

# Teacher's Guide

for

# Avalanche



Paul Kropp



Created for  
**HIP**  
by Lori Jamison

# Avalanche

## Teacher's Guide

Lori Jamison



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# The Program

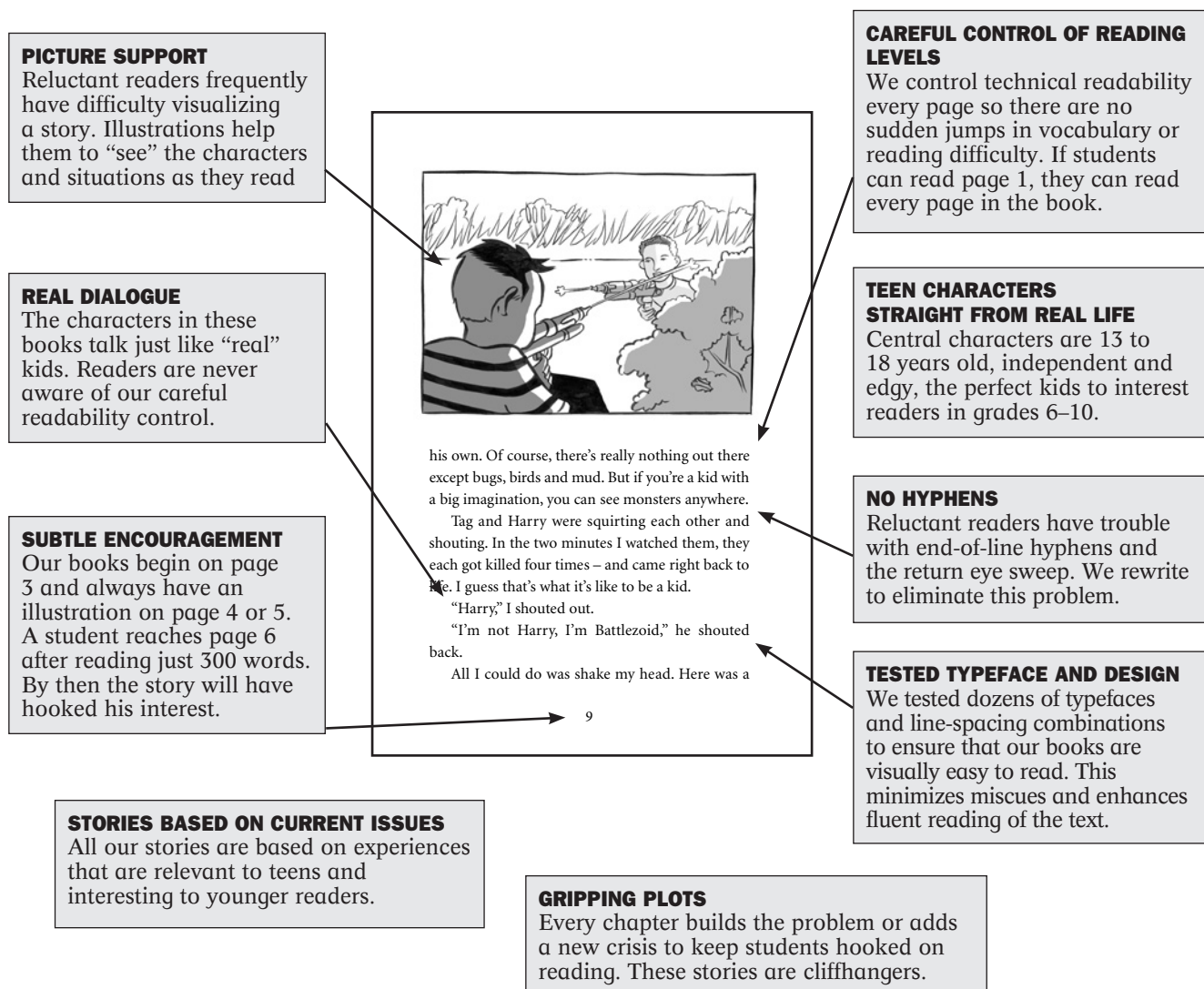
The books in our HIP Senior novel series are suitable for a wide variety of students as short novels for study, for independent reading and for literature circle discussion groups. However, these novels have been carefully designed for a specific student – the reluctant reader in grades 6 to 10.

The stories have been created and edited to hook readers quickly and provide cliffhanging situations to carry the reader from chapter to chapter. To ensure their appeal and accessibility for their readers, all aspects of the books are tested with students and teachers. The novels are illustrated, not only to help students with visualizing the story, but to make these 12,000 word books seem larger than they are.

Reading levels have been carefully controlled at a grade 3.2 to 4.0 level without significant variation from page to page. Even the typeface and page designs have been tested and optimized to facilitate reading for students with limited skills. There are no end-of-line hyphens, no sudden jumps in reading difficulty.

All this has been accomplished in books that *look* exactly like the middle-grade novels so often found in classrooms and libraries. We feel it is essential that books for reluctant readers do not stigmatize their readers in the eyes of their peers. Our great pride, over thirty years in creating old Series Canada and the new books in HIP Sr. and HIP Jr., is that these books remain so popular with both struggling and proficient readers.

