

**Book Title: *The Contest***

**Author:** Caroline Stelling

**Annotation:** Spunky Rosy is eager to win the Anne of Green Gables look-alike contest. It doesn't matter that her hair is black, that she has very little money to spend on the costs of the contest, or that her asthma throws a gigantic wrench into her plans. Rosy is determined and her family and friends rally around. This is a wonderful, funny and moving story of a Mohawk girl and her dreams.

**Concepts at a Glance:** family, strength, asthma, determination, friendship

**Text Sets:** Anne of Green Gables, families, working together, and friendship

**Projects, Ideas and Activities:**

1. Use as a guided reading novel study. Will need to do some background knowledge building of the story of Anne of Green Gable.
2. Read aloud to the class. As you are reading, determine and chart the character traits that Rosy and other characters have. Make a table such as:



Character	Trait (claim)	Evidence
Jay	Helpful	Got Rosy a small job in exchange for the fabric she needed

3. Use these character traits to write paragraphs about each other in the classroom. Look for the evidence to support their claim that a particular student has this trait.
4. The library is Rosy's sanctuary. Discuss what that means and what provides sanctuary for everyone in the class. Do some writing based on that-descriptive for example.
5. Page 37 Rosy is hurt and then deals with her hurt. Discuss this situation-how did each person handle it, including Robin. Do you agree that Rosy should have to apologize?
6. What makes Lydia a good friend to Rosy? Write how you are a good friend. Have people write about how others are good friends. Use evidence to support your writing. This is a good time to teach paragraph writing
7. What do you think is Rosy's finest moment?
8. Write a newspaper article on the contest event. Use details from the book as well as quotes from the contestants and Rosy's family.

## The Contest-Curricular Links

### Health and Life Skills: Safety and Responsibility

- ✚ (5) Identify personal boundaries, and recognize that boundaries vary depending on the nature of relationship, situation and culture.
- ✚ (8) Identify potentially unsafe situations in the community, and begin to develop strategies to reduce risk; e.g., dark parking lots, lack of railway crossings.

### Health and Life Skills: Understanding and Expressing Feelings

- ✚ (5) Identify and use long-term strategies for managing feelings.
- ✚ (6) Establish personal guidelines for expressing feelings...

## English Language Arts

### 2.2 Respond to Texts

- ✚ (4) Connect the thoughts and actions of characters portrayed in oral, print and other media texts to personal and classroom experiences.
- ✚ (5) Describe characters' qualities based on what they say and do and how they are described in oral, print and other media texts.

### 2.3 Understand forms and genres

- ✚ (4) Identify and explain connections among events, setting and main characters in oral, print and other media texts.
- ✚ (5) Identify and discuss the main character's point of view and motivation.

### 2.4 Create original text

- ✚ (4) Use a variety of strategies for generating and organizing ideas and experiences in oral, print and other media texts.
- ✚ (5) Use own experiences as a starting point and source of information for fictional oral, print and other media texts.
- ✚ (6) Express the same ideas in different forms and genres; compare and explain the effectiveness of each for audience and purpose.