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# Sample Unit

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Grade 6  
Reading, Writing and Mathematics



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## Introduction

- The theme of the Sample Unit is Perspectives. The unit is designed to help you and your students prepare for the five-day Grade 6 Assessment of Reading, Writing and Mathematics. Use of this unit, while highly recommended, is optional.
- Administering this Sample Unit in your classroom will give you a clearer understanding of the types of assessment activities and questions your students will experience in the full assessment and provide opportunities for you to observe their responses. We hope you will use the unit to prepare for the full assessment.
- The Sample Unit takes approximately 2½ hours of classroom time to complete. The average time required during the assessment week will be 2½ hours per day. We recommend that you administer the unit over two days to simulate the conditions of the actual Grade 6 assessment.
- This package contains the following:
  - **Overview:** assessment scales, timelines and materials required.
  - **Teacher’s Daily Plans:** instructions for administering the daily tasks of the Sample Unit, including timelines, procedures for introducing and implementing the unit and selected teaching and answering tips.
  - **Reading Passage:** an article called “Night”, which provides the focus for the Sample Unit.
  - **Student Materials for Reading, Writing and Mathematics:** multiple-choice questions and questions requiring constructed responses. (The types of questions are similar to the ones students will encounter during the full assessment.)

- **Appendix:** icons and tips for answering both multiple-choice and written response questions. The icons and tips are identical to those included in the spring assessment materials.

## Planning to Administer the Sample Unit

- Think about how you will prepare your students to do their best work on these sample activities. How can you engage and motivate them?
- Arrange your schedule to ensure there is appropriate time to administer the unit. This may require rescheduling other programs, such as physical and health education, French or religious education. To simulate the actual assessment conditions, check the previous administration guide.
- Consider any changes you need to make in the arrangement of your classroom furniture to allow for a flow from the introductory group activity to the independent activity.
- Post the “Tips” and “Icons” charts in your classroom for student reference. These are included in the Appendix.

## Dealing with Split Grade or Multi-Age Grouping Classrooms

Only the Grade 6 students in a split grade or multi-age grouping classrooms will receive the materials for the Grade 6 assessment. The following suggestions for administering the Sample Unit may help you decide how you want to organize your classroom when you conduct the full assessment.

### All students may participate in introductory activities.

- Students in a split grade classroom who are not at the Grade 6 level may participate in the introductory activity for each subject. When it is time for the Grade 6 students to complete the individual assessment have the remaining students work on other activities.

### Regroup the Grade 6 students.

- If there is more than one split grade class with Grade 6 students in your school (e.g., a 5/6 and a 6/7), or if there is a split grade classroom with only a few Grade 6 students and a full Grade 6 classroom, you may combine all Grade 6 students in one classroom with one teacher. Have the other teacher work with the remaining students.

### You may organize the students according to your own plan.

- Many teachers and schools develop their own plans for organizing students during Grade 6 assessments. Teachers with split grade classrooms may want to try out their own plans for addressing the needs of their students under actual assessment conditions.

## Making Use of the Information Gained from Administering the Sample Unit

### During the Sample Unit

- The *Sample Unit* is practice for the full assessment. Take full advantage of the introductory activities. Observe students as they work through these activities, as well as how they respond to the questions/prompts on the assessment tasks. We recommend that you make note of any student who may require accommodation or exemption during the spring assessment. Information on the permitted accommodations and on exemptions will be outlined in the *Administration Guide* and included in the training prior to the administration of the assessment.

### After the Sample Unit

- Examine student work using the enclosed EQAO Assessment Scale.
- Discuss with other staff members what school support and resources you will need to ensure that your students are able to demonstrate their highest levels of achievement on the full assessment.
- Discuss with other staff members any classroom or school organizational changes you will need to ensure that students are able to work effectively on the assessment.

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# Sample Unit

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Grade 6  
Reading, Writing and Mathematics

Overview



## Grade 6 Reading Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><b>REASONING</b></p> <ul style="list-style-type: none"> <li>identifies, interprets, judges, summarizes and analyzes ideas and information from the text</li> <li>selects and describes relevant ideas/information related to the text to show understanding</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding by using a few ideas and responding with very simple information that is inconsistently related to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding by using some simple ideas and responding with some simple information that is consistently related to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding by using ideas of some complexity and responding with some complex information that is consistently related to the text</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough understanding by using complex ideas and responding with complex information that is consistently related to the text</li> </ul>
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>explains interpretation of a text by supporting it with evidence from the text and his/her own knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited ability to interpret by making a few simple, unclear or unconnected references to the text and personal knowledge/experience</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some ability to interpret with some clarity and precision by connecting some simple references to textual and personal knowledge/experience</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the ability to interpret by clearly and precisely connecting appropriate textual references to personal knowledge/experience</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates the ability to interpret by clearly and precisely integrating convincing textual references with personal knowledge/experience</li> </ul>
<p><b>ORGANIZATION OF IDEAS</b></p> <ul style="list-style-type: none"> <li>identifies and describes different forms of text</li> <li>uses knowledge of the organizational conventions and characteristics of different forms of writing to enhance understanding</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited knowledge of some simple forms of text by identifying the use of a few simple characteristics and organizational elements</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates some knowledge of simple forms of text by identifying the use of simple characteristics and organizational elements</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of different forms of text by identifying the use of characteristics and organizational elements of some complexity</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough understanding of a variety of different forms of text by identifying the use of complex characteristics and organizational elements</li> </ul>
<p><b>APPLICATION OF LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>understands the conventions of written texts (spelling, grammar, punctuation and style)</li> <li>identifies various conventions (spelling, grammar, punctuation and style) of texts and explains their use</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding of a few of the required conventions by identifying a few of them and providing limited explanations of their use</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of some of the required conventions by identifying some and providing some explanation of their use</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of most of the required conventions by correctly identifying and explaining their use</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates thorough understanding of all the required conventions by correctly identifying and explaining their use</li> </ul>

