

# Extension Activities

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# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 1: Clara Hughes

### USE THE INTERNET

#### Clara Hughes: A Woman in Action

Ask the student if they have ever seen Clara Hughes in action. Then assist the student with finding Clara's photo gallery at [www.clara-hughes.com/gallery](http://www.clara-hughes.com/gallery). Have the student view the images in Clara's photo gallery for five or ten minutes. After the student has viewed the images, ask the student (a) what they have learned about Clara, (b) to describe what kind of person Clara is, and (c) to explain why we can call Clara a woman in action.

Video clips online include interviews with Clara Hughes, Clara competing in Olympic Games, and Clara as a spokesperson. Assist the student in searching for video clips of Clara online. After viewing a few video clips, ask the student to share (a) what they would say to Clara if they could meet her face to face and (b) what questions they would ask her.



# Unit 1: Clara Hughes

## WRITING

### Clara Hughes: A Sports Hero

Clara Hughes is seen as a Canadian sports hero to many who watch the Olympics. Spend some time discussing with the student what makes Clara a sports hero. Encourage the student to think about (a) what makes Clara a sports hero in her sport, (b) what makes Clara a hero in her actions away from her sport, and (c) whether a sports hero needs to be famous across their country or the world to be considered a hero. Then prepare a set of questions and answer stems about sports heroes. Have the student discuss the questions. Encourage the student to complete the answer stems in writing, using words from the questions to help write their answers. Here is an example set of questions and answer stems:

#### Develop a Word Bank

Add key words from pre-writing discussions to the student's personal dictionary or word bank. The student can use their dictionary or word bank as support for writing activities.

Who do you think of as a sports hero?

I think of \_\_\_\_\_.

What is this hero's sport?

He/She \_\_\_\_\_.

What is this hero famous for in his/her sport?

He/She \_\_\_\_\_.

What is this hero famous for away from his/her sport?

He/She \_\_\_\_\_.

What do you think makes a hero?

\_\_\_\_\_.



# Unit 1: Clara Hughes

## USE A MAP

**Note:** Printable maps of Canada and the world are included at the end of this document.

### The Olympic Rings

Have at hand a coloured photo of the Olympic rings, or search for an image of the rings online. Ask the student what they know about the Olympic rings. Explain to the student that the five interlocked rings were introduced as a symbol by Pierre de Coubertin when he revived the ancient Greek tradition of the Games in Athens in 1896. The rings represent five continents: Africa; America (North and South); Asia; Australia; Europe. The different rings were never allocated to a specific continent. The rings still represent the regions or continents of the world, but the symbol itself emphasizes that the Olympic Games are international and welcome any country to participate.

Use a globe or map of the world to make the meaning of the Olympic rings more real. Explore what the student knows about continents. Which continents can the student name? Can the student locate North America? What other continents can the student locate? Assist the student in identifying the continents. Then have the student name one or two countries that they associate with the following sports: hockey, baseball, and soccer. Point out on the globe or map where each country is located and have the student identify the continent.

**Note:** Free online map games allow users to drag and click continents onto a map, match up continents' outlines, and hover to check names of the continents. Use the search words “continents map puzzle” or “map continent interactive free learning” to find these map games.



# Unit 1: Clara Hughes

## USE A TABLE

### Summer and Winter Sports

Compile a list of sports by asking the student (a) which sports they play or like to watch, (b) which sports they don't like, and (c) which other sports they know. Then ask the student if they are familiar with the following sports (if not already listed): curling, rowing, snowboarding, canoeing, badminton, bobsled, lacrosse, gymnastics. Add the sports the student knows to the list. Then provide the student with a table comprised of two columns with the headings: Winter Sports and Summer Sports. Say to the student that speed skating is a winter sport and cycling is a summer sport. Ask the student where they would put these two sports in the table. Print the names of the sports in the table. Then have the student copy the list of compiled sports into the table. Encourage the student to put each sport in the column they feel it would better fit.

Winter Sports	Summer Sports

When the table is completed, have the student circle the sports that they like. Then have the student look at the table and finish these sentences:

My favourite summer sport is \_\_\_\_\_.

My favourite winter sport is \_\_\_\_\_.

I like \_\_\_\_\_ sports more than \_\_\_\_\_ sports.



# Unit 1: Clara Hughes

## LITERACY PRACTICE

### Plan Your Day: Celebrations and Festivals

Many Canadians feel proud when they watch our sports teams and athletes. Other times that Canadians feel proud of their country is on Canada Day, July 1, or during local festivals that celebrate, for example, diversity and multiculturalism. Provide the student with a copy of a program schedule for local Canada Day celebrations or festivals. Paper and online versions may be available. Show the student how the information is organized (e.g., table, list of events with description, booklet with contents page or index). Explore the range of events that are available. Point out to the student that most cities and towns have free entertainment. Assist the student in planning their day at the celebrations by finding the following information and organizing the information in a table, like the one below:

Events you would like to attend

Time the events take place

Where the events take place

Cost (if applicable)

Event	Time	Place	Cost

After the student has filled in the table, have the student (a) organize the events in chronological order and (b) figure out cost and how many hours they need to be at the celebrations in order to take in all their events.



# Extension Activities

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## Unit 2: Alex Bilodeau

### USE THE INTERNET

#### Alex Bilodeau: Famous Firsts

Alex was the first Canadian to win an Olympic gold medal on home soil. Alex's sport is mogul skiing. Assist the student in searching for a video clip of Alex's gold medal run in the men's moguls in the 2010 Olympic Games. After viewing a video clip of Alex's gold medal run, ask the student to describe (a) the moment Alex's win was announced and (b) the sport of mogul skiing. Then assist the student in exploring other Canadian firsts, using the search phrase "first Canadian to." Have the student scan the headings of the search results and look for the phrase "first Canadian." Assist the student in finding the answers to the following famous-first questions:

Who was the first Canadian in space?

Who was the first Canadian to climb to the top of Mount Everest?

Who was the first Canadian woman to be a Member of Parliament?

### WRITING

#### Brothers and Sisters: Alex and Frederic

Alex and Frederic Bilodeau get on very well together. Explore sibling relationships with the student. Is getting on with siblings unusual to them or is this something they are familiar with. If the student relates to Alex and Frederic's story, encourage the student to talk about a relationship they have with one of their siblings. Here are some questions you can ask the student:

Do you have a special friendship with a brother or sister? What makes it special?

What is the age difference between you and your brother or sister? How does your age difference affect your relationship?

When did your special relationship begin? When you were children? Adults?



## Unit 2: Alex Bilodeau

Describe one incident that shows why your relationship is special.