## Features of HIP Senior Novels



# Ways to Use HIP Senior Novels

## ***Independent Reading***

Matching a student with a book that will “work” is both an art and a science. The art of the teacher is to use her own understanding of a student’s interests and past reading experience to select a book that will hook a child by its topic or style or theme. The science of matching books and readers integrates reading ability, readability measures and the nature of supports available to the student.

- For independent reading without teacher or tutor assistance, the readability of a novel should be at least two grade levels below the tested ability level of the student. HIP Senior novels average a grade 3.5 readability level, so they can be read easily by students who test at a standard grade 5-level or higher.
- For readers whose abilities test at the grade 3 to 5 range (often a quarter of the children in grade seven and eight classes fall into this group), some support by the teacher is needed. We strongly recommend that the first chapter always be read aloud. In addition, the introductory article and teacher-led discussion on pages 6 and 7 in this guide will often help students understand the key issues in the book before they begin to read. A brief discussion can then provide on-going support to students who might have difficulties with the concepts or situations in the stories.
- For readers with severe difficulties, a paired-reading approach for the entire novel would be advised. Our goal for these students, as for all students, is to develop their independent reading ability so they no longer need teacher or tutor assistance. All our HIP novels are precisely designed to do this.

## ***Literature Circles***

Offering a Series Canada novel as one of the choices for literature-circle discussion makes it possible for less-able readers to participate in this activity with others in their class. You may want to follow the Harvey Daniels model of assigned role sheets or use the Discussion Points in this Teacher’s Guide to provide structure to the discussions.

## ***Before reading***

To help engage readers in these novels at the outset, we have created an easy-to-read information article on the topic of the book (found on page 7 in this guide). You might want to read the article aloud and use it as a springboard to access a student’s prior knowledge on the issue that is explored in the novel.

## ***While students are reading***

The activities in this Teacher’s Guide are designed to help you maintain students’ interest, support higher-level comprehension and build reading strategies.

## ***After reading***

Some teachers will assign a content quiz after reading, and you’ll find one on page 17 in this guide. We think the After-Reading Activities and the Assessment Checklists are just as valid in assessing student comprehension and reading proficiency.

## ***Be sure to check the HIP Website***

Our website at [www.hip-books.com](http://www.hip-books.com) has readers theater players and other up-to-the minute teacher supports available for free downloading.

## ***English-Language Learners***

Our HIP novels are used successfully with recent immigrants who often enjoy these contemporary, action-packed stories. Teachers will find it important to introduce topics with which the students might be unfamiliar, any specialized vocabulary in the book and any slang expressions in the dialogue. See [www.hip-books.com/resources](http://www.hip-books.com/resources) to print out specific vocabulary lists and supports for selected novels.

# Plot Synopsis

## CHAPTER 1: A CHALLENGE

After much pleading, Tom convinces his good friend Noah to attend a meeting for the school's winter campout in the mountains of British Columbia. Noah is reluctant to commit, but when the running back for the football team, Mike Conroy, teases him, Noah's temper flares and he agrees to go.

## CHAPTER 2: VIEW FROM A SAFE MOUNTAIN

Tom convinces Noah to go to the Rock Gym in order to get ready for the winter campout. Noah struggles to get to the top, but succeeds with only one slip. While at the top, Noah notices Brooke Ashton, a classmate, on a treadmill at the other side of the gym. Tom drags Noah over to talk to Brooke. He tries to set up Noah and Brooke by telling her about Noah's rock-climbing ability. Later, Tom tells Noah that Brooke has the hots for him. Noah is convinced that this is impossible.

## CHAPTER 3: NO DANGER AT ALL

Five girls, ten boys, two parents (including Mike Conroy's father and Mr. Jacobs) and Mrs. Falletta set off for Glacier National Park. Two nights are to be spent in rustic cabins and the third in tents, if weather permits. The tension between Mike and Tom and Noah develops as Mike harasses the boys. On arrival, the students get a safety talk from a guide, Kurt, who informs them about the cold, first aid, and avalanches. Kurt equips each student with a beacon used to locate a lost person should an avalanche occur. He also informs the students that a person buried under the snow has, at most, 30 minutes to live.

## CHAPTER 4: CRACK

The students and adults ski to an Arctic cabin located approximately 20km away. Each student carries a backpack weighing a good 15kg, so the trip is arduous. While cross country skiing, they hear large cracks in the distance but are informed that it is merely the ski patrol shooting at snow in order to prevent avalanches. While skiing in fog, Noah trips and falls on something in the middle of the path. It is Brooke Ashton, who is hurt, tired and crying. She asks Noah to ski the rest of the way with her.

## CHAPTER 5: YELLOW WARNING

That evening, the students are outside by the fire and the adults are having a meeting inside of the "Macho" hut. The tour guide, Kurt, tells the rest of the adults that the Avalanche Centre gives a yellow warning for skiing the next day. A yellow warning means that human-triggered avalanches are possible. Although Mrs. Falletta is worried about warm weather breaking up the snow, Mr. Conroy convinces her to go on with the campout,

"to build character." Outside, Mike Conroy teases Noah about his blooming romance with Brooke. Tom, as usual, defends Noah.

