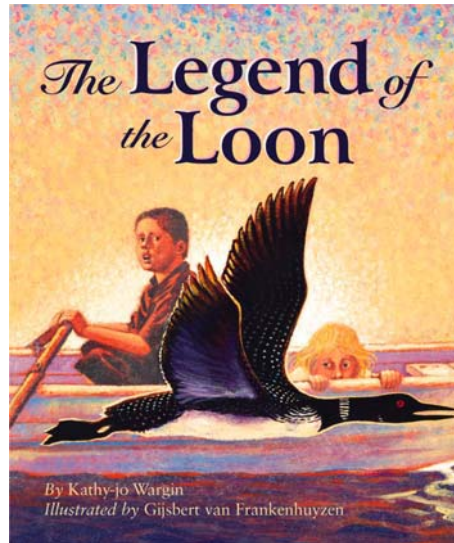


Teacher's Guide



The Legend of the Loon

Written by Kathy-jo Wargin
Illustrated by Gijsbert van Frankenhuyzen

Guide written by Patricia Pierce

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Pre-reading Activities

Utilize the following pre-reading activities to set the scene and stimulate students' background knowledge before reading *The Legend of the Loon* by Kathy-jo Wargin.

Anticipation Questions

Ask the following questions and discuss responses before reading *The Legend of the Loon*.

1. Animals can save people from danger. Yes or No
2. The trees in a forest have faces. Yes or No
3. Love can make you feel warm. Yes or No
4. Foggy weather is dangerous weather. Yes or No
5. It is okay to row away in a boat without an adult. Yes or No

Author and Illustrator Background Information

Place students into pairs. Assign one of the students in each pair to read about the author, Kathy-jo Wargin and the other student to read about the illustrator, Gijsbert Van Frankenhuyzen. Instruct students to share the information they read with each other.

Prelude

Read the prelude and discuss the meanings of the Scandinavian words emmer and lom. View the Web site <http://www.goscandinavia.com> to learn more about the region of Scandinavia: Denmark, Finland, Iceland, Norway, and Sweden. Brochures of each country can also be requested from this site. Locate each country on a map or globe.

Illustration Preview

Preview the book cover and illustrations throughout the story. Write a list of questions generated from each illustration.

Pre-reading Activities

Top 10 List

Working in small groups, students create a top 10 list of one of the following categories.

- favorite activities to do with their grandparents
- animals that live in the woods
- animals that live in or by a lake
- plants and trees found in the woods

After reading *The Legend of the Loon*, students can add to their top 10 lists by skimming and searching the story for examples to add to each category.

Examples:

- favorite activities to do with their grandparents
[walking through the woods, picking berries, dancing, riding in Grandmother Lom's boat, telling stories, and talking by a campfire]
- animals that live in the woods
[moose, bear, wolves, deer, woodpeckers, sparrows, crickets, foxes]
- animals that live in or by a lake
[sunfish, walleye, minnows, mink, marten, geese, loons, gulls]
- plants and trees found in the woods
[pines, cedars, lady's slippers, ferns, blueberries, raspberries, white birch, aspen, balsam fir]

Picture This!

Select one of the following pages from *The Legend of the Loon* and read aloud the passage without allowing students to view the illustration. Instruct students to draw the scene they pictured in their mind as they listened to the passage. Read the passage several times as students complete their drawings. When complete, compare their illustration with the illustration by Gijsbert van Frankenhuyzen. This activity reinforces listening skills and stresses the importance of using descriptive details while writing.

Suggested passages (Please refer to *The Legend of the Loon* for complete passage.)

"In this land of water and wood was a sky-blue lake lined with stone cliffs. At the northern edge . . ."

"As Grandmother Lom spoke, the embers from the fire pulsed from orange to black to white. The light of . . ."

Pre-reading Activities

Legends

Discuss with students the genre of legends. Reflect on the general characteristics of legends. (See the following page for the activity – *A Legend is ...*)

The Call of the Loon

Listen to various sound clips of loons. Check your local media store for relaxation tapes with loon calls or visit the Web site of the Michigan Loon Preservation Association <http://www.michiganloons.org/> Connect to the sound clips of the loon calls under the heading biology, then click on vocalizations.