In your opinion, what does it take to get on well with a brother or sister?

After talking about sibling relationships, use the Language Experience Approach to model the writing process for the student. Say to the student, “Let’s write down some of your ideas.” Ask the student which ideas they would like you to write down from the discussion of siblings. Write down the student’s words. Read back what you have written to check that you have captured the student’s ideas.

### RESPOND TO A FILM

The following film and vignette are available to watch online on National Film Board of Canada’s website at [www.nfb.ca](http://www.nfb.ca). Search by title.

**Note:** This site is good to search if your student has an interest in a particular sport.

#### 1. *I’ll Go Again* (1978), 41 mins 26 secs; Director, Paul Cowan

This film follows four young athletes as they worked toward the Montreal Summer Olympics held in 1976. The athletes are involved in kayaking, the pentathlon (track and field), gymnastics, wrestling, and basketball. The film looks at what is involved in reaching for a goal and whether the effort is worth it. As the student views the film, have them think about and then discuss (a) the emotions that the athletes go through, (b) what keeps the athletes going, (c) what makes the training hard, and (d) how the athletes feel about their efforts and results at the Olympic Games. Then ask the student if they have ever achieved a goal that involved sports (e.g., making a school team; running a certain distance; getting good at a particular sport skill like dribbling a basketball; winning a championship game). If yes, ask the student to describe what they went through to achieve this goal.

#### 2. *Canada Vignettes: Skier* (1978), 2 mins; ONFB

This vignette shows Kathy Kreiner as she prepares for and participates in her gold medal race in the Innsbruck Winter Games in 1978. Before viewing the vignette, discuss the different ways that athletes “psyche up” for a race or an event (e.g., stand quietly; close eyes; move their arms; make a picture in their minds of what they want to do when the competition or race starts; make a picture in their minds of winning). After viewing the vignette, ask the student how Kathy





## Unit 2: Alex Bilodeau

Kreimer psyched up for her race. Invite the student to close their eyes and see if they can picture themselves achieving a dream in some area of their lives. Then have the student cut images from magazines to create a collage representing their dreams.

### DISCUSSION

#### Respond to a Quote

Read the following quote by Pierre de Coubertin to the student:

*“The most important thing in the Olympic Games is not to win, but to take part...”*

Ask the student to (a) explain the quote in their own words, (b) discuss what they think is the most important thing about the Olympic Games, and (c) discuss to what extent people and the media follow the message of the quote.

Read the second part of the quote above to the student:

*“... just as the important thing in life is not the triumph but the struggle.”*

Ask the student to explain this part of the quote in their own words. Then have the student discuss how or why “the struggle” in life can be important and how and why “the triumph” can be important. Ask the student to what extent they agree with Pierre de Coubertin’s quote.

Describe to the student a time when you had to struggle to reach a goal and how you benefited from the triumph and the struggle. Then ask the student to describe a time when they had to struggle to reach a goal and how they benefited from the triumph and the struggle.

### LITERACY PRACTICE

#### Sign Up for a Class

People use many different kinds of schedules. For example, athletes use training schedules and workers use shift schedules, such as the one shown in the literacy practice in Unit 2. Provide the student with a copy of a program schedule for a local recreation centre in your area (e.g., the YMCA or a community league). Paper and online versions may be available. Show the



## Unit 2: Alex Bilodeau

student how the information is organized (e.g., tables, list of events with descriptions, booklet with contents page or index). Then explore the range of classes available to adults. Have the student choose a class that they would like to attend. Assist the student in finding the following information about the class:

Number of weeks the class runs

Day(s) the class runs

Time(s) the class runs

Number of classes

Total cost of all classes

Cost of one class / Payment method

How to register: Method (e.g., phone) / Cut-off date

Ask the student, based on the information they found out about the class, if they would attend the class, and why or why not. If they would attend, ask the student to make a list of what they would need to take with them to register.



# Extension Activities

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## Unit 3: The List

### DISCUSSION

#### Plan Ahead for Difficult Conversations

Many people feel some anxiety when they need to talk to someone they perceive as an authority figure. Many people find that a visit to the doctor can be difficult. Planning ahead by making a list, for example, helps. Explore with the student other situations in which they need to talk to an authority figure and in which they might benefit from some planning and preparation ahead of time. Help the student choose one situation. Encourage them to talk about what they might like to say; notes that might be useful to prepare; and items, such as paperwork, they would need to take. Here are possible scenarios the student might relate to:

You need to visit the school to discuss your child's progress with the teacher and/or principal.

Your child is staying with your mom. You need to ask your child's teacher to excuse your child from class for three days.

You need to return an item to the store that broke soon after you bought it. You have decided you want your money back as the item is not well made.

You have lost a DVD that you borrowed from the library. You want to talk to a librarian to explain the situation.

You think there is a mistake on your pay check. You need to talk to your boss about it.

You need to talk to your boss about your new work schedule. The schedule conflicts with the night classes you are attending.



## Unit 3: The List

### ROLE PLAY

#### Plan Ahead for Difficult Conversations

Role play is another way to prepare for a difficult conversation. Talk about what role play is and discuss with the student possible ways to role-play a situation (e.g., with a friend or in front of a mirror). If the student is comfortable with the idea, role-play the conversation the student might have in the scenario they chose in the discussion activity on page 10.

### USE THE INTERNET

#### Being Prepared: Ear Infections

One way people use the Internet is to find out information before they go see a doctor. In this way, they already have an idea of what the doctor may say. Also, getting information before going to a doctor helps people prepare questions they may want to ask the doctor. Have the student imagine that they (or their child) has an ear infection. Ask the student what they know about why people get ear infections, how to get rid of an ear infection, and how to prevent ear infections. Then assist the student in using the internet to search for videos about ear infections. A good place to begin is YouTube at [www.youtube.com](http://www.youtube.com). Have the student view a couple of video clips. After viewing, ask the student (a) what they learned about ear infections and (b) what questions they might ask a doctor based on what they learned.

**Note:** Finding out about ear infections is only a suggestion. The student may have another suggestion that better fits their experience.

Open a discussion on how to know if information online comes from a trustworthy source. Explain to the student that anyone can set up a website and present any information they want. Assist the student in exploring the following features of a website or page:

Does the website belong to a credible source, like an organization or foundation?

Does the speaker/author provide their name and a way to contact them?

Does the domain name end with .org? .gov? .edu? .ca? net.?

Does the information contain a lot of facts and figures? If so, are the facts and figures cited?