## Grade 6 Writing Assessment Scale

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><b>REASONING</b></p> <ul style="list-style-type: none"> <li>• understands the purpose of the task</li> <li>• develops ideas and relates them to the purpose and to each other</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates very limited reasoning by using some simple ideas and ideas that are inconsistently related to the purpose of the task and/or to each other</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates limited reasoning by using simple ideas that are related to the purpose of the task and/or to each other</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates reasoning by using ideas of some complexity that are clearly related to the purpose of the task and to each other</li> </ul>	<ul style="list-style-type: none"> <li>• demonstrates reasoning by using complex ideas that are clearly and coherently related to the purpose of the task and to each other</li> </ul>
<p><b>COMMUNICATION</b></p> <ul style="list-style-type: none"> <li>• uses appropriate writing techniques (e.g., varied sentences, imagery and vocabulary)</li> <li>• uses an appropriate voice</li> <li>• addresses a specific audience</li> </ul>	<ul style="list-style-type: none"> <li>• writes unclearly and demonstrates a limited sense of voice and audience using a few very simple writing techniques related to the form of the task</li> </ul>	<ul style="list-style-type: none"> <li>• writes with some clarity and demonstrates some sense of voice and audience by using some simple writing techniques related to the form of the task</li> </ul>	<ul style="list-style-type: none"> <li>• writes with clarity and demonstrates a sense of voice and audience by using a range of writing techniques related to the form of the task</li> </ul>	<ul style="list-style-type: none"> <li>• writes with clarity and demonstrates a strong sense of audience and voice by using a range of complex writing techniques related to the form of the task</li> </ul>
<p><b>ORGANIZATION OF IDEAS</b></p> <ul style="list-style-type: none"> <li>• uses logical sequence in sentences, paragraphs and overall organization and structure</li> </ul>	<ul style="list-style-type: none"> <li>• shows very limited evidence of organization by presenting incomplete ideas and information with only a few logical connections</li> </ul>	<ul style="list-style-type: none"> <li>• shows some evidence of organization by developing ideas and information that are related in simple, mechanical ways</li> </ul>	<ul style="list-style-type: none"> <li>• shows organization and focus by developing ideas and information using appropriate and logical connections</li> </ul>	<ul style="list-style-type: none"> <li>• shows strong organization and focus by developing ideas and information using a range of complex and logical connections</li> </ul>
<p><b>APPLICATION OF LANGUAGE CONVENTIONS</b></p> <ul style="list-style-type: none"> <li>• applies language conventions correctly</li> </ul>	<ul style="list-style-type: none"> <li>• shows application of language conventions by demonstrating limited accuracy in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• shows application of language conventions by demonstrating some accuracy in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• shows application of language conventions by demonstrating general accuracy in spelling, grammar and punctuation</li> </ul>	<ul style="list-style-type: none"> <li>• shows application of language conventions by demonstrating consistent accuracy in spelling, grammar and punctuation</li> </ul>

## Grade 6 Mathematics Assessment Scale Categories

CATEGORIES/CRITERIA	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4
<p><b>PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>demonstrates understanding of problems by choosing, carrying out and analyzing appropriate problem-solving strategies</li> <li>applies strategies correctly</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a very limited understanding of problems by choosing and carrying out a few simple strategies that rarely lead to accurate solutions</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a limited understanding of problems by choosing and carrying out some appropriate strategies that sometimes lead to accurate solutions</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a general understanding of problems by consistently choosing and carrying out appropriate strategies that usually lead to accurate solutions</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a thorough understanding of problems by choosing and carrying out innovative and appropriate strategies that almost always lead to accurate solutions</li> </ul>
<p><b>UNDERSTANDING OF CONCEPTS</b></p> <ul style="list-style-type: none"> <li>uses required concepts</li> <li>demonstrates understanding of concepts by providing explanations that incorporate mathematical ideas and relationships</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates very limited understanding of a few required concepts by providing partial explanations that incorporate a few mathematical ideas and relationships</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates limited understanding of some required concepts by providing appropriate but incomplete explanations that incorporate some mathematical ideas and relationships</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates general understanding of most required concepts by providing appropriate and complete explanations that consistently incorporate mathematical ideas and relationships</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates in-depth understanding of all required concepts by providing both appropriate and complete explanations of mathematical ideas and relationships and by incorporating the concepts in a variety of contexts</li> </ul>
<p><b>APPLICATION OF MATHEMATICAL PROCEDURES</b></p> <ul style="list-style-type: none"> <li>selects and accurately applies operations and procedures</li> </ul>	<ul style="list-style-type: none"> <li>selects and applies a few simple procedures and operations with major errors/omissions</li> </ul>	<ul style="list-style-type: none"> <li>selects and applies some of the appropriate procedures and operations with several minor errors/omissions</li> </ul>	<ul style="list-style-type: none"> <li>selects and applies most of the appropriate procedures and operations with few minor errors/omissions</li> </ul>	<ul style="list-style-type: none"> <li>selects and applies almost all of the most appropriate procedures and operations rarely with any errors/omissions</li> </ul>
<p><b>COMMUNICATION OF REQUIRED KNOWLEDGE RELATED TO CONCEPTS, PROCEDURES AND PROBLEM SOLVING</b></p> <ul style="list-style-type: none"> <li>analyzes and justifies the reasonableness of solutions</li> <li>provides clear explanations and uses mathematical terminology and symbols correctly</li> </ul>	<ul style="list-style-type: none"> <li>provides justifications that are unclear and/or imprecise and that rarely incorporate mathematical terms</li> </ul>	<ul style="list-style-type: none"> <li>provides justifications that have some clarity and precision by using some appropriate mathematical terms and symbols</li> </ul>	<ul style="list-style-type: none"> <li>provides justifications that are generally clear and precise by usually using appropriate mathematical terms and symbols</li> </ul>	<ul style="list-style-type: none"> <li>provides justifications that are clear and precise by always using a range of appropriate mathematical terms and symbols</li> </ul>

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# Sample Unit

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Grade 6  
Reading, Writing and Mathematics

Teacher's Daily Plans





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# Daily Plan

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## Introduction to the Sample Unit

1. The Sample Unit is designed as an integrated unit based on the theme Perspectives, just as the assessment will be.

During this unit, the student will be completing the following activities:

Reading	50 minutes
Writing	40 minutes
Mathematics	45 minutes

2. Explain to the students that they will be asked to answer two kinds of questions. One kind is called multiple-choice and the other is called written response.

Tell the students that in answering multiple-choice questions, all they have to do is use their pencil to fill in a small circle beside the right answer. You should demonstrate this by showing them the format of a multiple-choice question:

**What is the name of the fourth month of the year?**

- February
- April
- May
- July

Go over the Tips for Answering Multiple-Choice Questions and tell the students you will leave the tips posted on a chart they can refer to when answering the questions.

These boxes offer tips for administering the Sample Unit.

## Required Materials

Reading	50 minutes
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- *Student Booklets*
- pencils
- erasers

Writing	40 minutes
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- *Student Booklets*
- pencils
- erasers

Mathematics	45 minutes
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- *Student Booklets*
- calculators
- metric rulers
- pencils
- erasers
- cm<sup>2</sup> grid paper

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# Daily Plan

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## Reading

### “Night”

#### In this sample unit, students will

- make inferences;
- summarize and explain the main idea;
- explain their interpretation of a written work, supporting it with evidence from the work and from their own knowledge;
- express clearly written responses to written material;
- identify different forms of writing and describe their characteristics;
- use knowledge of the organization and characteristics of forms of writing as a guide to reading; and
- identify elements of a story (e.g., development of character).

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#### Introductory Activity (10 minutes)

##### Required Procedures

1. Write the word NIGHT on the board.
2. Ask the students to brainstorm about night. Write student responses on the board.
3. Encourage many responses by asking students to consider whether their view or perspective of night would be different if they were outside in the woods rather than inside looking out at the night.
4. Tell the students that today they will be reading a story about an Ojibway grandfather, Mishomis, and his grandchild, Noshen.

The Anishinawbe Ojibway words in the story are “Mishomis”, which means “Grandfather” and is pronounced Mish-oo-mis, and “Noshen”, which means “Grandchild” and is pronounced Noo-shenh.

