the consequence of this mistake?

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34. What reputation did Katherine's parents have in the neighbourhood on Hallowe'en?

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35. Why were all the kids too afraid to come and get candy from Katherine's parents?

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Name: \_\_\_\_\_

## CHAPTER 15: WHAT GARGOTH REMEMBERS

36. Milly and Gargoth become unlikely friends in this chapter. What other unlikely animal friends have you heard or read about? Explain who they are and why they are unlikely friends.

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37. Gargoth helps Katherine with her project on Mozart. Listen to Paris Symphony (Symphony no. 31 in D Major). Draw images that come to mind as you listen. How did the music make you feel?

38. How old was Mozart when he wrote this symphony? How many other symphonies had he written by that age? Do some research.

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39. Mozart was quite young when he wrote the Paris Symphony. What do you hope to be doing by that age? How will your life be different from Mozart's? What might be the same? Explain.

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40. Gargoth shares with Katherine memories of his life in medieval Europe. What does he say that life was like for people? Make sure you include both positive and negative aspects.

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Name: \_\_\_\_\_

## CHAPTER 16: CHRISTMAS DAY STATUES

41. Why do you think Katherine and her family are not hosting their annual Christmas party? Use evidence from the text, including information from previous chapters.

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42. Katherine is very excited to be going away on a ski trip to Quebec with her family. Think about a trip or activity you anticipated highly. Describe how you felt when planning and preparing for the trip or activity.

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43. What presents did Katherine and her parents give to Gargoth? What present would you give him if you could and why?

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Name: \_\_\_\_\_

## CHAPTER 17: THE PROMISE

44. Katherine goes on a ski vacation in Quebec, and challenges her mother to a race down the hill. What outdoor activities do you enjoy in winter and why?

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45. How does Katherine feel about looking for the store with Gargoth?

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46. What are Katherine's hopes for Gargoth?

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47. What are Katherine's hopes for her family and herself?

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48. Marie reminds Katherine how to get to her piano teacher's house. Look at a map of Toronto near Castle Frank station or a Toronto Transit Commission (TTC) map and use Marie's instructions to determine where her piano teacher lives. On which street do you think she lives and why?

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Name: \_\_\_\_\_

## CHAPTER 18: THE FIRST STORE

49. One of the clues that Katherine uses to determine where to look for the store is Gargoth’s recollection of “the large red ‘locomotion machine’” (p. 91). What kind of machine do you think he is referring to and why? (Hint: The TTC might be helpful here.)

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50. Katherine uses the phone book to choose the first store to visit with Gargoth. Imagine that you are Katherine and trying to choose an antique store or comic-book store on Queen Street East in Toronto to visit. How would you pick a store? Which store would you choose and why?

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51. On page 96, during the car ride home from her piano lesson, Katherine “didn’t really care if certain individuals found it cold and uncomfortable back there.” To whom is she referring? Explain why you think she feels that way.

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Name: \_\_\_\_\_

## CHAPTER 19: CANDLES BY DAYE

52. How does Katherine describe the gargoyle she is looking for to the different shop owners?

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53. Describe how Cassandra feels about Gargoth.

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54. What happened to Ambergine?

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Name: \_\_\_\_\_

## CHAPTER 20: IF ONLY ...

55. What did Cassandra learn about Ambergine while she was in Candles by Daye?

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56. Why does Katherine keep her knapsack on her lap instead of on the floor during this drive home from her piano lesson?

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## CHAPTER 21: NIGHT FLIGHT

57. What gifts does Gargoth give to the Newberry family?

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58. Why is this chapter called Night Flight? Explain, using information from the text.

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Name: \_\_\_\_\_

## EPILOGUE

59. What is an epilogue? Look up the word in a dictionary.

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60. Compare the settings of the prologue and the epilogue. What do you notice?

PROLOGUE SETTING	EPILOGUE SETTING

61. Based on what you have read in the Epilogue, what conclusion can you make about Gargoth?

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# VII. AFTER-READING ACTIVITIES

## BOOK TRAILER ACTIVITY

A book trailer is a form of media, similar to movie trailers, used to advertise a book. Students can demonstrate their understanding of the main ideas and emotions or dilemmas in the book they have just read through this activity. They will also apply what they know about the target audience and technology to create a trailer that will encourage the audience to read the book.