## Unit 3: The List

### WRITING

#### Relationships: Feeling Words

The passage in Unit 3 focuses on the relationship between a doctor and a patient. Assist the student in looking through the passage and finding “feeling words” that come out of this relationship (e.g., mad, surprised). Have the student compile a list of the feeling words they find. Then ask the student to suggest more feeling words and add them to the list. If many of the feeling words reflect negative emotions, assist the student with adding positive feeling words by having the student suggest “opposites” for the feeling words on the list (e.g., mad/calm) or by suggesting relationships or scenarios that might evoke positive feelings (e.g., watching your grandson receive his high school diploma; hearing someone say you did something well; eating your favourite snack food). Then review the words on the list. Discuss with the student how when we think of different relationships or situations, different feelings come to mind. Prepare some sentence frames to fill in. Have the student complete the sentence frames with feeling words and situations that fit their experiences. Here are some possible sentence frames:

I feel \_\_\_\_\_ when I get a good night’s sleep.

I feel \_\_\_\_\_ when it rains out.

I feel proud when \_\_\_\_\_ .

I feel confident when \_\_\_\_\_ .

I feel \_\_\_\_\_ when \_\_\_\_\_ .

I feel \_\_\_\_\_ when \_\_\_\_\_ .



## Unit 3: The List

### MAKE A LIST

#### Shopping List

Many students rely on their memories rather than making lists. Explore the student's experience with lists. Ask the student (a) what kinds of lists people write or see every day and (b) to what extent they (the student) write or use lists. Explain to the student that when we write a list, we only have to write a small amount, enough to trigger our memories, so one word or phrase is often enough. Then show the student a shopping list you have written up. Go through the items. Show how you wrote just enough to trigger your memory. Here is an example list:

fruit (triggers apples and oranges)

tp (triggers toilet paper)

soup (triggers 2 packages of chicken soup)

mac (triggers macaroni and cheese)

salad stuff (triggers lettuce, tomatoes, cucumbers, etc.)

Then read out to the student a list of thoughts that they can reduce to a written shopping list. For each thought, have the student write just enough to help them remember what they need to buy. If the student is a reluctant writer, remind the student that just writing the first letter or sound of a word acts as a memory trigger. Here is an example of a “thought list” to read to the student.

Today, I need to buy a birthday card for my sister.

I think we will have spaghetti for supper. I have run out of spaghetti sauce and I need to buy spaghetti, too.

Oh, I need to take sandwiches for lunch tomorrow, so I need some sliced bread and something to put inside.

The light is not working in the lamp by my bed. I need a 60-watt lamp bulb.

I think that I will need a carton of 2 percent milk by tomorrow.

I also need a package of Blue Bags for recycling.

**Note:** There is a hidden item in this list. Encourage the student to pick a sandwich filling of their choice.



## Unit 3: The List

### LITERACY PRACTICE

#### Estimate Cost: Avoid Surprises at the Check Out

Another type of list that the student will encounter is the list of items and prices on a cash receipt. Encourage the student to bring in some cash receipts from different stores. Bring in some of your own as well. Look at the list of purchases on the receipts. Assist the student in making sense of the information and noting what text is important and what text is not. Show the student how provincial and federal taxes are shown on receipts and how they add to the total cost. Then show the student how to round off the cost of each item to the nearest dollar so they can estimate total cost. For students who have great difficulty with estimation and numbers, encourage and practise the use of a calculator. For some people this is an invaluable tool in money management. As a follow-up, provide the student with or encourage the student to bring in food flyers. Have the student write out a shopping list with items of their choice, along with the prices, using the flyers as support. Have the student round off the prices and estimate total cost. Remind the student to add extra to cover taxes.



# Extension Activities

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## Unit 4: The Phone Call

### DISCUSSION

#### Respond to Quotes

The passage in Unit 4 implies that Jenny was lucky; she was happy with her apartment. We all experience different living situations. Sometimes we may not have much choice in the place that we live. Sometimes circumstances mean that we have to move from place to place. Many who move around are still able to make their place feel like home. Explore with the student what the word “home” means to them. Is it where they live now? Is it somewhere else? What do they do to make the place where they live feel like home? Do they have a dream for a home in the future? Share *your* ideas of home with the student. Then read the quotes about home to the student. Ask the student to (a) explain the quotes in their own words and (b) discuss to what extent they agree with the meaning of the quotes.

*“Home is where the heart is.”* (late 19th century)

*“You can’t go home again.”* Thomas Wolfe (1900-1938)

*“Charity begins at home.”* (Sheridan 748:29)

*“A woman’s place is in the home.”* (mid 19th century)





## Unit 4: The Phone Call

### USE THE INTERNET

#### Fixing Things: How To

Some people have a natural ability for fixing things. Ask the student what kinds of things people fix in the home (e.g., a leaky tap, a drafty window). Ask the student if they are good at fixing things or if they know someone who is. Have the student share a story about someone fixing something. Then assist the student in using the Internet to find how-to video clips that show how to fix (a) a leaky tap and (b) a drafty window. A good place to begin is YouTube at [www.youtube.com](http://www.youtube.com). After viewing each video clip, have the student express and give reasons for their opinion on how helpful the video was. Then have the student suggest a how-to topic. Assist the student in finding a video clip on their topic.

### WRITING

#### Being Assertive

In both Units 3 and 4, the main character has to be assertive to get their needs met. Anna needed the landlord to listen to her; Jenny needed the doctor to listen to her. Talk about this similarity in the two units with the student. Have the student describe how Anna and Jenny got their needs met. Then review the meaning of assertive with the student (i.e. A person is being assertive when they are able to say calmly what they want or need without losing their temper). Have the student explain why Anna and Jenny can be described as being assertive. Then ask the student to think of a time when they have been successful in getting their needs met by being assertive. Encourage the student to talk about what need had to be met, how they felt, and what happened. After the student has told you their story, use the Language Experience Approach to model the writing process for the student. Say to the student, “Let’s write down your story.” Ask the student which details from the story they would like you to write down. Write down the student’s words. Read back what you have written to check that you have captured the student’s ideas.

**Note:** If the student has no response to this question, jog their memory by giving some everyday scenarios they might relate to. Here are some possible scenarios:

A friend regularly does not turn up for a get-together.

A family member asks to borrow money, again! You know they will not pay you back.

You need to say no to a request, because you really don’t have time.



