

Stories and Learning Activities

for

English 110 and 120

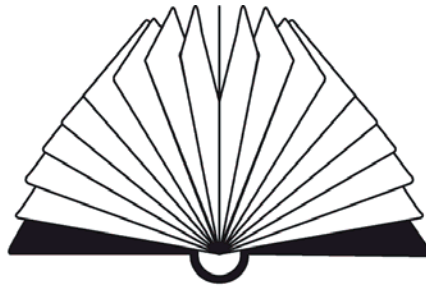
To support the NWT Adult
Literacy and Basic
Education Curriculum

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Stories and Activities for English 110 and 120

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Northwest
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Northwest Territories Education, Culture and Employment

We thank Evelyn Tregidgo, from Hay River, who developed and wrote many of the activities for these stories. We also thank the authors and illustrators for letting us use their stories in this manual.

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



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Stories and Activities for English 110 and 120

Introduction

It is hard to find relevant material for learners at the 110 and 120 levels. This resource provides eight stories that were either written by adult learners from the Hay River Learning Centre or used in adult literacy classes in the NWT. The stories that were written by adult learners were made into booklets and illustrated by local artists in the community.

The stories range from high 110 to low 120 level. Below is the Fry Readability scale for each story. Choose the stories that best suit your learners' skills.

Title	Author & Illustrator	Fry Readability Scale
Fishing on Great Slave Lake	Edwin Morin Evelyn Tregidgo	3
One Winter Night	Kelly Lafferty	3
Mr. Magoo's First Trip	Sandra Smallgeese Karen Gelderman	3.6
Running Scared	Cheryl Mabbit	3
A Night Without Television	Helen Unka	3.5
Help for the Sick	Evelyn Tregidgo	3
Drilling in the Oil Sands	Evelyn Tregidgo	4.5
Moose Hunting	Evelyn Tregidgo	3

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 a brief introduction with learning outcomes, learning activities and handouts. The activities for each story follow the same guideline:

- Prereading
- New Words
- Understanding the Story
- Extended Learning

Fishing on Great Slave Lake

Introduction

This story was written by Edwin Morin and illustrated by Evelyn Tregidgo. It is a story about fishing on Great Slave Lake. The story provides detailed information about fishing. Its readability level is Grade 3.

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

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





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No Handouts	11
2) New Words	4 Handouts	13
3) Understanding the Story	4 Handouts	19
4) Extended Learning	3 Handouts	24



Fishing on Great Slave Lake

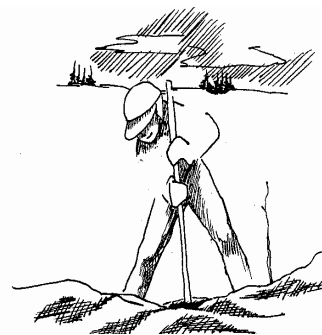
Story 1

by Edwin Morin

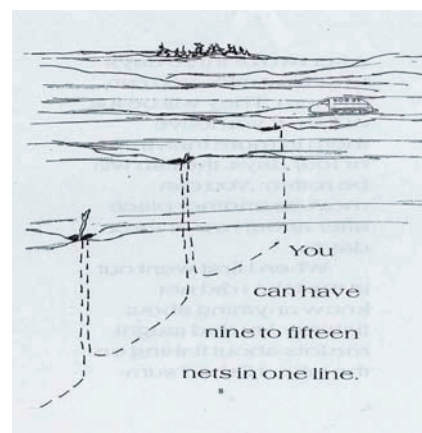
I started fishing when I was about fourteen years old. When I first went, I didn't know anything about fishing. My dad's hired men taught me how to take the fish out of the nets and clean them. I thought it was a lot of fun.

The next day they took me out in the lake to set the nets under the ice. They made the hole in the ice with the auger. There's an auger behind the Bombardier. It makes a hole in the ice. First, you hook a belt around the pulley, then around the drum on the auger. You start up the Bombardier. That's what makes the drum turn to make the hole in the ice.

