

Photo Stories for English 110

To support the NWT Adult
Literacy and Basic
Education Curriculum

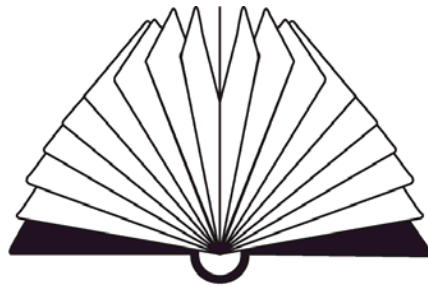
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Photo Stories

English 110

Developed by

NWT Literacy Council



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We thank Evelyn Tregidgo, from Hay River, who developed and wrote the activities for the photo stories.

Contact the NWT Literacy Council to get copies of this English 110 resource. You can also download it from our website.



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Photo Stories

These Photo Stories are designed for the low English 110 level. They can be used to initiate discussion on northern topics like dog racing, fishing, sundogs, the Arctic Winter Games, and crossing the Mackenzie River on a ferry. The instructor can select the handouts needed to teach or reinforce different concepts.

Learning Outcomes:

- Master reading readiness skills
- Use reading strategies effectively
- Read to comprehend and respond
- Use word analysis skills to extract meaning from written text
- Use writing to express thoughts
- Develop facility in using correct grammatical, punctuation and spelling conventions as appropriate
- Use speaking, listening, viewing, thinking and cooperative skills
- Depict/represent information

Each story has the following:

- Prereading
- Sentence patterns
- Writing
- Learning vowels sounds
- Extended learning



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A Dog Race

Introduction

This story offers learners an opportunity to learn about dog racing and do a variety of learning activities related to the story. This section first presents a list of five learning activities and the written text with a photo of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

Some activities are short and others take longer to complete.

This symbol marks the written text and photo for each story.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Background Information

This picture was taken in Behchokò (Rae-Edzo). The dogs are put in their harnesses, but are not tied to the sled until the race is about to begin. Each team lines up in their chute. Each chute has a number.

Because there is lots of barking and noise, three flags are used to signal the race is about to begin. As the last flag is lowered, there is a gunshot. This signals the race has begun. The dogs leave from their chute and return to the same chute.



Learning Activities

Instructor's Notes 	Handouts 	Page
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2) Sentence Patterns	5 Handouts	9
3) Writing	2 Handouts	15
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5) Extended Learning	3 Handouts	30

A Dog Race



A Dog Race¹ Photo Story 1



A Dog Race

My dad has ten dogs.

The dogs ran a race across the lake.

¹ Photo credit – Lynn Beck, Hay River



Prereading Learning Activity 1

No handouts

1-1: Predictions

Ask learners to look at the picture. Ask them these questions before you read the story.

- Who is in the picture?
- What are they doing?
- Where do you think this photo takes place?
- When is this taking place?
- Why is this happening?
- How do you know?
- What are the piles of snow for?
- What do you know about dog races?
- In what way is this race different from other dog races?

1-2: Background Information

Read the background information on the first page about dog sledding to learners. This will help them understand the story better.



Sentence Patterns

Learning Activity 2

5 Handouts

2-1: Word Tracking

Learners track the words that are in the story. They circle the words, in a random list, that are in the story.

2-2: Word Order

Learners recognize sentences and then write their own sentences.

2-3: Punctuation

Learners learn about end punctuation. Read the handout together and then ask learners to put the proper punctuation in the sentences.

2-4: More Practice with Punctuation

Learners practice their skills with question marks, periods and exclamation marks.

2-5: More Practice with Sentence Writing

Learners practice writing sentences with a capital letter at the beginning and proper pronunciation at the end.



Sentence Patterns

Learning Activity 2

2-1: Word Tracking

Read the words in the box. Draw a circle around the words that are the same. The first one is done for you.

My dad has ten dogs.

me no mine my did do dad
bad has had two ten my dog
that you the dogs what

The dogs ran a race.

that the this the dig dog tree dogs run ran
an a rain face lace race race

Copy the words above on the lines below.

My dad _____.

_____ ran a race.

Fill in the blank with words that make sense.

The dogs _____ race _____ the lake.



Sentence Patterns

Learning Activity 2

2-2: Word Order

Put a ✓ beside the sentences that makes sense.

1. ____ Has dad ten dogs my.
2. ____ The dogs ran a race.
3. ____ A dogs ran the race.
4. ____ My dad has ten dogs.

Use these words to make a sentence. Put a capital letter at the beginning and a period at the end.

dogs dad ten has my

Hint - What does my dad have?

race the dogs a lake the across ran

Hint - Where did the dogs race?

in race the Behchokò is

Hint - Where is the race?

shot a starts gun with the race

Hint - When does the race start?



Sentence Patterns

Learning Activity 2

2-3: Punctuation

1. Put a question mark (?) at the end of a question. Words like **who, what, where, when** and **how** tell us the sentence is a question.

For example: Who ran the dogs?

2. Put a period (.) at the end of a sentence.

For example: My dad ran the dogs.

3. Put an exclamation mark at the end of a sentence that has strong feeling and emotion.

For example: My dad won the race!

Put in the proper end punctuation for each sentence and fill in the sentence.

1. What is your address ____
My address is

2. What is your postal code ____
My postal code is _____

3. My postal code is TOG OGO. It says To Go Go!
What does your postal code say? Put an ! at the end!



Sentence Patterns

Learning Activity 2

2-4: More Practice with Punctuation

Put a period, question mark or an exclamation mark at the end of each sentence.

Remember:

- Put a question mark at the end of questions.
- Put a period at the end of a sentence.
- Put an exclamation mark at the end of a sentence that expresses strong feeling.

1. Who is in the picture
2. The race begins with a gun shot
3. What a noise
4. The dogs race across the lake and come back
5. Where is the race
6. I love dog races
7. I saw a dog race at Fort Simpson
8. My dad raced his dogs at Hay River
9. He won that race, too



Sentence Patterns

Learning Activity 2

2-5: More Practice with Sentence Writing

Answer these questions. Make sure you write a proper sentence with a capital letter at the beginning and a period at the end.

How does a dog race begin?

Have you seen a dog race?

Make these sentences into questions.

My dad raced his dogs at Hay River.

I saw a dog race in Fort Simpson.

Write a sentence that expresses emotion or strong feeling. Use an exclamation mark at the end of the sentence. For example: Dog races are so much fun!



Writing Learning Activity 3

2 Handouts

3-1: Response Writing

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners write a journal entry about dog racing.

A Dog Race



Writing

Learning Activity 3

3-1: Response Writing



A Dog Race

My dad has ten dogs.

The dogs ran a race across the
lake.

Answer these questions in sentences. Use periods or exclamation marks at the end.

1. Who has ten dogs?

2. Where did the dogs race?

3. Do you like dog races?

4. Where did you see a dog race?

5. Would you like to run dogs in a race? Why or why not?



Writing

Learning Activity 3

3-2: Journal Writing

Pretend that you are a dog musher. Write three sentences about a dog race. Put a capital letter at the beginning of each sentence and the correct punctuation at the end.

Some ideas to write about:

- Your first race
- Winning
- Falling off the sled



Learning Vowel Sounds

Learning Activity 4

7 Handouts

4-1: Short *a*

Learners learn about the short **a** sound and fill in the blanks with **a** to make a sentence.

4-2: Word Families

Learners make a word flip for the short **a** sound. They fill in a chart of rhyming words.

4-3: Long *a* Sound

To introduce this topic write these words on the board:

at	ate
mat	mate
fat	fate
rat	rate
tap	tape

Ask learners what's different about the two columns. They should answer:

- The words in the first column have short **a** sounds.
- Words in the second column have long **a** sounds.
- The words have different meanings.

Ask learners to complete the handout on the long **a** sound.

4-4: Long *a* Word Search

Learners find words in the word search that have a long **a** sound.

4-5: Words that End in *ay*

Write sentences for each day of the week.

A Dog Race



4-6: When Two Vowels Go Walking

Learners learn about the rule when two vowels walk together the first one does the talking – most of the time. Learners fill in the blanks and say the word.

4-7: Short to Long Vowel Sound

Learners learn how to change a short vowel sound to a long vowel sound. They practice by filling in the chart provided.

A Dog Race



Learning Vowel Sounds

Learning Activity 4

4-1: Short *a*

Write all the words that have a short **a** sound in the story. For example: **at**

A Dog Race

My dad has ten dogs.
The dogs ran a race across the lake.

What other words do you know with the short **a** sound?

Fill in the blanks to make these words. Then read the sentences aloud.

am has fat man ham mad cap

1. The m__n is m__d.
2. I __m m__d.
3. I __m f__t.
4. The m__n h__s a c__p.
5. The f__t m__n h__s a h__m.



Learning Vowel Sounds

Learning Activity 4

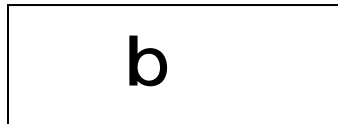
4-2: Word Families

How to make a word flip.

- Cut out seven small rectangles and one longer rectangle.



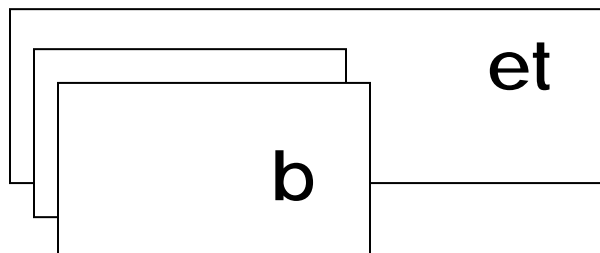
- Print the first letter of each word near the edge of the small rectangle.



- Print the last two letters of the word near the end of the large rectangle.



- Overlap the rectangles and use a paper fastener to join them together.



A Dog Race

Make a word flip with these word families. Practice the words.

bad dad had lad mad pad sad

bag rag sag tag wag

at bat cat fat hat mat pat sat

and band hand land sand

pass mass lass

Write words from the above list that rhyme. The first one is done for you.
Can you think of new words?

mad	bad	sad	dad
fat			
land			
wag			

Look at these words: pass mass lass

In what way are they the same?

Rule: Double the last letter in short words that end in s or l.

A Dog Race



Learning Vowel Sounds

Learning Activity 4

4-3: Long *a* Sound

A Dog Race

My dad has ten dogs.
The dogs ran a race across the lake.

Write the words in the story that have a long **a** sound. A long **a** sounds like **ate**. _____

Watch how this word changes when you add an **e** to the end. Say each word aloud.

rat

rate

Fill in the blanks. The first one is done for you. Say the words.