## Unit 4: The Phone Call

### SEND AN E-CARD

#### Saying Thank You

Supportive friendships are valuable. In both Units 3 and 4, a friend provides the support that helps the main character be assertive. Encourage the student to think of someone supportive in their lives to whom they would like to say thank you. If the student has an email account and a contact list of friends with addresses, encourage the student to send an e-card. Assist the student with finding an e-card site online, using the search words “e-card free.” This activity will provide a good opportunity for the student to fill in personal information and write a short message. It is often possible to request a return email to confirm the friend has opened the e-card. If the student does not have an email account, assist the student in writing a short thank-you message in a card. The card can be mailed or handed to the friend in person.

**Note:** If the student has difficulty thinking of someone, have them think of the people they see day to day. Is there someone who gives them a ready smile, or cheers their day in some other way?



# Unit 4: The Phone Call

## LITERACY PRACTICE

### Plan Your Week

Some adults have busy schedules, some not. Some adults have to program regular medical appointments into their weeks. Many have to schedule studies around work, chores, and child or parent care, not to mention having to deal with unexpected things that arise, like stoves breaking down. At the same time, everyone deserves to have some time to relax, exercise, and do enjoyable activities in a week. Ask the student to brainstorm (a) what they have to do every week and (b) what they enjoy doing every week. As the student brainstorms, compile a list of key vocabulary on a piece of paper. Then provide the student with a 1-week schedule that shows the days of the week and the hours of the day in half-hour increments. Assist the student in filling out their weekly schedule. The student can begin by blocking out the times for set activities they have to fit in during a regular week, then moving on to leisure activities. Different colours could be used to indicate set activities as opposed to leisure activities. Encourage the student to use the list of key vocabulary as support. After the schedule has been filled in, have the student think about (a) travel times to get to and from places and (b) changes they would like to or need to make to their schedules.

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30							
9:00							
9:30							
10:00							
10:30							



# Extension Activities

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## Unit 5: The Burn

### USE THE INTERNET

#### Compare Information: How to Treat a Burn

Assist the student in searching for an online video, using the search phrase “how to treat a burn.” Have the student view the video and then compare the information in the video with the information in the Unit 5 passage, *The Burn*. Ask the student what information was the same, different, or additional. Talk about what the options are when encountering conflicting information (e.g., talk to a pharmacist).

Open a discussion on how to know if information online comes from a trustworthy source. Explain to the student that anyone can set up a website and present any information they want. Assist the student in analyzing the credibility of the video they viewed by asking the following questions:

Was the video made by a credible source, like an organization or foundation?

Who is the speaker? Why should we believe the speaker? Does the speaker provide their name and a way to contact them?

Does the speaker provide a lot of facts? If so, do we know where the speaker gets their facts from?

### DISCUSSION

#### Prevention is Better than Cure

According to Health Canada, injury is among the leading causes of hospitalization for children, young adults, and seniors. Have the student discuss the meaning of the following quote: “An ounce of prevention is worth a pound of cure.” Then provide the student with the following list



## Unit 5: The Burn

of tips on burn prevention. Read the list with the student. Ask the student to share other tips on burn prevention.

Wear oven mitts for lifting hot pots and baking trays.

Keep pot handles turned toward the back of the stove.

Keep hot pans, drinks and trays away from the edge of the counter and table.

Provide the student with the following list of home safety tips. Read the list with the student. Have the student explain why these tips are important. Ask the student to share other tips on home safety.

Keep the bathroom floor clean and dry.

Store poisons away from food and drinks.

Make sure that small rugs cannot slip.

Use child safety locks on drawers and cabinets.

Use night lights in hallways and bathrooms.

Have the student suggest ways to prevent the following: (a) a sore lower back, (b) minor cuts becoming infected, (c) a stiff neck. If interest level remains high, encourage the student to verify their suggestions by viewing an online video on the topic they have chosen.

### LITERACY PRACTICE

#### Use Appointment Cards

Some adults need to keep track of not only their appointments but the appointments of children or adults in their care. Using an appointment card template, make out a few appointment cards for the student. Appointment cards should include the student's name, the appointment time, and the appointment date. Ask the student for suggestions about what appointments are relevant to them (e.g., visits to the doctor or an eye clinic). Then have the student enter the appointments in a calendar. If visual cues help the student's memory, encourage them to add a drawing or colour to the entries to help draw their attention to the appointment.



## Unit 5: The Burn

### WRITING

#### Sequencing Ideas

The mini-lesson in Unit 5 focuses on sequencing ideas. Have the student think of a chore, craft or activity that they have carried out (e.g., making a favourite dessert, crocheting a blanket, building a bird feeder). Have them tell you the steps one by one. It is especially empowering to the student if they pick something that you know nothing about. Write each step on a separate strip of card. Read each step with the student. Then mix the steps up and have the student put them back in an order that makes sense. Finally, have the student use the written steps on the cards as a guide to write a short how-to paragraph. Encourage the student to preface the steps with sequencing word clues such as after that, then, finally, and while.

### LITERACY PRACTICE

#### Organize Emergency Numbers

Provide the student with a simple 2-column chart that provides space for the student to list emergency or helpful phone numbers. Ask the student for suggestions about what phone numbers are relevant to them (e.g., poison control centre or clinic). Assist the student with looking up numbers in a telephone directory or online. Have the student copy names and phone numbers into the chart.

Name or Place	Number
Poison Control	
Medi Clinic	
Doctor	
Pharmacy	
Landlord	

**Note:** Many people use their cell phones to store numbers. If the student prefers to record phone numbers in their cell phone, adjust the activity to suit their preference.



# Extension Activities

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## Unit 6: Medicine

### DISCUSSION

#### Caring for a Sick Child, Friend or Parent

It can be hard looking after our own health, but looking after someone else's brings more challenges, especially if the person has trouble expressing how they feel. Some adults are caring for their children at the same time that they are caring for their parents. Ask the student if they have had experiences like this that they feel comfortable sharing. If yes, here are some questions to promote discussion:

What are the challenges of looking after someone else? Why are these challenges sometimes difficult to overcome?

How do you manage? What support systems do you have?

At what point do you go to the doctor?

What kinds of experiences have you had dealing with health care providers?

Were there times when you were very worried, but in the end things turned out okay?

### USE THE INTERNET

#### Compare Information: How to Treat Minor Afflictions

Assist the student with searching for two online videos about *one* of the following: treating a bee sting, getting something out of your eye, or treating a nosebleed, using the search phrase “how to....” Have the student view both videos and then compare the information. Ask the student (a) what information was the same in both videos, (b) what information was familiar to them, and (c) what information was new to them.



## Unit 6: Medicine

Open a discussion on how to know if information online comes from a trustworthy source. Explain to the student that anyone can set up a website and present any information they want. Assist the student in analyzing the credibility of the videos they viewed by asking the following questions:

Was the video made by a credible source, like an organization or foundation?

