



The INCREDIBLE TALES
of
**WEIRDWOOD
MANOR**

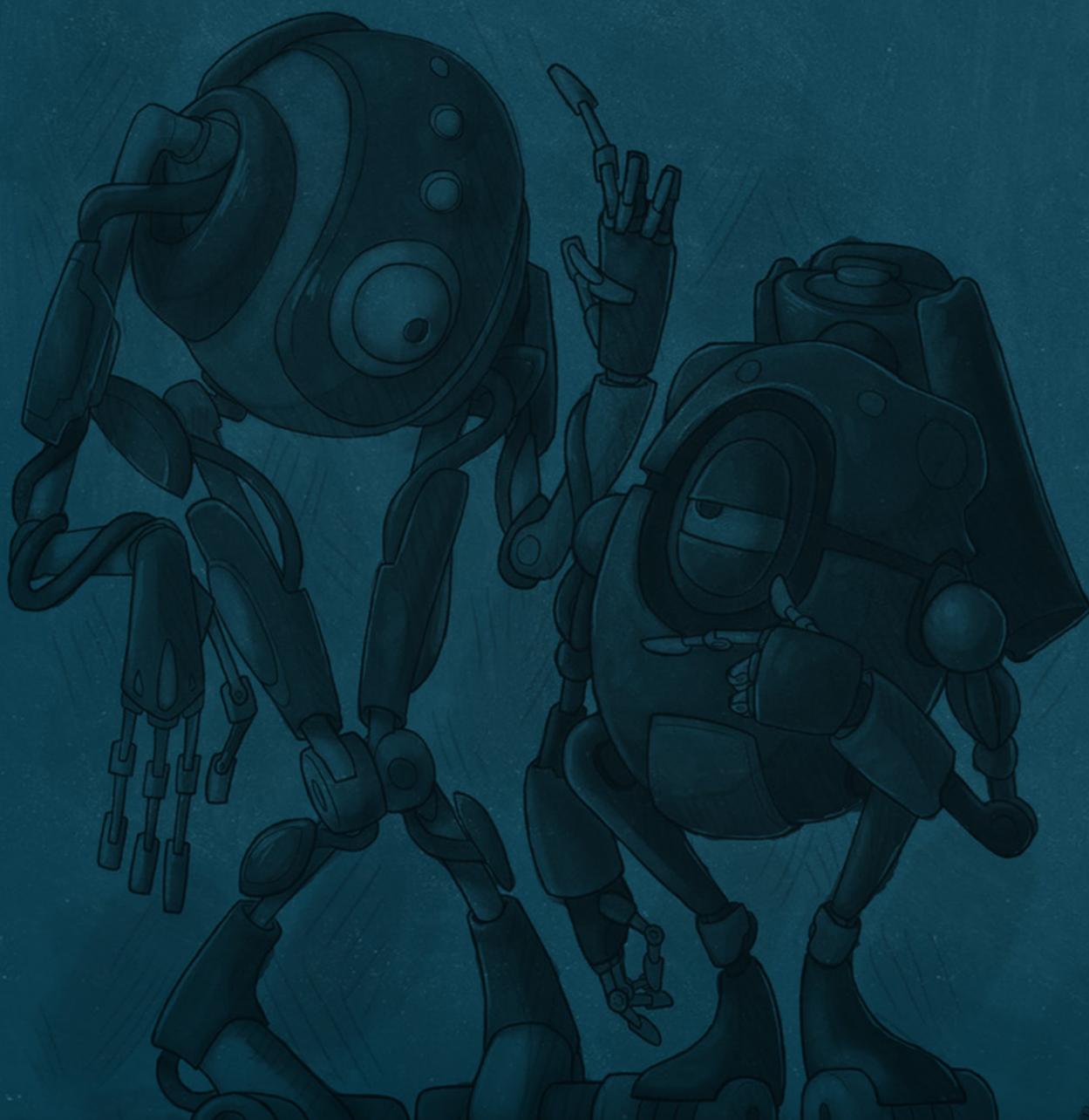
TEACHER'S GUIDE

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CONTENTS

Overview	3
About Weirdwood Manor	4
Program Components And Features	5
Ten Goals Of The Program	6
About This Guide	7
Educational Consultants	8
Questions To Guide Discussion	9
The Response Journal	11
The Response Activities	13
Activity #1: Becoming a Newspaper Reporter	14
Activity #2: A Character's Diary	16
Activity #3: A Graphic Story	17
Activity #4: In My Opinion	18
Activity #5: Weirdwood Manor: The Play	20
Activity #6: A Weirdwood Glossary	21
Activity #7: Weirdwood Manor: The Movie	22
Activity #8: I Wonder..	23
Activity #9: Finding the Narrative Voice	24
Activity #10: Letter of Application	26
Activity #11: Designing a Weirdwood Manor Room	28
Activity #12: Dear...	29
Activity #13: Secrets and Puzzles	30
Activity #14: Tell Me A Story	31
Activity #15: Messaging and Texting	32
Self Assessment Profiles	33
Assessment Profile #1: Self Assessment	34
Assessment Profile #2: Rubric	36

OVERVIEW



About Weirdwood Manor

Weirdwood Manor is an award-winning interactive book series for young readers ages 8 - 12 years. A runner-up in the 'Best of 2015' list compiled by Apple, *Weirdwood Manor* is a richly illustrated picture book, a highly visual animated movie, and an engaging series of games and puzzles — all wrapped into one app for iPhone and iPad.