Share Experiences

Allow students to share camping, hiking, and boating experiences. Guide students in discussing the sites and sounds of the lake and woods. Create a campfire-storytelling atmosphere by gathering around a pretend campfire made with real logs and construction paper flames.



Marshmallows on a Stick

Try this activity for group sharing. Provide each student with a marshmallow attached to the end of a straw for a “marshmallow roast.” Instruct students to think of **one** outdoor experience to share. Inform students that after they share their experience, they are allowed to eat their marshmallow and place their “roasting stick” (straw) into the construction paper flames. After they have placed their “stick” into the “fire,” their turn to talk is over! This group sharing activity reinforces speaking and listening skills and provides each student with the opportunity to share their experience.

Sharing experiences with each other tends to spark other memories. Allow students to share additional experiences through journal writing.

Bulletin Board Display

Create a bulletin board with the heading “Words of Wisdom.” Invite students to bring in pictures of their grandparents. Provide each student with an index card to record their grandparents’ words of wisdom or advice. Arrange pictures and words of wisdom cards on a bulletin board display.



A Legend is....

Directions: Circle the following statements that are true about legends.

Legends are told as *if* they were true – whether they are or not.

A legend is a written account of a person’s life that includes facts about their birth, death, education, and career that is “true to life.”

Legends are always about Greek gods and mythical creatures.

Legends are stories passed down from generation to generation.

A legend is a story filled with wild exaggerations.

Legends are universal, occurring in almost all cultures.

Legends explain a natural event or tell about a particular person or place.

Legends are a form of writing that emphasizes rhythm and rhyme.

There can be different versions of a legend, but the plot remains similar.

A legend is a “whodunit” story that usually features a mysterious crime.

People told legends long before there were books, magazines, movies, or television.

Legends can help people learn and understand cultures and traditions.



The Legend of the Loon Vocabulary



reflection
cottage
awkward
bay
familiar

reflection – the act of reflecting; give back an image or return light

cottage – a small single-storied house; a cabin

awkward – not graceful in moving; clumsy

bay – part of a sea or lake enclosed by land

familiar – well-known; seen before

Directions

Choose a word from the box that best completes each sentence.

1. Clowns at a circus are a _____ sight.
2. The baby smiled when he saw his _____ in the mirror.
3. We saw many minnows swimming in the _____.
4. Randy is painting his _____ by the lake.
5. The newborn fawn had an _____ walk.

The Legend of the Loon

Sequence of Events

Sequence is the order in which things happen. Read the events from *The Legend of the Loon* in the boxes below. Cut out the boxes and arrange them in the order that they occurred in the story.

A loon guided the grandchildren through the fog and back into the shelter of the bay.

Grandmother Lom enjoyed walking through the woods and riding in her boat with her grandchildren.

The grandchildren could not find Grandmother Lom. They only found her white apron lying in the sand.

Grandmother Lom cried out to her grandchildren, in hopes of guiding them back to the bay.

Sitting by a campfire, Grandmother Lom explained what a dream-soul was to her grandchildren.

The grandchildren rowed away in Grandmother Lom's boat by themselves and became lost in the fog.

Grandmother Lom, now a dark and gentle loon, sang out to her grandchildren to remind them of her love and dream-soul.

Storytelling - Everybody loves hearing a good story!

Let your students enjoy the pleasure of making a story come to life by being a storyteller! Review with students that legends were passed orally from generation to generation. Use the following tips to guide your students in building their storytelling skills.



Start Simple

Begin building your students' storytelling skills by starting with a familiar and simple story, such as *The Three Bears*. Have students practice with partners or small groups, taking turns being the storyteller and the listeners.

Practice with a Mirror

Provide students with handheld mirrors and repeat the activity of practicing your name. Instruct students to focus on their expressions.

Take a Picture

Take a picture of students demonstrating various facial expressions. Display the pictures with captions for students to use as a guide.

Tape Record

Utilize the tape recorder as a self-assessment tool as students practice their storytelling skills.

Practice with Your Name

Practice voice mechanics (volume, clarity, expression) by saying your name the way your mother would say your name in the following situations. Try to make each way you say your name different. Remember, don't add other words; only say your name!

- You are in trouble!
- Your mother is waking you up in the morning.
- You have just given her a beautiful flower and hug.
- You have startled her.
- You have scored the winning home run in a baseball game.
- She is afraid you are going to ride your bike off a cliff.
- She is trying to get your attention in a library.