## CHAPTER 6: NOT THE TOUGHEST DAY

Next day, the weather stays clear and the temperature hovers around freezing. The students and adults see a sheet of snow fall from the top of a mountain peak in the distance. This omen is dismissed. Brooke snowshoes with Noah for the entire day. Before the students go to their tents that night, Brooke tells Noah to meet her before sunrise the next morning. Brooke and Noah kiss.

## CHAPTER 7: AVALANCHE

*Note: this chapter is told from four different points of view. The events are simultaneous, not chronological.*

At 7:08 AM the avalanche begins. (1) The author offers a description of the avalanche as a natural phenomenon. (2) Two cross-country skiers, Abby and Rick Marshall, are on another mountain and see the avalanche. They know that the students and the three adults are buried down below. (3) Mike hears whispers outside his tent and concludes that it is Noah and Brooke, so he leaves his tent to spy on them. (4) Noah wakes up early to meet Brooke. After talking quietly for a while they both hear the loud CRACK of the avalanche. Noah steps between the wall of snow and Brooke in an attempt to protect her.

## CHAPTER 8: RESCUERS

Abby and Rick Marshall arrive at the site where the students are buried. Tom and two other boys are rescued first and they help to dig out the others. After twenty minutes, half the boys, Mrs. Falletta and all of the girls except Brooke are rescued. Two boys, C.J. and Jose Sanchez, are found too late. They are dead. Ultimately, only Mike, Noah and Brooke remain missing.

## CHAPTER 9: UNDER THE SNOW

Noah is buried under the snow. At first, Noah believes that he is dead. Then he sees enough light through the snow and has enough air to know he is alive. He remembers being in a cast after a biking accident. Noah stays calm until he feels a sharp jab in his back. Then he hears voices and Tom pulls him out from beneath the snow.

## CHAPTER 10: NO HAPPY ENDING

Noah is in hospital. Tom comes to visit Noah every day and informs him that other school trips are cancelled, Mrs. Falletta has been fired, and there are many lawsuits taking place. Noah blames himself for Brooke's death. Tom helps him to realize that Brooke would want him to live a complete life - a life for two people, not just one.



## About the Author

**Paul Kropp** is the popular author of many novels for young people. His work includes six award-winning young-adult novels, more than 30 novels for reluctant readers, three nonfiction books for parents and a number of picture books for younger readers.

Mr. Kropp's novels for young adults, including his books *The Countess and Me*, *Moonkid and Prometheus*, *Ellen/Elena/Luna* and *Moonkid and Liberty*, have been translated into German, Danish, French, Portuguese and two dialects of Spanish. They have won awards both in Canada and abroad. Recently, he has begun creating books for early readers, like *What a Story!*, and a series of illustrated books based on the Mr. Dressup television show: *Casey and the Beanstalk*, *Casey's First Day*, *Mr. Dressup's Castle*, *Mr. Dressup Gets Lost*.

Paul Kropp's nonfiction book for parents *The Reading Solution* is now available in an updated format as *How to Make Your Child a Reader for Life* in versions for Canada (Random House) and the United States (Doubleday). His previous book for parents is *I'll Be the Parent, You Be the Kid* (Random House, 1998/Perseus, 2000).

The work that remains most important to him, however, is writing books for reluctant readers. In 1978, he began writing the novels in Series Canada (Encounter Series in the United States) and Series 2000, which offered high-action stories dealing with social issues, including gang violence, racial prejudice and teen pregnancy. He continues that work today in the *New Series Canada* (called The Matrix Collection in the United States), with high-action stories that appeal to a wide range of readers.

Paul Kropp has a B.A. from Columbia College in New York City and an M.A. from the University of Western Ontario in London, Ontario. He taught high-school English in Hamilton, Ontario, for 22 years. Now he spends his time writing, speaking to kids and their teachers, and doing editorial work for a number of publishers. He has three children and three stepchildren, ranging in age from 19 to 35, and is married to Lori Jamison, a language arts consultant.

## Author Comments on *Avalanche*

Kids always ask me where story ideas come from. One answer – of many – is the newspaper. Not every news article leads to a story, but some can give inspiration.

On February 1, 2003, seven high school students were killed in an avalanche in British Columbia's Glacier National Park. They were among fourteen students on a school trip from Strathcona-Tweedsmuir School near Calgary. Their deaths were a national tragedy and led to many articles about winter hiking and avalanche dangers.

My work began with a pair of scissors. I cut out articles on the tragedy and background material from the newspaper. A year later, when I began to write, I used the Internet to find more details that I needed for my fictional story. What did an avalanche beacon look like? What makes an avalanche happen? What equipment does a person need for winter hiking?

But a story is really about characters. I knew I wanted two buddies to be the central characters – Noah and Tom. I decided that one would be athletic, the other a geek. And I knew that one of them would be buried in the avalanche and the other would find him.

One summer day, I was explaining all this to the daughter of a friend who was curious about what I was writing. She listened to the outline and then asked me, "Could you put a really pretty girl in the book and have her die?" I replied that I hadn't planned for any of the girls to die, but that I could certainly change my outline.