Who is the speaker? Why should we believe the speaker? Does the speaker provide their name and a way to contact them?

Does the speaker provide a lot of facts? If so, do we know where the speaker gets their facts from?

### ROLE PLAY

#### Finding a Family Doctor

Students may need help in finding a permanent family doctor. Encourage the student to ask family and friends for information about available doctors in their area. Assist the student with searching the Yellow Pages for a doctor. The student may need help determining how far the doctor's office is from their home. Role-play a telephone conversation the student might have when making initial contact with a doctor's office. Role-play making an appointment and have the student note time, date, and place of the appointment.

At times it is necessary to see a doctor, as in Unit 6 when Carla needed to get medicine for her son. At other times, though, it is not necessary to see a doctor. Ask the student to suggest times when it is (a) necessary to see a doctor and (b) not necessary to see a doctor. Open a discussion on how the student can make the decision to see or not see a doctor.





## Unit 6: Medicine

### WRITING

#### Sequencing Ideas: A Big Accomplishment

The mini-lesson in Unit 6 includes a paragraph about how Alex tried and was able to quit smoking. Have the student think of a time that they accomplished something difficult (e.g., quit a bad habit, solved a conflict, learned a new skill). Have the student describe the experience. Here are some questions you can ask the student:

What made you decide to do this?

What steps did you take to accomplish this?

What was the hardest thing about doing this?

What helped you to keep going?

How did you feel when you accomplished this?

After the student has told their story, use the Language Experience Approach to model the writing process for the student. Say to the student, “Let’s write down some of your ideas.” Ask the student which ideas they would like you to write down from their story. Write down the student’s words. Read back what you have written to check that you have captured the student’s ideas.

### LITERACY PRACTICE

#### Pamphlets for Common Illnesses

Pharmacies usually make available many free pamphlets on common illnesses. Collect and bring in a range of these pamphlets. Explore which of the pamphlets interests the student. Assist the student in reading the pamphlet by looking at the title, any headings and pictures, and bulleted lists.

**Note:** The language level of pamphlets often presents a challenge to students, but when interest in the content is high, students will appreciate strategies that help them draw out key information. Also, recognizing key vocabulary is important as it gives students some control in the relationship between patient and health care provider.



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 7: Avalanche!

### USE THE INTERNET

#### Seeing Is Believing: Avalanche Video Clips

Ask the student if they have seen footage of avalanches. Have them describe what they saw and their impressions of an avalanche. Then assist the student in searching for video or television clips of avalanches online. A good place to start is the CBC Archives at <http://archives.cbc.ca>, using the key word “avalanche” for your search. Read through the search results with the student. Have the student choose two or three titles and predict what information will be presented in each video clip. After viewing each video clip, ask the student what new information they have learned about avalanches.

### USE A MAP

**Note:** Printable maps of Canada and the world are included at the end of this document.

#### British Columbia—Your Province?

Unit 7 describes an avalanche that came down in Rogers Pass, British Columbia. Provide the student with a map of Canada and explore what the student knows about Canadian geography. Point out the province of British Columbia. Does the student know where they live in relation to British Columbia? Do they know the names of the provinces and/or territories that border their province or territory? Do they know the names of provinces and territories on the other side of the country?

**Note:** There are free online map games that allow users to drag and click provinces onto a map, match up provinces’ outlines, and hover to check names of the provinces. Use the search words “Canada map puzzle” or “Canadian provinces and territories online learning” or “map provinces Canada interactive free.”



# Unit 7: Avalanche!

## WRITING

### Extraordinary Weather

Most people will never experience a natural hazard like an avalanche but many will have experienced a severe weather event. These experiences tend to stick in our memories.

Ask the student if they have ever experienced an extreme weather event such as a severe storm, a hurricane or tornado, a heavy rainfall or flooding, an ice storm, a forest fire or a heat wave. Have the student tell you their story. To reinforce Unit 7's instruction on sequencing, encourage the learner to think about what they experienced before, during, and after the event. To help memories come alive, ask the student the following questions: What did you see? What did you feel? What did you hear? After the student has described the weather event, use the Language Experience Approach to model the writing process for the student. Say to the student, "Let's write down some of your ideas." Ask the student which ideas they would like you to write down from their description of the weather event. Write down the student's words. Read back what you have written to check that you have captured the student's ideas.

## PUT TOGETHER A SURVIVAL KIT

### Home Emergency Kit

Explore with the student their knowledge of the risks of weather hazards in their province. What are the weather hazards? When and where do they occur? Do people get injured or die? How do people learn about weather hazards? When did the last major weather event take place? Is there a time of year when people are more likely to need an emergency kit?

Then have the student imagine that they are housebound for three days because of a severe ice storm. Power lines are down. Water has been shut off. There is no electricity. Roads are blocked. Have the student brainstorm a list of items they would need in their emergency kit to survive these three days. Record the list as the student brainstorms. Have students consider the following: food items and how to prepare them; special items like medication; personal care items (in case of evacuation). Then review the emergency items in the chart below with the student. Have the student personalize the chart by adding and deleting items, using their brainstormed list as a support for their writing. If applicable, have the student adjust their items and amounts so they meet the needs of all family members.

**Note:** Government of Canada websites include suggestions on how to put together a home emergency survival kit. People are encouraged to be prepared to be self-sufficient for 72 hours and be able to carry emergency items with them if necessary.



# Unit 7: Avalanche!

72-hour Home Emergency Survival Kit	
Item	How many? How much?
Water (2 litres per person per day; small bottles are good if you have to carry them)	
Food	
Can opener	
Flashlight and batteries	
First aid kit	
Extra keys	
Coins for a pay phone	
Candles	
Special items	
Personal items (if you have to leave home)	



## Unit 7: Avalanche!

### LITERACY PRACTICE

#### Weather Watch: Today's Weather

Most people are interested in keeping track of the weather. Assist the student in checking the weather forecast for the day using various media: a local newspaper, the Environment Canada website at [www.weatheroffice.gc.ca](http://www.weatheroffice.gc.ca), and a private source of online weather information such as *The Weather Channel*. Help the student make sense of the weather information by (a) looking at how tables are set up, and how symbols and icons are used to represent information and (b) focusing on the information that is of most use to them and ignoring what is distracting.

**Note:** Having the student find their province or territory, and closest major town is often the first step towards locating the correct weather information, so this activity will reinforce the work on provinces done in the map activity on p. 25.



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 8: Tsunami!