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## Independent Activity (40 minutes)

1. Distribute the *Student Booklets*.
2. Have students turn to the Reading Passage, "Night."
3. Locate the Language: Multiple-Choice and Reading: Written Response activities. Inform students that they will be completing both sections.
4. Locate the stop sign icon and remind students to stop at this point in the booklet.
5. Ask the students to close the booklets when they have finished the activity and not to proceed to the next activity.
6. Tell the students that they should try to complete all the questions.
7. Remind the students that they can reread the story to help them complete the activities.
8. Review with students the shading of the small circle to complete multiple-choice questions.
9. Do not assist the students as they complete tasks.
10. Collect the *Student Booklets* when 40 minutes have elapsed.

Do not read the passages to the students.

Do not read the questions to the students.

Do not translate or explain passages or questions to the students.

Do not influence the answers students are providing.

Do not allow the use of dictionaries.

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# Daily Plan

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## Writing

### In this sample unit, students will

- complete a writing activity relating to the theme Perspectives and to the story “Night”;
- organize information to convey a central idea;
- use a variety of sentence types;
- use and correctly spell vocabulary appropriate to their grade level;
- use the conventions of grammar and punctuation correctly;
- proofread and correct their written work; and
- communicate ideas and information for a variety of purposes.

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### Introductory Activity (5 minutes)

1. Tell students that they will be writing about the topic Night.
2. **Do not discuss the ideas brainstormed earlier about “Night,”** but do remind students to think about the earlier brainstorming discussion on the topic.

Allow students to use a computer if this is normal practice.

Allow the use of a dictionary and thesaurus or spell-check in the writing section only.

Read the instructions only to the students who request it.

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## Independent Activity (35 minutes)

1. Distribute the *Student Booklets*.
2. Locate the Writing activity.
3. Be sure that the brainstormed ideas about the theme Night have been fully erased from the board.
4. Remind students to proofread and correct their work before they are finished.
5. Collect the *Student Booklets* when 35 minutes have elapsed.

Do not scribe the students' draft copies or the final copies.

Do not edit the students' work (e.g., help with spelling, vocabulary, punctuation).

Do not instruct students in the writing forms (e.g., story, letter).

Do not influence students' answers to specific tasks.

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# Daily Plan

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## Mathematics

### In this sample unit, students will

- use knowledge of probability to pose and solve problems;
- compare and examine experimental probability results with theoretical results;
- examine the concepts of possibility and probability;
- select the type of graph that best represents the data;
- construct line graphs, bar graphs and scatter plots by hand;
- calculate the median of a set of data;
- use tree diagrams to record the results of systematic counting;
- recognize that different types of graphs can present the same data differently; and
- make inferences and convincing arguments based on the analysis of tables, charts and graphs.

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### Introductory Activity (10 minutes)

1. This activity is an investigation and requires that students make observations about their calculations and about the numbers they use to get the answers. This warm-up should focus the students on observations.
2. Give students grid paper with spaces large enough for them to write two-digit numbers. Have students work in pairs to follow along with your questioning, make observations and discuss patterns as you go. As you work through question 3, below, you will see words in italics. “Write on the board” means that the teacher should write the instructions on the board. “Ask” means that the teacher should use words to prompt a class discussion.
3. a) *Write on the board:* Draw one 10-frame as shown in the next column. Fill in

numbers counting by 2s, recording one number in each square of the frame.

2	4			

- b) *Ask:* What numbers are in the first and sixth frames? Compare the second and seventh. What do you *observe*?  
*Discussion points:* 2 is the first and 12 is the sixth; 4 is the second and 14 the seventh. Each number below is 10 more than the number above it.
- c) *Write on the board:* Complete a separate 10-frame for the multiples of 3.

3	6			

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## Introductory Activity (continued)

- d) *Ask:* What numbers are in the first and sixth frames? Compare the second and seventh. What do you *observe*? How do the numbers in the second row relate to those above them?

*Discussion points:* 3 is the first and 18 is the sixth; 6 is the second and 21 is the seventh. Each number below is 15 more than the number above it and 15 is the number at the end of the first row. Also, going back to parts (a) and (b), 10 was the number at the end of the first row. Someone may say, “15 is 3 (the first number) times 5 (the number of frames in one row).” Or, “10 is 2 times 5 – that is the first number times the number of frames in one row.”

- e) *Write on the board:* Complete a separate 10-frame for the multiples of 6.
- f) *Ask:* What are your observations?  
*Discussion points:* 6 is the first and 36 is the sixth (30 more than 6). Twelve is the second and 42 is the seventh (30 more than 12). Each number below is 30 more than the one above it. Thirty is the number at the end of the top row and is

equal to  $6 \times 5$  – the first number times the number of frames per row.

- g) *Write on the board and ask:* Without filling in the whole chart, predict the number in the sixth and seventh frames. Explain your reasoning.

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*Discussion points:* The sixth number will be  $7 + (7 \times 5) = 42$ . The seventh is  $14 + (7 \times 5) = 49$  or  $(7 \times 2) + (7 \times 5) = 49$ .

4. There are many more challenges this “game” can pose. You might choose to have your students carry on with their creating and solving puzzles using numbers and this structure for a few weeks and create a bulletin board of questions. However, you only have 10 minutes for the introduction to this assessment task. After 10 minutes, proceed with the independent activity.

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## Independent Activity (35 minutes)

1. Distribute the *Student Booklets*.
2. Locate the Mathematics: Multiple-Choice and Mathematics Investigation activities.
3. Locate the stop sign icon and remind students to stop at this point in the booklet.
4. Encourage students to show all their work and to use calculators as needed.
5. Tell students they should try to complete all the questions.
6. Remind students to check their work when they are done.
7. Collect *Student Booklets* when 35 minutes have elapsed.

Read through the first question with all the students.

Read the rest of the questions only to the students who request it.

The use of a calculator is permitted.

Do not define/explain/review mathematical technical terms.

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# Sample Unit

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Grade 6  
Reading, Writing and Mathematics

Student Booklet





## Reading

### Night

*This is the story of Noshen and his grandfather, Mishomis...*

Grandfather turns to me and smiles. He is wearing his favourite old straw hat. It has the feather of a hawk stuck in the band. I found it for him when we were walking through the bush.

On his feet are moccasins. Plain moccasins. No beads, no fur, no quills. He made them himself from moose hide. He made me a pair too, just like his. Grandfather looks down at my feet, so I look down. I wiggle my bare toes.

Grandfather slowly shakes his head from side to side. Then he grins. I grin too.

*That night, Noshen and his grandfather take a walk...*

It is late, but I am not tired. Not tonight.

The bright moon is a huge pearly shell hanging in the night sky. A million stars like tiny fireflies light our way. It is quiet.

I point my chin up as far as I can and howl at the moon. The sound echoes back. Eyes wide, I scan the sky in the four directions. The warm evening breeze brushes my face like a moth's wings. It plays with my hair. As I walk, I feel the sweetgrass sweeping against my legs. My nostrils fill with its odour. It is the same as the smell of the sweetgrass basket Grandfather made for me. I shall make one too, someday. But not tonight.

Grandfather's voice breaks the silence. "Have you found it yet?"

Yes, I see it there. My arm shoots up, finger pointing high.