Storytelling Tips

Eye Contact

A good storyteller makes eye contact with the listeners. In the practice performances, instruct the listening students to put their thumb up when the storyteller gives them eye contact. At the end of the performance, check to see how many students have thumbs up!

♪ Add Music ♪ ♪

Play soft instrumental music in the background to add to the mood of the legend.

Team Presentations

Presenting in teams can be easier than going solo. Divide into teams of three. One student tells the beginning, the next student continues with the middle, and the third student adds the ending.

Mnemonic Device

Are your students forgetting the story line or sequence of *The Legend of the Loon*?

Jar their memories with mnemonic devices, such as props, artwork, or storyboards. Three simply illustrated beginning, middle, and end posters hanging behind the audience can calm a storyteller's nerves.

Sshh -Gestures

Begin by asking students how they could communicate without speaking to another person that they want that person to be quiet. After students display the gesture of putting one finger in front of their lips, explain how using appropriate gestures is another tool to add to their storytelling skills.

Divide into small groups and practice using gestures with the following sentences from *The Legend of the Loon*.

- *And when the sun was high and warm, they would all hold hands and dance around in a circle.*
- *She always rowed slowly, so the children could dip their fingertips into the ripples, . . .*
- *. . . and sang out in a wild sad cry: "Where are you? Where are yooou?"*
- *Grandmother Lom waved her arms back and forth in the fog.*

Stage Fright

Speaking in front of a group can make the knees of adults shake. If you have a shy student or one experiencing stage fright, try a radio broadcast. Using chart paper and a stand, draw a radio for display to the audience. Let your storyteller present behind the safety of the chart.



Bird Songs

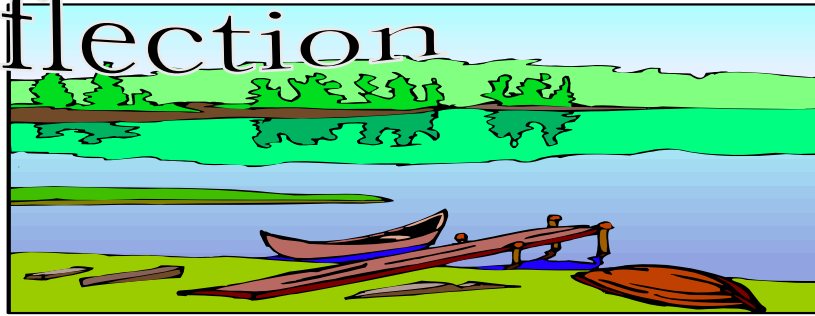
The intriguing song of a loon is a distinctive and unique sound. Visit the Web site of the Michigan Loon Preservation Association, <http://www.michiganloons.org/> and listen to sound clips of loons.

- ♪ Do you hear a message in the song of the loon?
What is the loon saying to you?
- ♪ How do you feel when you hear the loon song?
Is it a peaceful feeling? An eerie feeling? A lonely feeling?
- ♪ Can you create a loon call by whistling?

Simple phrases and a bit of imagination can help you identify birds by their song. Try to match the following phrases with the correct bird.

<u>Bird</u>	<u>Song phrase</u>
Blue Jay	caw, caw, caw
Bobwhite	what-cheer, cheer, cheer
Cardinal	whip poor will
Crow	jay, jay
Robin	bob white, bob white
Whippoorwill	tyeep, tut-tut-tut

Reflection



“The children noticed Grandmother Lom’s reflection upon the water. She looked as if she was wearing the night and the stars on her back, the northern lights as a beautiful necklace, and a kindled flame in her eyes.”

By Kathy-jo Wargin – *The Legend of the Loon*

Explore Reflection

Gather and look at objects with a smooth, polished surface that forms images by the reflection of rays of light.