After you pull up the drum from the ice, fix the hole with a chisel so the net won't get caught. Then you tie a string to a rock to check the depth of water to see what kind of net to use. There are about seven kinds of nets. Meanwhile, there are two guys spreading out the nets on the ice to get ready for setting nets. After you clean the hole and check for depth, you put a jigger into the hole. You punch it down with a needle bar because you have to point it in the direction you want it to go. You have to pull the rope to send the jigger about a hundred yards. Sometimes, when there is no snow, you can see the jigger under the ice.

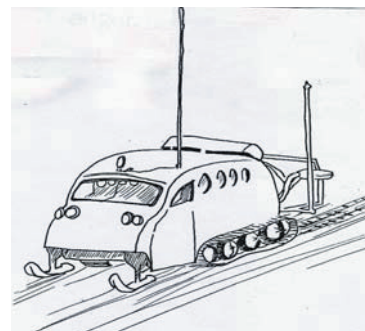


There will be someone following the jigger and when the jigger gets to the mark, the guy who is pulling it will make it knock under the ice. The guy who is following it will hear the knock and will shovel the snow where the new hole will be.



Fishing on Great Slave Lake

Someone drives the Bombardier to the new hole and makes a hole with the auger. After you have finished, you hook the line to pull the nets under the ice. Keep on making new holes one after the other until you set all the nets in one line.



After two or three days of setting nets, you can lift them. They will be full of fish. If you leave them in more than three or four days, the fish will be rotten. You can move to another place after about two or three days.

When I first went out in the lake, I did not know anything about fishing. My dad taught me lots about fishing on the lake. I fished in the summer and winter on the Great Slave Lake.

I love fishing. It was a good life for me. That was the only thing I ever knew how to do. I did it for about twenty-five years. For me, fishing was a good living, but you can't get rich fishing on the Great Slave Lake. I wish it was different.



Prereading Learning Activity 1

No handouts

1-1: K-W-L

This learning activity encourages learners to recognize what they already know, and what they can learn from the story.

Put up three flipchart pages. Use the K-W-L guide to label each page.

- **Know** – What do we already know?
 - **Want to know** – What do we want to find out?
 - **Learned** – What did we learn from reading this story?
1. Brainstorm what learners already know about fishing on Great Slave Lake.
 2. Brainstorm what learners want to know about fishing on Great Slave Lake.
 3. Read the story together.
 4. Brainstorm what learners learned from reading the story. Write down what learners learned on the **Learned** flipchart.
 5. Compare the **Know** list with the **Learned** list.
 6. Ask learners if they learned what they wanted to know. Check these off on the flipchart paper. Ask learners if they have other things to add to the **Want to know** list after they read the story. Ask learners to pick topics they want to research from the **Want to know** list.
 7. Encourage learners to use the Internet to gather information. The Resources section provides several useful websites and links that learners may use.

Fishing on Great Slave Lake



Note:

You can also make a three column chart that learners can use to write down their ideas.

Know	Want to Learn	Learned



New Words Learning Activity 2

4 Handouts

2-1: Vocabulary

Learners use these words to fill in the blanks in the sentence. They then write a sentence for each word.

fourteen	hired	thought	auger	Bombardier
pulley	chisel	caught	spreading	jigger
hundred	knock	shovel	rotten	following

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Cloze Activity

Learners fill in the blanks of the passage using the words given. They read the passage when they are finished to make sure it makes sense.

2-4: Word Search

Learners find the words in the word search.



New Words

Learning Activity 2

2-1: Vocabulary

Fill in the blanks with the following words. Cross off the words as you use them.

fourteen	hired	thought	auger
Bombardier	pulley	chisel	caught
spreading	jigger	rotten	knock
shovel	following	hundred	

1. First you hook a belt around the _____, then around the drum on the auger.
2. After you pull up the drum from the ice, fix the hole with a _____.
3. They made the hole in the ice with the _____.
4. There are two guys _____ out the nets to get ready for setting the nets.
5. You have to pull the rope to send the _____ about a hundred yards.
6. There's an auger behind the _____.
7. I _____ it was lots of fun.
8. I started fishing when I was about _____ years old.
9. My dad's _____ men taught me how to take the fish out of the nets.
10. The guy who is following the jigger will hear the _____ and will _____ the snow where the new hole will be.