Grandfather chuckles. "Noshen, your finger could be pointing to a thousand stars, but there is only one North Star. When you spot the Big Dipper you'll always find the North Star. Remember this when you are in the woods."

We cross the open field and stand at the door of the forest. The tall dark shadows of the pines against the night sky look like animal shapes to me.

I have waited a long time for this. I have been in the bush with Grandfather many times, but not at night. I know that this is his special place. Night is his favourite time, and so it is mine.

Grandfather has told me that I must have the night eyes of an owl, a nose as keen as a bear's and ears as sharp as a wolf's. I do.

I am ready.

I can barely see his dark shadow entering the woods. Quickly, I follow. I feel a strange chill beneath my jacket, but it is not cold. The air in the forest is damp and smells of cedar roots, spruce needles and fishing worms. The thick arms of the huge trees block out the moonlight. I try to use my owl eyes, but they are not working very well. I feel the forest's floor with my moccasins and lift my feet high with each step so I will not stumble over fallen branches.



I cannot hold my silence and excitement any more. "Mishomis," I whisper, "when will we see the night animals? Where are they?"

He does not stop to answer, and his shadow in front of me moves quickly. I imagine that Grandfather is a bear or a moose travelling these woods in the dark. Yet he moves too swiftly and silently for either of these large animals. I quicken my pace and follow close behind him.

Suddenly, a bone-chilling howl pierces the silence. I gasp and whirl around. I am able to see now in the blackness. There are two yellow eyes, staring, looking right at me. I hear the heavy panting of this night animal.

I am trembling. I try to turn in Grandfather's direction but cannot. My moccasins stick to the earth's floor like tree sap; they will not move. My arms feel pinned to my sides. But my owl eyes clearly see large yellow teeth, and I can smell the stale breath.

I want to shout out, "I don't want to be here!" But the words are not there. Neither is Grandfather.

So I speak without sound, Mishomis, where are you? Can you not see me? Do you not hear this night animal? Mishomis, where are you?

Then I hear his low familiar voice. "Noshen, do not move. Stay very still. The wolves will not harm you."

Wolves. I can't believe my ears. Is this really happening?

"Be brave. Show no fear. They mean you no harm. Stand very tall and straight and do not turn your back to them."

I can hardly hear Grandfather speaking. I try to be brave. Slowly, pulling my shoulders back, I stretch my body as tall as I can. My eyes widen. There in front of me are several shaded figures, all with yellow eyes and yellow teeth, staring at me. A pack of timber wolves. The leader is still and erect, ears pricked forward, tail and head held high.

I wish with all my might. Go away. Please go away.

It seems that a long time has passed. The wolves have not moved, and neither have I.

Just as I am sure that my body will shake, the leader slowly, silently backs up. He holds his silver-furred throat high and gives one quick, eerie howl at the moon.

As quickly as they appeared, they are gone, hidden by the cloak of the shadowy woods.

I can hear myself panting. I cannot stand up another moment. And then I feel Grandfather's strong arms around me, holding me tight. They are warm and comforting. I am safe here.

I hear Grandfather's soothing voice. "My brave Noshen, you are strong and growing wise. Do not fear, but respect the wolves. They are like our ancestors, moving freely about the land with their families. The wolves have welcomed you, for you too are a night animal in these woods."

I can barely keep my eyes open as I climb onto Grandfather's back for the walk out of the forest. He moves as though I am not heavy, yet I know I must be.

"Mishomis," I yawn. "Can we come back tomorrow night?"

I hear his chuckle trail across the open field of sweetgrass.

"Night" from *Morning on the Lake* by Jan Bourdeau Waboose and illustrated by Karen Reczuch, used by permission of Kids Can Press Ltd., Toronto. Text copyright © 1997 Jan Bourdeau Waboose. Illustrations copyright © 1997 Karen Reczuch.

## Language

### Multiple Choice

*Use your pencil to fill in the small circle beside the best answer.*

*Fill in only one circle for each question.*

1. "My nostrils fill with its odour. It is the same as the smell of the sweetgrass basket Grandfather made for me." The word "it" refers to

- grass.
- a wolf.
- a basket.
- an odour.

2. "He holds his silver-furred throat high and gives one quick, eerie howl at the moon."

The adjectives used in the sentence above are

- he, his.
- holds, gives.
- throat, howl.
- silver-furred, quick, eerie.

3. Paragraphs are used in the story to

- show clearly the length of the story.
- keep the reader's interest in the story.
- show that a new idea in the story is beginning.
- help the reader find the beginning of the sentence quickly.

4. In the end, Noshen isn't afraid because

- the sun is rising.
- he wants to become a hunter.
- he learns to respect the wolves.
- he thinks that the wolves are afraid of him.

## Reading

### Written Responses

1. Noshen and his grandfather share the experience of meeting a pack of wolves. Explain how their views of this shared experience are different using the blank lines below.

#### Shared Experience of Noshen and His Grandfather Meeting the Wolves

Grandfather's view on meeting the wolves at night.



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Noshen's view on meeting the wolves at night.

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4. The author has used descriptive language to help the reader see and feel the story more fully. Find descriptive language from the story that appeals to the senses listed below and complete this chart.

Example: touch: "sweetgrass sweeping against my legs"

a) sight:
b) sound:
c) smell:
d) touch: (Fill in an example of your own.)



## Writing

Noshen admires his grandfather and enjoys spending time with him. He learns many things that change the way he thinks about himself and about life.

Some of the lessons Noshen learns that night in the woods are

- to learn from people around you;
- to overcome fear by facing it; and
- that young and old can share interests.

The author of “Night” includes many details to help us understand these lessons.



### **Think:**

Think about the lessons. Choose **ONE** of the three lessons.



### **Write:**

Write a short story about how **YOU** learned this lesson. Include details about what happened and what you learned.



### **Remember:**

- You must edit your own story.

### **Check:**

Check your final copy carefully for

- correct story format
- a beginning, a middle and an ending
- complete sentences
- correct spelling and punctuation



## Mathematics

### A Trip to Algonquin Park

After reading the story "Night" some students are interested to learn that there is a wolf population in Algonquin Park. They have the opportunity to camp in Algonquin Park, the third largest provincial park in Ontario. They will be studying wolves through the park programs taught by the park naturalist.

### Multiple Choice

*Use your pencil to fill in the small circle beside the best answer.*

*Fill in only one circle for each question.*

- 1. The average weight of a red wolf can be about the same as an adult human. Its weight could be about 88 kg. About how many grams is this?**
  - 0.008 g
  - 1088.0 g
  - 8800.0 g
  - 88000.0 g
  
- 2. Wolf packs travel about 5 \_\_\_\_\_ a day through the park. Which standard unit is the most reasonable to use when measuring the distance travelled by a wolf?**
  - cm
  - km
  - mm
  - dm

3. Students go out at night to listen to wolves howling. Select the most reasonable time that this would happen if it is after dinner and before bedtime. These times are written for a 24-hour clock.

- 24:00
- 12:00
- 06:00
- 20:00

4. To get to the park, the students will travel 330 km at an average speed of 80 km/h.

How much time will the trip take?