So to answer the many objections I have already received to Brooke dying – it's not my fault. As readers will note, Brooke added a whole romantic/tragic theme to the book, but it was Sarah Goddard of Regina, Saskatchewan who suggested her. After all, I'm just the author.

# Introducing the Novel

**1. What is an avalanche?** It is important that students have this background knowledge in order to understand the novel. If your students know something about avalanches, a K-W-L chart would be appropriate. Use a K-W-L chart to record what your students already know about avalanches, what they wonder about avalanches, and, after reading, what they learned about avalanches from the book.

Another alternative would be the following anticipation guide. Prepare an overhead transparency with the chart below. Before reading, have students work as a group to guess whether each of the following statements about avalanches is true or false. Then discuss the statements together.

Avalanches		
BEFORE READING		AFTER READING
T or F	1. An avalanche is a huge mass of snow sliding down a mountain slope.	T or F
T or F	2. An avalanche can travel as fast as a car.	T or F
T or F	3. A person buried under the snow has about 5 minutes to live	T or F
T or F	4. The snow in an avalanche is as hard and heavy as concrete.	T or F
T or F	5. One skier can set off an avalanche.	T or F

*Answers:*

1. True – An avalanche is a fall or slide of a large mass, including snow or rock, down a mountainside
2. True (p. 60) – An avalanche can travel up to 100 km per hour.
3. False (p. 28) – A person buried under an avalanche can survive for up to 30 minutes.
4. True (p. 60) – Although the snow may look light and fluffy, it can weigh up to 100 tonnes.
5. Many conditions cause an avalanche – temperature, snowfall, wind, mountain slope – but if conditions are unstable, it can take only one skier to set it off.

**2. Read the article.** The article on the following page, “The Real Tragedy” recounts the actual events of February, 2003 that inspired this novel. We suggest that you read the article along with your students, as the reading level may be somewhat high for some of your students. After reading, discuss the whole issue of whether or not schools should engage in this kind of activity? Should school activities put students at risk? What other kinds of activities pose possible dangers for students and teachers?

### Answers to the Quiz on page 17

1.d 2.b 3.b 4.c 5. There are many examples of foreshadowing: (1) Kurt’s warnings on page 28ff. (2) The CRACK as the ski patrol shoots at overhanging snow, page 32-33. (3) Brooke saying the storm is an omen, page 38, (4) The adults discussing avalanche danger, page 40ff. 6. Brooke “was a popular girl, a striking girl with blonde hair and hazel eyes. She was smart, a good flute player, a good hockey goalie...” (Chapter 6), works out at the rock gym, is not a great skier, falls for Noah and kisses him (page 56). 7. Answers will vary. 8. The four points of view get closer to the action – like zooming in with a movie camera. The chapter begins with a bird’s-eye view description of the snow as a natural phenomenon, then the camera gets closer and “sees” through the eyes of the Marshalls, then does close-ups of Mike Conroy, and then Brooke and Noah.



## The Real Tragedy

*February 1, 2003.* A group of 14 students skied along the north side of the Connaught Valley in British Columbia. They were Grade 10 students from Strathcona-Tweedmuir School. They had come a long way from their private school near Calgary for this winter trip.

They thought they were ready for the trip. Their two teachers were trained in dealing with avalanche risk. The teachers tested the snowpack and did a daily check of avalanche warnings and weather conditions. Each student had an avalanche beacon and a shovel. They were spaced 10 to 15 metres apart, for safety.

As Ingrid Healy, assistant head of their school said later, “They were as prepared as they could have been. As anyone could have been.”

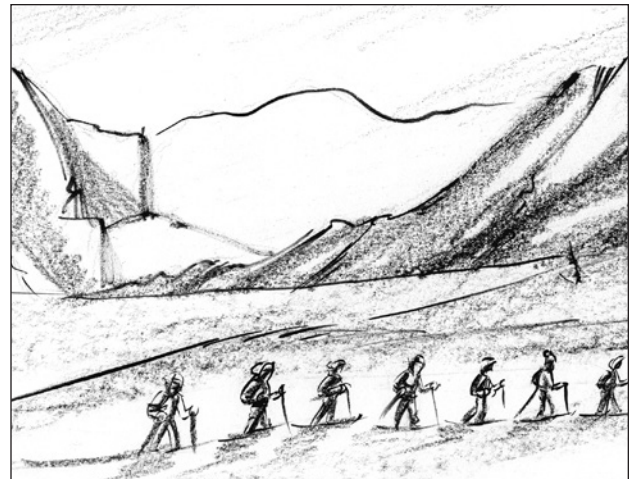
February 1 started off just fine. The temperature had almost reached the freezing mark by breakfast. The avalanche warning level was “moderate.” There were a few clouds, but mostly the sky was blue. This would be the second day of their winter campout. But it would be a day that would end in tragedy.

At 11:45, the students heard a sharp CRACK. The sound came from high Mount Cheops. At 2400 metres, a wall of snow let go on the mountain. It came falling down the slope, building speed. The students were not far below. In seconds, they were buried by more than 1000 tonnes of snow.

Two cross-country skiers saw the avalanche. They were first at the site,

calling for more help on a satellite phone. Within 40 minutes, there were ten rescuers on the scene. They all dug frantically in the snow, but each minute might cost a life.