Short vowels	Long vowels
at	ate
	fate
rob	
	ripe
plan	
hop	
us	

A Dog Race



	slide
hid	
	fine
hat	
	mate
rat	

A Dog Race



Learning Vowel Sounds

Learning Activity 4

4-4: Long *a* Word Search

Find these words in the word search.

ape tape came name whale sale
 blame chase safe wage age made
 plane cave gave save lake make
 late skate face male

y	t	b	m	a	d	e	k	a	l
n	a	m	e	t	g	d	o	g	s
g	b	a	e	a	e	s	a	h	c
e	h	l	v	p	c	a	p	e	a
k	s	e	a	e	a	l	s	t	m
a	i	k	g	m	v	e	h	a	e
m	s	c	a	r	e	n	a	l	p
f	a	c	e	t	c	j	r	m	q
k	f	w	a	g	e	r	e	v	u
n	e	v	a	s	e	l	a	h	w



Learning Vowels Sounds

Learning Activity 4

4-5: Words that end in *ay*

Here are some words that end in **ay**. Can you think of others? Write them down below.

may say stay away lay day

spray holiday may tray birthday

Write a sentence about each day of the week. Use some of the words above. **For example:** Monday is the first day of school.

Monday

Tuesday

A Dog Race



Wednesday

Thursday

Friday

Saturday

Sunday



Learning Vowel Sounds

Learning Activity 4

4-6: When Two Vowels Go Walking

When two vowels go a walking the first one does the talking (most of the time).

Example: Wait for the fish to bite the bait!

Put these letters together to make a word. The first one is done for you.

Say each word and **write** each word. Add them to your word bank.

-ail	-ait	-ain	-air	-aid
mail	w ____	r ____	h ____	p ____
s ____	b ____	ag ____	ch ____	l ____
j ____		br ____	f ____	m ____
n ____		ch ____	p ____	afr ____
p ____		tr ____		
r ____		m ____		
t ____		p ____		
tr ____				
b ____				



Learning Vowel Sounds

Learning Activity 4

4-7: Short to Long Vowel

You can change some words from a short vowel pattern to a long one. Watch how this word changes when you add an **i** after the **a**. Say each word aloud.

far

fair

Fill in the blanks.

clam	
van	
mad	
plan	
pad	
pal	
man	
bran	



Extended Learning Learning Activity 5

3 Handouts

5-1: Homonyms

Lots of words have the same sound but are spelled differently and have a different meaning. These words are called homonyms. Learners do a variety of exercises to learn about homonyms.

5-2: Homonym Word Search

Learners match the homonyms and then find them in the word search.

For an extensive list of homonyms go to:

http://www.cooper.com/alan/homonym_list.html

5-3: Dog sledding 101

Learners research information on dog sledding using this site on the Internet: <http://www.pbs.org/wnet/nature/sleddogs/game.html>. They answer the questions on the handout in sentence form.

5-4: Games and Activities

To reinforce concepts make concentration games, word searches, crossword puzzles, and flashcards. Ask learners to add new words to their word bank.



Extended Learning

Learning Activity 5

5-1: Homonyms

Lots of words have the same sound but are spelled differently and have a different meaning.

For example:

- My dad told a **tale** about a beaver who lost his **tail**.
- We **ate** our supper at **eight** o'clock that day.
- I bought the **sail** for my boat on **sale** at the Northern Store.

Activity 1

Read each sentence and write the homonym for the highlighted word.

Hint: You will find these words on the Short to Long Vowel handout.

1. The horse's **mane** is black and white. _____
2. I put on too much **weight** this winter. _____
3. Men are **male** and women are female. _____
4. The airplane **fare** was too much money. _____
5. My brother broke a window **pane**. _____

A Dog Race



Write a sentence for each homonym you wrote.

1. _____

2. _____

3. _____

4. _____

5. _____

Activity 2

Use these homonyms to write a sentence:

bare _____

bear _____

A Dog Race



break _____

brake _____

pair _____

pear _____

Activity 3

Circle the correct homonym.

1. My brother put a (stake, steak) into the ground to tie his dogs.
2. Mary will (grate, great) the carrots for the salad.
3. We do not (waist, waste) any meat when we kill a moose.
4. Let's (meet, meat) at nine o'clock on Tuesday morning.
5. I (maid, made) tea and bannock for my grandmother.



Extended Learning

Learning Activity 5

5-2: Homonym Word Search

Match the homonyms and then find them in the word search.

```

e h a n u r s d w b d a k s l
p l m m q t d a m a l e o m f
x z a d s l l w l h m d m u h
z k u t z e c q p e l o j q d
r f f z s i z w r f d j t m o
p a t t a g t a b c t m h a f
h e e h t h s i e t a c p i a
b s a b g t t t s n i a m l i
r x e r d i e h a e e e g y r
i b h r h r e e i v n p b o u
a r o w a e h w l a n b q o b
p e m b j r q q p b r a k e e
u a p r l a p a i n a o g n o
h k c w j f b d s a p j a x d
n b q l i a t w y g v m d p c
    
```

ate
bare
male
brake
tale
eight
fair
sail

weight
main
bear
mane
pain
pair
pane

pear
fare
sale
tail
break
wait
mail



Extended Learning

Learning Activity 5

5-3: Dog Sledding 101

In Dog Sledding 101, <http://www.pbs.org/wnet/nature/sleddogs/game.html> you can learn all the answers to the questions below.

The picture below is on the website. Roll over any part of the sled dog team with your mouse. When that portion changes colour, just click and you'll see facts about sled dogs, mushers or the equipment they use. When you're done reading, just click on the animated figure to go back to the main page.



What type of dog makes the best sled dog?

A Dog Race



What commands does a musher use?

What equipment is required to race?

Why do dog mushers have to be strong leaders?

What are the two most common sleds?

Sundogs

Introduction

This story offers learners an opportunity to learn about sundogs and do a variety of learning activities related to the story. This section first presents a list of five learning activities and the written text with a photo of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

Some activities are short and others take longer to complete.

This symbol marks the written text and photo for the story.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Background Information

Sundogs appear frequently up North. The most brilliant ones occur on a cold sunny morning or evening, when the sun is near the horizon and the air is loaded with ice crystals. The ice crystals refract (bend) the sunlight causing an image of the sun to appear on either or both sides of the sun.

Sundogs come in many shapes, sizes and colours. Sometimes a person can see three sundogs at one time.

The most amazing sundog is one that looks like a rainbow. A sundog that looks like a rainbow is unusual. If there is snow on the ground and you see a rainbow, you can almost be sure that the rainbow is a sundog.

Learning Activities

Instructor's Notes 	Handouts 	Page
1) Prereading	No Handouts	40
2) Sentence Patterns	2 Handouts	41
3) Writing	3 Handouts	45
4) Learning Vowels Sounds	5 Handouts	49
4) Extended Learning	4 Handouts	57



Sundogs

Have you seen three sundogs at one time? The sun is up, but it is near the ground. How are sundogs made? The light from the sun shines on the ice drops in the air. The ice drops are like a mirror. They reflect the light. We see reflected light in different colours.

² Photo credit – Lyda Greer. Lyda's Images of Light. Hay River, 1990



Prereading Learning Activity 1

No handouts

1-1: Ask Questions

Ask learners to look at the picture. Ask them these questions before you read the story.

- Have you ever seen a sundog?
- Where did you see it?
- When did you see it?
- What did it look like?
- Have you ever seen three sundogs at one time?

1-2: Background Information – What are sundogs?

Read the background information on the first page to learners to prepare them for the story.



Sentence Patterns

Learning Activity 2

2 Handouts

2-1: Sentence Writing – Word Order

Learners read sentences and decide if they make sense. They check the sentences that make sense and rewrite the sentences that do not make sense.

2-2: Writing Longer Sentences

Learners use **and**, **but** and **so** to make longer sentences.



Sentence Patterns

Learning Activity 2

2-1: Sentence Writing – Word Order

These words are in order, but they don't make sense.

For example: I have seen three ____
 I have seen three **what?**
 I have seen three **sundogs.**

Write a ✓ beside the group of words that make a sentence.

1. ____ Three sundogs at one time.
2. ____ We see reflected light.
3. ____ The light from the sun.
4. ____ The sun is near the ground.
5. ____ I have seen a sundog.
6. ____ The ice drops are.

Rewrite the groups of words that do not make sense into a sentence. Put a capital at the beginning and a period at the end.



Sentence Patterns

Learning Activity 2

2-2: Writing Longer Sentences

Make longer sentences by using **and**, **but** or **so**.

- **and** means more information is given
- **but** changes the meaning to the opposite
- **so** tells what happens

For example: I will drink Coke **and** eat pizza.
I will drink the Coke, **but** I will not eat the pizza.
I will not eat the pizza, **so** I will be hungry.

Make longer sentences using **and**, **but** or **so**.

For example: The sun is up. It is near the ground.
The sun is up, but it is near the ground.

1. The ice drops are like a mirror. They reflect the light.

2. I have not seen a sundog. I hope to see one soon.

Sundogs



3. The light from the sun shines on the ice drops. They reflect the light.

4. The sun is up. It is near the ground.

5. We see reflected light in different colours. It is a beautiful sight.



Writing Learning Activity 3

3 Handouts

3-1: Response Writing

Learners answer questions in proper sentences about the story.

3-2: Journal Writing

Learners write about other special and unique northern experiences. They can choose from the list that is provided or pick their own topic.

3-3: Free Writing

Give learners five minutes to respond to the words on the page. They write whatever comes into their head. Ask them to share their responses with their classmates.



Writing

Learning Activity 3

3-1: Response Writing

Answer the following questions. Make sure your sentences begin with a capital letter and end with a period.

1. Have you ever seen a sundog?

2. Where did you see a sundog?

3. How is a sundog made?

Write three sentences that express feeling and emotions about sundogs.
Use an exclamation mark at the end of the sentence!

1. _____

2. _____

3. _____



Writing

Learning Activity 3

3-2: Journal Writing

The sundog is something special that happens in the North. Think about other things that are special or unique to the North. Here are some ideas:

- Northern Lights
- -40 °Celsius
- Living off the land
- Hunting and trapping
- Small community life

Write a short story about one of the topics above or a topic that you have chosen.



Writing

Learning Activity 3

3-3: Free Writing

Take five minutes and respond to the words below. Don't think too hard – just write down what comes into your head.

Northern Lights: _____

Camping: _____

Drumming: _____

-40°Celsius: _____

Spring: _____

June 21: _____

December 21: _____

Mosquitoes: _____

Share your responses with your instructor and classmates.



Learning Vowel Sounds

Learning Activity 4

5 Handouts

4-1: Short *u* Sound

Learners learn about the short **u** sound. Learners underline the short **u** sounds in the story and fill in the blanks.

4-2: Word Families

Learners make a word flip for the short **u** sound. They fill in a chart of rhyming words.

4-3: Long *u* Sound

Learners learn about all the different ways a long **u** sound is spelled. There are three activities on the handout. These activities will help learners identify words that have a long **u** sound.

4-4: Long *u* Sound with an *e*

The **e** at the end of a word makes a big change in a word. Learners practice changing words around.

