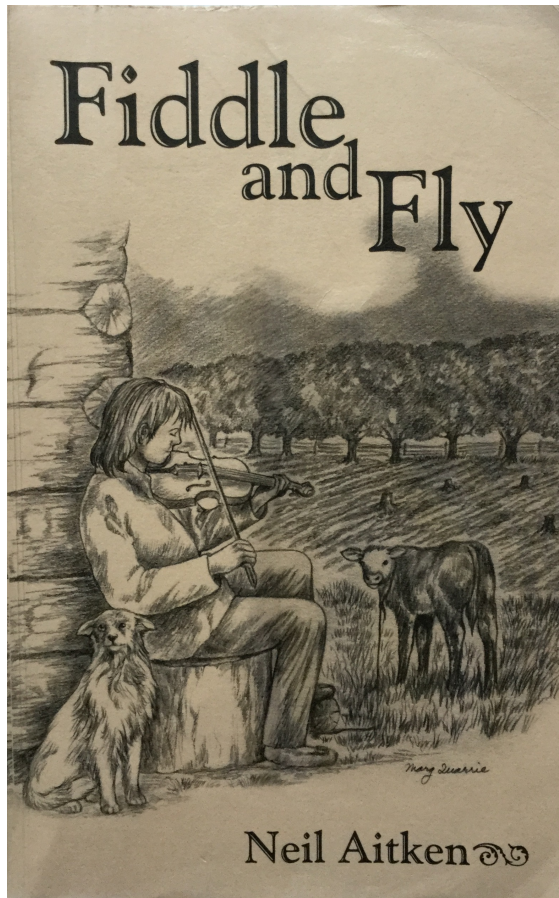


## Student Activity Pages

For classroom and home school use with

# Fiddle and Fly



A novel for pre-teens and teens about a young lad, his family, and friends in the rural Queen's Bush area of Ontario in 1867.

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Published by The Brucedale Press, Box 2259, Port Elgin, Ontario, N0H2C0, [www.brucedalepress.ca](http://www.brucedalepress.ca)

**Part A**

List the following:

- Title and author
- Publisher
- Number of pages
- Date published

Read the back cover and the acknowledgements. Look at the front cover and the map in the front of the book.

What information does the author give us before we read the story?

How might this novel be different from others you have read?

**Part B: Chapter Summaries**

For each of the sixteen chapters make a brief summary of the event(s), **three to five sentences in length**. Make note of the characters involved; in particular make note of any new characters.

**Part C: Character**

We learn about characters in a novel by *the things they say, the things they do, and how others react to them*.

Using the following chart to help you, identify characters from **Fiddle and Fly**, indicate whether they are a **main** or **minor** character, give a character trait and provide proof from the text to back up your thinking.

**Character Traits**

adventurous	dependable	helpful	leader	pleasant	sad	stern
ambitious	determined	honest	loving	polite	self-centered	stubborn
awkward	energetic	humble	loyal	proud	self-confident	studious
bold	entertaining	humorous	mannerly	quarrelsome	selfish	successful
brave	fearful	imaginative	mean	quick-tempered	sensitive	talkative

caring	fighter	independent	mischievous	reasonable	sentimental	thoughtful
cautious	forgiving	intelligent	naughty	reckless	serious	timid
cheerful	friendly	inventive	obedient	resourceful	sharp-witted	tough
clever	generous	jolly	outspoken	respectful	shrewd	trusting
considerate	gentle	joyful	patient	responsible	shy	understanding
courageous	happy	kind	patriotic	restless	sneaky	wise
creative	hardworking	lazy	playful	rude	soft-hearted	witty

### A. Characters from Fiddle and Fly

Character Name	Main/Minor	Character Trait	Proof from Text
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1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

## B. Character Map

Either completing an organizer by hand or by using technology (Google docs, or Google apps), create a character map of the main character in **Fiddle and Fly**.

Describe the main character (the protagonist) in the novel choosing specific character traits and give quotes from the story to back up your descriptions. Don't forget to use quotation marks around the quotes and to put the page number in brackets at the end of the sentence.