It took just over 90 minutes before all the people, and bodies, were found. In the end, seven students and three adults lived through the avalanche. Seven other students – six boys and one girl – died.



There was mourning at the school and across Canada. Then the debate began. Should the students have gone on such a trip? The grandfather of one victim said, “What kind of character are we trying to build by this? Rambos?” But wardens at the park said that risk was part of winter skiing. “You can’t regulate the backcountry,” says Ross Cloutier, a mountain guide. “You can’t lock it up.”

Some parents are suing the school. Others accept what happened as an accident. Is the risk worth it? One survivor said, later, “Everyone is looking for someone to blame. We like to think that safety is guaranteed, but it’s not. It can’t be.”



# Chapters 1–3 (pages 3–29)

*We always recommend that the teacher read aloud the first chapter to establish a context for the students and to introduce the plot and characters.*

## **Synopsis**

In Chapter One, Tom convinces his friend Noah to come on the school cross-country ski trip. Noah is not enthusiastic, but finally agrees when one of the other students makes fun of him. Chapters 2 and 3 introduce the rest of the characters and set the stage for Noah’s relationship with Brooke.

## **Discussion Points**

### **Before Reading**

- ▶ The title of the book and the pre-reading discussion and text let you know that this novel is about an avalanche. Have students read the back cover blurb. What does the author mean when he says, “not all of them will come back”?
- ▶ Invite students as they read the novel to think about the characters and predict who “might not come back”.
- ▶ Before reading, discuss the slang word “wuss” and what it means. Have the student predict the context in which this word will be used in the text.

### **After Reading**

- ▶ What makes Noah finally agree to sign up for the ski trip?
- ▶ The last sentence of the chapter says, “his words would come back to haunt him.” What words were these? What do you think the sentence means?
- ▶ Each chapter of a New Series Canada novel ends with a technique called a “cliffhanger”. What do you think a cliffhanger is? Find the cliffhangers at the ends of chapters 2 and 3.
- ▶ What was the author’s purpose in including Chapter 2, “View from a Safe Mountain”?

## **Activity: VENN DIAGRAM: CHARACTER**

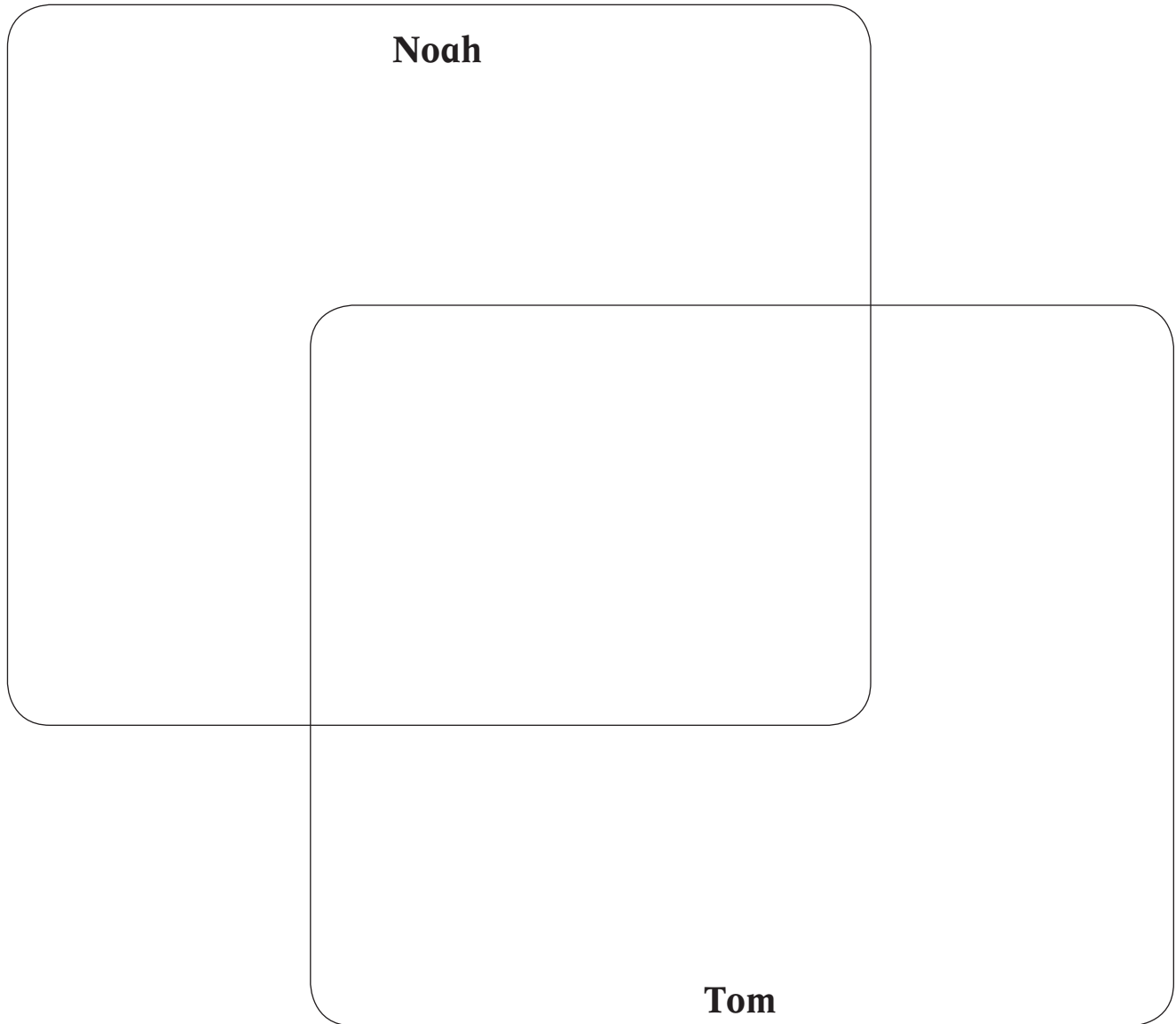
Noah and Tom are the main characters in the novel. After reading these three chapters, have students begin a Venn Diagram to note the similarities and differences between Noah and Tom. As the students progress through the novel, they should continue to add information to the diagram. If your students are unfamiliar with Venn Diagrams, you should model how to add information to the separate and common sections.