High production values and an engaging story make this an accessible and engaging fantasy and mystery series appropriate for a range of developing readers. Students can experience the app at their own pace while developing their skills with media and technology.

Weirdwood Manor promotes playful interaction — inspiring creativity, an appreciation of fantasy and mystery stories, and the joy of bringing play to storytelling.

The story follows three children, each considered a misfit by others; each with a special talent.

- **Oliver** is an orphan who loves to draw,
- **Celia** is a confident and gifted writer, and
- **Eugene** is a sci-fi nerd who loves making gadgets.

The youngsters win a trip to *Weirdwood Manor* to meet their reclusive hero – the eccentric writer and inventor, Arthur Weirdwood. Other mysterious characters emerge including a robot butler, a ghost boy who haunts the Manor, and a librarian with more than a few secrets of her own to hide.

The children will encounter both tests of strength and character and come to question what they know as reality. They'll make friends — and enemies — and will learn that trusting each other and their own, innate powers of imagination is the only way to find the answers they seek and prevent the destruction the world as they know it.



Program Components And Features

There are six books in Volume 1 of the *Weirdwood Manor* series:



BOOK ONE:
Dangerous Drawings



BOOK TWO:
The Master's Three



BOOK THREE:
Beyond the Dhor



BOOK FOUR:
Maze of Words



BOOK FIVE:
Magic's Promise



BOOK SIX:
Magic's Curse

- Two or three chapters for each book
- 60 – 90 minutes of story and activities for each book
- Vibrant art work that includes pencil sketches and fully-rendered 3d models
- 3d characters and beautiful background settings
- Animated story and characters
- Hidden objects to discover in each book
- Sketches and artifacts to collect
- Challenging games, puzzles and riddles to solve
- Words are highlighted with glowing text as they are read aloud
- Original music score by award-winning film composers Lodewijk Vos & Joseph Murray

Ten Goals Of The Program

1

To promote playful interaction

2

To encourage independency, confidence and ability to focus when experiencing the components of an app

3

To enrich students engagement and enjoyment with reading and media and technology by interacting with a fantasy story that is adventurous, suspenseful and highly imaginative

4

To broaden experiences with leisure reading and use of technology

5

To enrich reading comprehension strategies (visualizing, questioning, making connections, making inferences) through response activities

6

To offer a range of response activities that include reading, writing and talking the arts in order to help students make sense of what they read

7

To interpret, reflect on and analyze verbal and visual texts

8

To communicate understanding with others

9

To inspire thinking, challenge the mind by following instructions, solving problems, making decisions

10

To identify and appreciate the storytelling and text features of fantasy adventure

About This Guide

The *Weirdwood Manor Teachers' Guide* provides teachers with:

- An overview of the program, highlighting features of the app
- An outline of possible discussion questions, promoting collaboration with a partner, small groups or the whole class
- Suggestions for using a Response Journal / Log which provides students a medium to recording their thoughts, questions, feelings and questions as they explore the program
- A choice of 15 response activities offering students a variety of modes to make sense of their reading, viewing and listening experience with the app
- Assessment the Learning
 - i. Assessment Profile #1: Self-assessment
 - ii. Assessment Profile #2: Rubric (Criteria includes: Engagement; Skill Development; Comprehension; Response)



Responding to Weirdwood Manor

Students should be encouraged to experience a variety of response modes throughout the program. This allows students to deepen their comprehension, reflect and analyze the text, and demonstrate to others their thinking and learning. For the most part, students will work independently to experience the app and many activities suggest independent work. It is hoped that students can, at times, work with a partner, or in groups of three or four to complete writing, talk and arts-based activities.

Response activities arranged under the following headings:

- Reading activities
- Writing activities
- The Arts (Drama and Visual Arts)
- Media and Technology
- Language, Vocabulary and Style

Educational Consultants

Dr. Larry Swartz is an instructor in literacy as well as dramatic arts at the Ontario Institute for Studies in Education (OISE), University of Toronto. He has been an educator for four decades and is well-known for his use of children’s literature to help young people grow as readers, writers and citizens of the world. He is the author of several teacher resource publications including:

- *Creating Caring Classrooms* (with Kathleen Gould Lundy). Pembroke Publishers, 2011.
- *Dramathemes*, 4th edition. Pembroke Publishers, 2014.
- *This is a GREAT book!* (with Shelley Stagg Peterson). Pembroke Publishers, 2015.