Fishing on Great Slave Lake

11. The fish will be _____ if you leave them more than three or four days.
12. Fix the hole with a chisel so the net won't get _____.
13. You have to pull the rope to send the jigger about a _____ yards.

Choose 10 words and write a sentence for each word.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



New Words

Learning Activity 2

2-2: Word Study

Fill in the blanks with the correct words.

fourteen	hired	thought	auger
Bombardier	pulley	chisel	caught
spreading	jigger	rotten	knock
shovel	following	hundred	

1. What two words have **au** spelling with the short **o** sound?

2. What two words have the short **o** sound, but are spelled differently?

3. What 5 words have a short **o** sound?

4. What two words from the list are part of the Bombardier?

5. What two words are numbers?

6. What two words have the short **i** sound?



New Words

Learning Activity 2

2-3: Cloze Activity

Fill in the blanks in the paragraph with words that make sense. Not all the words are used.

fourteen	hired	thought	auger
Bombardier	pulley	chisel	caught
spreading	jigger	rotten	knock
shovel	following	hundred	

One morning I heard a _____ on my door. I _____ it was my uncle. When I opened the door, I saw five cold fishermen. They had walked _____ kilometres to our cabin. One fisherman said their _____ had broken down. I gave them some parts for their bombardier. My uncle, who had been _____ them, came in the door. The fishermen _____ my uncle to take them back to their broken down bombardier.

Fishing on Great Slave Lake



New Words

Learning Activity 2

2-4: Word Search

Fishing on Great Slave Lake

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

auger
bombardier
caught
chisel
following
fourteen
hired

hundred
jigger
knock
pulley
rotten
shovel
spreading
thought



Understanding the Story

Learning Activity 3

4 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners write a journal entry using the questions as a guide.

3-3: Facts about Fishing

Learners read each statement and then choose the correct answer.

3-4: Thinking about the Story

Learners think about the story and their own experiences. They answer the questions in sentence form.



Understanding the Story

Learning Activity 3

3-1: Answering Questions

Answer the following questions in sentence form. You will find the answers in the story.

1. How many years did Edwin fish on the Great Slave Lake?

2. Why do fishermen have to move their nets after two or three days?

3. How does the person following the jigger know where to make a new hole?

4. Why does the fisherman have to fix the hole with a chisel?



Understanding the Story

Learning Activity 3

3-2: Journal Writing

Did you like this story? Why or why not?

Write a story about your fishing experience. Think about these questions when you write your story:

- Where did you fish?
- When did you go fishing?
- What did you catch?
- What did you use to catch the fish?
- Have you been out on the lake?



Understanding the Story

Learning Activity 3

3-3: Facts about the Story

Review the story and then check the correct answer.

1. Fishermen set the nets

- _____ under the ice.
- _____ on the ice.
- _____ beside the Bombardier.

2. The auger

- _____ runs the Bombardier.
- _____ makes the hole in the ice.
- _____ is put around the drum.

3. Tie a string to a rock. Put it into the hole to see

- _____ how cold the water is.
- _____ where the nets are.
- _____ how deep the water is.

4. A jigger is used to

- _____ make new holes.
- _____ catch fish.
- _____ set the nets under the ice.



Understanding the Story

Learning Activity 3

3-4: Thinking about the Story

1. How did Edwin feel about fishing on Great Slave Lake?

2. Can one man do this job? Why or why not?

3. Do you think this work is dangerous? Why or why not?

4. If the guy following the jigger cannot see the jigger under the ice, how does he know where to start shovelling?



Extended Learning **Learning Activity 4**

3 Handouts

4-1: Identify Fish

Ask learners: “What kind of fish can you find in Great Slave Lake?” Ask them to choose one kind of fish and write a short report on the fish. They can research the information on the Internet or write about what they know about the fish. They should follow the handout to help them write about the fish. Students can use this website for information on fish in Great Slave Lake: <http://www.nwtwildlife.com/fishing/gamefish.htm>

4-2: Instruction Booklet

What can you do well? Learners think about something that they can do really well, like sewing a pair of moccasins or hunting caribou. They write down the steps to their skills and either draw pictures or use photos to illustrate it.