Suggestions: mirrors, Mylar balloon, sunglasses, Christmas ornaments, CD and CD case, a picture in a frame with a glass covering, a candle in a glass container, a darkened computer screen

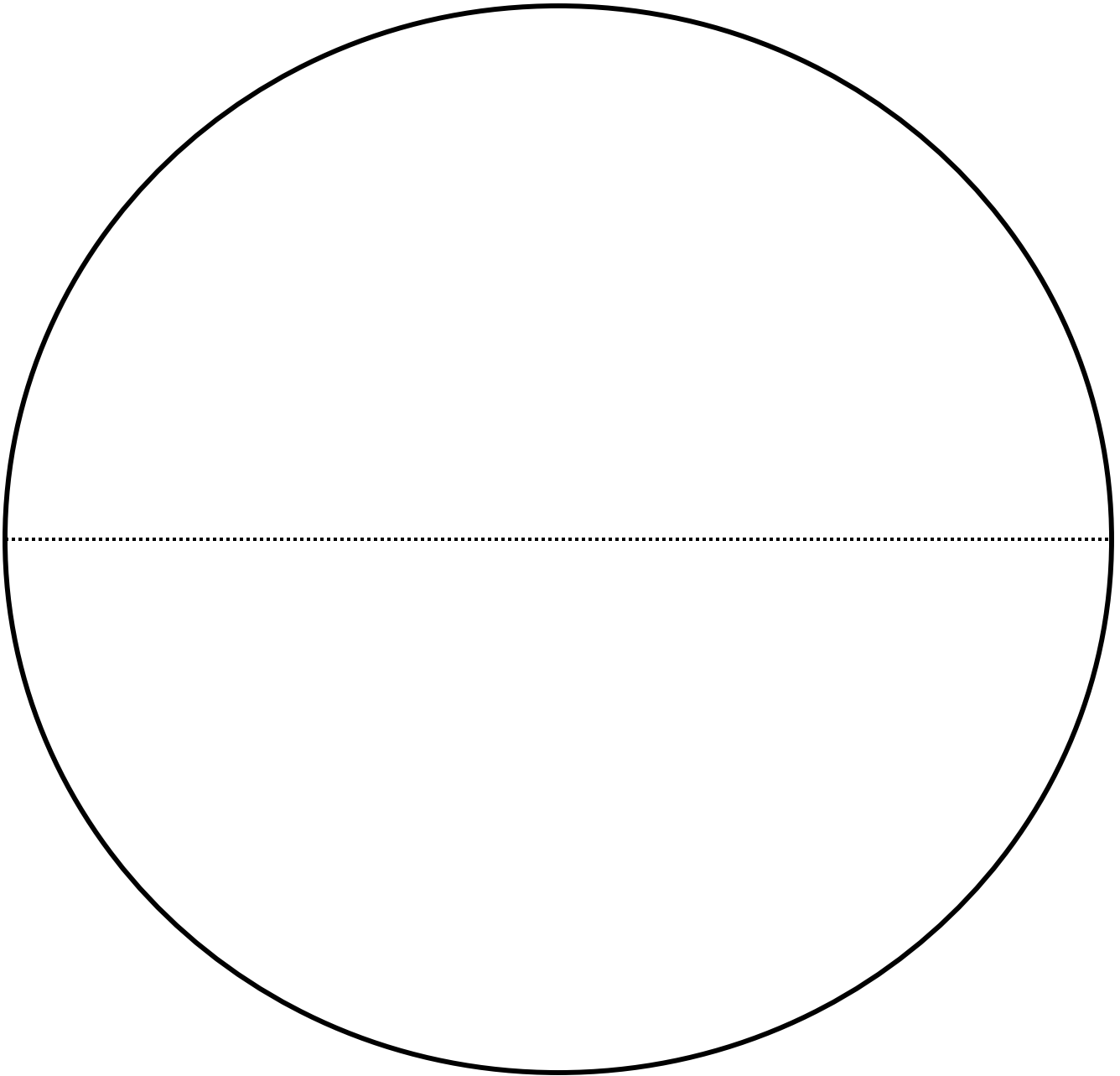
* Look into the eyes of a friend! Can you see your image in their eyes?

Allow students to look at their reflected image. Encourage students to observe other objects around school or their homes that form images by the reflection of rays of light. Discuss and share examples.

Activity

Read the passage in *The Legend of the Loon* where the children notice Grandmother Lom’s reflection in the water. Instruct students to draw a picture with a reflection. Use the circular shape on the following page. Draw a row of trees along the edge of the lake on the top half of the circle. Draw the reflection of the trees in the lake on the bottom half of the circle. Cut out the circle and fold along the dotted line. Place the folded circle with the bottom half (the lake) resting on your desk and the top half positioned vertically.