Debbie Nyman has been a drama teacher and consultant for over 30 years at the Toronto District School Board. She has been involved in the writing development of curriculum documents at the board and provincial levels and has recently been the consultant for a number of Teacher Guides developed for Educational Publishers. Debbie has co-edited the resources:

- *Drama Schemes Themes and Dreams* (with Larry Swartz). Pembroke Publishers, 2010.
- *Truth in Play: Drama Strategies for Building Meaningful Performances*. Playwright’s Canada Press, 2014.



Questions To Guide Discussion

Most students will likely experience *Weirdwood Manor* independently. This allows students to experience the app at their own pace, using their skills comprehension strategies to make sense of the text. Still a rich opportunity for collaboration is inherent in the program. When students are given opportunities to talk to a partner, or work in small or large groups to share their opinions, clarify ideas and reveal their own understandings with others they can deepen their own understanding by responding to what others have offered.

Note #1: In a classroom setting, students can be encouraged to experience *Weirdwood Manor* with one or two classmates. In this way, dialogue will likely emerge as the partners or small groups read / listen to the text, experience the visuals, solve the games and share their reactions to what is happening on the screen.

Note #2: Students may work at a different pace to follow the app. It is recommended that discussions be centred on a chapter (or book) that each reader has just completed to help focus the discussion.

Note #3: If students have written in their Response Journal, they can offer their entries to help guide the discussion. (i.e. Literature Circle discussion). Alternatively, students could respond in their journals following discussions with they've had with others.

The following questions can be used to guide discussion of any of the six *Weirdwood Manor* books.

1. Did you follow along with the written text, listen to the oral narration, use the visuals/art to help you make meaning of the story? Did you use one feature more than the other?
2. Did the puzzles and games help you to understand what was happening in the story? How did the secrets and puzzles add to your enjoyment of the story or distract you from the story?
3. Did you listen to the background music at all times? (or did you remove this feature?) How did music help create a mood and atmosphere to the story?

4. When the story was being read out loud, did you find the voice engaging, dramatic? What did you enjoy about listening to the story?
5. How was experiencing *Weirdwood Manor* similar or different to reading a novel?
6. When did this story remind you of other books and films that you read?
7. Were you ever frightened when experiencing the story?
8. Which parts of the story were funny?
9. Were you ever confused as you read the chapter? What did you do to help you understand what was happening?
10. What new vocabulary did you meet in the story? If you didn't understand a word(s), what did you do to make meaning?
11. How was the story suspenseful? What incident(s) made you wonder what was going to happen next?
12. What questions came to mind after finishing a chapter of the story? As you continued with the app, were the questions answered? Did you have new questions?
13. Do you think *Weirdwood Manor* would make a good movie? How might a movie be similar or different from the app experience? What scene might you like to watch in a movie version of this story?
14. What advice might you give the creators of *Weirdwood Manor*?
15. On a scale of one to 10 (highest), how would you rate your experience with the chapter/ book you have just read. Give reasons for your choice.



The Response Journal

The Response Journal (or log) is a convenient and flexible tool to help students respond to their reading, listening and viewing experiences with the *Weirdwood Manor* app. A response journal places students at the centre of their learning. Journals can serve as a record of a student's thinking about the text and of his or her reactions as a reader.

The response journal can serve two main functions:

1. Reflection:

Keeping a journal allows students to reflect on their reading experience and communicate ideas and feelings that their reading, listening and viewing of *Weirdwood Manor* evokes as they continue to experience each of the books on the app.

2. Sharing The Journal with Others:

A teacher, friend or family member who reads selected entries can begin a dialogue with the student by offering comments to their responses, pointing out connections with their own thinking and by expressing their opinions. When a trusted audience responds to journal entries by having a conversation, (or by writing), it can help readers to clarify their thinking about the text, raise questions to explore, or make more connections with their own lives.