4-5: Word Search – Long and Short *u* Sound

Learners find words in the word search that have a long and short **u** sound.



Learning Vowel Sounds

Learning Activity

4-1: Short u Sound

Sundogs

Have you seen three sundogs at one time? The sun is up, but it is near the ground. How are sundogs made? The light from the sun shines on the ice drops in the air. The ice drops are like a mirror. They reflect the light. We see reflected light in different colours.

Write all the words that have a short **u** sound in the story above. For example: **cup**

What other words do you know with the **u** sound?

Fill in the blanks with these words. The first letters are a clue. Then read the sentences aloud.

must just under cut fun hum
Tuktoyaktuk sundog

- It is f_____ to h_____.
- I m_____ go to T_____.
- I m_____ see a s_____ in T_____!



Learning Vowel Sounds

Learning Activity 4

4-2: Word Families

Make word flips and practice these words. The instructions for making a word flip are on Page 21.

bun fun gun run spun stun sun
 bust dust must rust trust crust just
 bus us plus
 up cup pup
 gum hum rum scum slum run drum
 buzz fuzz

Write words from the above list that rhyme. The first one is done for you.

up	pup	cup	
drum			
must			
us			
run		-	-

Sundogs



Use rhyming words that make sense in these sentences. The first letters are a clue:

For example: I hum when I play the **drum**.

1. I can't r_____ when I play the d_____.
2. I m_____ make a pie cr_____ for lunch.
3. My p_____ knocked over the c_____ of milk.
4. I like to h_____ when my brother plays the d_____.
5. The s_____ was in my eyes when I went to aim my g_____.
6. We usually take the b_____ to Edmonton because we find it cheaper than the plane, p_____ we like to relax.
7. The cops made the b_____ j_____ in time.



Learning Vowel Sounds

Learning Activity 4

4-3: Long *u* Sound

The long **u** sound is tricky. There are many ways you can make this sound.

Activity 1

The long **u** is made by **u-e** as in **rule**. Say these words out loud.

cube **cute** **tube** **mule** **rules** **huge**

Finish these puzzles with the words above.

- The baby is very _____.
- The tree is _____.
- It looks like a horse but it is a _____.
- In my house we have many _____ to follow.

Activity 2

The long **u** sound is also made by the letters **ew**, **ue**, and **ui**. Say these words out loud.

glue **fruit** **chew** **blue** **juice** **new**

Use one of the long **u** combinations above to finish these puzzles.

- It is a colour. _____
- You can eat it. _____
- It sticks to paper. _____
- You can drink it. _____
- Something you do with your teeth. _____
- Not old. _____

Activity 3

Fill the in the blanks.

-ue	- o	-ew	-ui	-ou
gl_____	d_____	n_____	s_____t	y_____
tr_____	wh_____	d_____	j_____ce	s_____p
d_____	t_____	fl_____	cr_____se	thr_____gh
cl_____		br _____		gr_____p
s_____		bl _____		_____
bl_____		kn_____		-u
		st_____		fl_____
		thr_____		sh _____
		scr_____		
		gr_____		

Other words with the long **u** sound are:

- move
- prove
- flu
- two
- whose
- lose



Learning Vowel Sounds

Learning Activity 4

4-4: Long *u* Sound (with an *e*)

e at the end of a word changes:

- The sound
- The meaning of the word

For example: cut cute

Fill in the blanks. The first one is done for you. Say the words.

Short vowels	Long vowels
tub	tube
	use
dud	
	cube



Learning Vowel Sounds

Learning Activity 4

4-5: Word Search – Long and Short u Sound

Make a list of all the words with a long u or short u sound. Then find all the words in the word search.

```

h s j p t c x n t t v r t v t
e u j e s c u j s l y s c s u
s b g t u f o y u j u n e s b
t u u e r f l i r j k z g j e
e d n c t h t s h s c o u u i
t u k t o y a t u k d i n g c
m w v c p p w y x n c d l r c
t u k u p u n s u e e u u h i
t p s p m n p s u r e s e v e
e y z t u y i c a b t w g t w
p j y u l e u t a j u n u o u
u p u f e t i s x t n c e f n
s e l u r u j u l s m u h w u
b u n x r g e l q u b l u e g
y r q f i v k p h b c n h w t
    
```

blue	cup	huge	plus	trust
bun	cut	hum	pup	tube
bus	cute	juice	rules	Tuktoyatuk
bust	fruit	just	rust	under
chew	fun	mule	sun	up
crust	glue	must	sundogs	new
cube	gun			



Extended Learning Learning Activity 5

4 Handouts

5-1: Homonyms in the Story

Learners pick out three homonyms in the story, *Sundogs*. They write the corresponding homonym and write a sentence for each word.

5-2: More Homonyms - To, two and too

Learners learn the difference between too, two and to. They fill in the sentences to practice. They also write a short story (three sentences) using too, two and to.

5-3: More Homonyms – Threw, Through

Learners read definitions of threw and through and underline the correct one in each sentence.

5-4: Make an Advertisement

The sundog is something special that happens in the North. There are many other things that are special about the North. Learners write an advertisement about one of the topics on the handout. The advertisement should try and persuade tourists to come to the NWT for a visit.

Sundogs



Extended Learning

Learning Activity 5

5-1: Homonyms in the Story

Read the story again. There are several homonyms in the story. Underline three of them and then write out each corresponding homonym. The first one is done for you. If you are having problems check out this website:

http://www.cooper.com/alan/homonym_list.html

For example:

My **aunt** lives in Fort Simpson, but she is originally from Fort Resolution. The homonym for **aunt** is **ant**.

Sundogs

Have you seen three sundogs at one time? The sun is up, but it is near the ground. How are sundogs made? The light from the sun shines on the ice drops in the air. The ice drops are like a mirror. They reflect the light. We see reflected light in different colours.

1. seen scene
2. _____
3. _____
4. _____

Sundogs



Write a sentence for each word.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



Extended Learning

Learning Activity 5

5-2: More Homonyms – to, two and too

Lots of words have the same sound but are spelled differently and have a different meaning. Many people get confused by to, two and too. Read the explanations below and examples.

Word	Definition	Example
to	Go toward something	I drive my car to work. They went to the store.
to	Is used with action words	I went to the store to get food.
too	More than enough	I've had too much beer. It's too far to walk.
too	Means also or besides at the end of a sentence	I am going hunting too.
two	Number 2	My son is two years old.

Underline the correct answer:

1. The **to, too, two** boys hiked to Fort Liard.
2. The **to, too, two** girls are going **to, too, two** Fort Liard **to, too, two**.
3. When the girls get **to, too, two** Fort Liard, they will stay at the campground.

Sundogs

4. The boys will stay at the campground, **to, too, two**.
5. I would really like to go to Fort Liard **to, too, two**.
6. I have been to Fort Liard **to, too, two** times.
7. Have you ever been **to, too, two** Fort Liard?

Write a short story about a place that you have been to. Use **to, too** and **two** in your story.



Extended Learning

Learning Activity 5

5-3: More Homonyms – threw, through

Lots of words have the same sound but are spelled differently and have a different meaning. Many people get confused by the words: threw and through. Read the explanations below and examples.

Threw – To throw with your arm.

For example: Chuck threw the ball.

He threw the first punch.

Through – To go in at one place and come out another.

For example: A hunter went through the bush.

We have to go through airport security when we go to Edmonton.

Underline the correct answer:

1. Who **threw, through** the car back into the water?
2. He was so mad he **threw, through** the chair **threw, through** the window.
3. I went **threw, through** the mall on my way home.
4. My son **threw, through** the ball to me.
5. I had to connect **threw, through** Edmonton to get to Vancouver.
6. I would just like to get **threw, through** my exam today.
7. I **threw, through** a snowball at my friend.



Extended Learning

Learning Activity 5

5-4: Make an Advertisement

The sundog is something special that happens in the North. There are many other things that are special about the North. Write an advertisement about one of the topics below. The advertisement should try and persuade tourists to come to the NWT for a visit.

- **Northern Lights**

<http://www.explorenwt.com/adventures/northern-lights/index.asp>

- **Aboriginal Day**

http://www.gov.nt.ca/MAA/aboriginal_day.htm

- **Ice Fishing**

<http://www.explorenwt.com/adventures/sport-fishing/icefishing.asp>

For example:

Paddle the most remote rivers left in the world. Come to the NWT to enjoy clean, beautiful rivers. Enjoy the amazing wildlife and scenery of the great North. You will get a chance to see muskox, white wolves, bears and caribou herds that will astound you. The NWT has all grades of rivers to paddle. Make NWT your next trip!

Sundogs



Your advertisement

Topic: _____



On the Dock

Introduction

This story offers learners an opportunity to learn about fishing and other outdoor experiences and do a variety of learning activities related to the story. This section first presents a list of five learning activities and the written text with photo of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

Some activities are short and others take longer to complete.

This symbol marks the written text and the photo for the story.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Background Information

A good spot to fish is at Kakisa, a tiny Dene village on the shore of Kakisa Lake. Kakisa's traditional name is K/agee which means 'between the willows'. It is a flat woodland area with rocky exposures.

The river flowing out of Kakisa Lake falls like a curtain over Lady Evelyn Falls on the way to the Mackenzie River. If you drive a few more kilometers past Lady Evelyn Falls, you will be able to fish off the dock at Kakisa.

Most people go to Lady Evelyn Falls campground, so there are not many tourists at Kakisa. At the dock, you can catch pickerel and pike.

Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No handouts	68
2) Sentence Patterns	3 Handouts	69
3) Writing	5 Handouts	74
4) Learning Vowels Sounds	7 Handouts	81
5) Extended Learning	3 Handouts	90



On the Dock

Photo Story 3³



On the Dock

Tom and Dot are on the dock at Kakisa. They drove all day to get to the lake. Tom got a lot of fish. They caught the fish with a rod. Then they had some chips and Coke.

³ Photo credit – Evelyn Tregidgo, Hay River



Prereading

Learning Activity 1

No handouts

1-1: Ask Questions

Ask learners to look at the picture. Ask them these questions before you read the story.

- Who is in the picture?
- What are they doing?
- Where is this happening?
- When is this taking place?
- Why is this happening?
- How do you know?

1-2: Background Information

Read the background information about Kakisa to learners. You can also ask them about their own personal experiences with fishing.

- Do you like to fish from the shore or from a boat?
- What kind of fish do you catch near the shore?
- What kind of fish do you catch out on Great Slave Lake?
- What kind of fish do you catch in the far North?
- Why is fishing sometimes dangerous out on the lake?
- How do the fishermen get their fish to the packing plant in Hay River?
- Tell us your fishing story.



Sentence Patterns

Learning Activity 2

3 Handouts

2-1: Finish the Sentence

Learners read the story and then finish the sentences.