1. View examples of book trailers on You Tube:
  - *Alex and the Other* by Philippa Dowding: [www.youtube.com/watch?v=ZBT0dEhZ8io](http://www.youtube.com/watch?v=ZBT0dEhZ8io)
  - *Everton Miles Is Stranger Than Me* by Philippa Dowding: [www.youtube.com/watch?v=eCLOYhfgYGE](http://www.youtube.com/watch?v=eCLOYhfgYGE)
  - *Sadia* by Colleen Nelson: [www.youtube.com/watch?v=jlBe3IZKjLQ](http://www.youtube.com/watch?v=jlBe3IZKjLQ)
2. Co-create success criteria for book trailers with students, based on the trailers viewed in class.
3. Have the students complete the Book Trailer Planning Worksheet.
4. In small groups, students create their book trailers for *The Gargoyle in My Yard*. They may use iMovie or Google Slides and create voice-overs with Screencastify (a free screen recorder extension in Google Suite).

Name: \_\_\_\_\_

## BOOK TRAILER PLANNING WORKSHEET

Fill out the sections of this planner to help you create the voice-over script and choose accompanying images for your version of *The Gargoyle in My Yard* book trailer. Use complete sentences to explain the topic of each section.

1. Note the title, author, and genre.

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What image or images will you look for to complement your dialogue for section 1?

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2. Provide a description of the main character.

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What image or images will you look for to complement your dialogue for section 2?

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3. Describe the setting of the novel.

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What image or images will you look for to complement your dialogue for section 3?

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4. Explain the problem the main character faces.

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What image or images will you look for to complement your dialogue for section 4?

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5. What question or cliffhanger will you leave your audience with to inspire them to read this novel?

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What image or images will you look for to complement your dialogue for section 5?

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6. Why would you recommend this book to others?

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What image or images will you look for to complement your dialogue for section 6?

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## **NARRATIVE TEXT WRITING TASK**

Students will be writing a short narrative text to predict how Gargoth and Ambergine find each other in the future. This should include an introduction where the setting, time, and characters are introduced, two or three paragraphs explaining the problem(s) the characters face, and a conclusion with the resolution to the problem. Students should also include dialogue between the characters.

In the epilogue, we infer that Gargoth and Ambergine find each other in the future. How do you think this will happen? Write a short narrative text to explain how they find each other.

## ***AU RESTAURANT SKIT***

### **CORE FRENCH**

For an oral French mark, students write and perform a dialogue ordering a meal at a restaurant in Quebec, in role as Katherine, her parents, and a server. Core French students will need to be given some food vocabulary, sentence starters, and a French restaurant menu to complete the task. A dialogue worksheet to fill in is included on the next page. As an extension, students could also order dessert, and ask the server about specials or ingredients in the dishes.

### **FRENCH IMMERSION AND EXTENDED FRENCH**

French Immersion and Extended French students will need to look online for a restaurant menu in French or have access to a dictionary. They will create their own dialogue. Students should speak to the server to ask about specials of the day and the ingredients of at least one dish for a person with allergies or food dislikes.

Name: \_\_\_\_\_

## AU RESTAURANT DIALOGUE WORK SHEET — CORE FRENCH

While Katherine is on a ski vacation in Quebec, she goes to a restaurant with her parents and needs to order a meal. Follow the model below to write a dialogue in role as Katherine and her parents.

What would you say to order dinner at a restaurant? Look online for a restaurant menu in French. In groups of four, fill in the dialogue below using the menu to help you choose food and drinks for the family. The name of your restaurant should match the name of the restaurant you found online. The server will need to choose a daily special to tell the family about before they order. Present your skit to the class

Serveur/serveuse : Bonjour! Bienvenue au restaurant \_\_\_\_\_. Aujourd'hui, il y a un plat spécial : \_\_\_\_\_.

Mme Newberry : Miam! J'adore \_\_\_\_\_. Nous sommes prêts à commander.

En entrée, je veux \_\_\_\_\_ et pour plat principal, \_\_\_\_\_.

Serveur : Et vous, monsieur?

M. Newberry : Moi, je veux \_\_\_\_\_ comme entrée et pour plat principal, \_\_\_\_\_.

Serveur/serveuse : Et vous, mademoiselle?