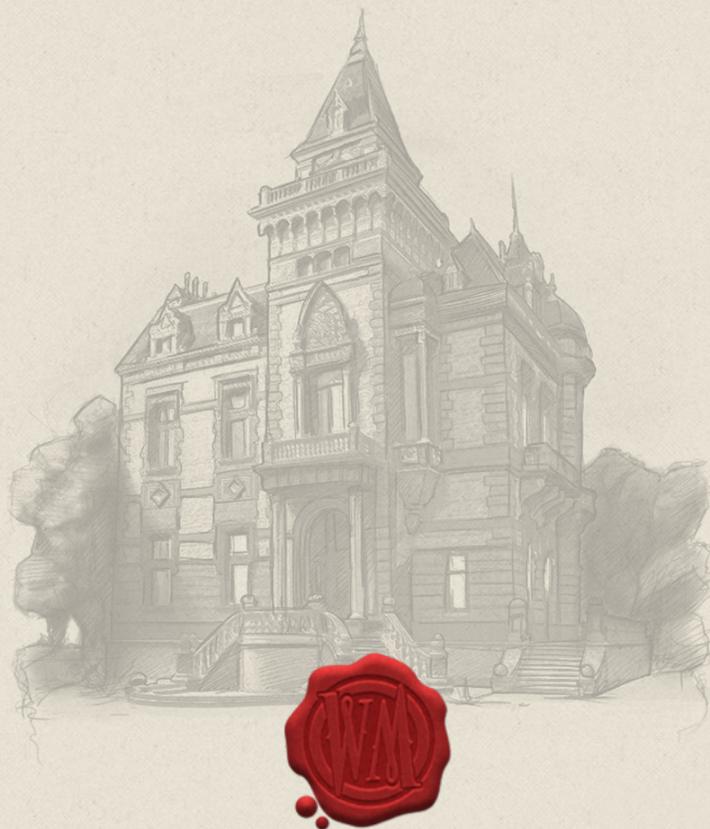
Journal Prompts

The following sample journal prompts can help students reflect on their experiences as they journey through the *Weirdwood Manor* series. Journal entries can focus on one or more of the following items as they experience each chapter or each book.

1. What did you enjoy / not enjoy about the *Weirdwood Manor* experience today?
2. What puzzles did you have as you experienced the story?
3. What happened in the story today that surprised you?
4. What predictions do you have as you finished a chapter? Were your predictions correct? (as you continue the app).
5. Did you find *Weirdwood Manor* easy or challenging? Did you sometimes revisit parts? Skip parts? Pause?
6. During your reading did you 'see' the story differently than the visuals? Was

there something that you would have liked to see illustrated? (Suggestion: You can create an illustration(s) of a scene or character in your journal)

7. Did you find yourself interested in one character more than another? Why?
8. What did you wonder about as you read/ listened to / watched the story?
9. What happened in the story that suggests that this is a mystery story? A fantasy story
10. Describe an event that explains how *Weirdwood Manor* is a horror story?
11. What new words did you meet today?
12. What sentence(s) did you find to be interesting? Powerful?
13. Did anything happen that reminded you of other stories you have read or heard?
14. Were you enthusiastic about continuing the app? Explain why.
15. What will you tell your friends about this app?



RESPONSE ACTIVITIES

#	Activity Title:	Response Focus:
01	Becoming a Newspaper Reporter	Writing, Oral Language, Drama
02	A Character's Diary	Writing, Drama
03	A Graphic Story	Media And Technology, Visual Arts
04	In My Opinion	Writing, Media And Technology
05	Weirdwood Manor: The Play	Drama, Oral Language, Language Vocabulary & Style
06	A Weirdwood Glossary	Language, Vocabulary And Style
07	Weirdwood Manor: The Movie	Media
08	I wonder...	Writing
09	ACTIVITY NEEDS TITLE	Reading, Oral Language
10	Letter of Application	Writing, Drama
11	Designing a Weirdwood Manor Room	Visual Arts
12	Dear...	Writing, Drama
13	Secrets and Puzzles	Writing, Visual Arts
14	Tell Me A Story	Oral Language
15	Messaging and Texting	Technology





Activity #01

Becoming a Newspaper Reporter

Response Focus: Writing, Oral Language, Drama

Text focus: Plot, Setting, Conflict

Comprehension Strategy: Summarizing

The world has heard rumours about weird things that have happened at *Weirdwood Manor*. Tell the students to imagine that they have been hired as a media reporter for a magazine, newspaper or blog to cover the story of the mysterious events that happened there.

Part A: Interviewing a Character

Students work in groups of two or three to conduct an interview between one of the characters from the story and a newspaper reporter. It is suggested that students focus on the events of one chapter for this activity. What story will Oliver, Celia or Eugene tell? What questions will the reporter ask to help get information for the story.

Part B: Writing a report

For their first assignment as reporters, students choose an exciting event from *Weirdwood Manor* to create a front page story about the strange adventures that have been reported to them by one of the characters. Remind the students of the five W's of journalism.

1. Who?
2. What
3. Where?
4. When?
5. Why?

Extension:

Once students have prepared a draft, they can revise and edit the piece and use the computer to create a short article that might appear in a newspaper or magazine. A headline and 'photograph' (i.e. illustration) might be included to capture a reader's attention.





Activity #02

A Character's Diary

Response Focus: Writing, Drama

Text focus: Character, Dilemma

Comprehension Strategies: Summarizing, Making Inferences

Writing a journal entry in the role of a character helps students to understand how a character might feel about experiences and problems and relationships that appear in a story. Not only does the writer report events that have happened but they are encouraged to share the thoughts, feelings, attitudes and puzzles that are going on inside a character's mind.

Tell the students to imagine that Oliver, Celia or Eugene kept a diary or journal about their *Weirdwood Manor* adventures. For this activity, they can focus on any single event from the story. In the role of the character, students write the characters observations of the event, the feelings the character had and /or their opinions of the behaviours, actions and attitudes of one other character in the story.