### Character Map Rubric

Category	Level 4	Level 3	Level 2	Level 1
Evidence	Identifies 5+ traits with 2-3 examples from the text for each. Describes evidence accurately and clearly.	Identifies 4-5 traits with 1-2 examples from the text for each. Describes evidence accurately and clearly.	Identifies 3 traits and may provide an example from the text for each. Part of the evidence is clear. May lack detail and specificity.	Identifies 3 or fewer traits. Evidence from text unclear, inaccurate or may lack detail and specificity.
Analysis	For each detail cited, student provides insightful analysis. Draws meaningful conclusions about the character based on the evidence.	For each detail cited, student provides analysis. Draws general conclusions about the character based on the evidence.	Student provides some analysis for some evidence but doesn't draw effective conclusions about the character based on the evidence.	Students provides little analysis or interpretation.  OR  Most or all of the analysis is unclear.
Readability	Work is neat, student has clearly taken pride in his/her work.	Work is neat and legible.	Some or half the notes are difficult to read.	Most or all of the notes are difficult to read.
Conventions	Writer makes no errors in spelling and/or grammar that distract the reader from the content.	Writer makes 1-2 minor errors in spelling and/or grammar that distract the reader from the content.	Writer makes several errors in spelling and/or grammar that distract the reader from the content.	Writer makes many errors in spelling and/or grammar that distract the reader from the content

## Part C: Vocabulary

You will create a **glossary** of vocabulary words as you read this novel.

Pay attention to words as you read. Make note of those that are unfamiliar or puzzle you. Record them in your glossary. Make note of the page number on which you found each, and find and record a dictionary definition for each new word. Your glossary could look like the following:

### Glossary

Word	Page Number	Dictionary Definition

## Part D: Analysis

What is/are the theme(s) in the novel, **Fiddle and Fly**? Using proper sentence and paragraph form provide at least 3 examples from the text to justify your thinking regarding each theme. Make sure to note the page and chapter for your evidence.

## Part E: Application

Now that you have completed reading **Fiddle and Fly**, you are to select one of the following ideas and complete the writing tasks:

1. Rewrite the novel's ending.

**OR**

2. Extend the ending or write the first chapter of the next book.

**OR**

3. Rewrite a chapter of your choosing.

Your writing should not exceed 3 pages. Use the rubric that follows to guide your writing:

## Writing Rubric

Category	Level 4	Level 3	Level 2	Level 1
Organization	The story is very well organized. Ideas follow in a logical sequence with clear transitions.	The story is organized. Most ideas follow in a logical sequence with some clear transitions.	Story is hard to follow at times. Transitions are not clear.	Ideas and scenes seem to be randomly arranged
Creativity	The story contains many creative, authentic details and/or descriptions that contribute to the reader's enjoyment. Excellent use of imagination.	The story contains a few creative, authentic details and/or descriptions that contribute to the reader's enjoyment. Good use of imagination.	The story contains some creative, details and/or descriptions but they are not always authentic. This distracts from the reader's enjoyment. Some use of imagination.	There is little evidence of authentic story details. Limited use of imagination
Voice	The student has taken the ideas from the story and made them his/her own.	The student has taken the ideas from the story and generally made them his/her own.	The student has taken the ideas from the story and tried to make them his/her own.	The student struggled to take the ideas and had difficulty making them his/her own.
Content	All written requirements met: * # of pages * effective title * descriptive language	All written requirements met: * # of pages * effective title * descriptive language	Most of the written requirements were met: * # of pages * effective title * descriptive language	A limited number of the written requirements were met: * # of pages * effective title * descriptive language
Conventions	There are no spelling and/or punctuation errors in the final draft. Character and place names that the author invented are spelled consistently throughout.	There are 1-2 spelling and/or punctuation errors in the final draft.	There are 3+ spelling and/or punctuation errors in the final draft.	The final draft has many spelling and/or punctuation errors.