Katherine : En entrée, je veux \_\_\_\_\_ et pour plat principal, \_\_\_\_\_.

Serveur/serveuse : C'est noté! Qu'est-ce que vous voulez boire?

Katherine : J'aimerais \_\_\_\_\_, s'il vous plaît.

Mme Newberry : Et moi, \_\_\_\_\_.

M. Newberry : Je vais prendre \_\_\_\_\_, s'il vous plaît.

Serveur/serveuse : D'accord. Je reviens bientôt avec les boissons.

## VIII. EXTENSIONS

1. Take a neighbourhood walk or visit nearby sites, looking for gargoyles. Have the students take photos and create a photo collage. Below is a list of buildings that feature gargoyles.

### GARGOYLE LOCATIONS IN MAJOR CANADIAN CITIES

CITY	LOCATIONS
St. John's ,NL	Anglican Cathedral of St. John the Baptist
Charlotte, PEI	St. Dunstan's Basilica
Halifax, NS	The Halifax Minster (Parish Church of Halifax) Fort Massey United Church Oland House
Yarmouth, NS	Lewis Fountain Golden Horse Fountain
Saint John, NB	Palatine Building Cobalt Art Gallery (formerly Chubbs Corner) Henry Rankine Residence
Quebec, QC	Cap Redoubt
Montreal, QC	Notre-Dame Basilica Redpath Hall (McGill University) St. James United Church Christ Church Cathedral
Ottawa, ON	Peace Tower
Toronto, ON	Old City Hall Bank of Toronto Ontario's Legislative Building Royal Ontario Museum Permanent art installation "Monsters for Beauty, Permanence and Individuality" on the trails of the Lower Don that includes gargoyle statues carved by Indigenous artist Duane Linklater.
Hamilton, ON	Hamilton Hall (McMaster University)
Winnipeg, MB	Hamilton Building (formerly the Bank of Hamilton)

CITY	LOCATIONS
Regina, SK	Glencore/ Vittera Inc. office building 2625 Victoria Avenue (formerly the Sherwood Department Store)
Saskatoon, SK	St. John's Anglican Cathedral (Cathedral of St. John the Evangelist) Peter MacKinnon Building (University of Saskatchewan – formerly the College Building)
Edmonton, AB	Hotel Macdonald
Vancouver, BC	Vancouver Art Gallery (former Vancouver Law Courts building)
Victoria, BC	Irish Times Pub (formerly the Bank of Montreal on Government Street)

2. If your school is in the Greater Toronto Area, arrange a field trip to Casa Loma. This Gothic Revival mansion is mentioned in Chapter 1, on page 4. Katherine's mother's little city garden bears similarities to the castle garden. View the gargoyles and garden. Alternatively, view images of the garden at Casa Loma online.

3. Have students read the other books in the series to learn about the further adventures of Katherine and Gargoth.

How did Gargoth and Ambergine find each other? Were there any similarities between the events in the other books in the series and your resolution to their story? What surprised you about the events in the other books?

4. Gargoth remembers several European historical events from his past in Chapter 15. Have the students choose one and write a brief paragraph summarizing the event.

# IX. RUBRICS

## MEDIA BOOK TRAILER RUBRIC (AFTER READING)

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Soundtrack</b>	Soundtrack music does not match theme of book or was not included.	Soundtrack music partially enhances the presentation; volume may be inappropriate.	Soundtrack music matches theme of book.	Soundtrack music matches theme of book and creates a connection with viewers.
<b>Voice-over: volume, pacing, and content</b>	Uses only simple details, some of which are off-topic . Voice-over is inaudible.	Uses simple details that usually support the main idea of the frame. Voice-over is sometimes inaudible.	Uses developed details that support the main idea. Voice-over is audible.	Expresses and organizes ideas and information with a high degree of effectiveness. Voice-over engages the audience.
<b>Communication: explanation of setting, description of main characters, problem, and cliff hanger</b>	Includes few of the required details, with limited effectiveness	Includes some of the required information, with some effectiveness.	Includes most of the required information. Expresses and organizes ideas and information with considerable effectiveness.	Includes all of the required information. Expresses and organizes ideas and information with a high degree of effectiveness.
<b>Application of the knowledge and skills: transitions, choice of images, text</b>	Uses features of book trailers with limited effectiveness or only uses a few features of book trailers.	Uses features of book trailers with some effectiveness. Choice of images partially support the main idea of the slide.	Uses features of book trailers with considerable effectiveness. Choice of images support the main idea of the slide.	Uses features of book trailers with a high degree of effectiveness. Choice of images enhance and support the main idea of the slide.