Activity #03

A Graphic Story

Response Focus: Media and Technology, Visual Arts

Text focus: Style and Language

Comprehension Strategies: Determining Important Ideas; Visualizing

Tell the students to imagine that *Weirdwood Manor* is going to be transformed into a graphic novel. Students can choose a significant event from the story and create a graphic page featuring six to eight panels to tell one part of the adventure. For the graphic presentation students might consider:

- Which characters will appear in the illustrations?
- Will the panels show a scene up close, at a middle distance or far away?
- How will the setting of the story be captured?
- How will narrative captions be used to tell the reader what is happening in some panels?
- Who will be speaking in speech bubbles? Will there be thought bubbles?

Notes:

1. If available, students may wish to use a computer program (e.g. Comic Life) that helps them create a graphic story
2. Some students may wish to create a comic that is longer than six to eight panels.
3. Students can work collaboratively to create a graphic story drawn from a single chapter (or book). Each student can contribute part of the graphic text.



Activity #04

In My Opinion

Response Focus: Writing, Media and Technology

Text focus: Reviewing the program as a whole

Comprehension Strategies: Determining Important Ideas, Summarizing, Synthesizing

Part A: Summarizing the program

Invite students to write a summary (100 words or less) to inform others about *Weirdwood Manor* who might be interested in purchasing the book series/app.

Part B: Reviewing the program

ONE:

The following are two positive reviews of the *Weirdwood Manor* book series that appear on the Lost Library website. (Note: can provide link info) Students can work with one or two

classmates to discuss these reviews. Ask the students: In your opinion, how truthful are these recommendations? What might you change or add to these two reviews:

“Weirdwood Manor brings a unique and charming book-reading, game-playing experience. With wonderful 3-D visuals, hidden objects and fun puzzles, plus an engaging story, your kids will enjoy this magical adventure.”

— **AppAdvice**

“An excellent opportunity for extending a child’s reading and will help a reluctant reader discover the joys of reading to deepen their understanding of the narrative by interaction.”

— **Educational Apps Store**

TWO:

In this activity, students can have the opportunity to share their opinion of the Weirdwood Manor book series/app with others. For this activity, students write a short review about the story, their experiences with the app and their recommendations for others who are choosing to purchase the app.

- Students can use the following items to guide their review.
- What did you like/not like about this app?
- What were some of the appealing features of this app?
- Why might someone be interested in buying this app?
- How is the app educational? Entertaining?
- How might you rate this program on a scale of one to 10? Why?



Activity #05

Weirdwood Manor: The Play

Response Focus: Drama, Oral Language, Language Vocabulary and Style

Text focus: Plot, Character

Comprehension Strategies: Summarizing, Synthesizing

Tell the students to imagine that the *Weirdwood Manor* series is going to be made into a play. For this activity, students work in groups of three to five to create one scene that they think might appear in the play. To begin, students can focus on one chapter of the book that they think would be important to have in the play. Encourage students to consider the Language and Style used in the program to help develop the narration and dialogue for their scene.

Challenge the students to create a play that is a maximum of three minutes long. As students rehearse scene, they should consider:

- How to begin and end the scene?
- What will the dialogue be?
- Will there be a narrator?
- What action will appear in the scene?

Note: Different groups can be assigned different chapters from the book. Once groups have rehearsed and prepared their scenes, they can work to prepare a short play of one of the books by presenting the scenes in chronological order.



Activity #06

A Weirdwood Glossary

Response Focus: Language, Vocabulary and Style

Text focus: Language and Vocabulary

Comprehension Strategy: Determining important ideas

For this activity, invite students to create a list of ‘new’ or unusual vocabulary that they encounter. Encourage students to list up to a dozen unfamiliar words that they meet when following along with the printed text.

Once completed students, use a dictionary to define these words. These vocabulary words and definitions can be considered a glossary of terms to help other readers.

Note: For this activity, students are invited to focus on ONE book, rather than the app as a whole. If different students work on different books in the series, then the lists can be compiled to create a rather complete *Weirdwood Manor* Glossary of Terms.



Activity #07

Weirdwood Manor: The Movie

Response Focus: Media

Text focus: Plot, Setting

Comprehension Strategies: Determining Important Ideas; Summarizing

Have the students imagine that a movie director is interested in making a new fantasy adventure film (or television series).

To prepare to meet the ‘director’ of the movie, students, working alone or with a partner, can prepare a sales pitch to promote the movie. The following outline can be used to highlight significant features of the film:

Synopsis: Summarize the story in 50 words or less.

Cast of Characters: List the important characters. What words might describe each character?

Setting: Where will most of the movie take place? What will the set look like? (*optional: include an illustration that would show the setting of one scene*)

Target Audience: Who might be interested in seeing this movie?

Significant scene: Describe one scene that might be particularly appealing for a movie audience.

Extensions

1. Once completed, students can meet in small groups to pitch their ideas to a producer and/ or director to have *Weirdwood Manor* made into a film or television series.
2. Students might design a poster that could be used to advertise the movie?



Activity #08

I Wonder...