### USE THE INTERNET

#### Tsunamis 101: Asking Questions

A trustworthy and non-sensational source of video and factual material about tsunamis is the National Geographic website. The National Geographic video file at <http://video.nationalgeographic.com/video/player> offers short clips on the tsunami of 2004. Titles include *Tsunamis 101* and *Tsunami balcony*, among others. After viewing each video clip, ask the student what new information they learned about the tsunami of 2004, and tsunamis in general.

If interest level remains high, ask the student if they have an unanswered question after reading the unit passage and viewing the video clips. Encourage the student to frame their question beginning with a question word: who, what, where, when, why or how. With the student, explore the National Geographic website to find more information on tsunamis, including photos, text, and video clips. If dealing with text, read aloud a section from the text and ask the student to stop you if they hear their question answered. If interest remains high and there was more than one question, search a second source for more answers. Explain the importance of asking questions as well as answering them in the learning process.

**Note:** The National Geographic website also contains a video clip entitled *When the Tsunami Hit*, which features the 2011 tsunami that hit Japan.

### DISCUSSION

#### Beginning Again: Imagine the Opportunity to Start Again

After a natural disaster, people have to pick themselves up and start again. Naturally, it would be very sad to have lost everything and very difficult to find the means to begin again, but starting over would also provide an opportunity to make changes. Ask your student to imagine that they and everyone important to them survived a disaster safely but lost everything material. Have



## Unit 8: Tsunami!

them think about and discuss what they would change and what they would want to stay the same as they begin their lives again. Here are some questions you can ask to promote discussion:

Would you like to stay in your current community or move elsewhere?

What would you like to replace? What would you be happy to live without?

What would you change in your daily routine? What would you keep the same?

What would become more important to you? What would become less important?

Which relationships would you change? Which relationships would stay the same?

**Note:** Encourage a lighthearted approach to the topic by sharing your ideas and setting the tone. For example, you might say that you would move to a place that is sunny all year round; replace your supply of ice-cream; live without your kitchen because you don't like cooking; sleep in more; worry less about your weight; and spend as much time as possible with your grandson.

### DO SOME RESEARCH

#### Good News, Bad News

When a natural disaster like the 2004 tsunami occurs, news of the disaster is heard on the radio and TV 24 hours a day, and it fills the pages of the newspaper. Many stories from survivors, their videos, and their photographs of the destruction are posted online. Ask the student if they follow the news and where they get their news from (e.g., TV, radio, word-of-mouth). Have the student think about how much of the news they hear is good (positive) news and how much of it is bad (negative) news. Then suggest to the student that they do some research. Create a table like the sample below. Assist the student in finding two online news programs from Canadian TV stations. Two national news websites you might want to use in the research are [www.globalnational.com](http://www.globalnational.com) and [www.cbc.ca/thenational/watch](http://www.cbc.ca/thenational/watch). Have the student watch the news broadcast from each site. As they watch, have the student decide whether each of the stories in the broadcasts is a good news story or a bad news story, and put a tick in the appropriate box in the table. After the student has watched both broadcasts, have the student add up the totals of good and bad news stories.

	Global News	The National	Totals
Good News			
Bad News			



## Unit 8: Tsunami!

Then have the student discuss the results by considering these questions:

Are the results what you expected?

Which news story stands out for you? Why?

Compare the news programs. Are the programs about the same in terms of how many good news and bad news stories they carry?

Is this how life really is—good or bad? Explain your answer.

Do you have trouble dealing with times when news stories are very negative? If yes, how do you cope?

How popular do you think a “Good News” program or channel would be? What kinds of news stories do you think it would carry?

### CELEBRATE NATURE

#### The Power and Beauty of Nature

Nature is powerful and can cause death and destruction. On the other hand, nature can be beautiful. Ask the student what beauty they have seen in nature. Then have the student choose one of the activities below, which celebrate the beauty of nature.

Winter weather can create dangerous situations but winter can also be a beautiful time of year. Use magazines from winter months to make a collage that celebrates the beauty of snow and winter.

Do you like taking pictures? Take time one day to go out with a camera (or phone camera) and take pictures of natural beauty. Write about the pictures you have taken.

Which aspect of nature would you like to celebrate (e.g., the sky, a certain season, animals, plant life, rain, etc.) Choose a way in which you would like to celebrate this aspect of nature.





## Unit 8: Tsunami!

### WRITING

#### Fun with Words: List Poems

Having fun with words will help your student relax with the writing process. Let the student know that there is no right or wrong way to write a poem and that everyone can do it. One non-threatening way to introduce the student to writing a poem is to write a list poem. Provide the student with a choice of a few topics. Some possible topics that relate to themes and activities covered in Units 7 and 8 are Tsunami!, Avalanche!, My Favourite Time of the Year, The Beach, Winter Storm, Heat Wave, Starting Again, The Beauty of Nature, or The Power of Nature. After the student has chosen a topic, have them tell you what ideas, images, thoughts, and feelings come to mind. Assist the student in developing a list of words and phrases, each written on a separate card. Have the student move the cards around to create a poem. Encourage the student to move the cards around until they like the way their poem sounds. The poem can end with stating the topic or title of the poem. Provide the student with just as much support as they need to complete the activity. The student can then copy the poem into their notebook or onto a piece of card stock. If the student likes creative activities, they can illustrate their poem with images, drawings, and photos. Here is an example of a list poem:

#### Starting Again

A strange place

New people

Exciting

Scary

Have to find a job

Will I make friends?

Starting again



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 9: The Beaver

### USE THE INTERNET

#### News Canada: Then and Now

The National Film Board site at [www.nfb.ca/film/canada\\_vignettes\\_news\\_canada](http://www.nfb.ca/film/canada_vignettes_news_canada) offers *News Canada* (1978) by Yossi Abolafa, a 3-minute vignette that shows the news for 1878, told with a sense of humour and using typical newspaper line drawings from that time, which have been animated. Topics covered by the simulated newscast include the announcement by Sir John A. MacDonald of the completion of the transcontinental railroad; an advertisement for the latest washer/wringer machine; a piece on the latest fashions; sports news; immigration numbers; and the weather. As the student views the vignette, make a note together of each of the different segments that are included in the newscast. After viewing the vignette, discuss with your student the content of the newscast and how it is similar to and different from today's newscasts.

Then read some headlines, as examples, from a local newspaper with the student. Explain that headlines capture the main idea of the story and are meant to catch the reader's attention, so headlines are usually short and concise and use descriptive words. Then have the student come up with a headline for each segment of the *News Canada* newscast, which was viewed above.

As a follow-up, discuss what events happening today might still be remembered as news in 100 years time.