2-2: Sentence Writing – Word Order

Learners read sentences and check off the ones that make sense. They practice writing proper sentences.

2-3: Sequence of Events

Learners review sentences from the story and put them in the correct order.



Sentence Patterns

Learning Activity 2

2-1: Finish the Sentence

On the Dock

Tom and Dot are on the dock at Kakisa. They drove all day to get to the lake. Tom got a lot of fish. They caught the fish with a rod. Then they had some chips and Coke.

Read the story aloud. Finish the sentences below using your own words or words from the story. Put a period at the end of each sentence.

1. Tom and Dot are _____
2. They caught the fish _____
3. Tom got a lot _____
4. They drove all day _____
5. Then they had some _____



Sentence Patterns

Learning Activity 2

2-2: Sentence Writing – Word Order

Put a ✓ beside the sentences that makes sense.

1. _____ Lots Tom Dot of caught fish and.
2. _____ They caught the fish in Kakisa Lake.
3. _____ Tom and Dot the dock are on.
4. _____ They caught the fish with a rod.

Use these words to make a sentence. Put a capital letter at the beginning and a period at the end.

and are Tom Kakisa at Dot

Hint: Where are Tom and Dot?

are they fishing

Hint: What are they doing?

On the Dock



of a fish caught they lot

Hint: How many fish did they catch?

rod are a fishing they with

Hint: How are they fishing?



Sentence Patterns

Learning Activity 2

2-3: Sequence of Events

Read each sentence. Decide what order they happened in the story. Write a number in the sentence to show the order they happened.

For example:

__2__ I went snowmobiling after school.

__1__ In the morning I ate breakfast and went to school.

__3__ That night I had to look after my baby sister.

On the Dock

1. ____ They caught the fish with a rod.
2. ____ They drove all day to get to the lake.
3. ____ Tom and Dot are on the dock at Kakisa.
4. ____ Then they had some chips and Coke.
5. ____ Tom got a lot of fish.



Writing Learning Activity 3

5 Handouts

3-1: 5 W's and How

Learners read the information about the 5 W's and How. They identify the words that tell them who, what, where, when, why and how.

3-2: Writing Response

Learners respond to questions about the story. They write their answers in complete sentences.

3-3: Journal Writing

Learners use questions on the handout to guide their journal writing.

3-4: Paragraph Writing

Learners write a paragraph using their journal writing in the previous activity. Reinforce paragraph writing skills by helping learners identify the topic sentence for their paragraph.

3-5: Story Writing

Learners use their paragraph from the previous activity to write a story. They can use the picture they drew in their journal writing to illustrate the story or they can use a photo.



Writing

Learning Activity 3

3-1: 5 W's and How

- **Who** – The people in the story.
- **What** – The animals or things in a story.
- **Where** – The places in a story.
- **When** – The time the story happened.
- **Why** – The reasons things happen in the story.
- **How** – The way things are done.

A sentence, paragraph or story doesn't always give information about all 5 W's and How. For example the story *On the Dock* doesn't tell us when the events happened.

Now look at the sentences from *On the Dock*. Do the words in bold tell **who**, **what**, **where**, **when**, **why** or **how**? Write the answer in the blank.

1. **They** got a lot of fish. _____
2. Tom and Dot caught a lot of **fish**. _____
3. Tom and Dot are **on the dock**. _____
4. They caught the fish **with a rod**. _____



Writing

Learning Activity 3

3-2: Writing Response

1. Answer the following questions about the story in sentence form.

Who is on the dock?

Where are they fishing?

2. Make these sentences into questions.

We catch fish from the dock.

They like to fish at Fort Simpson.

3. Write two sentences that have strong feelings or emotions about fishing.
Use an exclamation mark. For example: I really like fishing!

1. _____

2. _____



Writing

Learning Activity 3

3-3: Journal Writing

Answer these questions in sentences. Be sure to put a capital letter at the beginning and a period at the end.

1. Where do you like to fish?

2. Who do you go fishing with?

3. How do you catch fish?

4. When do you go fishing?

5. What do you catch?

On the Dock



6. Why do you catch fish?

7. What do you do with the fish?

8. Draw a map to show your favourite fishing spots.

9. Draw a map to show the route you took on a fishing trip.

10. Draw a picture to illustrate a fishing trip you took.



Writing

Learning Activity 3

3-4: Paragraph Writing

Write a paragraph from your answers from the journal writing activity.
Remember when you write a paragraph you must have:

- A topic sentence
- Supporting sentences
- Ending sentence

Topic Sentence:

Supporting Sentences

1.

2.

3.

Ending Sentence



Writing

Learning Activity 3

3-5: Story Writing

Use your paragraph from the previous activity and write a story about your fishing experiences. A story can be one or more paragraphs. Make sure you indent the first line in your paragraph. To illustrate your story, use the picture you drew for journal writing or use a photo you have. Share your stories with others in the class.



Learning Vowel Sounds

Learning Activity 4

7 Handouts

4-1: Short o Sound

Learners learn about the short **o** sound and fill in the blanks with **o** to make a sentence.

4-2: Word Families

Learners make a word flip for the short **o** sound. They fill in a chart of rhyming words.

4-3: Long o Sound

Learners write down the long **o** words from the story. They think about other long **o** sounds and write the words down. They complete the long **o** chart.

4-4: Long o Crossword Puzzle

Learners read the messages and try and find the correct word for the puzzle.

4-5: Short o and Long o Review

Learners circle the words with the short **o** sound and check the words with the long **o** sound.

4-6: Two Vowels Go Walking

Learners learn **oa** words. They complete the chart on **oa** words.

4-7: oa Word Search

Learners find the **oa** words in the word search and also find the hidden message.



Learning Vowel Sounds

Learning Activity 4

4-1: Short o Sound

Underline all the words in the story that have the short o sound like in **on**.

On the Dock

Tom and Dot are on the dock at Kakisa.

They drove all day to get to the lake.

Tom got a lot of fish.

They caught the fish with a rod.

Then they had some chips and Coke.

What words do you know with the o sound?

Fill in the blanks with o. Then read the sentences aloud.

1. The l__g is __n t__p.
2. The d__ll has a s__ck.
3. I r__bbed the b__x in the bank.
4. A b__x is on the l__g.
5. A d__ll is n__t the b__ss.



Learning Vowel Sounds

Learning Activity 4

4-2: Word Families

Make word flips with these words. The instructions for making word flips are on Page 21. Practice these words.

got not pot rot dot cot

fox box ox

job rob mob sob cob

nod cod God rod

hop mop pop top cop

Write words from the above list that rhyme. The first one is done for you.

sob	cob	mob	job
rot			
rod			
ox			
top			

Look at the last two letters in this word: **doll**

Look at the last two letters in these words: **boss** **toss**

How are they the same? _____

Rule: Double the last letter in short words that end in **s** or **l**.



Learning Vowel Sounds

Learning Activity 4

4-3: Long o Sound

An **e** at the end of a word changes the sound to a long **o** in most cases.
Write down the two words that have the long sound of **o** as in **hope**.

On the Dock

Tom and Dot are on the dock at Kakisa.

They drove all day to get to the lake.

Tom got a lot of fish.

They caught the fish with a rod.

Then they had some chips and Coke.

Fill in the blanks. The first one is done for you. Say the words.

Short vowels	Long vowels
slop	slope
	hope
rob	
	pope
cop	

On the Dock



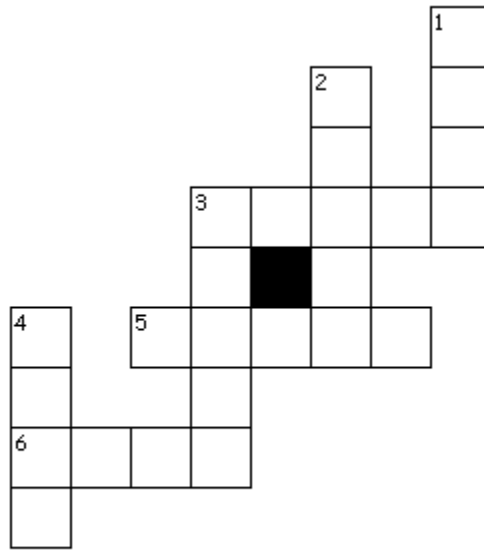
cod	
	note
con	
	lobe
dot	



Learning Vowel Sounds

Learning Activity 4

4-4: Long o Puzzle



Across

3. You _____ a journal today.
5. When you break one of these it hurts.
6. On your own.

Down

1. Don't fall down the _____.
2. I _____ to Edmonton last week.
3. I ate the _____ pizza yesterday.
4. Some people go to the North _____.

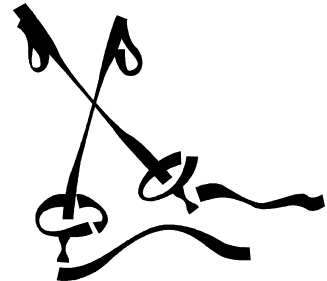
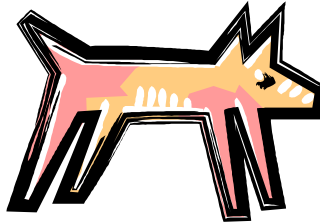


Learning Vowel Sounds

Learning Activity 4

4-5: Short o and Long o Review

Circle the words with the short o sound and put a check mark beside the long o words.





Learning Vowel Sounds

Learning Activity 4

4-6: Two Vowels Go Walking

When two vowels go a walking, the first one does the talking.

For example: oa says long o as in: **oat, goat, boat**

Write the word endings. The first one is done for you. Say the words as you write.

- oat	-oad	-oak	-oach	-oast	-oan
g <u>oat</u>	t _____	s _____	c _____	c _____	m _____
b _____	r _____	cl _____	r _____	r _____	l _____
c _____	l _____		p _____	t _____	gr _____
fl _____					
thr _____					

Other words that have the long o sound are:

- foam
- soap
- loaf



Learning Vowel Sounds

Learning Activity 4

4-7: oa Word Search

Find all the words below.

```

l o n n g o s o u r c p n m d
r d a a g t a o g o o o f o o
t o k t s k v f a a a a a m
l a a u a a n c t s t c o n a
t i o d c o h a j t b h l w o
s n f l g l r f o s s e h x f
a r g u f c q h o r d e c g v
o c r o a k g a t d g x a l x
b w x c d w k c i c h e o g f
j y k w o c r z o c c u r g a
t i x f t l a p p r o a c h b
u o h s f a v o o h a h f k o
g a a f b o l x l e s e v t a
h o v d k g w u e b t a d z t
t h k c x c m l v u k f e u j
    
```

approach

boast

boat

cloak

coach

coast

coat

croak

float

foam

goal

goat

groan

loaf

loan

moan

poach

roach

road

roast

soak

throat

toad

toast



Extended Learning

Learning Activity 5

3 Handouts

5-1: Nouns

Read the handout together. Learners categorize nouns into people, places, things and ideas. Then learners pick out all the nouns in the story.