Reflection Drawing



The Wonders of the Woods

Look for the wonders of the woods with Grandmother Lom in *The Legend of the Loon*.



Turn to the following passage in *The Legend of the Loon* by Kathy-jo Wargin.

“Every morning, the three of them walked through the forest picking blueberries and raspberries . . .”

(Please refer to *The Legend of the Loon* for complete passage.)

Search the illustration for the following:

- Faces in the trees
- An owl
- Loons
- A woodpecker

Using your imagination, what else do you see?

Search the outdoors

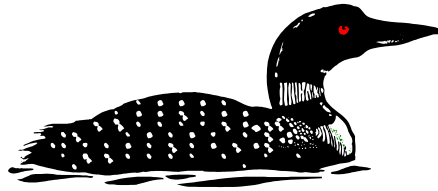
Look at the trees on the playground and your backyard. Can you find any faces in the trees? What else do you see? Make a list of the plants and animals that you see!

Art Ideas

Loon Picture

Materials

Black construction paper
Scissors
Glue
Red construction paper
White chalk



Directions

Cut out the shape of a loon from black construction paper. Cut out an eye for the loon using the red construction paper. Glue the eye on the loon. Refer to the loon illustrations in *The Legend of the Loon*. Use the white chalk to add the white markings of the loon.

Rowboat Flip Book

Materials

The Legend of the Loon
Mini notebook or sticky notepad
Pencil
Crayons

Directions

Refer to the illustration of the children rowing in the fog in *The Legend of the Loon*. Starting on the right-hand side of the last page of the notebook, draw a small part of the boat and the foggy lake. On the next page, draw the boat and lake again, adding length to the boat. Continue to add to the boat in each of the following pages, until the full length of the boat is revealed. Remember to start working from the back of the pages to the front of the pages of the notebook. Your picture needs to change only a little from one page to the next. When you have completed the boat, close the notepad and quickly flip the pages, back to front, to watch the boat move across the water in the fog.

Grandmother's Stories

Have you ever wondered what your mom or dad were like when they were your age? Were they silly? Did they get in trouble? What did they like to play? Where did they like to go? Find the answers to these questions and more by interviewing your grandmother or grandfather!



Use the following questions to stir up the memories and stories from your grandmother or grandfather. Add your own questions to the list and you will have tales to pass for generations to come!