This novel has many minor characters. On the graphic organizer on the next page, have students identify the girls, boys and adults who will be going on the ski trip.

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

## VENN DIAGRAM: CHARACTER

A Venn Diagram is a special kind of graphic organizer that enables you to record the similarities and differences between two people or things. In each box, write down the *unique* characteristics of Noah and Tom. In the centre (overlapping) section, write down the characteristics that they have in common.



Who are the rest of the characters going on the ski trip?

Girls: *Brooke*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Boys: *Noah, Tom*, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

\_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_ , \_\_\_\_\_

Adults: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

## Chapters 4–6 (pages 30–57)

### Synopsis

Chapter 4 has the prophetic title “CRACK!” But the crack is just the ski patrol shooting at loose snow to prevent avalanches. This chapter tends to have more literary language than the average New Series Canada novel and it would probably be a good idea to explore some of this language to ensure that students understand what they read. Chapters 5 and 6 continue to set the scene for the avalanche: bad weather, “yellow” warning signs, and a small avalanche in the distance. The good news is that Noah seems to be making progress with Brooke.

### Discussion Points

#### Before Reading

- ▶ Chapter 4 is entitled “CRACK!” What does this title suggest? What do you think is the author’s purpose in using this title?
- ▶ In Chapter 3, Kurt says, “I haven’t had anybody killed yet on one of these trips.” Throughout today’s reading, you will find a number of statements that foretell danger to come. As you read, tab two places that might be a “foreshadowing.” (Note: Provide students with sticky notes for tabbing.)

#### After Reading

- ▶ Review the places in the reading in which students tabbed examples of foreshadowing. Have students read their examples aloud to encourage fluency.
- ▶ The skiers hear another “CRACK” on the mountain. What makes the sound this time?
- ▶ Revisit examples of literary language and techniques to ensure that students understand and appreciate the text:
  - p. 33 – “*grandeur*” – what word within the word gives a clue to the meaning?
  - p. 33 – “*the age-old challenge*” – what is the challenge?
  - p. 33 – “*the mountains don’t want us up there slopes*” – personification; what does it mean?
  - p. 34 – “*overhead, loom the snow-filled peaks*” – strong verb; what does “loom” mean?
  - p. 34 – “*Waiting.*” – sentence fragment; what is the effect?

### Activity: Foreshadowing Tracker

Use the graphic organizer on the next page to look for examples of foreshadowing in the story.

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

## Foreshadowing Tracker

Foreshadowing is a literary technique often used in all kinds of adventure stories. Basically, the author gives hints of events that will be coming later. In a book called *Avalanche*, the reader knows an avalanche is coming. The characters do not. Use this sheet to keep a record of the foreshadowing leading to the tragedy in Chapter 7.

Foreshadowing Tracker		
Page	Foreshadowing	What could this foreshadow?
32	CRACK	<i>First hint of avalanche danger as ski patrol shoots at snow</i>



## Chapters 7–8 (pages 58–74)

### **Synopsis**

This is a short, but fairly complex section of text that describes the onset of the avalanche and the rescue of some of the students. Chapter 7 is divided into sections that describe the avalanche from four different perspectives: nature, a pair of adult skiers in the distance, Noah and Mike Conroy. At the end of Chapter 8, two of the students are dead, and the rest of the students have been rescued except Mike, Noah and Brooke. Teachers may want to read Chapter 7 with the students to prepare them for this organizational structure. Be sure to point out the space which separates each of the four perspectives.

### **Discussion Points**

#### **Before Reading**

*Teacher explanation:*

- ▶ Note the title of Chapter 7 – “Avalanche”. This chapter is divided into four sections, describing the onset of the avalanche from four different points of view:
  - A scientific description of how snow builds up over time to create the conditions for an avalanche
  - Observation from a distance by two adult cross-country skiers
  - Mike’s thoughts just before the snow hit him
  - Noah’s early morning meeting with Brooke just as the avalanche hit
- ▶ Remember that all of these things are going on at the same time, not one after the other. As you read, think of how each perspective provides different information on the same event and time period.