5-2: Action Words

Read the handout together. Learners find the word that is not an action word in the list. Then learners pick out all the action words in the story.

5-3: Adjective

Learners learn what adjectives are and write new sentences for the story using adjectives for each noun.



Extended Learning

Learning Activity 5

5-1: Nouns

A **noun** is a name of a **person, place, thing** or **idea**. Categorize the following nouns into people, places, things and ideas.

chief	valley	town	river	dancer
Mary	region	South Slave	Gwich'in	nomads
caribou	food	fire	arrangement	burden
advice	summer	reaction	article	work
information	secret	traffic	Yellowknife	honesty
winter	starvation	highway	husky	Canada
Great Bear Lake	janitor	scenery	politician	fisherwomen

People	Places	Things	Ideas

On the Dock



Find the nouns in the story *On the Dock*. There are ten nouns.

Tom and Dot are on the dock at Kakisa.

They drove all day to get to the lake.

Tom got a lot of fish.

They caught the fish with a rod.

Then they had some chips and Coke.



Extended Learning

Learning Activity 5

5-2: Action Words

The action word in a sentence is perhaps the most important part of the sentence. It tells us what is happening.

When blackflies **bite** me they take a chunk of skin.

Find the word that is **not** an action word:

1. ran, and, jump, sing _____
2. hum, walk, in, lock _____
3. row, of, steer, shoot _____
4. carry, stand, frown, can _____
5. out, came, change, smile _____
6. laughed, cried, being, brushed _____
7. combed, am, rode, ate _____
8. slept, fell, listened, be _____
9. was, moaned, screamed, gasped _____
10. plays, wanted, were, leap _____

On the Dock



Underline the action words in the story *On the Dock*. Each sentence must have an action word (verb). Write down the action word in the chart below. For example: Tom and Dot **are** on the dock at Kakisa. (**Are** is the action word of the sentence.)

Tom and Dot are on the dock at Kakisa.

They drove all day to get to the lake.

Tom got a lot of fish.

They caught the fish with a rod.

Then they had some chips and Coke.

--	--	--	--	--



Extended Learning

Learning Activity 5

5-3: Adjectives

An **adjective** is a word that describes a noun.

For example: **beautiful** sunset

Rewrite the story *On the Dock* using the adjectives below.

Tom and Dot are on the _____ dock at Kakisa.

They drove all day to get to the _____ lake.

Tom got a lot of _____ fish.

They caught the fish with a _____ rod.

Then they had some _____ chips and _____ Coke.

long well-built huge barbeque beautiful ice-cold

On the Dock



Mackenzie River Ferry

Introduction

This story offers learners an opportunity to learn about ferries and travel in the NWT and do a variety of learning activities related to the story. This section first presents a list of five learning activities and the written text with a photo of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

Some activities are short and others take longer to complete.

This symbol marks the written text and photo for the story.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.





Background Information

The only way to get to Behchokò (Rae-Edzo) or Yellowknife is to cross the Mackenzie River near Fort Providence. The **Merv Hardie** ferry is free and crosses the river in only 20 minutes. It runs from 6:00 a.m. to midnight every day all summer.

At freeze-up (December) or break-up (April) there are a few days when crossing the river is impossible. Passengers and freight must be flown to Yellowknife. Some freight is transported to the Mackenzie River, loaded onto a helicopter and then reloaded onto trucks on the other side. The trucks then travel the all-weather road to Yellowknife. An ice bridge is used once the river freezes over.

In the future, there may be a bridge over the Mackenzie River. The Dehcho Bridge Project proposal calls for a two-lane bridge to replace the current ferry service.

Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No handouts	100
2) Sentence Patterns	3 Handouts	101
3) Writing	4 Handouts	107
4) Learning Vowel Sounds	7 Handouts	112
5) Extended Learning	3 Handouts	123



The Mackenzie River Ferry

Photo Story 4⁴



Mackenzie River Ferry

It takes about five hours to drive from Fort Smith to Fort Providence. Sometimes I have to wait for the ferry if it is on the other side. The ferry does not take much time to go across the river, so I sit in the car until it comes. Ten cars will fit on the ferry. The ferry quits in the winter.

⁴ Photo credit – Evelyn Tregidgo, Hay River



Prereading Learning Activity 1

No handouts

1-1: Predictions

Ask learners to look at the picture. Ask them these questions before you read the story.

- What do you see in the picture?
- What is the vehicle doing?
- How do you know?
- What does a ferry do?
- Where is this happening?
- When is this taking place?
- Is this the only way to get to Fort Providence? Why or why not?
- How do you get to Fort Providence in the winter?
- Have you taken a ferry? If so, which one?
- Do you get out of your vehicle when you are on the ferry? Why or why not?
- Tell about your ferry ride.
- What other ferries are in the Northwest Territories?

1-2: Background Information

Read the background information about the Fort Providence ferry to learners. The information will give context to the story.



Sentence Patterns

Learning Activity 2

3 Handouts

2-1: Word Order in Sentences

Learners put a check beside the sentence that makes sense. Learners rewrite the sentences that do not make sense.

2-2: Writing Longer Sentences

Learners use **and**, **but** or **so** to make longer sentences.

2-3: Sequence of Events

Learners number the sentences in the order they happen in the story.



Sentence Patterns

Learning Activity 2

2-1: Word Order in Sentences

Put a ✓ beside the sentences that make sense.

1. _____ The ferry quits in the winter.
2. _____ Car I the by sit river in the.
3. _____ Fit ten the ferry cars will on.
4. _____ It is a big trip to Fort Providence.

Rewrite the sentences that do not make sense. Put a capital at the beginning and a period at the end.

Use these words to make a sentence. Put a capital letter at the beginning and a period at the end.

Providence take to ferry Fort I the

Hint: How do I get to Fort Providence?

the long a wait I for ferry time

Hint: How long do I wait for the ferry?

Mackenzie River Ferry



car I in river by the sit the

Hint: Who sits in the car by the river?



Sentence Patterns

Learning Activity 2

2-2: Writing Longer Sentences

You can make longer sentences by using **and**, **but** or **so**.

- **And** means more information is given.
- **But** changes the meaning to the opposite.
- **So** tells what happens.

Read these short sentences:

- I sit in the car.
- I wait for the ferry.

Sometimes it is better to put two short sentences together.

For example: I sit in the car and wait for the ferry.

Fill in the blanks with **but**, **and** or **so**. Make sure the sentence makes sense.

1. The ferry runs in the summer, _____ it quits in the winter.
2. The ferry is on the other side, _____ I cannot get across the river.
3. The ferry doesn't take much time to cross _____ it doesn't add on too much time to my drive.
4. I like going on the ferry, _____ I don't like waiting for it.

Mackenzie River Ferry



5. The ferry quits in the winter, _____ you can get across the river on the ice road.
6. One time I missed the ferry, _____ I had to wait for 20 minutes.
7. The ferry goes out around Christmas, _____ the ice road doesn't open until January.
8. You can phone to find out if the ferry is running _____ the ferry can shut down at any time.



Sentence Patterns

Learning Activity 2

2-3: Sequence of Events

Number the sentences in order of events from the story.

_____ Sometimes I have to wait for the ferry if it is on the other side.

_____ The ferry quits in the winter.

_____ It takes about five hours to drive from Fort Smith to Fort Providence.

_____ Ten cars will fit on the ferry.

_____ The ferry does not take much time to go across the river, so I sit in the car until it comes.



Writing Learning Activity 3

4 Handouts

3-1: Writing Response

Learners respond to questions about the story. They write their answers in complete sentences.

3-2: Journal Writing

Learners use questions on the handout to guide their journal writing.

3-3: Paragraph Writing

Learners write a story about a trip they have made. It could be a road trip or a trip out on the land.

3-4: Words, Words, Words

Learners work in groups and brainstorm as many words as they can come up with in five minutes with the letters from the title **Mackenzie River Ferry**.



Writing

Learning Activity 3

3-1: Writing Response

Answer these questions in sentences. Be sure to put a capital letter at the beginning and a period at the end.

1. Where does this story take place?

2. How does the car get on the ferry?

3. What does a ferry do?

4. Why do you think the ferry quits in the winter?

5. Sometimes you have to wait. Why?



Writing

Learning Activity 3

3-2: Writing Journal

Answer these questions in sentence form.

Have you ever been on the Fort Providence ferry or any other ferry? Write a few sentences about your trip.

Have you ever travelled on the winter ice road? Write a few sentences about what it is like to drive on ice.



Writing

Learning Activity 3

3-3: Paragraph Writing

Write a paragraph about a trip you made. It could be a road trip or a trip to the bush. Make sure you have a topic sentence, three middle sentences, and a closing sentence.

Topic sentence:

Middle:

1.

2.

3.

Ending sentence:



Writing

Learning Activity 3

3-4: Words, Words, Words

How many words can you make?

This is a contest. Work in groups of three. Use the letters from the title **Mackenzie River Ferry** to make new words. How many words can you make in five minutes?

m a c k e n z i e r i v e r f e r r y

For example: can

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Learning Vowel Sounds

Learning Activity 4

7 Handouts

4-1: Short *i* Sound

Learners learn about the short *i* sound and fill in the blanks with *i* to make a sentence.

4-2: Word Families

Learners make a word flip for the short *i* sound. They fill in a chart of rhyming words.

4-3: Long *i* Sound

Learners underline the long *i* words in the story. They use these words to make new words with the long *i* sound.

4-4: Word Patterns with Long *i*

Learners fill in the word families chart to make more words that have a long *i* sound.

4-5: More Patterns with *i*

Learners fill in more word family charts to make the long *i* sound.

4-6: Long *i* Word Search

Learners find the long *i* words in the word search.

4-7: Long *i* Words Crossword Puzzle

Learners read the clue and fill in the puzzle.

Mackenzie River Ferry



Learning Vowel Sounds

Learning Activity 4

4-1: Short *i* Sound

These words have the short **i** sound: **is, in, fit, big, sit, trip**

Write the words in the story that have the short **i** sound.

Mackenzie River Ferry

It takes about five hours to drive from Fort Smith to Fort Providence. Sometimes I have to wait for the ferry if it is on the other side. The ferry does not take much time to go across the river, so I sit in the car until it comes. Ten cars will fit on the ferry. The ferry quits in the winter.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

What are some other words with the short **i** sound?

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Mackenzie River Ferry



Fill in the blanks with **i**. Then read the sentences aloud.

1. The k__d b__t the p__ll.
2. The p__g __s b__g.
3. __s the p__ll b__g?
4. A b__g k__d b__t the p__g.
5. R__ck __s a k__d.