### RESPOND TO A SONG

#### Just for Fun: The Arrogant Worms

The Canadian trio, *The Arrogant Worms*, have a song called *We are the Beaver* (from *Idiot Road*, 2001), which pokes fun at our national symbol and compares our symbol to those of other countries. Search for the song using the search phrase "The Arrogant Worms We Are the Beaver" to find written lyrics and a music video of the song. After the student has viewed the music video



## Unit 9: The Beaver

and read through the lyrics, have them express what they like and do not like, and why, about the song and video. Exploring the student's opinions about the song may lead to discussion of nationalism and national pride, or the personal nature of humour.

If interest level remains high, tell the student that *The Arrogant Worms* are a Canadian group, which started up in 1991. Ask the student what else they would like to know about *The Arrogant Worms*. Encourage the student to phrase their questions using who, what, when, where, why, and how. List the questions. Assist the student in finding a biography of *The Arrogant Worms*, using the search phrase "The Arrogant Worms biography." Read aloud a section from the biography and ask the student to stop you if they hear a question answered.

**Note:** *The Arrogant Worms* have composed many other humorous songs about Canada that are worth exploring. Two possibilities are *Canada's Really Big* (from *Live Bait*, 1997) and *I Am Not American* (from *Toast*, 2004). Both songs mention various countries and continents and could be used as a springboard to map work and comparing Canada with other countries. YouTube offers a selection of *The Arrogant Worms* performing their songs. The official website of *The Arrogant Worms* at [www.arrogantworms.com](http://www.arrogantworms.com) allows the user simultaneously to listen to and read the lyrics of all their songs. CDs by the *The Arrogant Worms* can be borrowed from your local public library.

### WRITING

#### History at Home: Storytelling and Oral Histories

Storytelling and oral history are very important in the recording of history. We can talk about history in the country and the world, but the stories of families and individuals, and groups and neighbourhoods are important, too. Have the student think about stories they have heard from their families and people in their community. Reinforce the importance of those stories and sharing them with the next generation. Have the student share one story that they value. Let questions and discussion arise naturally from the story. After the student has related the story and any ensuing discussion has come to a close, use the Language Experience Approach to model the writing process for the student. Say to the student, "Let's write down your story." Ask the student to tell the story again. Write down the student's words. Read back what you have written to check that you have captured the student's ideas.



## Unit 9: The Beaver

### CREATE A PERSONAL TIMELINE

The mini-lesson in Unit 9 focuses on timelines. Explain to the student that they are going to create a personal timeline. Begin by discussing with the student the important events that they might enter on a personal timeline. Births, marriages, moves, returning to education, and any other event that the student feels comfortable recording could be entered on the timeline. Using as examples the timelines in on pages 84 and 85, assist the student in creating their timeline. Use a ruler and squared (graph) paper. Begin the timeline with the first year of the decade in which the student was born (e.g., 1940, 1950, etc.). Assist the student in completing their timeline.

### LITERACY PRACTICE

#### More Practice with Symbols: Laundry Symbols

The literacy practice in Unit 9 focuses on symbols. Introduce the topic of laundry symbols by suggesting to the student that most people have stories about a time when they had a disaster washing a piece of clothing. Share a laundry disaster story with the student. Then ask the student to think of and share a story with you. Then suggest to the student that everyone benefits from knowing the meaning of laundry symbols, since often on labels only the symbol is present with no explanation. Provide the student with a copy of laundry symbols, making sure to delete, beforehand, any words that explain the meaning of the symbol. Keep a second copy of the symbols with explanatory words visible. Have the student point out the symbols they know the meaning of. Then have the student guess the meaning of the other symbols. Take a lighthearted approach to guessing any symbols that are a mystery. Using the second copy of symbols, check any symbols that were puzzling in any way.

**Note:** Laundry symbols are readily available online and can also be obtained from stores selling washers and dryers.



# Extension Activities

*Note to the educator: The following activities were designed to be approached collaboratively for student enrichment. Please choose and adjust questions and activities according to the specific needs and experiences of the student.*

## Unit 10: The Maple Leaf

### USE THE INTERNET

#### Symbols: My Province or Territory

Assist the student in researching the symbols of their province or territory. Most provinces and territories have a symbolic flower, bird, animal, and tree; some have a mineral and/or gemstone. Assist the student in making a simple chart in which to record what they discover.

<b>Name of Province or Territory:</b> _____	
<b>Symbol</b>	
Flower	fireweed
Bird	
Animal	
Mineral or gem	
Symbol on flag	
Other symbols	

If interest level remains high, the student may want to do further research to find out when and why certain symbols were chosen for their province. Assist the student in researching further.

As a follow-up, have the student use magazines and free provincial or territory travel materials as a source of images to complete a poster that reflects their concept of their province or territory.



## Unit 10: The Maple Leaf

### RESPOND TO A VIGNETTE

#### The Maple Leaf

The National Film Board site at [www.nfb.ca/film/canada\\_vignettes\\_news\\_canada](http://www.nfb.ca/film/canada_vignettes_news_canada) offers *The Maple Leaf* (1978) by Paul Bochner, a 1-minute vignette in which the maple leaf morphs into changing profiles of two living beings showing the many relationships between men, women, couples, adult and child, and humans and animals. As the student views the vignette, make a note together of the different relationships included in the vignette. View the vignette several times so that the student can pick out as many relationships as possible. After viewing, ask the student to what extent they feel the relationships they saw reflect (i) their world and (ii) Canada today. Then have the student imagine they were creating a similar vignette today. Ask them how they would change the vignette. Assist the student in completing the sentences below:

I would add \_\_\_\_\_ .

I would delete \_\_\_\_\_ .

**Note:** Other vignettes produced in the 1970s and 1980s and available at the same National Film Board web page are listed below. These vignettes lend themselves to filling out a Then-and-Now chart.

*The Log Driver's Waltz* (1978), 3mins 28 sec; Director, Yossi Abalafia

An animation of a song by Wade Hemsworth in which a young girl chooses to marry the nimble log driver over richer competitors.

*Canada's Snowbirds* (1980), 1min 30 sec; Director, Joan Henson

The Canadian Armed Forces Aerobatic team perform.

*Men of the Deeps* (1978), 2 min; Director, Sandra Dudley

A series of vignettes featuring coal mines in New Waterford and Glace Bay, Nova Scotia, with traditional folk songs sung by Men of the Deeps, a miner's choral group.

*Inuit Pipe* (1979), 1min 30 sec.

The camera explores the carved hunting and fishing scenes, and children playing, which are etched on an ivory Inuit pipe.