#### **After Reading**

- ▶ Describe how you visualize the scenarios in Chapter 7.
- ▶ How is this chapter like a camera view, starting from a distance and getting closer?
- ▶ Who is found and under what circumstances?
- ▶ Of the three left, who will survive and who will not? If you were the author, which character(s) would survive the avalanche and why?

### **Activity: POINT-OF-VIEW WRITING**

Have the students practice describing the same scene from different points of view. The activity on the following page asks them to describe their bedroom from their own perspective and from another perspective, such as their mother’s.

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

## POINT-OF-VIEW WRITING

Sometimes the same scene or event can look different to different people. In the novel, you read about the avalanche from different points of view. Think about your own bedroom. Your mom probably sees it from quite a different perspective than you do!

In the first box below, describe your bedroom from your point-of-view. In the second box, describe it from your mother's (or someone else's) point-of-view.

***Welcome to my bedroom! It...***

***Your bedroom is something else! It...***

## Chapters 9–10 (pages 75–91)

### **Synopsis**

Trapped under the snow for 25 minutes, Noah is finally rescued. Brooke and Mike do not survive. In Chapter 10, Tom and Noah speak in the hospital about subsequent events, including Mike’s funeral, and Noah’s feelings of grief.

### **Discussion Points**

#### **Before Reading**

- ▶ Before reading Paul Kropp’s ending to the book, invite students to suggest their own endings for the novel. Depending on your students, you may want to have them work individually or in pairs, and have them write or simply tell how they would end the book.

#### **After Reading**

- ▶ Have students compare their endings to the one in the book.
- ▶ Discuss which ending they prefer and why.

### **Activity: FACT VS. FICTION**

After reading the novel, have students go back and compare the fictionalized events in the novel with the actual events of February 2003 as described in the nonfiction article on page 7.

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

## FACT VS. FICTION

This novel is based on a set of true events that happened to a group of students from Calgary on a winter trip to the mountains in February 2003. Using the article from your teacher, make a list of things that are different about the two events and things that they have in common.

<b>"THE REAL TRAGEDY"</b> (FACT)	<b>BOTH</b>	<b>AVALANCHE</b> (FICTION)



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

## Excitement Graph

List seven key events in the story. Write them in the numbered boxes under the Events heading, in the order in which they happened. Then decide the level of excitement for each event. Give it a score of one to ten. Create a bar graph to show that level of excitement.

10								
9								
8								
7								
6								
5								
4								
3								
2								
1								
Events	1. Noah agrees to go on the winter camping trip.	2.	3.	4.	5.	6.	7.	

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

## Avalanche Quiz

Choose the best answer from the four choices for each question:

1. Why did Noah sign up for the winter camping trip?
  - a) He loves skiing and the outdoors.
  - b) He owed Tom a favour.
  - c) He had saved money for a winter vacation.
  - d) He wanted to show Mike Conroy he wasn't afraid.
2. What does each student carry for emergencies?
  - a) A two-way radio.
  - b) An avalanche beacon.
  - c) Snowshoes.
  - d) All of the above.
3. Why does Noah get up so early the morning of the avalanche?
  - a) He hears Mike walking outside.
  - b) He wants to meet Brooke.
  - c) He wants to have breakfast with Tom.
  - d) He hears the ski patrol shooting at snow.
4. What is Tom's challenge to Noah at the end of the book?
  - a) To get even with Mike Conroy
  - b) To get back up the mountain and ski again
  - c) To live for two people, not just one
  - d) To remember Mrs. Falletta and C.J.

Answer on a separate sheet of paper:

5. There is a great deal of foreshadowing early in the book. Find three places where the author hints at the tragedy to come.
6. What kind of girl is Brooke Ashton? Support your ideas with examples from the story.
7. Did you feel sorry for Mike Conroy and his father? Why or why not?
8. In Chapter 7, the author's text is like a movie camera. Explain how he focusses on different aspects of the same brief moment.



# After-Reading Activities

The nature of any after-reading activity should reflect your goals for the unit. Do you want to encourage greater accuracy in reading, more comprehension, or more enjoyment? Do your goals include writing or media studies? Any of the following activities could well serve as a summative activity following completion of the novel.

## MAKING A PLAY

Students often enjoy dramatizing a section of the story. Chapter 2 makes a simple play for three characters, Noah, Tom and Brooke.

## CHARACTER INTERVIEW

Using a talk-show format, a host interviews the key characters in the novel after the events of the story. This group project would require a student to play the host and students to portray Tom, Noah, Mr. Conroy and Mrs. Falletta. Again, this could be shot on video.

## READERS' THEATER

Similar to a dramatization, this is essentially a reading – with sound effects – of a chapter or two from the book. Students should select a section of reasonable size, rehearse the reading and then tape-record their work. *A Readers' Theatre script based on Chapter 4 of the novel is available at [www.hip-books.com](http://www.hip-books.com).*

## STORYBOARD

For students with strength in art, a storyboard or comic book based on the book is often an appropriate way to summarize the book.

## INTERNET RESEARCH

Students can use the Internet to find information about avalanches and winter survival. The results can be presented as a written report or as a PowerPoint presentation.