4-3: Last Paragraph

Ask learners to read the last paragraph again. Ask them what they think the author is referring to? We know that the author is an adult learner at the Hay River Learning Centre. Why do you think he decided to go back to school? Ask learners to write about why they decided to go back to school.

4-4: Fiction or Nonfiction

Gather lots of different kinds of reading material, magazines, novels, autobiographies, biographies, stories, myths, encyclopaedias etc. Ask learners to get into groups of two or three and give them a selection of books. Ask them to identify the nonfiction from the fiction. Ask them to write down the criteria for fiction and nonfiction reading material. Ask each group to share their ideas with one another.

Fishing on Great Slave Lake

Ask learners if *Fishing on Great Slave Lake* is fiction or nonfiction. Ask them to give reasons why. Learners can practice identifying fiction and nonfiction by filling out the handout.



Extended Learning Learning Activity 4

4-1: Identify Fish

Great Slave Lake has many different kinds of fish. Brainstorm some fish that you know are in the lake. Write them down in the space below.

Choose one fish to write about. Use this website:

<http://www.nwtwildlife.com/fishing/gamefish.htm> to help you answer the questions below. Use your answers to write an expository paragraph about the fish you choose.

1. What does the fish look like?

2. How big does the fish get?

3. How do you catch the fish?

Fishing on Great Slave Lake

4. What other lakes can you find the fish in besides Great Slave Lake?

Paragraph

Topic Sentence

Supporting Sentences

Closing Sentence



Extended Learning Learning Activity 4

4-3: Last Paragraph

Read the last paragraph again.

I love fishing. It was a good life for me. That was the only thing I ever knew how to do. I did it for about twenty-five years. For me, fishing was a good living, but you can't get rich fishing on the Great Slave Lake. I wish it was different.

The author of this story was an adult learner at the Hay River Learning Centre. What do you think the author means in the last paragraph?

Why do you think he went back to school?

Why did you go back to school?



Extended Learning

Learning Activity 4

4-4: Fiction or Nonfiction

Read each selection carefully. Decide if the reading is fiction or nonfiction.

Example 1

Roads in the Wood Buffalo National Park are all-weather gravel and driving distances between points are long. Please drive carefully and ensure that you have enough gas to get to Hay River or Fort Smith. It is courteous to slow down when meeting oncoming traffic.

Is the reading fiction or nonfiction? _____

Why? _____

Example 2

I woke up with a start! It was still dark. Something was scratching on the side of the tent near my bed. I could see its shadow against the wall of the tent. Terrified, I looked over at my tent buddy. He was gone!

Is the reading fiction or nonfiction? _____

Why? _____

Example 3

Parents are their children's first and most important instructors. They have a great deal of influence on their child's attitudes towards literacy and learning. Children have a better chance of success in school and in their adult life if someone reads to them at home.

Is the reading fiction or nonfiction? _____

Why? _____

Example 4¹

There was a time many years ago when the earth was covered in darkness. An inky pitch blanketed the world making it very difficult for anyone to hunt, fish or gather food. An old man lived along the banks of a stream with his daughter who may have been very beautiful or possibly quite homely. This didn't matter to the old man however because after all it was dark and who could tell? The reason why the world was dark had to do with the old man who had a box that contained a box that held many other boxes. In the very last box was all the light in the universe and this was a treasure he selfishly kept to himself.

The mischievous Raven existed at that time because he always had. He was none too happy about the state of the world for he blundered about in the dark bumping into everything.