Suggested Questions

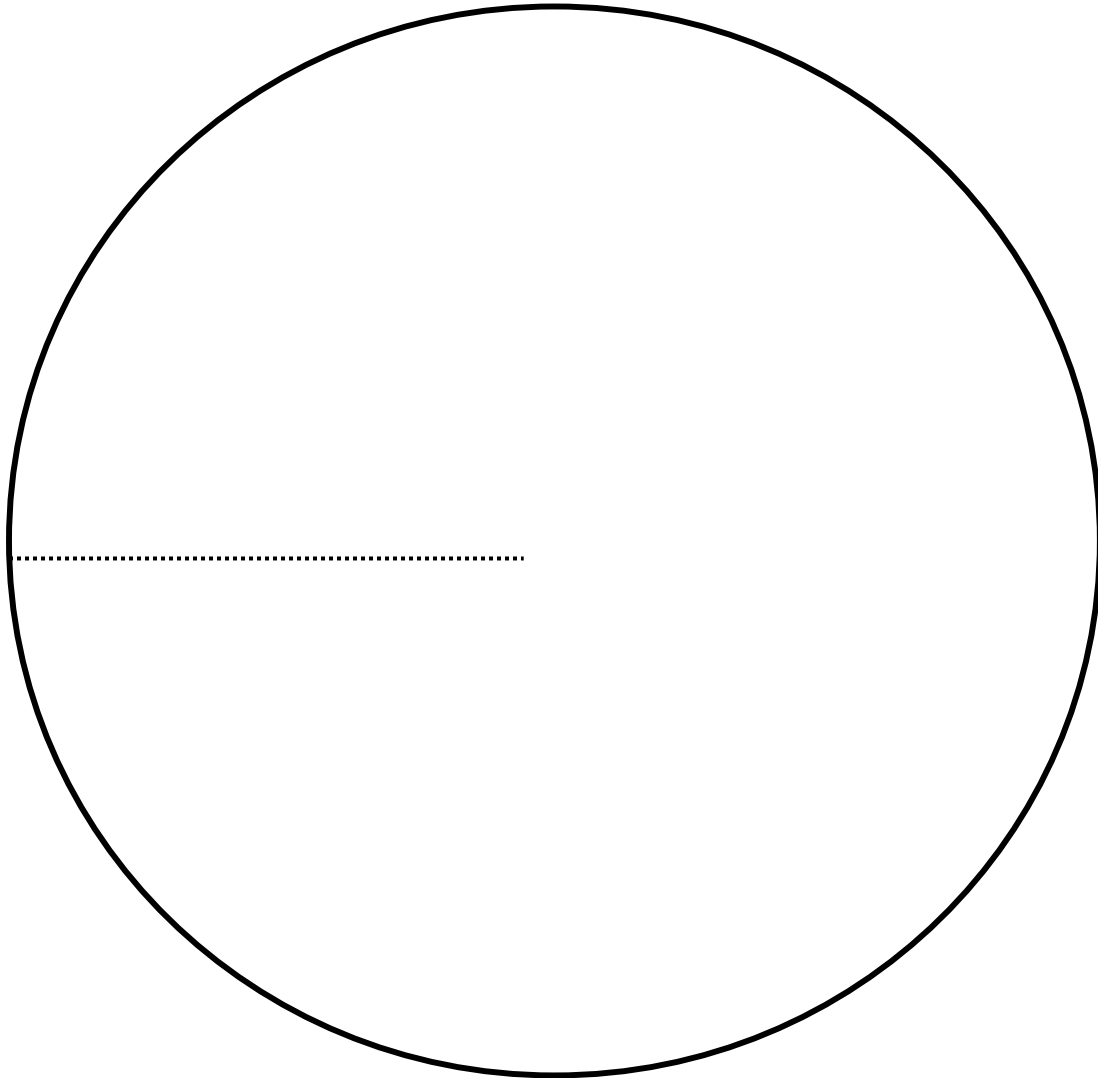
- Can you describe the house my mom/dad lived in?
- Can you tell me about the day my mom/dad was born?
- How did you decide what to name my mom/dad?
- Where was my mom's/dad's favorite place to visit?
- Where did my mom/dad go to school?
- Did my mom/dad have a favorite teacher?
- What class did my mom/dad like the best?
- Did your family ever move?
- Did my mom/dad have many friends? Who were they?
- What did my mom's/dad's bedroom look like?
- Where did my mom/dad like to shop?
- Did you ever take my mom/dad on a trip?
- Did my mom/dad ever win a prize or trophy?
- How many brothers/sisters did my mom/dad have?
- Did my mom/dad have any hobbies?
- Did my mom/dad play any sports?
- Did my mom/dad play a musical instrument?
- What was your favorite thing to do with my mom/dad?
- What holiday tradition did my mom/dad like the best?
- When did my mom/dad meet my dad/mom?

My Dream-soul

Read Grandmother Lom's description of a dream-soul as described in *The Legend of the Loon*. Trace the following pattern on two pieces of paper. Color one circle according to the description of the dream-soul. Cut out the circle and cut along the dotted line.

Cut out the next circle and again cut along the dotted line. Draw pictures or write about the things that you wish for, believe in, and love on this circle.

Slip the two circles together along the cuts until the circles overlap. Connect the circles together with a brad in the center of the circle, slightly below the cut lines. Spin the top circle while holding the bottom circle to share your dream-soul!