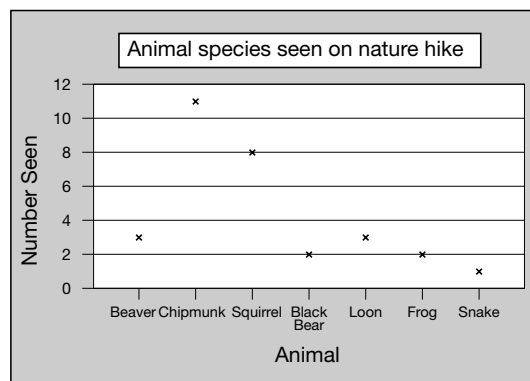
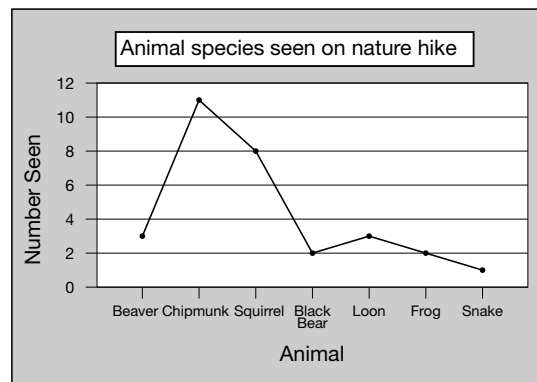
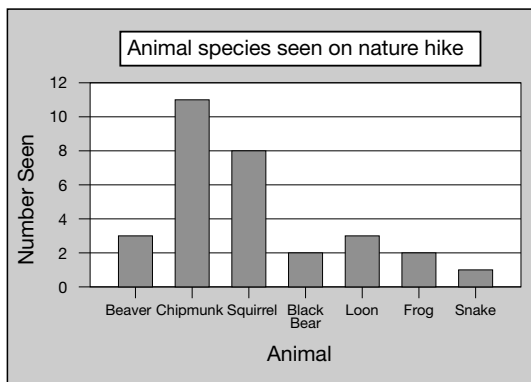
- about 4 h
- about 2 h
- about 6.5 h
- about 50 min

# Mathematics

## Investigation

1. A Grade 6 class goes on a three-day trip to Algonquin Park with their teachers. On the first morning, the class goes on a nature walk with the park naturalist. Each student keeps track of the wildlife they see. Then they graph their data.

The students experiment with three different types of graphs:



- a) Of the three graphs, which BEST represents the data?  
**Circle your choice.**

Explain your thinking.

- b) Temperature data is recorded each day in the park.  
The students look over the data for the daily high temperature for a two-week period.  
Here is the data:

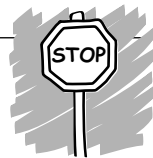
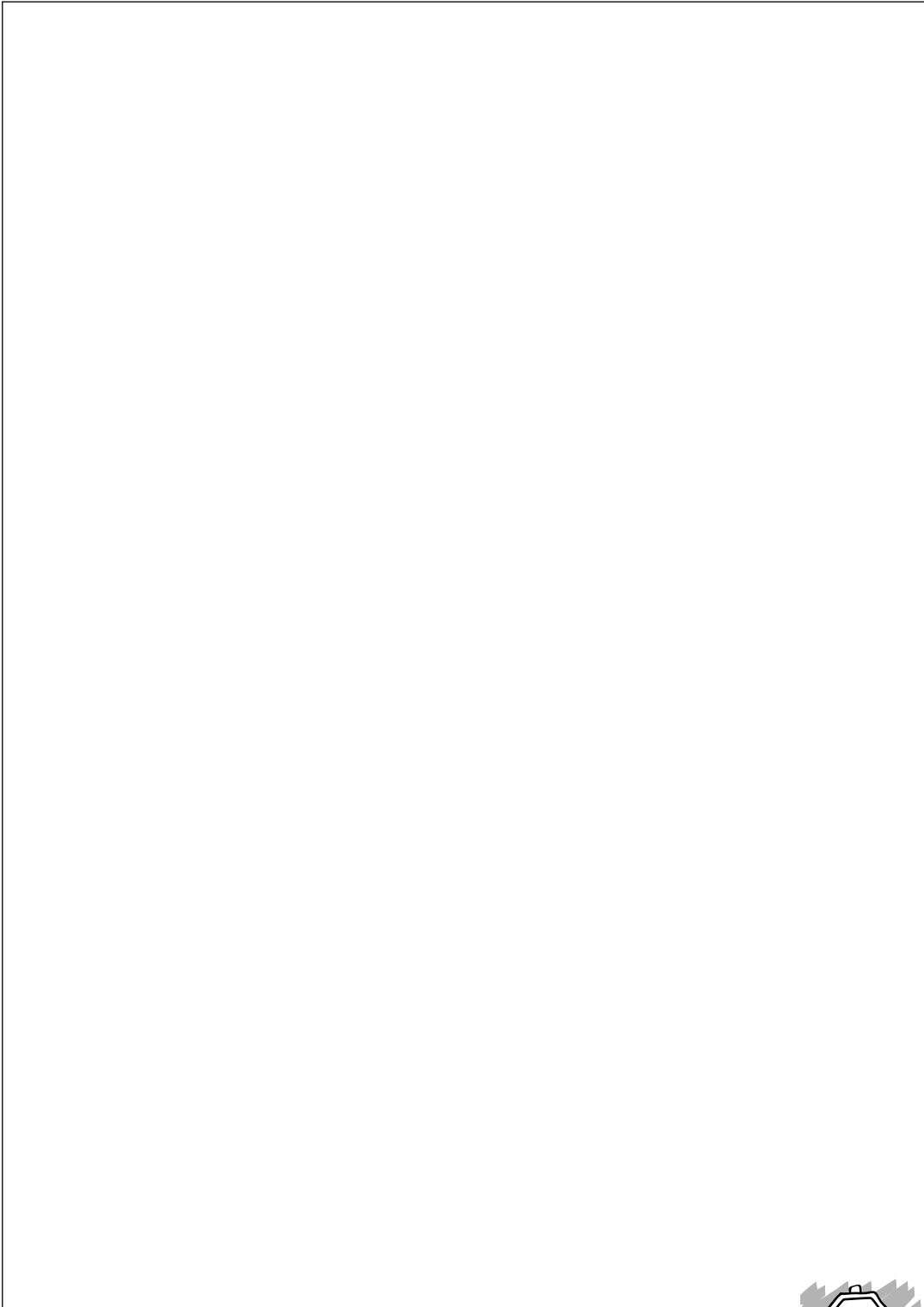
Day	Daily High Temperature (Degrees Celsius)
1	23
2	24
3	27
4	30
5	31
6	29
7	32
8	28
9	28
10	22
11	24
12	19
13	20
14	22

What is the median daily high temperature?

Show your work.

The median daily high temperature is \_\_\_\_\_.

c) Construct a graph of the daily high temperature.



2. On the second day, a group of 16 boys and 16 girls decide to go canoeing.



Their teachers randomly assign two students to each canoe.

Some canoes end up with two boys, some with two girls, and some with one boy and one girl.

This chart shows how the students are assigned to the canoes.