Learning Vowel Sounds

Learning Activity 4

4-2: Word Families

Make word flips and practice these words. Word flip instructions are on Page 21.

him dim rim slim trim

fix mix six

ill fill hill kill will chill drill grill

bin chin fin gin grin skin spin thin tin

dip hip lip nip rip sip

chip clip drip grip ship skip slip strip

Write words from the above list that rhyme. The first one is done for you.

chill	will	fill	drill
chip			
ill			
six			
rim			

Mackenzie River Ferry



Use rhyming words that make sense in these sentences. The first letter is a clue:

For example: I will fix my car at six.

1. She will sl_____ and tr_____ on the ice.
2. Get a gr_____! Don't sl_____!
3. They w_____ get a ch_____.
4. I took a s_____ of hot chocolate and hurt my l_____.
5. The sh_____ has a sl_____ at the dock.
6. At s_____ I will m_____ a drink.
7. I want to stay sl_____ and tr_____.
8. I took a d_____ and hurt my h_____.



Learning Vowel Sounds

Learning Activity 4

4-3: Long *i* Sound

Write down the long **i** words in the story. A long **i** sound is found in the words **like**, **mike**, and **pike**.

Mackenzie River Ferry

It takes about five hours to drive from Fort Smith to Fort Providence. Sometimes I have to wait for the ferry if it is on the other side. The ferry does not take much time to go across the river, so I sit in the car until it comes. Ten cars will fit on the ferry. The ferry quits in the winter.

Notice how the **e** at the end changes a vowel sound to a long sound. The meaning of the word changes, too.

For example: pin pine

Fill in the blanks. The first one is done for you. Say the words.

Short vowels	Long vowels
hid	hide

Mackenzie River Ferry



rid	
rip	
	dime
win	
	bite
quit	
	slide



Learning Vowel Sounds

Learning Activity 4

4-4: Word Patterns with Long *i*

Add the ending to each letter(s). The first one is done for you. Say the words as you write.

-ice	-ipe	-ide	-ile	-ine
m <u>ice</u>	r _____	r _____	p _____	p _____
r _____	p _____	s _____	m _____	f _____
d _____	w _____	t _____	t _____	n _____
l _____	str _____	h _____	f _____	m _____
pr _____		w _____	sm _____	l _____
		pr _____		sh _____
		sl _____		
		dec _____		
		bes _____		

-ite	-ize	-ife	-ire	-ike
b _____	w _____	w _____	f _____	b _____
qu _____	s _____	l _____	t _____	l _____
wr _____	pr _____	kn _____	w _____	h _____
			h _____	



Learning Vowel Sounds

Learning Activity 4

4-5: More Word Patterns with *i*

Look at the word pattern for **old**: bold, sold, fold, gold, hold, told,

Write more words with the same pattern. The first one is done for you.

tie	lie	pie	die
cry			
pine			
fire			
mind			
five			
dice			
ripe			
mile			
dime			
life			



Learning Vowel Sounds

Learning Activity 4

4-6: Long *i* Word Search

Fill in the blanks below and then find each word in the word search.

-ie	-uy	-igh	-ye	-ight	-y	-ild	-ind
d_____	b_____	h_____	b_____	n_____	cr_____	ch_____	m_____
p_____	g_____	s_____	r_____	f_____	dr_____	m_____	f_____
t_____		th_____	l_____	r_____	fr_____	w_____	k_____
l_____			d_____	s_____	tr_____		beh_____
				t_____			bl_____

f h g d i e g z g z p a u q r
 r i c n m u y w t i e c r y i
 y l g i y x r r t q b z q p g
 k m s h a p x a r f v c a n h
 e n m e t d n i f t h g i t t
 a y t b u p z m h i u l e d e
 b m b m s f i w h v i i w x w
 l c e i i n d h e w d h u d i
 s i g h d l g n n i g h t n l
 p h e b i i d h i i d r x i d
 t b i u h e z j h k y l c l e
 t d d y e y b t f v a m i b y
 i j d y z y y x u p w p l h l
 h x d r b k i e h t h h d g c
 a q t q y i o u j x t s g k a



Learning Vowel Sounds

Learning Activity 4

4-7: Long *i* Words Crossword Puzzle

Use the clues to find the words for the puzzle.

write

bite

line

file

pie

ice

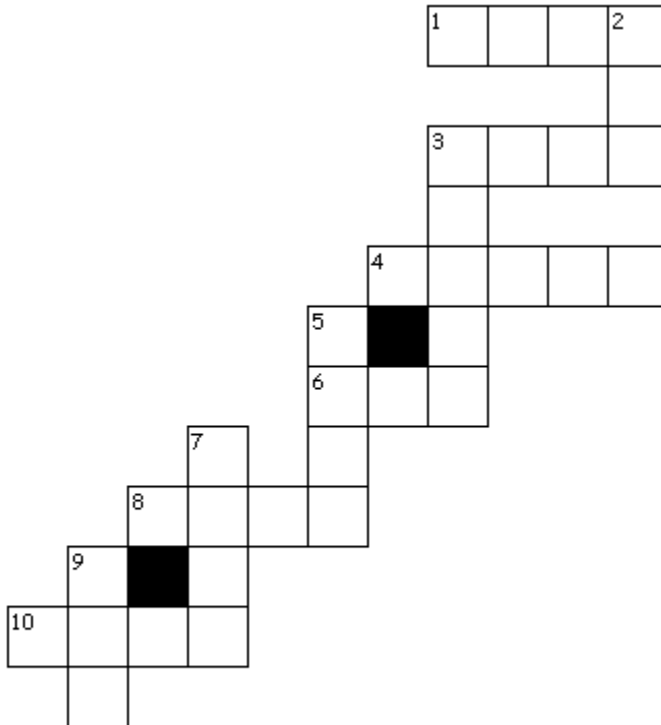
wise

hide

eye

fight

ride



Across

1. Rhymes with pile
3. Rhymes with prize
4. Rhymes with delight
6. Rhymes with concise
8. Rhymes with shrine
10. Rhymes with polite

Down

2. Rhymes with goodbye
3. Rhymes with fight
5. Rhymes with pride
7. Rhymes with provide
9. Rhymes with dye



Extended Learning

Learning Activity 5

3 Handouts

5-1: Homonyms

Lots of words have the same sound but are spelled differently and have a different meaning. Learners find the homonyms in the story and write sentences for each word.

5-2: Homonyms Concentration Game

Learners cut out the pictures and words and make flashcards. They can use them to play concentration or practice the words and meanings.

5-3: Mapping Exercise

Learners use the map on the handout to answer the questions about ferries and highways in the NWT.

Mackenzie River Ferry



Extended Learning

Learning Activity 5

5-1: Homonyms

Underline the homonyms in the story. Find four words that have other words that sound the same but are spelled differently and have a different meaning. **For example:** there, their, they're

Mackenzie River Ferry

It takes about five hours to drive from Fort Smith to Fort Providence. Sometimes I have to wait for the ferry if it is on the other side. The ferry does not take much time to go across the river, so I sit in the car until it comes. Ten cars will fit on the ferry. The ferry quits in the winter.

Write out each word on the first line below and the homonym for it on the second line. The first one is done for you.

1. to too two
2. _____ _____
3. _____ _____
4. _____ _____
5. _____ _____

Mackenzie River Ferry



Write a sentence for each word:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____



Extended Learning

Learning Activity 5

5-2: Homonym Concentration Game

Paste this chart onto some card stock or cardboard. Cut out each square. Place the squares face down and pick up one card. Say the word in a sentence. Pick up a second card. Say the word in a sentence. If the two words are homonyms – go again. If it is not a match, the next person goes.

for	four	meat	meet	whole	hole
won	one	hear	here	to	too
high	hi	ant	aunt	there	their
sum	some	weight	wait	pane	pain
plane	plain	heel	heal	dear	deer

Mackenzie River Ferry



bare	bear	to	too	hour	our
not	knot	ad	add	ate	eight
ball	bawl	be	bee	bean	been
blew	blue	board	bored	break	brake
bye	by	cereal	serial	close	clothes



Extended Learning
Learning Activity 5

5-3: Mapping Exercise

Use the map on Page 130 and answer the questions below.

1. What communities do you have to drive by to get from Fort Smith to Fort Providence?

2. What highways do you take to get from Fort Smith to Fort Providence?

3. How many other ferries are there in the NWT? _____ Circle them on the map.
4. What highways do you take to get from Fort Simpson to Yellowknife?

5. What two places can you get to on the winter road from Inuvik?

6. What two NWT communities can you get to from Inuvik on a gravel road?

7. The story tells us that it takes about five hours to get from Fort Smith to Fort Providence. How long do you think it takes to get from Fort Simpson to Fort Providence? _____

Mackenzie River Ferry



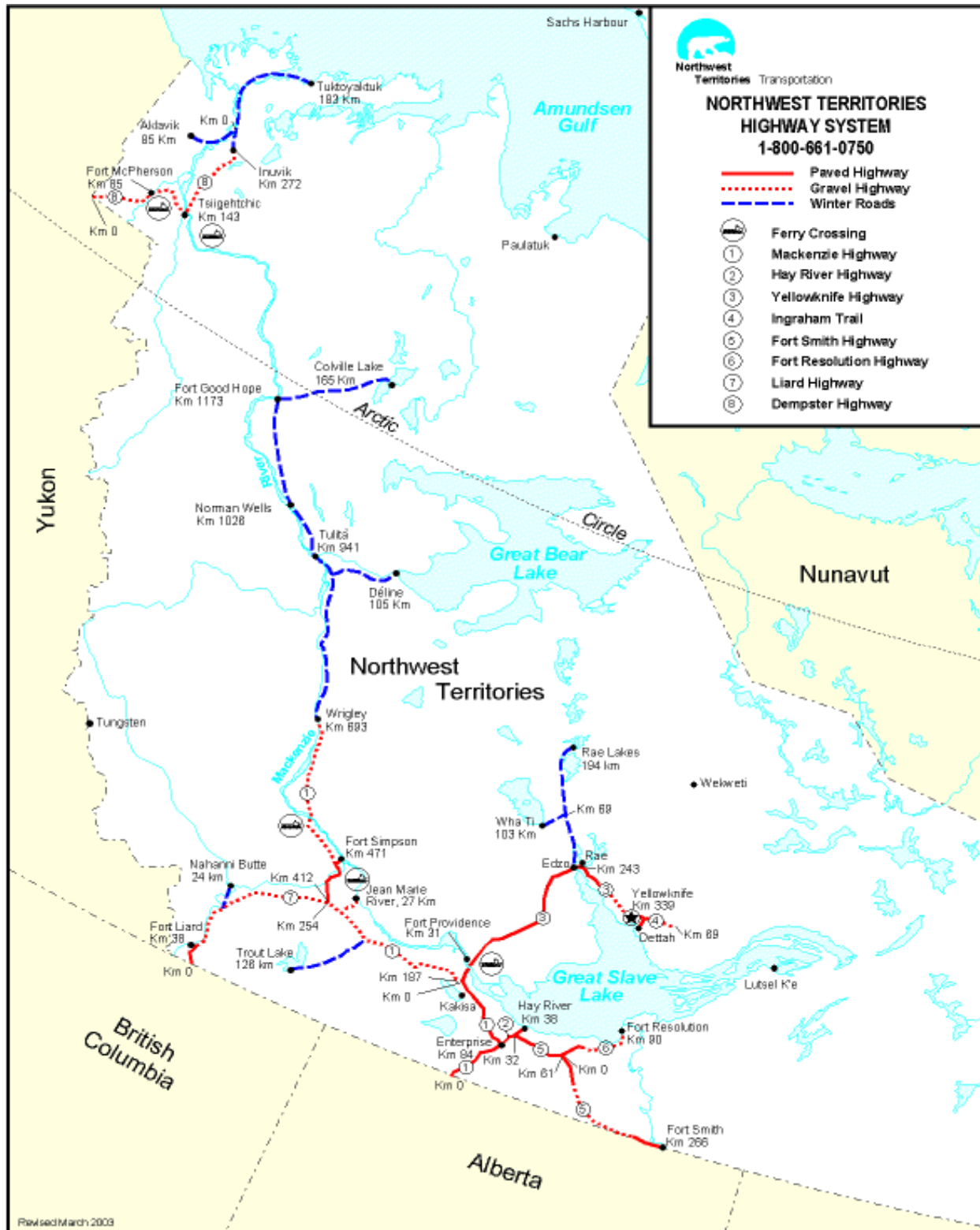
8. Name five communities that you have to fly into in the summer.