## NARRATIVE TEXT RUBRIC (AFTER READING)

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Demonstrates understanding of the features of narrative text by incorporating appropriate structure and characteristics.	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Development of setting, characters, and events using descriptive language	Setting, characters, and events are developed with limited effectiveness.	Setting, characters, and events are developed with some effectiveness.	Setting, characters, and events are developed with considerable effectiveness.	Setting, characters, and events are developed with a high degree of effectiveness.
Expression and organization of ideas and information	Expresses and organizes ideas and information with limited effectiveness.	Expresses and organizes ideas and information with some effectiveness.	Expresses and organizes ideas and information with considerable effectiveness.	Expresses and organizes ideas and information with a high degree of effectiveness.
Use of conventions and vocabulary	Uses conventions and vocabulary with limited effectiveness.	Uses conventions and vocabulary with some effectiveness.	Uses conventions and vocabulary with considerable effectiveness.	Uses conventions and vocabulary with a high degree of effectiveness.
Application of knowledge of the story	Applies understanding of details from <i>The Gargoyle in My Yard</i> with limited effectiveness.	Applies understanding of details from <i>The Gargoyle in My Yard</i> with some effectiveness.	Applies understanding of details from <i>The Gargoyle in My Yard</i> with considerable effectiveness.	Applies understanding of details from <i>The Gargoyle in My Yard</i> with a high degree of effectiveness.

## CORE FRENCH DIALOGUE WRITING RUBRIC (AFTER READING)

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<b>Selects appropriate words and expressions, following a model, to write a dialogue.</b>	With limited effectiveness	With some effectiveness	With considerable effectiveness	With a high degree of effectiveness
<b>Organizes ideas and information.</b>	With limited effectiveness	With some effectiveness	With considerable effectiveness	With a high degree of effectiveness
<b>Communicates in French, using accurate spelling and language structures.</b>	Many errors in conventions (spelling and language structures). It is difficult to understand the message.	Several errors in conventions (spelling and language structures). Message can still be understood.	Some errors in conventions (spelling and language structures). Message is clear and easy for a reader to understand.	Few errors in conventions (spelling and language structures). Message is clear and easy for a reader to understand.

## CORE FRENCH ROLE PLAY SPEAKING RUBRIC (AFTER READING)

<b>CATEGORIES</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
<b>Knowledge of content (vocabulary and expressions; language structures)</b>	Selects and uses familiar words and expressions with limited effectiveness.	Selects and uses familiar words and expressions with some effectiveness.	Selects and uses familiar words and expressions with considerable effectiveness.	Selects and uses familiar words and expressions with a high degree of effectiveness.
<b>Use of planning skills (generating ideas; selecting and using resources)</b>	Spoken interaction is planned with limited effectiveness.	Spoken interaction is planned with some effectiveness.	Spoken interaction is planned with considerable effectiveness.	Spoken interaction is planned with a high degree of effectiveness.
<b>Clearly expresses ideas in French. Communicates to interact with waiter and other diners.</b>	Pace is slow because student pauses frequently to remember words. Many errors in pronunciation and intonation. It is difficult to understand the message.	Pace is occasionally slower because student pauses to remember words. Some errors in pronunciation and intonation.	Speaks at a reasonable pace. Generally uses appropriate pronunciation and intonation.	Speaks with a smooth pace, appropriate pronunciation and intonation.
<b>Applies understanding of appropriate interaction in a specific social / cultural situation.</b>	Demonstrates limited understanding of appropriate interaction in the specific social / cultural situation.	Demonstrates some understanding of appropriate interaction in the specific social / cultural situation.	Demonstrates considerable understanding of appropriate interaction in the specific social / cultural situation.	Demonstrates an excellent understanding of appropriate interaction in the specific social / cultural situation.