Canoes with two boys	5
Canoes with two girls	5
Canoes with one boy and one girl	6

Design a spinner that has the same probability of having two girls, two boys or one girl/one boy in a canoe.

Show your work.

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# Sample Unit

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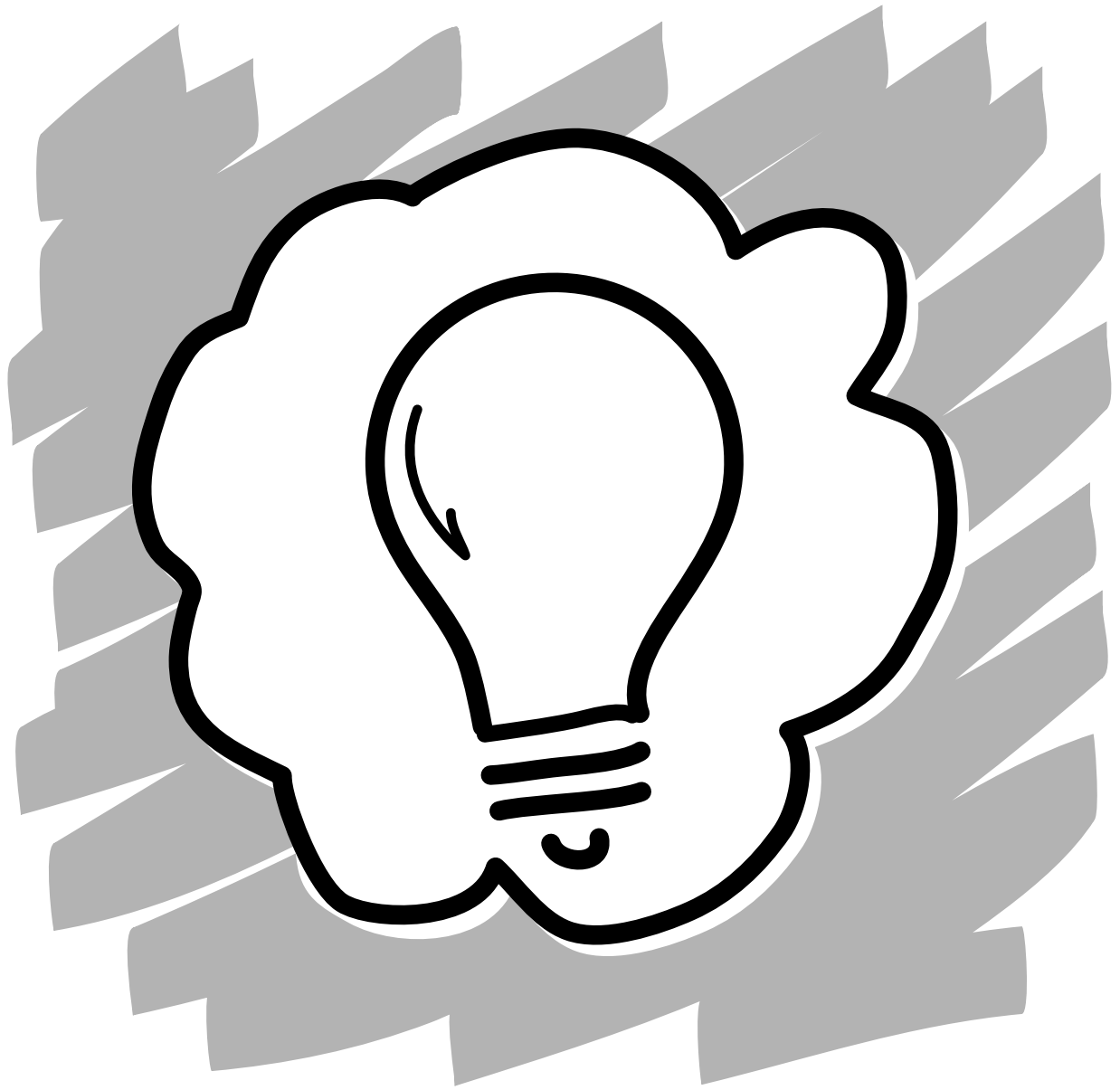
Grade 6  
Reading, Writing and Mathematics

Appendix





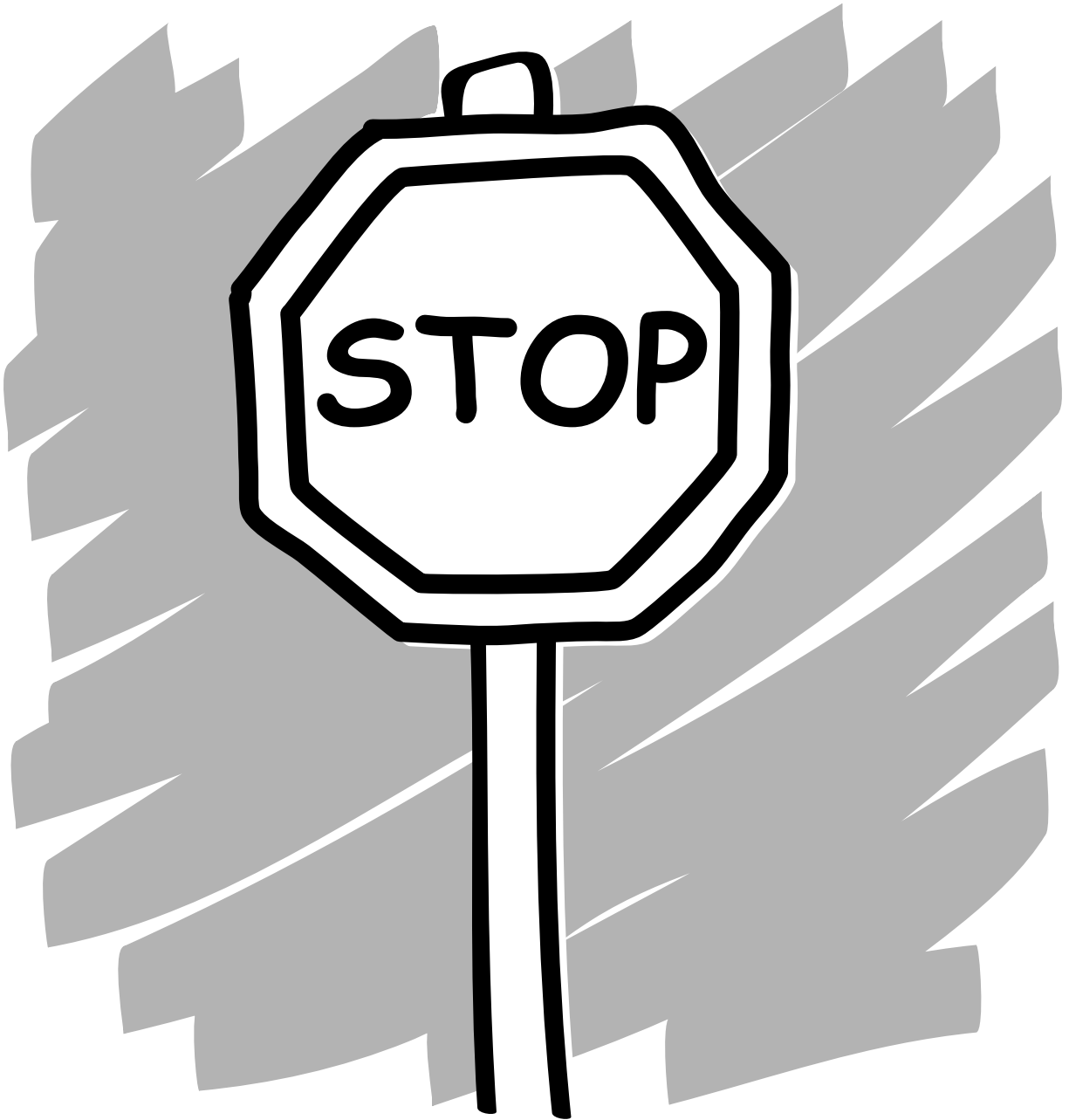
**Use information from the text to explain your thinking.**