9. How many highways are there in the NWT? _____

- How many of them are paved? _____
- How many are gravel? _____

10. What number can you call for more information about the highways in the NWT? _____

Mackenzie River Ferry



<http://www.gov.nt.ca/Transportation/hwyinfo/hwymap.htm>

Arctic Winter Games

Introduction

This story offers learners an opportunity to learn about the Arctic Winter Games and do a variety of learning activities related to the story. This section first presents a list of five learning activities and the written text with a photo of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

Some activities are short and others take longer to complete.

This symbol marks the written text and photo for the story.



This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Background Information



The Arctic Winter Games were introduced in 1970. At first, northern athletes from the Northwest Territories, Alaska and the Yukon participated. Now, athletes from arctic countries and northern provinces take part in this popular northern sport event every two years. They participate in friendly competition, trade pins, and learn more about each other's culture.

The games are a good opportunity for athletes to compete in traditional cultural games such as the knuckle hop, the airplane or sledge jump. The record for the airplane, which is 160 feet 8 ½ inches, was set in 1986 by Makabe Nartok of the Northwest Territories.

This picture was taken in 1978 in Hay River. This was the only time the games were held in two locations—Hay River and Pine Point. A rail passenger train transported the athletes between the two communities. This was the first and last time there was a passenger train in the Northwest Territories.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No handouts	134
2) Sentence Patterns	3 Handouts	135
3) Writing	4 Handouts	141
4) Learning Vowel Sounds	9 Handouts	147
5) Extended Learning	3 Handouts	158



Arctic Winter Games

Photo Story 5⁵



Arctic Winter Games

Three men hold Ken. Ken looks down. He is stiff. Ken looks like an airplane. Steve, Rod and Jake hold Ken up as they walk. When Ken bends, the game is over.

⁵ Photo credit – Evelyn Tregidgo, Hay River



Prereading Learning Activity 1

No handouts

1-1: Asking Questions

Ask learners to look at the picture. Ask them these questions before you read the story.

- Who is in the picture?
- What are they doing?
- Where do you think this takes place?
- When is this taking place?
- Why is this happening?
- Why do you think this Arctic Winter Game is called the airplane?
- Why are the people taking pictures of this game?

1-2: Background Information

Read the background information about the Arctic Winter Games and the game airplane on the first page to learners. The information will help them understand the context to the story.



Sentence Patterns

Learning Activity 2

3 Handouts

2-1: Writing a Sentence

There are many ways to teach sentences. Here are a few ways:

- Stress that a sentence is a complete thought that makes sense. Put this sentence on the board: *I put diesel fuel in my gas tank.* Ask participants these questions:
 - Who is the person in the sentence?
 - What did I do?

Ask learners to tell you a sentence. Write each sentence on the board. Learners read and write each sentence; then learners write their own sentence. Check for punctuation.

- Have learners choose flash cards from their word bank or sight word lists to make a sentence.
- Write a sentence from a language experience story on a strip of paper. Cut up and put each sentence in an envelope. Learners can assemble and read sentences to each other.

2-2: Practice Sentence Writing

Ask learners to think about an orange. Ask them to list three things they know about an orange. Their list might look like this:

- Tastes good
- Bumpy skin
- Must peel to eat

Now ask them to stretch those words to make sentences.

- A cold orange tastes good on a hot summer day.
- An orange has bumpy skin and smells good.
- You must peel an orange to eat it.

Arctic Winter Games



Give them the handout and ask them to try this method of writing a sentence.

2-3: Word Order

Learners put a check beside the sentence that makes sense. Learners rewrite the sentences that do not make sense.

2-4: Practice Your Punctuation

Learner practice using questions marks and periods at the end of sentences.



Sentence Patterns

Learning Activity 2

2-2: Practice Writing Sentences

1. Begin by listing what you know—use short words.
2. S T R E T C H your short words into sentences.
3. Use a capital letter at the beginning of each sentence and use proper punctuation to end the sentence.

What do you know about the Arctic Winter Games?

-
-
-

Stretch your short words into sentences.

-
-
-

Try these other topics:

- Hunting
- Caribou
- Spring



Sentence Patterns

Learning Activity 2

2-3: Word Order

Put a ✓ beside the sentences that makes sense.

1. _____ Men hold three Ken.
2. _____ When bends end Ken will the.
3. _____ Ken looks like an airplane.
4. _____ He is stiff.

Use these words to make a sentence:

men hold three Ken

Hint: Who holds Ken?

when bends end game Ken will the

Hint: When will the game end?

Arctic Winter Games



we dry like meat

Hint: What do we like?

Arctic will in Winter be the held Games Alaska

Hint: Where will the Arctic Winter Games be held?



Sentence Patterns

Learning Activity 2

2-4: Practice Your Punctuation

A question mark goes at the end of a question.

For example: Who holds Ken?

A period goes at the end of a sentence.

For example: Three men hold Ken.

Arctic Winter Games

Three men hold Ken. Ken looks down. He is stiff. Ken looks like an airplane. Steve, Rod and Jake hold Ken up as they walk. When Ken bends, the game is over.

Read the story again and fill in the blanks. Put a period or a question mark at the end.

1. When will the game end____
2. The game will end when _____
3. How many men hold Ken ____
4. _____ men hold Ken ____
5. What does Ken look like ____
6. Ken looks like an _____

What words tell us that a sentence is a question?



Writing Learning Activity 3

4 Handouts

3-1: Writing Response

Learners respond to questions about the story. They write their answers in complete sentences.

3-2: Journal Writing

Learners use questions on the handout to guide their journal writing.

3-3: Internet Research

Learners research the Arctic Winter Games and answer questions in complete sentences.

3-4: Rhyming Words for Poetry

Learners play with word families and then make a two-line poem and a four-line poem.



Writing

Learning Activity 3

3-1: Writing Response

Answer the following questions in sentence form.

1. Where are the Arctic Winter Games held?

2. Who is in the picture?

3. What are they doing?

4. Why do you think this Arctic Winter Game is called the airplane?

5. When is the game over?

6. Why are the people taking pictures of this game?



Writing

Learning Activity 3

3-2: Journal Writing

Would you like to be in the Arctic Winter Games? Why or why not?

Write a sentence about a game you have played.



Writing

Learning Activity 3

3-3: Internet Research

Let's find out more about the Arctic Winter Games. The best way to look things up on the Internet is to use the Google website:

<http://www.google.ca/> Read about the Arctic Winter Games on the many different websites. Answer the following questions. Write in complete sentences.

1. Where were the games held in 1998?
2. Where will they be held in 2008?
3. When and where were the first Arctic Winter Games?
<http://www.brownielocks.com/arcticwintergames.html>
4. What are some of the Inuit and Dene games at the games?
<http://www.brownielocks.com/arcticwintergames.html>



Writing

Learning Activity 3

3-4: Rhyming Words for Poetry

Three men hold Ken.

Ken looks down. He is stiff.

Ken looks like an airplane.

Steve, Rod and Jake hold Ken up as they walk.

When Ken bends, the game is over.

What word above has **ame** at the end? _____

Write **c, g, l, n, s, t fl** and **sh** at the beginning of these words:

___ame ___ame ___ame ___ame ___ame

___ame ___ame ___ame

These words sound the same. They are called rhyming words. Put the number in front of the correct meaning:

- | | |
|-------------------------|----------|
| _____ to come | 1. lame |
| _____ what I am called | 2. same |
| _____ fire | 3. shame |
| _____ to feel bad | 4. flame |
| _____ not wild | 5. tame |
| _____ alike | 6. came |
| _____ something to play | 7. name |
| _____ cannot walk | 8. game |

Arctic Winter Games



Use the words above to make a two-line poem.

For example: It's a shame
 I can't play the game

Now you try!

Try a four-line poem.

For example: We played a Scrabble game
 My friend and I
 It's a shame
 I could not use a name!

Now you try!



Learning Vowel Sounds

Learning Activity 4

9 Handouts

4-1: Short *e* Sound

Learners learn about the short **e** sound and fill in the blanks with **e** to make a sentence.

4-2: Word Families

Learners make a word flip for the short **e** sound. They fill in a chart of rhyming words.

4-3: Long *e* Sound

Learners learn about the vowel combinations that make a long **e** sound. They write words with a long **e** sound.

4-4: Short *e* and Long *e* Practice

Learners read a poem and find the words that have short and long **e** sound.

4-5: *i* Before *e* Except After *c*

Learners learn the rule **i** before **e** except after **c**. They use the Internet to find words that are exceptions to this rule.

4-6: Words that End in *y*

Learners look at a list of words that have **ey** in them and decide if they are long **e** words.

4-7: Long *e* Word Search

Learners find long **e** words in the word search and also find the hidden message.

Arctic Winter Games



4-8: Choose the Correct Word (Vowel Review)

Learners read sentences and choose the correct word.

4-9 Long Vowel – Silent *e* Crossword

Learners read the clues and fill in the crossword puzzle.



Learning Vowel Sounds

Learning Activity 4

4-1: Short *e* Sound

Arctic Winter Games

Three men hold Ken.

Ken looks down. He is stiff.

Ken looks like an airplane.

Steve, Rod and Jake hold Ken up as they walk.

When Don bends, the game is over.

Write the words from the story that have a short **e** sound like in **pen**.

Can you think of other words that have a short **e** sound?

Fill in the blanks with these words. Then read the sentences aloud.