## SUMMARY OF MEDIEVAL EVENT PARAGRAPH RUBRIC (EXTENSIONS)

CATEGORIES	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
Demonstrates understanding of the characteristics of paragraph.	Limited effectiveness	Some effectiveness	Considerable effectiveness	High degree of effectiveness
Complexity of the arguments and connection to the topic	Chooses and develops arguments with limited effectiveness (i.e. few supporting details linked to the main topic).	Chooses and develops arguments with some effectiveness (i.e. some supporting details linked to the main topic).	Chooses and develops arguments with considerable effectiveness (i.e. supporting details linked to the main topic).	Chooses and develops arguments with a high degree of effectiveness (i.e. supporting details linked to the main topic).
Use of conventions, vocabulary, and terminology to communicate ideas.	Communicates ideas with limited effectiveness using appropriate language conventions (e.g., vocabulary, spelling and grammar, sentence types).	Communicates ideas with some effectiveness using appropriate language conventions (e.g., vocabulary, spelling and grammar, sentence types).	Communicates ideas with effectiveness using appropriate language conventions (e.g., vocabulary, spelling and grammar, sentence types).	Communicates ideas with a high degree of effectiveness using appropriate language conventions (e.g., vocabulary, spelling and grammar, sentence types).
Text has a relationship to the assigned task.	Text has a limited relationship to the assigned task.	Text is partially related to the assigned task.	Text is clearly related to the assigned task.	Text has a thorough relationship to the assigned task.

# X. ONTARIO CURRICULUM CONNECTIONS

## CURRICULUM CONNECTIONS FOR SECTION III: BEFORE READING: STUDENT ACTIVITIES

### LANGUAGE 2006: GRADES 4–6 CURRICULUM EXPECTATIONS

#### Reading

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence.

Applies to: Observing the Front Cover

# CURRICULUM CONNECTIONS FOR SECTION V: DURING READING: ASSIGNMENTS

## LANGUAGE 2006: GRADES 4–6 CURRICULUM EXPECTATIONS

### Reading

1.7 Analyse texts and explain how specific elements in them contribute to meaning (e.g., narrative: characters, setting, main idea, problem/challenge and resolution, plot development; review: statement of opinion, reasons for opinion, concluding statement).

**Applies to:** Character Analysis Activity; The Newberrys' Attitude to Gargoth assignment

1.9 Identify the point of view presented in a text, citing supporting evidence from the text, and suggest some possible alternative perspectives.

**Applies to:** Character Analysis Activity; The Newberrys' Attitude to Gargoth assignment

### Writing

1.5 Identify and order main ideas and supporting details and group them into units that could be used to develop a summary, using a variety of graphic organizers.

**Applies to:** Character Analysis Activity; The Newberrys' Attitude to Gargoth assignment

1.6 Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary.

**Applies to:** All activities

# CURRICULUM CONNECTIONS FOR SECTION VI: DURING READING: CHAPTER QUESTIONS

## LANGUAGE 2006: GRADES 4–6 CURRICULUM EXPECTATIONS

### Reading

1.4 Demonstrate understanding of a variety of texts by summarizing important ideas and citing supporting details.

**Applies to:** Questions 1; 2; 3; 4; 5; 7; 8; 9; 12; 15; 16; 17; 19; 20; 21; 22; 23; 25; 27; 28; 29; 30; 31; 33; 34; 35; 38; 45; 46; 47; 51; 52; 53; 54; 55; 56; 57; 60

1.5 Make inferences about texts using stated and implied ideas from the texts as evidence.

**Applies to:** Questions 4; 10; 24; 41; 48; 59; 59

1.6 Extend understanding of texts by connecting the ideas in them to their own knowledge, experience, and insights, to other familiar texts, and to the world around them.

**Applies to:** Questions 8; 11; 14; 17; 18; 24; 36; 39; 42; 43; 44

1.8 Express opinions about the ideas and information in texts and cite evidence from the text to support their opinions.

**Applies to:** Questions 6; 8; 11; 13; 17; 18; 24; 26

2.3 Identify a variety of text features and explain how they help readers understand texts.

**Applies to:** Question 12

### Writing

1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.

**Applies to:** Questions 48; 49; 50

1.4 Sort and classify ideas and information for their writing in a variety of ways.

**Applies to:** Questions 40; 41

1.6 Determine whether the ideas and information they have gathered are relevant and adequate for the purpose, and do more research if necessary.