Is the reading fiction or nonfiction? _____

Why? _____

Example 5

The bald eagle is a magnificent bird of prey that is native to North America. This majestic eagle is not really bald; white feathers cover its head. The bald eagle lives near rivers and large lakes, as it catches most of its food in the water. Eagles are carnivores (meat eaters) and hunt during the day (they are diurnal). They eat mostly fish. They also hunt and scavenge small mammals, snakes, and other birds.

Bald eagles have a long, downward-curving yellow bill, and large, keen eyes. These strong fliers have white feathers on their head, tail, and wing tips; the body has brown feathers. The feet have knife-like talons.

Is the reading fiction or nonfiction? _____

Why? _____

¹ Source: www.northwest-art.com/NorthwestArt/WebPages/StoriesRavenStealstheLight.htm

One Winter Night

Introduction

This story was written by Kelly Lafferty. It is a story about a young women travelling home from her camp and something mysterious happens. The story is full of suspense and the readers are left hanging at the end. Its readability is Grade 3.

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

This symbol marks the written text for the story.





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No Handouts	35
2) New Words	5 Handouts	36
3) Understanding the Story	3 Handouts	43
4) Extended Learning	3 Handouts	48



One Winter Night

Story 2

By Kelly Lafferty

One pleasant winter night my friend and I were leaving our camp. It was time to hit the trail. The wind was light. The moon was high in the sky. It looked almost like a big flashlight in the sky. We packed up, put our things in the sleigh and my friend jumped on the Skidoo. You could hear the wolves howling before we left camp.

Once I heard that if you hear a wolf howl before you leave, something bad is going to happen. I tried to tell my friend, Dawn, what I heard, but she didn't hear me. So down the trail we went.

All of a sudden it felt as if we were being followed. I looked behind me. There was no one there. I tried to call Dawn, but the Skidoo was too loud. Dawn couldn't hear me yell out her name. It seemed as if she was sleeping and driving at the same time. While I was sitting down on the sleigh, I said to myself, "I think I'm going crazy. There is nothing following us!"

I thought there was something behind me. I could feel someone or something breathing down my neck, so I turned around to see what it was. It was gone. I started to get scared because we were a few miles into the bush and no one could hear us call for help if we needed it.

As I was enjoying the sky with the stars, I thought of things that I would do if something bad happened to Dawn and me. We were about an hour and a half away from town. You could tell from the lights that came from the town.

All of a sudden, I felt that someone or something was right behind me. When I turned around all I could see was the dark with the stars in the background. I turned to look forward to see if Dawn was okay. She was gone, as if she had fallen off without me seeing her.

I got scared and called out her name, “Dawn! Where are you?” But there was no answer. I turned to look back to see if I could see Dawn lying on the trail, but she was nowhere. Then I looked at the Skidoo. There was Dawn, but she wasn’t driving. She was sitting backwards, looking at me, but she couldn’t talk. There, in front of her a person all in black was driving. I have heard that there is a ghost that comes out when there are only two people travelling far out in the bush. I knew what Dawn was trying to tell me something.

All of a sudden, Dawn was gone and so was the ghost that had taken her. The Skidoo stopped. Thankfully, I was within walking distance from town.

When I got home I phoned my grandfather and told him what happened. He said, “My dear, you are lucky he didn’t take you with Dawn. Be careful! One of these days he’ll be back for you.”

To this day I make sure that there are more than two people with me at night whenever the moon is full.



Prereading Learning Activity 1

No handouts

1-1: Legends

Ask learners these questions:

- What are fables or legends?
- What are fairy tales? Where do they come from?
- How are fables and legends similar?
- Are fables, fairy tales and legends fiction?

Have a group discussion about these questions. Refer to <http://www.ivyjoy.com/fables/> for fables and fairy tales and to <http://www.northwest-art.com/> for First Nation legends. Read some of these legends to learners.

1-2: Group Story

Write a **group story** starting with the words “One winter night...” Go around the room and ask learners to contribute at least one sentence to the story. Write the story down and then do a group edit together.