Word Search

GRANDMOTHER
GRANDCHILDREN
REFLECTION
SCANDINAVIAN

BAY
FIRE
FOG
LOM

COTTAGE
APRON
BOAT
LOVE

LOON
LEGEND
SONG
FOREST

F L E G E N D E F S C A N S L B I F B F
O A P R B A P L I P P E R T E A P R O N
R L O C S C A O B R E F L A D P L B A L
G B F G R A N L O V M I G C B R O N T E
F I A F O R E S T K T R R E F L T C O G
A N D G T B F O A N D C A Y I L L S C E
B O A C T R A N L V O H N B R F O G A T
L S R T F I H G S I B A D S W V M V T R
P I T A P R A H R F I R M F O L E G I W
F C F R S G S C A V N R O N T N V F C S
L O V E C R C B A K F S T P T P N A P O
O T S F B A K N O A I C H L O A L C N N
N B F B O D M L O R E N R S L F I T V O
L P O H N C A N D L P W I G H T F T N T
E F L A G H G R A N E B D L C O B A O C
G R C B O I T F I R E L C E O C O G R A
B S I R E L O N G R A N L O V P D E C K
O T F I T D A P R O T F I M T N V S O L
A O I F O R B S P S E W E B A Y E S T R
L H E I G E O F I R Y L K R S M O B F I
G R A N H N S C A N D Y G C O T T L A B

Answer Key

A Legend Is ...

Legends are told as if they were true – whether they are or not.

Legends were stories passed down from generation to generation.

Legends are universal, occurring in almost all cultures.

Legends explain a natural event or tell about a particular person or place.

There can be different versions of a legend, but the plot remains the same.

People told legends long before there were books, magazines, movies, or television.

Legends can help people learn and understand cultures and traditions.

The Legend of the Loon Vocabulary

1. familiar 2. reflection 3. bay 4. cottage 5. awkward

Sequence of Events

Grandmother Lom enjoyed walking through the woods and riding in her boat with her grandchildren.

Sitting by a campfire, Grandmother Lom explained what a dream-soul was to her grandchildren.

The grandchildren rowed away in Grandmother Lom's boat by themselves and became lost in the fog.

Grandmother Lom cried out to her grandchildren, in hopes of guiding them back to the bay.

A loon guided the grandchildren through the fog and back into the shelter of the bay.

The grandchildren could not find Grandmother Lom. They only found her white apron lying in the sand.

Grandmother Lom, now a dark and gentle loon, sang out to her grandchildren to remind them of her love and dream-soul.

Bird Songs

<u>Bird</u>	<u>Song phrase</u>
Blue Jay	caw, caw, caw
Bobwhite	what-cheer, cheer, cheer
Cardinal	whip poor will
Crow	jay, jay
Robin	bob white, bob white
Whippoorwill	tyeep, tut-tut-tut

F	L	E	G	E	N	D	E	F	S	C	A	N	S	L	B	I	F	B	F
O	A	P	R	B	A	P	L	I	P	P	E	R	T	E	A	P	R	O	N
R	L	O	C	S	C	A	O	B	R	E	F	L	A	D	P	L	B	A	L
G	B	F	G	R	A	N	L	O	V	M	I	G	C	B	R	O	N	T	E
F	I	A	F	O	R	E	S	T	K	T	R	R	E	F	L	T	C	O	G
A	N	D	G	T	B	F	O	A	N	D	C	A	Y	I	L	L	S	C	E
B	O	A	C	T	R	A	N	L	V	O	H	N	B	R	F	O	G	A	T
L	S	R	T	F	I	H	G	S	I	B	A	D	S	W	V	M	V	T	R
P	I	T	A	P	R	A	H	R	F	I	R	M	F	O	L	E	G	I	W
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L	O	V	E	C	R	C	B	A	K	F	S	T	P	T	P	N	A	P	O
O	T	S	F	B	A	K	N	O	A	I	C	H	L	O	A	L	C	N	N
O	L	O	I	L	N	I	C	L	P	R	A	E	T	C	V	F	O	B	P
N	B	F	B	O	D	M	L	O	R	E	N	R	S	L	F	I	T	V	O
L	P	O	H	N	C	A	N	D	L	P	W	I	G	H	T	F	T	N	T
E	F	L	A	G	H	G	R	A	N	E	B	D	L	C	O	B	A	O	C
G	R	C	B	O	I	T	F	I	R	E	L	C	E	O	C	O	G	R	A
B	S	I	R	E	L	O	N	G	R	A	N	L	O	V	P	D	E	C	K
O	T	F	I	T	D	A	P	R	O	T	F	I	M	T	N	V	S	O	L
A	O	I	F	O	R	B	S	P	S	E	W	E	B	A	Y	E	S	T	R
L	H	E	I	G	E	O	F	I	R	Y	L	K	R	S	M	O	B	F	I
G	R	A	N	H	N	S	C	A	N	D	Y	G	C	O	T	T	L	A	B