Response Focus: Writing

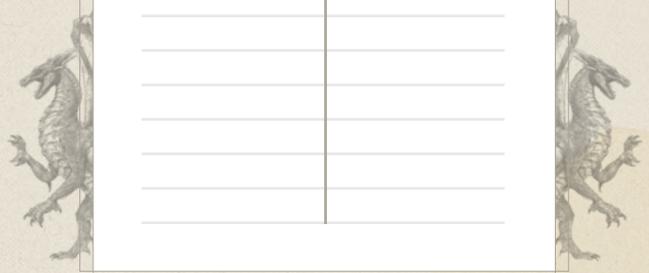
Text focus: Plot

Comprehension Strategies: Raising Questions, Making Predictions

As students experience any chapter in the *Weirdwood Manor* book series, questions are certain to arise about what is happening and what is going to happen. This activity encourages students to list questions that they have about the story. Encourage students to pause as they experience the app and record a question that comes to mind.

NOTE: An alternative to this activity is to have the students create a T-chart. In Column A, students list a question about something they wondered. In Column B, students record whether the question has been answered or not as they continue with the app.

COLUMN A	COLUMN B





Activity #09

Finding the Narrative Voice

Response Focus: Reading, Oral Language

Text focus: Mood, Suspense, Style and Language

Comprehension Strategy: Determining Important Ideas

Curriculum Connections: Oral Language, Media

Ask students to consider how the narrative voice used to read the text out loud throughout the story brings the story to life, adding drama and engaging the listener.

Students imagine that the creators of the program would like to have student voices to read aloud the text of *Weirdwood Manor*. For this activity, instruct students to select an excerpt that they feel is an exciting and suspenseful moment in the story and prepare a dramatic reading of the excerpt. They will need to rehearse the reading a number of times to ensure that they are familiar with the text and have achieved the best dramatic reading to engage the listeners.

As students rehearse the reading, they might consider the following to bring the excerpt to life in a meaningful way:

- **Volume:** When will their voice be soft? Loud?
- **Pace:** When will they read quickly? Slowly? Quickly to slowly and back to quickly
- **Emphasis:** Which words and phrases will be emphasized? Words or phrases?
- **Mood:** What feelings will be captured? (e.g., angry, excited, sad, happy, frightened)

Extension:

Once students have rehearsed their passage they can:

1. Present as an audition piece to other students who will be in the role of the creative team of *Weirdwood Manor*
or
2. Make a tape recording of the reading to submit to the creative team of *Weirdwood Manor*.

Note: It is recommended that students work in pairs for this activity. Each student can direct each other as they rehearse their narration. Alternatively, the text might be read aloud by two students and decide how to divide the lines between partners or read some parts together.





Activity #10

Letter of Application

Response Focus: Writing, Drama

Text Focus: Character

Comprehension Strategies: Summarizing, Determining Important Ideas

Curriculum Connections: Persuasive Letter Writing, Drama

Oliver, Eugene and Celia have special talents and were selected to come to *Weirdwood Manor* and learn from the work of Arthur Weirdwood. Ask the students to consider why these three were chosen.

Students imagine that they have special skills or talents like Oliver, Eugene and Celia and are applying to be selected to come to the Manor. Working in role as applicants, students write a letter to persuade Arthur Weirdwood to invite them to *Weirdwood Manor*:

In the letter, students can provide information by describing:

- Education background
- Interests and hobbies
- Talents
- Background experiences
- Give reasons how Arthur Weirdwood would benefit from having them at the Manor

Extensions:

Students can work in pairs and exchange letters. Tell students to imagine that they are Arthur Weirdwood who has received the letter. Students could:

1. Write a reply that Arthur Weirdwood might send
2. Conduct an interview between Arthur Weirdwood and an applicant who is eager to come to the Manor.





Activity #11

Designing a Weirdwood Manor Room

Response Focus: Visual Arts

Text focus: Setting, Mood, Plot

Comprehension Strategies: Making inferences, Visualization

There are seven hundred and seventy five rooms in the Manor and each is “wondrous and full of surprises”. Invite the students to design one of these rooms that the characters have not visited. **For their drawings, students might consider the following:**

- The art on the walls (or sculptures)
- The furniture
- The lighting
- The positioning of doors and / or windows
- The colours of the walls, the curtains, the art?
- The surprise that might be discovered in this room?

Extension:

Once completed, students can write a description from the point of view of one of the characters in the story who visited the room. Students can share their drawings with a partner taking them on a tour through the room.



Activity #12

Dear...

Response Focus: Writing, Drama

Text Focus: Character, Plot

Comprehension Strategies: Summarizing, Making inferences, Making predictions

Curriculum Connections: Letter Writing, Drama

Characters find and read letters throughout the series. Invite the students to write a letter or email message in the role of a character to another character or friend or relative of the character. The letter/email might be written at any time in the series. The following are some suggestions:

- Oliver writes a secret letter to another character with an important message.
- One character writes a letter to a family member describing their experiences at the Manor.
- One of Oliver's foster parents writes to Children's Services explaining why they are unable to continue to care for Oliver.
- One of the imaginary beings writes a letter to Oliver with an important message.
- Mrs. Brimley writes a letter to the Board of Education to describe what the children are learning at the Manor.
- Oliver writes a letter to Arthur a year after leaving the Manor to tell him about his life now.