New Words Learning Activity 2

5 Handouts

2-1: Vocabulary

Learners fill in the blanks with the words given. Then they use each word in a sentence.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Word Endings

Learners learn about **ing** and **ed** endings. They practice adding these endings to words from the story.

2-4: Cloze Activity

Learners fill in the blanks of the passage with the words given. Then they reread the passage to make sure it makes sense.

2-5: Crossword Puzzle

Learners fill in the crossword puzzle with the vocabulary words.



New Words

Learning Activity 2

2-1: Vocabulary

Fill in the blanks with the following words. Cross off the words as you use them.

pleasant	sleigh	howling	following	nothing
heard	people	scared	trail	breathing

1. Only forty _____ came to the meeting.
2. A _____ is useful for travelling on the snow.
3. I could hear someone running behind me because they were _____ hard.
4. I had to turn on all the lights in the house as I watched that movie because I was _____.
5. I thought I saw an animal in the bush, but when I looked there was _____ there.
6. It looked like a _____ day, so we decided to go to the lake.
7. The new highway followed the same _____ made by Aboriginal hunters.
8. When the dogs hear each other bark, they all start _____.
9. The mother duck walked to the water and her ducklings were _____ her.
10. Kelly told her friend the story she had _____ from her grandfather.

One Winter Night

Use each word in a new sentence.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



New Words

Learning Activity 2

2-2: Word Study

Fill in the blanks with the new words.

pleasant	sleigh	howling	following	nothing
heard	people	scared	trail	breathing

1. What two words have the long **a** sound, but have a different spelling?

2. What two words have the long **e** sound, but have a different spelling?

3. Arrange the words above in alphabetical order.

4. What four words have suffixes? What is the suffix? _____

5. What four words have two syllables?



New Words

Learning Activity 2

2-3: Word Endings

Remember:

- Add **ing** to words that end with a consonant.
- Add **ed** to words that end with a consonant.
- If the word ends with an **e**, drop the **e** and add **ing** or **ed**.

For example:

howl	howling	howled
follow	following	followed
name	naming	named
phone	phoning	phoned

Read each word. Write the word ending with **ing** under list 1 and the word ending with **ed** under list 2.

	List 1	List 2
turn	_____	_____
scare	_____	_____
look	_____	_____
call	_____	_____
drive	_____	_____
breathe	_____	_____
yell	_____	_____
jump	_____	_____
look	_____	_____



New Words

Learning Activity 2

2-4: Cloze Activity

Read this paragraph and use these words to fill in the blanks. Reread the story when you are done to make sure it makes sense.

howling	heard	nothing
following	scared	trail

Fred rode his horse to school every day. He had to follow the _____ through the bush. Most days _____ happened, but one day Fred _____ something growling in the bushes. Fred thought a bear may be _____ them and he felt _____. Just then the low growling sound became a _____ sound. Fred no longer felt scared. It was only his pet dog!