## Unit 10: The Maple Leaf

### CREATE A FLAG

The maple leaf was chosen as a symbol for the Canadian flag. Discuss with your student whether there is something that could stand as a symbol for a flag representing their community. It might be a structure that towers over their home community; a sports stadium; or a building with a history. Perhaps it is something that is manufactured, produced or grown locally. It may be there is no one thing, but several things that could stand as symbols on a community flag. After discussing possible choices for symbols, have the student draw or create a flag for their community. Then have the student describe their flag and explain their choices of symbols.

### WRITING

#### Creative Writing: A List Poem

Introduce this activity by checking that your student realizes how long ago it was when the maple leaf and the maple tree were so important and familiar in the lives of those who lived in Canada. Have a discussion about how life might have been different at that time from now. For example, many people would have made their living from the land rather than in towns and cities. Maple syrup and sugar would have been a very important item for barter, trade, and survival. Move the discussion to present day. Ask the student (i) what they think of first when they hear the word Canada and (ii) what most people might think of when they hear the word Canada. Start a list of ideas by printing each of the student's responses on a separate piece of card. Then have the student tell you what other ideas, images, thoughts, and feelings come to mind. Assist the student in developing a list of written items on separate cards. Have the student move the cards around to create a list poem. Encourage the student to move the cards around until they like the way their poem sounds. The poem can end with stating the topic or title of the poem. Provide the student with just as much support as they need to complete the activity. The student can then copy the poem into their notebook or onto a piece of card stock. If the student likes creative activities, they can illustrate their poem with images, drawings, and photos.



# Unit 10: The Maple Leaf

Here is an example of a list poem from the extension activities for Book 2, Unit 8:

## Starting Again

A strange place	
New people	
Exciting	Scary
Have to find a job	
Will I make friends?	
Starting again	

## LITERACY PRACTICE

### A Meal to Remember

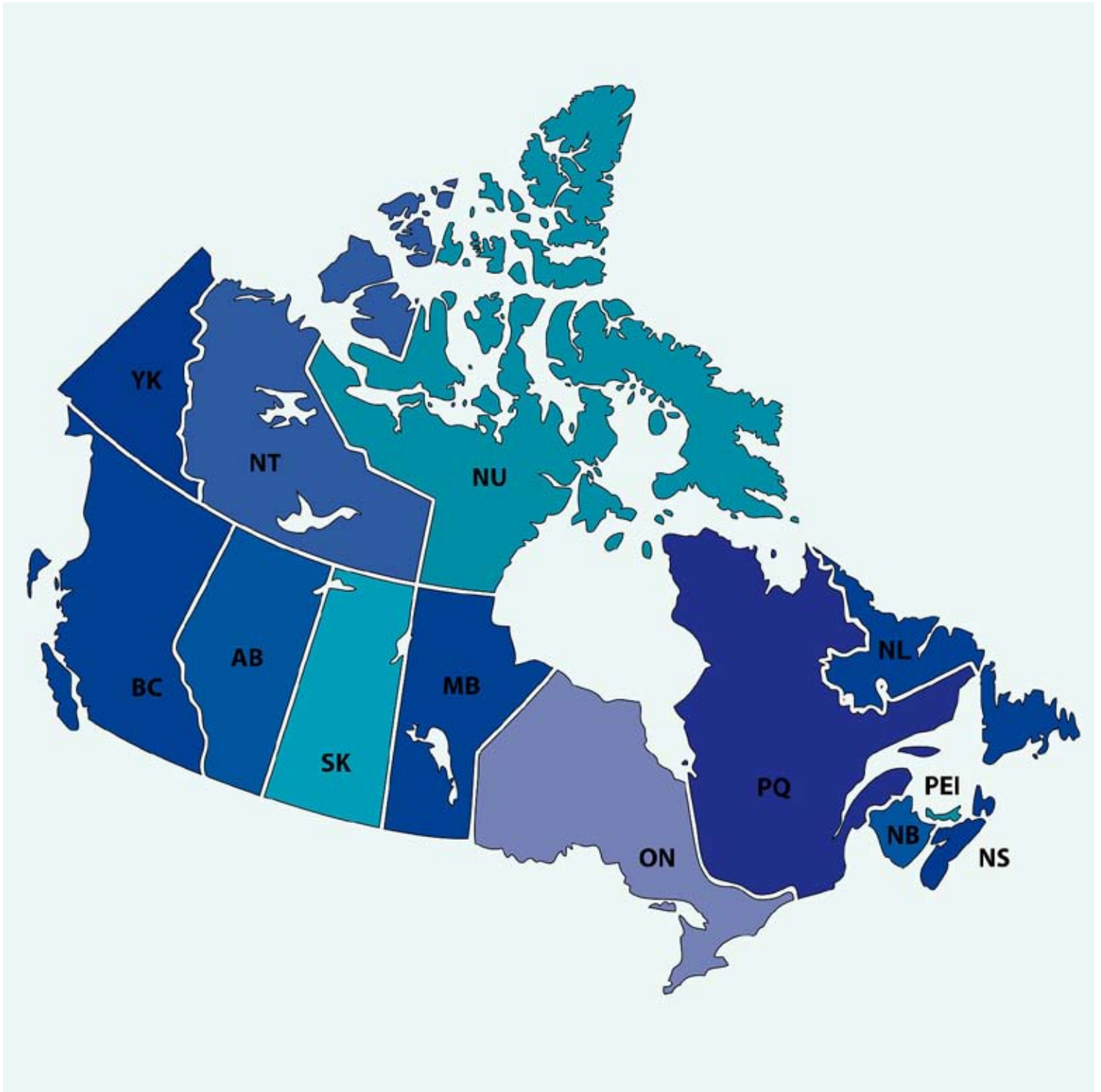
The literacy practice in Unit 10 focuses on reading a menu. Collect menus from local restaurants. Look at a few of the menus with the student. Discuss how the items on the menu are organized. Then have the student imagine a meal that they would like to have out. Let the student choose the time of day, the reason for going out (e.g., celebrate a birthday), the type of meal, and all the details of the actual meal. Encourage the student to add as much detail as they can (e.g., starter; main meal; salad dressings and sauces; choice of vegetables; dessert; beverages; fancy coffee).

**Option:** If the student is especially creative, have them design a menu for a meal to remember for a holiday of their choice. Encourage the student to draw ideas from cookbooks (with lots of pictures) and sample restaurant menus. Have them consider details such as how they would satisfy the tastes of the people who will enjoy the meal with them and what the menu might look like in terms of graphic design.





# Map of Canada



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# Map of the World