Extension

Students can respond to the letters/ emails by sending a reply by writing in role as the person who received the letter.



Activity #13

Secrets and Puzzles

Response Focus: Writing, Visual Arts

Text Focus: Plot

Comprehension Strategies: Determining Important Ideas, Synthesizing

We learn about the background of the story, about the characters and the mysteries in the story through the “secrets” that are revealed and the “puzzles” that are solved as we read.

Invite the students to create one new secret and one new puzzle for one of the books that will help the reader to solve a mystery. Students can write instructions and illustrate the secret as it might appear in the journal. Alternatively, they can describe or create a 3 dimensional puzzle with paper for a partner student to solve.



Activity #14

Tell Me A Story

Response Focus: Oral Language

Text Focus: Plot, Language and Style

Comprehension Strategy: Making predictions

Weirdwood Manor is a mysterious place and anyone who lives near the Manor or who has visited the Manor or works at the Manor knows or has heard stories about the Manor. The stories often include strange people who have been seen coming or going or strange sounds that have been heard coming from the Manor.

Invite the students to invent a story about the Manor that may or may not be true. Students can tell the stories in the role of a visitor or worker at the Manor or a villager who lives close to the Manor. Stories can be shared with a partner in small groups.

Extension:

Students could write and illustrate their invented mystery stories.



Activity #15

Messaging and Texting

Response Focus: Technology

Text Focus: Plot, Characters

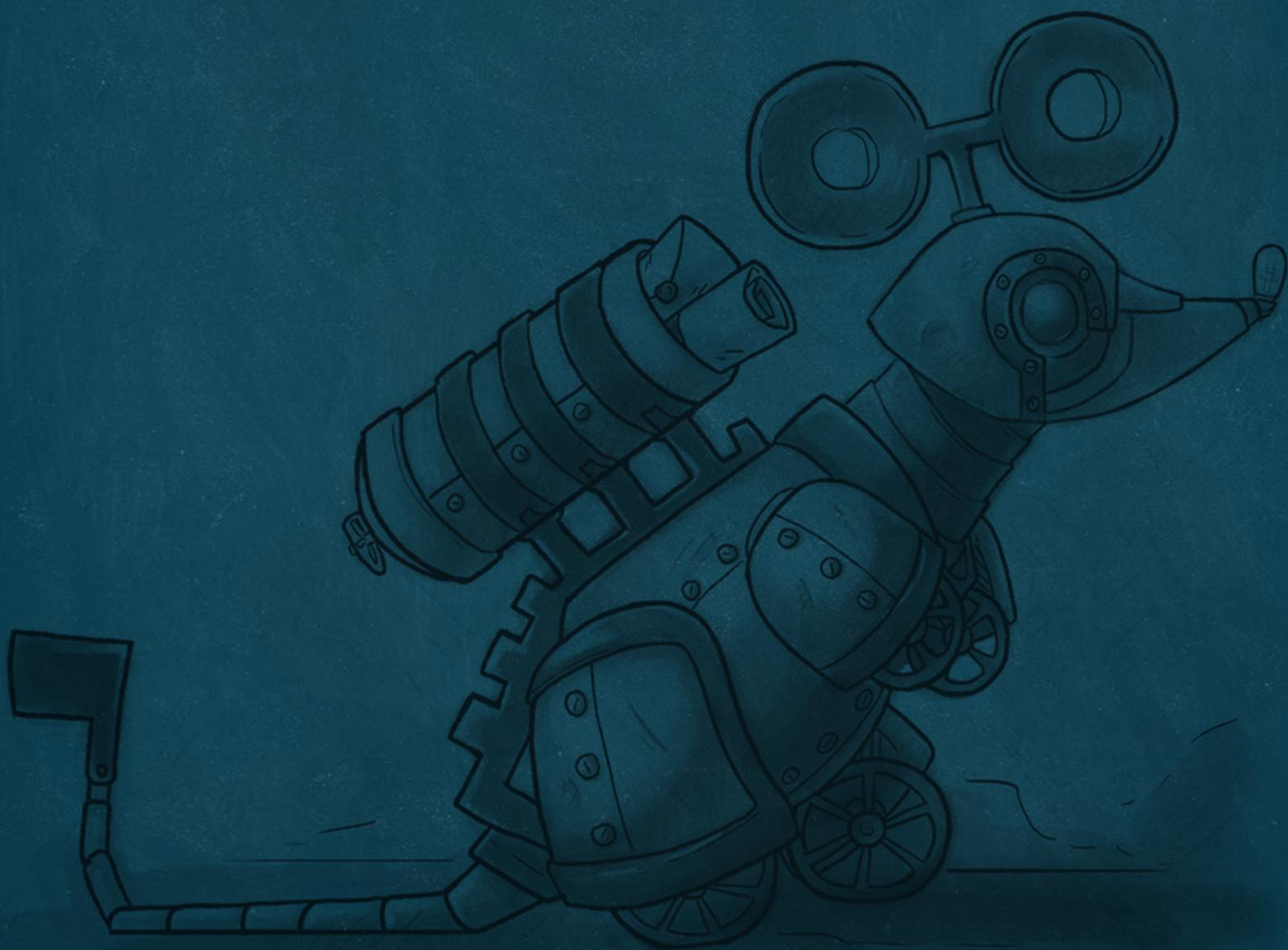
Comprehension Strategies: Making Inferences, Making predictions

Invite the students to choose an event in the novel or a moment where Oliver is in a difficult and frightening situation. Students imagine that Oliver has a cell phone and is texting a friend to tell them about the situation or to ask for advice. Students can work alone or with a partner to write both parts of the texting conversation in eight to ten text messages.