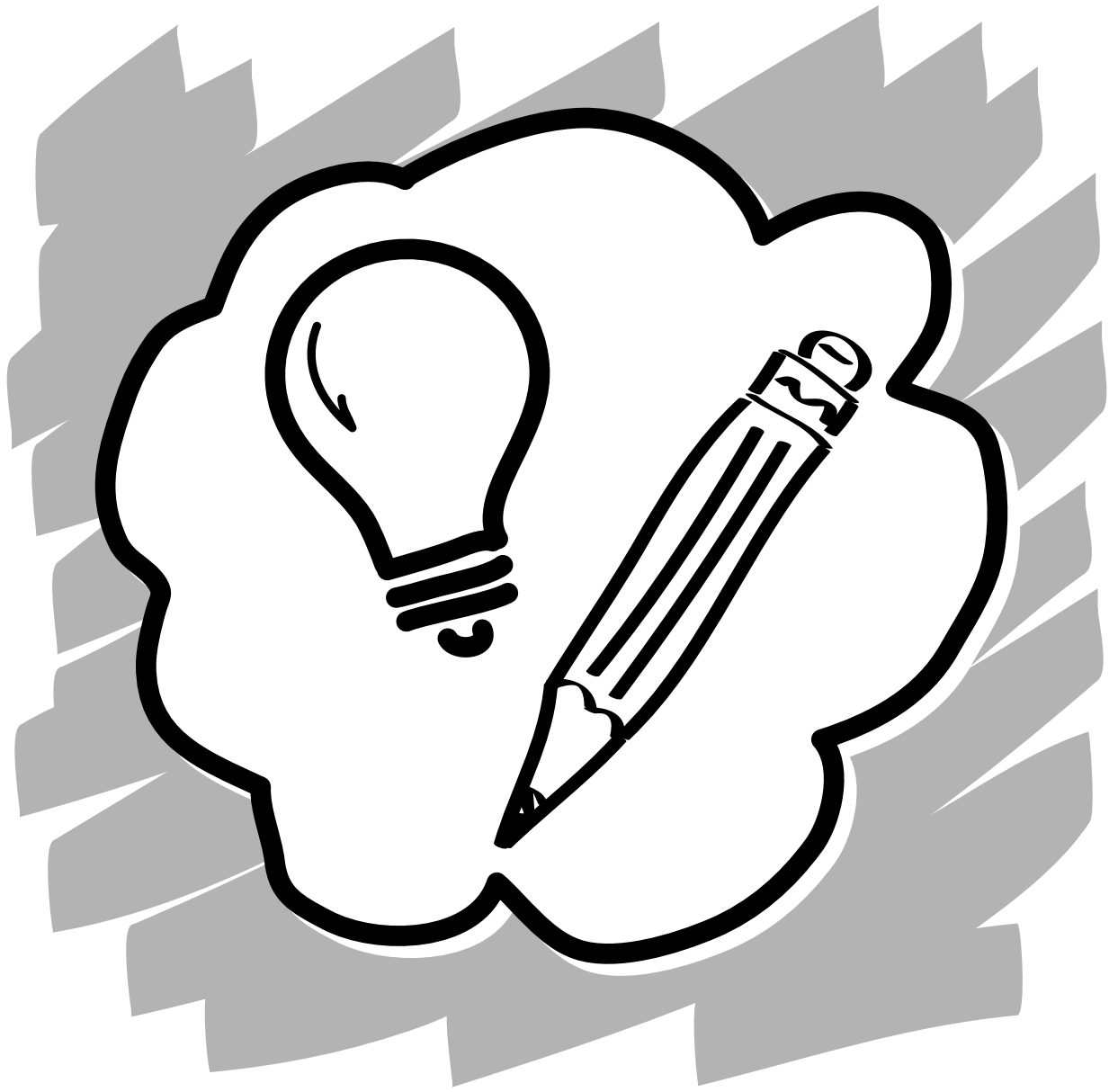
**Use your own ideas to  
explain your thinking.**