1. K__n is t__n.
2. The h__n is in the p__n.
3. T__n m__en are in an airplane.
4. K__n has t__n h__ns.
5. I am t__n!



Learning Vowel Sounds

Learning Activity 4

4-2: Word Families

Make word flips with these words and practice these words. Instructions for making a word flip are on Page 21.

bed fed led Ted sled red

beg leg peg

bet get jet met net wet yet set pet

bell fell sell tell well yell

less mess

den Ben men pen ten

Write words from the list that rhyme. The first one is done for you.

bell	sell	yell	well
bed			
net			
leg			
den			



Learning Vowel Sounds

Learning Activity 4

4-3: Long e Sound

When two vowels go a walking, the first one does the talking.

For example:

ee	bee	three	tree	teeth	free
ea	heat	seat	neat	cheat	beat

Change the short e pattern to e long pattern. The first one is done for you.

1. bet	beet	beat
2. met	_____	_____
3. red	_____	_____

What are some other words with the long e sound? Use the words above and make rhyming words.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Learning Vowel Sounds

Learning Activity 4

4-4: Short and Long *e* Sounds

Read this poem. Find the words with the short **e** sound and write them on the first list. Then find the words with the long **e** sound and write them on the other list.

Peter, Peter⁶

Peter, Peter, dry fish eater

Had a wife and liked to please her,

He took her to his smokehouse shed,

And there they wintered, quite well fed.

short *e* sound

long *e* sound

⁶ Redvers, P. *Mother Raven Nursery Rhymes*. Crosscurrent Communications. Fort Smith. 1989



Learning Vowel Sounds

Learning Activity 4

4-5: *i* Before *e* Except After *c*

Rule: *i* before *e* except after *c*

- **ie** sounds like a long **e** like in:

chief thief field brief piece

Can you think of other words: _____

- But these words are different: receive ceiling

Can you think of others words: _____

There are many exceptions to this rule. **For example:** codeine, either, neither and leisure. Find more exceptions to this rule on this website:

<http://dictionary.reference.com/help/faq/language/i/ibeforee.html>

_____	_____	_____
_____	_____	_____
_____	_____	_____



Learning Vowel Sounds

Learning Activity 4

4-6: Words that End in *y*

y sounds like a long *e* at the end of some words:

key	money	monkey	valley	
baby	many	January	forty	quickly

Circle the words that have a long *e* sound.

alley	money	prey
hockey	jersey	obey
key	grey	galley
chutney	donkey	survey
cozy	nosy	they



Learning Vowel Sounds

Learning Activity 4

4-7: Long *e* Word Search

Find the words below in the word search.

```

e i b e f o r e c e x c v e t
d v p t t e y e k c o h o t r
a o i e c f t e r c t f l a e
c x n e j z c e x d r h l e e
j k i k c r m n o c t a e s g
s p n x e e x w d t c e y s d
y e q e j y r g e h a u e e e
e g p f q l y f i c j e f f k
p n y w t b e e i o e o h i x
d i b t h e f m s w m i r i n
o l q h d k o r e o n y n s g
z i f v k n b e e t n e e h t
m e z r e b r i e f o n a e d
l c n y e u g c b b d o a t q
z a j v b e f z w t y h l m w
    
```

bee	feet	money	she
brief	free	neat	tea
ceiling	heat	niece	tee
chief	hockey	nosey	these
creep	honey	piece	tree
donkey	key	receive	volley
feed	knee	seat	



Learning Vowel Sounds

Learning Activity 4

4-8: Choose the Correct Word (Vowel Review)

Underline the correct word:

1. My dad gave me a new (hat, hate).
2. I (hat, hate) my new hat!
3. My dad said I could (not, note) take it off.
4. That (mad, made) me (mad, made).
5. (At, ate) the lake we (at, ate) fish.
6. I drank (pop, pope) while I listened to the (pop, pope) on TV.
7. I (hop, hope) that I can go out on the land this spring.
8. My son likes to (mop, mope) when I ask him to (mop, mope) the floor.
9. My daughter looks really (cut, cute) with her new hair (cut, cute).
10. I (plan, plane) to take the (plan, plane) to Inuvik.
11. It is hard to (cop, cope) with the many issues a (cop, cope) faces.
12. A man came to (rob, robe) our place, but he only took a (rob, robe).



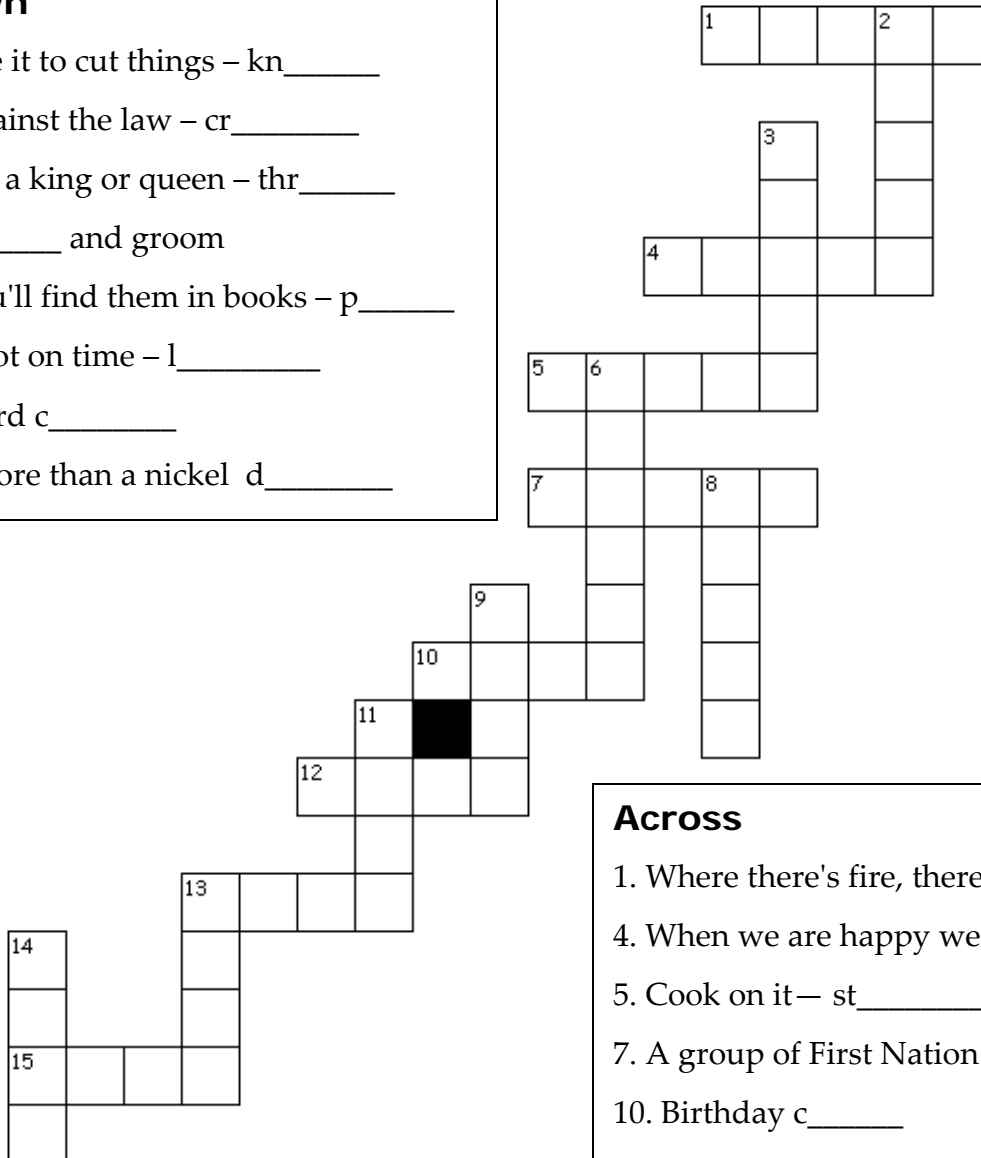
Learning Vowel Sounds

Learning Activity 4

4-9: Long Sounds with Silent e Crossword

Down

2. Use it to cut things – kn_____
3. Against the law – cr_____
6. For a king or queen – thr_____
8. Br_____ and groom
9. You'll find them in books – p_____
11. Not on time – l_____
13. Bird c_____
14. More than a nickel d_____



Across

1. Where there's fire, there is sm_____
4. When we are happy we sm_____
5. Cook on it— st_____
7. A group of First Nation people – tr_____
10. Birthday c_____
12. Let's play a g_____ together
13. 3D square – c_____
15. A lion has one— m_____



Extended Learning

Learning Activity 5

3 Handouts

5-1: Word Families

Learners use the words **hold**, **on** and **game** to make new words.

5-2: Sight Words

Learners pick out all the sight words in the story. Brainstorm eight more sight words with learners. Ask them to write them down on the space provided on the handout. Ask them to write all 16 words down on the Bingo sheet. Call Bingo.

5-3: Nouns, Action Words and Adjectives

Learners pick out all the nouns and action words in the story. Then they choose the correct adjective from a list to fill in the blanks.



Extended Learning

Learning Activity 5

5-1: Word Families

Build new words using some of the words from the story.

a	b	c	d	e	f	g
h	i	j	k	l	m	n
o	p	q	r	s	t	u
v	w	x	y	z		

Look at the alphabet above and write down all the words you can make using the ending **old** (hold).

Look at the alphabet above and write down all the words you can make using the ending **on**.

Look at the alphabet above and write down all the words you can make using the ending **ame** (game).



Extended Learning

Learning Activity 5

5-2: Sight Words

Sight words are words that we use a lot. For example: **is, it, the** are sight words. These words you should be able to read quickly. Pick out all the sight words in the story.

Arctic Winter Games

Three men hold Ken.

Ken looks down. He is stiff.

Ken looks like an airplane.

Steve, Rod and Jake hold Ken up as they walk.

When Ken bends, the game is over.

Now think of 8 more sight words with the class. Write them down on these lines.

Arctic Winter Games



Sight Words Bingo

Use the words from the previous page and write them on the Bingo card below. You should have 16 words. Put them in random order.

Arctic Winter Games



Extended Learning

Learning Activity 5

5-3 Nouns, Action Words and Adjectives

Pick out all the nouns, action words in the story and title.

Arctic Winter Games

Three men hold Ken.

Ken looks down. He is stiff.

Ken looks like an airplane.

Steve, Rod and Jake hold Ken up as they walk.

When Ken bends, the game is over.

Nouns (9):

Action words (3): _____

Rewrite the story using the adjectives below:

Arctic Winter Games

Three _____ men hold Ken.

Ken looks down. He is _____ stiff.

Ken looks like a _____ airplane.

Steve, Rod and Jake hold Ken up as they walk.

When Ken bends, the _____ game is over.

small

very

difficult

big