## CREATIVE WRITING

Students often enjoy changing the ending of a story to show an alternative outcome. Suppose Brooke had lived through the avalanche. What would happen between her, Tom and Noah?

## FACT OR FICTION

The actual events of February 1, 2003 are thoroughly described in a *Sports Illustrated* article that appeared two weeks later. There are also CBC news clips available on-line. A student could compare the actual tragedy and the story in an essay, chart or presentation to the class.

## CROSSWORD PUZZLES AND WORD-SEARCH GAMES

A number of Internet programs will create crossword puzzles and word-search games. First, students need to select words for the puzzle and make up clues for each of them. Let the computer do the rest.



# Teacher Assessment Checklist

<i>Students' Names or Initials</i>					
<b>READING – DECODING AND FLUENCY</b>					
Reads silently without loss of attention					
Reads orally with fluency					
Reads orally with expression					
Reads sight vocabulary with ease					
Shows varied modes of word attack					
Varies reading rate					
Other notes					
<b>READING – COMPREHENSION</b>					
Displays good story comprehension					
Can recall important events					
Makes predictions before reading					
Makes links to his or her own life					
Will reread for better comprehension					
Makes inferences when reading					
Other notes					
<b>OTHER LANGUAGE ARTS</b>					
Can retell the story or sections of it					
Can complete graphic organizers					
Can write paragraphs as required					
Can write stories, essays as required					
Other notes					
<b>BEHAVIOUR</b>					
Mostly on-task					
Cooperates with other students					
Good motivation to read					
Participates in discussions					

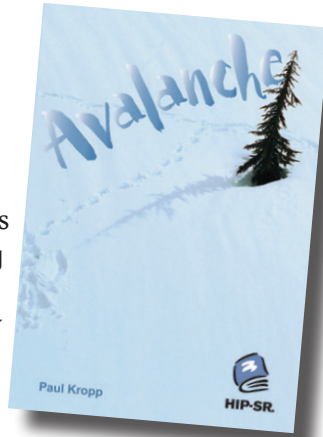


# HIP Novels

Best books for reluctant and struggling readers

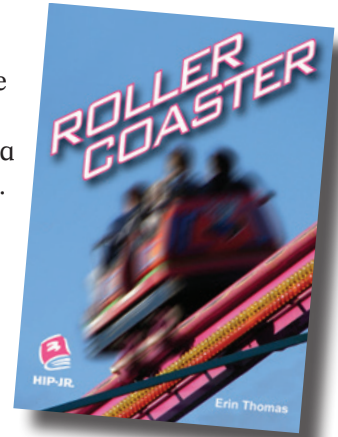
## HIP SR

Twenty-four novels for teenagers (grade 7 to senior high school) who read at a grade-3 to grade-4 level. Characters are adolescents; exciting plots involve action and teenage problems; many books have a real-life base. Lexile levels 430 to 700 HL.



## HIP JR

Eighteen novels that are perfect for students in grades 4-6 who read at a grade-2 to grade-3 level. Characters are young teens; plots involve high action but no real violence; themes are appropriate to middle school and senior elementary grades. Lexile levels 340-470, Fountas and Pinnell levels L and M.



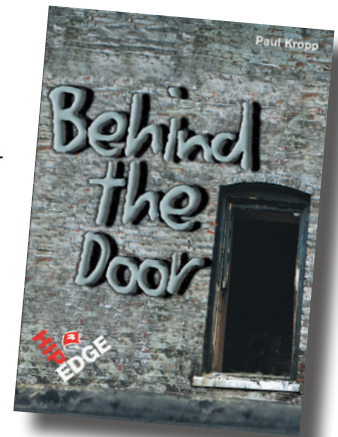
## HIP XTREME

Exciting novels for students in grades 6-12 who read at a grade-3 level. In these novels, teenage characters become involved in extraordinary, high-action situations, often struggling just to stay alive. Lexile levels 350-470L.



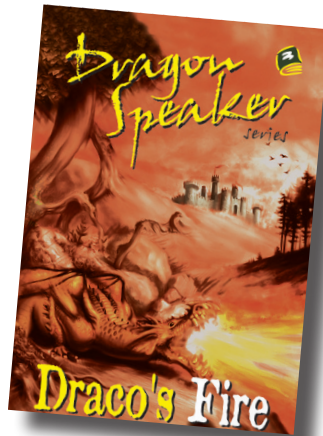
## HIP EDGE

Ten novels designed for students in high school who read at a grade 3-4 level. Characters are teenagers; plots involve high action, teenage problems and sometimes violence. All the novels are set in a typical inner-city hood. Lexile levels 400-500.



## HIP FANTASY

Six fantasy novels designed for students in grades 5 to 10 who read at a grade-3 level. Dragons and heroism are the basis for the Dragon Speaker series. Shapeshifting leads to adventure in the Skinwalker novels. Reading level: grade 2.8-3.4; Lexile levels 450-500.



Each HIP novel comes with its own teacher's guide with author notes, lesson plans, projects and graphics organizers. Now this valuable resource is in print or downloadable.

Check out dozens of free teacher resources at

[WWW.HIP-BOOKS.COM](http://WWW.HIP-BOOKS.COM)