**Remember!**



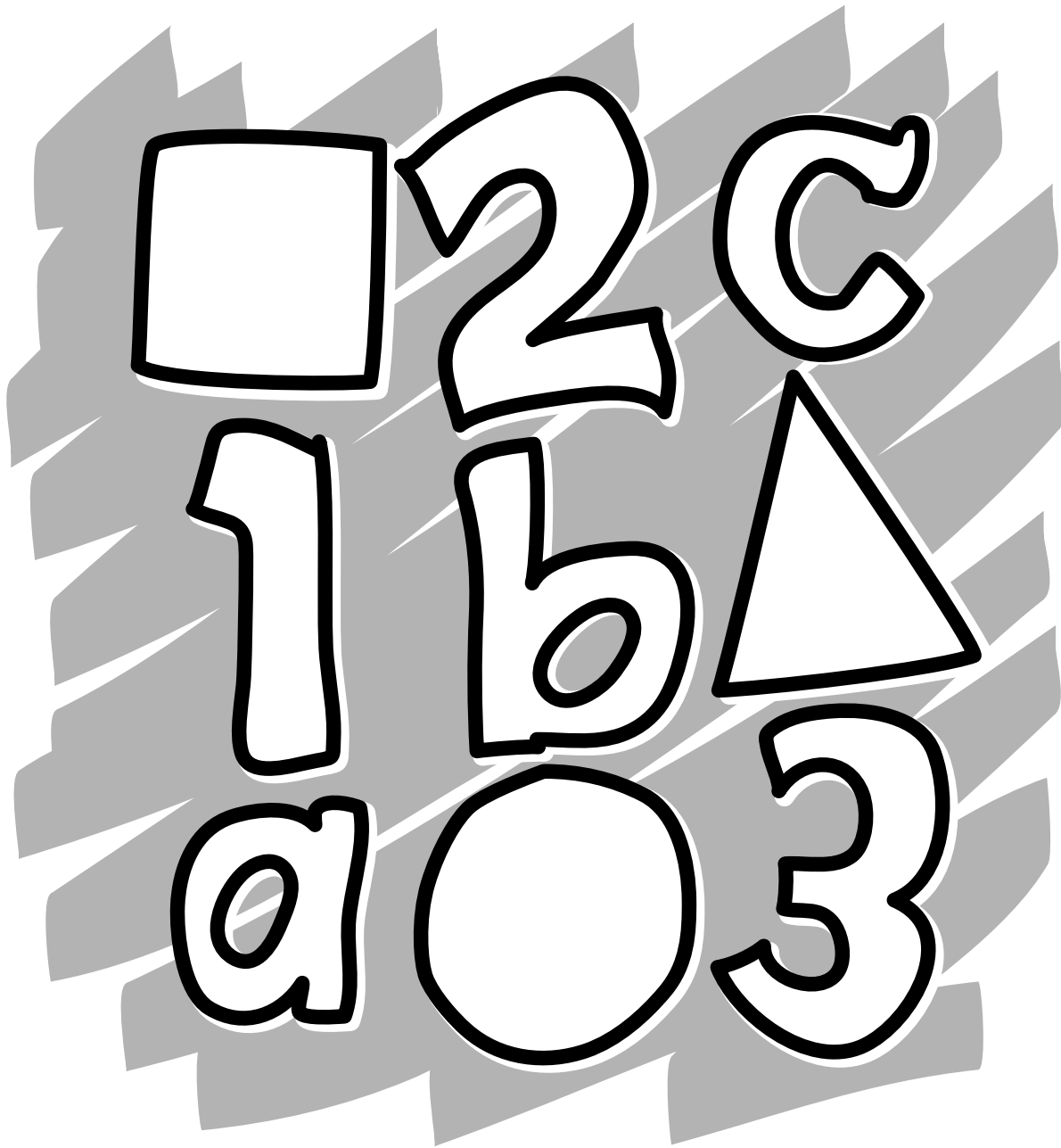
**Stop.**



**Plan.**



**Write.**



**Use pictures, numbers  
and/or words to explain your  
thinking.**

A large black clipboard with a silver clip at the top and a silver pen at the bottom left. The text is centered on the white paper.

## Tips for Answering Written Response Questions

- ✓ Reread the question if you need to.
- ✓ Reread parts of the reading passage if you need to.
- ✓ Write as clearly as you can.
- ✓ Include as much information as you can
  - when you are asked to explain your thinking;
  - when you are asked how you solved a problem.
- ✓ Move on if you don't know the answer. You can come back to the question at the end if you have time.



A large black clipboard with a silver clip at the top. The text is centered on the white paper inside the clipboard.

## Tips for Answering Multiple-Choice Questions

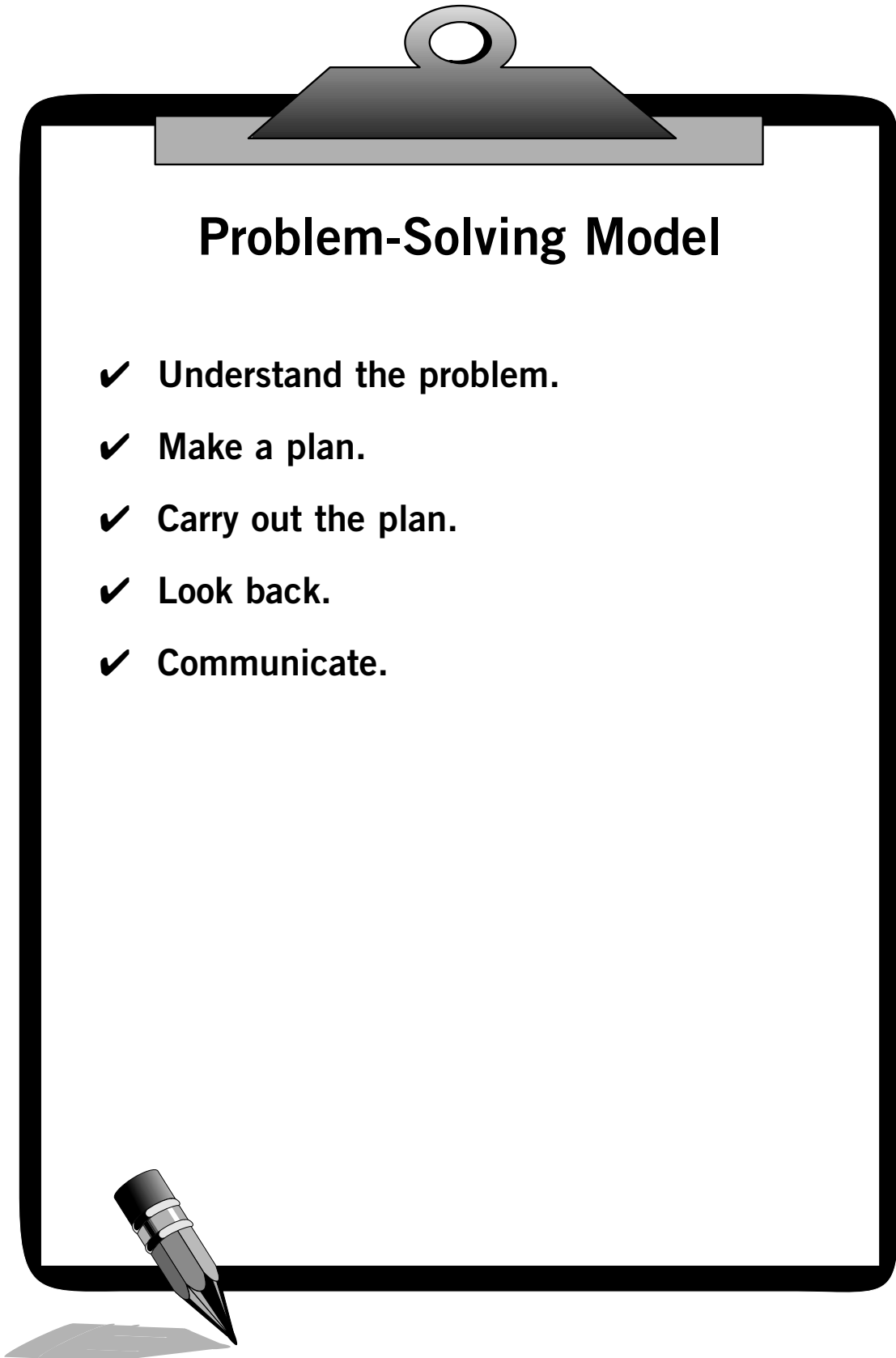
- ✓ You must use a pencil.
- ✓ Try to answer every question, even if you're not sure of the answer.
- ✓ Choose the best answer for each question.
- ✓ Use any extra time to check your answer choice.
- ✓ Fill in only one bubble for each question.





## **Problem-Solving Strategies**

- 1. Guess and check.**
- 2. Look for a pattern.**
- 3. Draw a picture.**
- 4. Choose an operation.**
- 5. Make a table or a graph.**
- 6. Brainstorm.**
- 7. Explore solutions with a calculator.**



## **Problem-Solving Model**

- ✓ Understand the problem.**
- ✓ Make a plan.**
- ✓ Carry out the plan.**
- ✓ Look back.**
- ✓ Communicate.**



## Calculator Use

A calculator may be used **at any time** for mathematics activities **except** for the multiple-choice sections in the multiple-choice booklet.