**Applies to:** All questions

## **THE ARTS 2009: GRADE 4–6 CURRICULUM EXPECTATIONS**

### **Music**

**C2.1** Express detailed personal responses to musical performances in a variety of ways.

**Applies to:** Questions 32; 37

### **Art**

**D1.1** Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.

**Applies to:** Question 32

## **SOCIAL STUDIES 2013: GRADE 4 CURRICULUM EXPECTATIONS**

**B3.7** Demonstrate an understanding of cardinal and intermediate directions (i.e., NW, SW, NE, and SE), and use these directions as well as number and letter grids to locate selected political and physical regions of Canada on a variety of print and digital/interactive maps.

**Applies to:** Question 48

## **MATHEMATICS 2005: GRADE 5 CURRICULUM EXPECTATIONS**

### **Number Sense and Numeration — Specific expectations:**

Operational Sense:

- Solve problems involving the addition, subtraction, and multiplication of whole numbers, using a variety of mental strategies.
- Multiply two-digit whole numbers by two-digit whole numbers, using estimation, student-generated algorithms, and standard algorithms.
- Divide three-digit whole numbers by one-digit whole numbers, using concrete materials, estimation, student-generated algorithms, and standard algorithms.

**Applies to:** Question 4

# CURRICULUM CONNECTIONS FOR SECTION VII: AFTER-READING ACTIVITIES

## LANGUAGE: GRADES 4–6 CURRICULUM EXPECTATIONS

### Writing

1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.

**Applies to:** Narrative Text Writing Task; *Au restaurant* Skit

### Media

3.2 Identify an appropriate form to suit the specific purpose and audience for a media text they plan to create.

3.3 Identify conventions and techniques appropriate to the form chosen for a media text they plan to create.

3.4 Produce media texts for specific purposes and audiences, using a few simple media forms and appropriate conventions and techniques.

**Applies to:** Book Trailer Activity

## FRENCH AS A SECOND LANGUAGE 2013: GRADE 4–6 CURRICULUM EXPECTATIONS

### Core French: Speaking

**B1.2** Producing Oral Communications: Using familiar words and expressions, produce brief, rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support.

**B1.3** Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics.

**B2.2** Interacting: Engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support.

**Applies to:** *Au restaurant* Skit

### Extended French: Speaking

**B1.2** Producing Oral Communications: Using familiar words and expressions, produce planned and rehearsed messages in French containing information and ideas about themselves, family, friends, and their immediate environment, with contextual, auditory, and visual support.

**B1.3** Speaking with Fluency: Speak with a smooth pace, appropriate intonation, and accurate pronunciation in brief, rehearsed communications about personal and familiar topics.

**B2.2 Interacting:** Engage in brief, structured spoken interactions, using familiar words and expressions, with teacher modelling and support.

**Applies to:** *Au restaurant Skit*

### **French Immersion: Speaking**

**B1.1 Using Oral Communication Strategies:** Identify a range of speaking strategies and use them appropriately to express themselves clearly and coherently in French for various purposes and to a variety of audiences.

**B1.2 Producing Oral Communications:** Using familiar words and expressions, produce planned, rehearsed, and increasingly spontaneous messages in French containing information and ideas about academic topics and matters of immediate personal relevance, with contextual, auditory, and visual support.

**B1.3 Speaking with Fluency:** Speak with a smooth pace, appropriate intonation, and accurate pronunciation in planned, rehearsed, and increasingly spontaneous communications about familiar, academic, and personally relevant topics, using familiar words and expressions.

**Applies to:** *Au restaurant Skit*

### **French Immersion: Writing**

**D1.2 Writing in a Variety of Forms:** Write a variety of French texts to convey information, ideas, and opinions about familiar, personally relevant, and academic topics, following models appropriate to the purpose and incorporating some elements of each form.

**Applies to:** *Au restaurant Skit*

# CURRICULUM CONNECTIONS FOR SECTION VIII: EXTENSIONS

## THE ARTS 2009: GRADE 4–6 CURRICULUM EXPECTATIONS

### Art

D1.1 Create two- and three-dimensional works of art that express feelings and ideas inspired by their interests and experiences.

Applies to: Question 1

## LANGUAGE: GRADES 4–6 CURRICULUM EXPECTATIONS

### Writing

1.3 Gather information to support ideas for writing using a variety of strategies and oral, print, and electronic sources.

Applies to: Questions 2; 4