Extension:

Students can use the text messages as a script and in pairs read the conversations out loud.

SELF-ASSESSMENT PROFILES



Assessment Profile #1: Self Assessment

NAME: _____

Part A

A Always **B** Sometimes **C** Rarely

- I enjoyed using the *Weirdwood Manor* app
- I enjoyed this fantasy story
- I successfully followed instructions
- I enjoyed finding the secrets and solving the puzzles
- I eagerly looked forward to the next chapter (or book)

Part B

Place a checkmark beside each point that helped you understand and enjoy *Weirdwood Manor*.

- Listening to the story being read out loud
- Following along with the written text
- The illustrations and background visuals
- The music and sound effects
- Completing response activities
- Talking to others about the app

One of the *Weirdwood Manor* books I enjoyed the most was _____
because...

Something(s) I found difficult or challenging with the *Weirdwood Manor* app is...

A response activity I particularly enjoyed was _____ because...

What do you think you learned by using the *Weirdwood Manor* App?

- About reading?
- About media and technology?
- About fantasy and mystery stories?



Assessment Profile #2: Rubric

	EMERGING	DEVELOPING	PROFICIENT	EXEMPLARY
ENGAGEMENT	<p>seldom attentive and focused when experiencing the app</p> <p>enthusiastic about completing a chapter, finding all the secrets and solving puzzles with a limited degree of independence and involvement</p>	<p>somewhat attentive and focused when experiencing the app</p> <p>enthusiastic about completing a chapter, finding all the secrets and solving puzzles with some degree of independence and involvement</p>	<p>considerably attentive and focused when experiencing the app</p> <p>enthusiastic about completing a chapter, finding all the secrets and solving puzzles with a considerable degree of independence and involvement</p>	<p>consistently attentive and focused when experiencing the app</p> <p>completes each book finding all the secrets and solving puzzles with a high degree of independence and involvement</p>
SKILL DEVELOPMENT	<p>makes meaning using verbal, visual and auditory modalities with a limited degree of competency</p> <p>limited confidence with using technology</p>	<p>makes meaning using verbal, visual and auditory modalities with a satisfactory degree of competency</p> <p>somewhat confident with using technology</p>	<p>makes meaning using verbal, visual and auditory modalities with a considerable degree of competency</p> <p>considerably confident with using technology</p>	<p>makes meaning using verbal, visual and auditory modalities with a high degree of competency</p> <p>extremely confident with using technology</p>
COMPREHENSION	<p>demonstrates limited comprehension to make meaning of the app components using a number of strategies (e.g. making inferences, asking questions, predicting, connecting)</p> <p>seldom communicates understanding with others</p>	<p>demonstrates developing comprehension to make meaning of the app components using a number of strategies (e.g. making inferences, asking questions, predicting, connecting)</p> <p>sometimes communicates understanding with others</p>	<p>demonstrates considerable comprehension to make meaning of the app components using a number of strategies (e.g. making inferences, asking questions, predicting, connecting)</p> <p>often communicates understanding with others</p>	<p>demonstrates strong comprehension to make meaning of the app components using a number of strategies (e.g. making inferences, asking questions, predicting, connecting)</p> <p>consistently communicates understanding with others</p>
RESPONSE	<p>demonstrates limited understanding and insight through a variety of modes including writing, talk, the arts</p> <p>interprets, reflects and analyzes with a limited degree of clarity</p>	<p>demonstrates developing understanding and insight through a variety of modes including writing, talk, the arts</p> <p>interprets, reflects, and analyzes with a satisfactory degree of clarity</p>	<p>demonstrates a considerable understanding and insight through a variety of modes including writing, talk, the arts</p> <p>interprets, reflects, and analyzes with a considerable degree of clarity</p>	<p>demonstrates a high degree of understanding and insight through a variety of modes including writing, talk, the arts</p> <p>interprets, reflects and analyzes with a high degree of clarity</p>

wasabi

Wasabi is a creator-led content studio. We develop characters, worlds, and stories that spark imagination for kids of all ages.

Our diverse and multi-talented group of creators share a passion for creating world-class entertainment experiences and original IP for platforms of all kinds. We're a passionate group of storytellers, world builders, engineers, illustrators, writers, and animators who live and breathe story and technology.

We craft everything with love in our production facilities and design studios in Canada and Costa Rica.