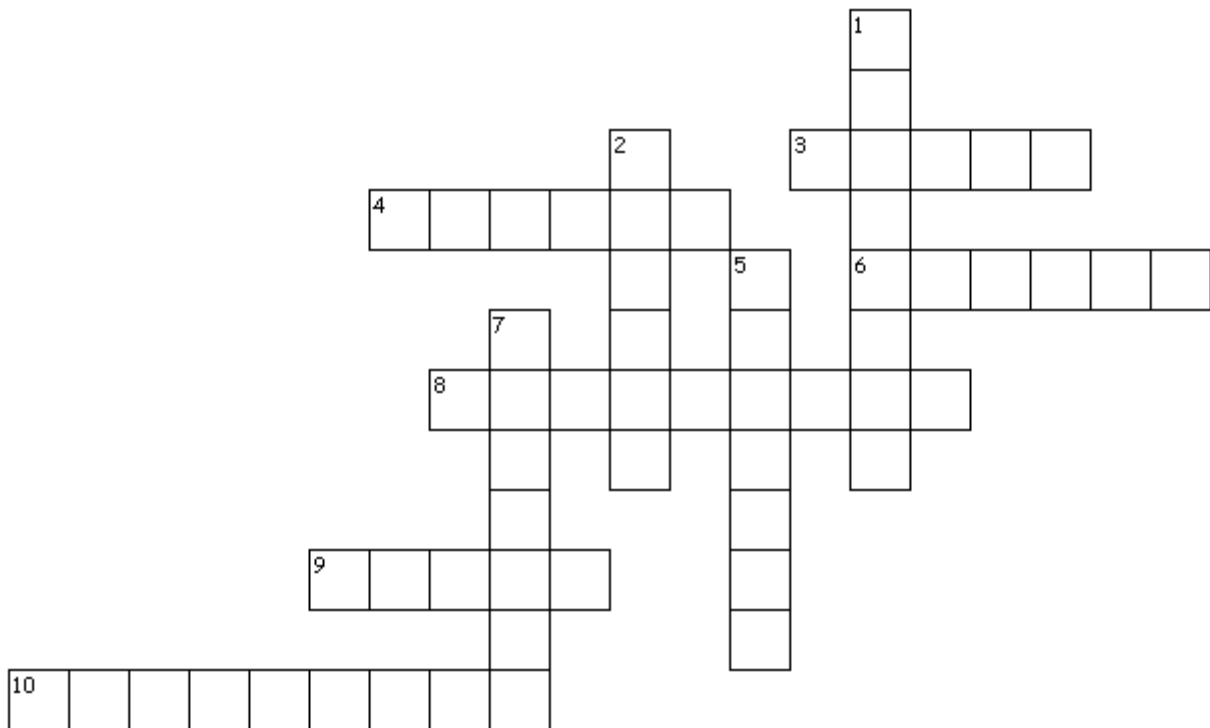


New Words

Learning Activity 2

2-5: Crossword Puzzle

Read the clues below and fill in the crossword puzzle. The words used in the puzzle are the vocabulary words on page 37.



Across

3. To learn by hearing; be told by others
4. Frightened
6. A dog team pulls this
8. Going behind someone
9. A path in the bush
10. To inhale and exhale air, especially when naturally and freely

Down

1. Pleasing, agreeable, or enjoyable; giving pleasure
2. Persons, whether men, women, or children, considered as numerable individuals forming a group
5. A wolf does this at night
7. No thing; not anything; naught



Understanding the Story

Learning Activity 3

3 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

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

3-3: Thinking about the Story

Learners think about the story and their own experiences. They answer the questions in sentence form.



Understanding the Story
Learning Activity 3

3-1: Answering Questions

Answer these questions about the story in complete sentences.

1. What did Kelly hear before she left camp?

2. Who was driving the Skidoo?

3. Who was sitting in the sleigh?

4. What words in the story tell you that the evening was pleasant?

One Winter Night



5. What two things happened to make Kelly afraid?

6. What happened to Dawn?

7. Why did Kelly phone her Grandfather when she returned?

8. What did Kelly's Grandfather tell her?



Understanding the Story

Learning Activity 3

3-2: Journal Writing

Use one of these ideas for your journal writing.

- Tell about a fear that you have. How has it affected your life?
- Write about an unusual experience you have had. Did you tell an Elder or a friend about it?



Understanding the Story
Learning Activity 3

3-3: Thinking about the Story

1. Do you think Kelly believed in ghosts at the beginning of the story? Why or why not?

2. Why did she think she was going crazy?

3. Who do you think was driving the Skidoo with Dawn?

4. Do you think Kelly believed in ghosts at the end of the story? Why or why not?



Extended Learning Learning Activity 4

3 Handouts

4-1: Raven Steals the Light

Read this legend on the handout to learners. Ask them if they have legends from their community or culture. Ask them to share them with the class.

4-2: Suspense

Ask learners: “Did you feel the suspense in the story? Were you on the edge of your seat?” Write a short story that has suspense in it. You can choose one of the topics listed or one of your own.

4-3: Homonyms

Learners pick out all the homonyms in the first paragraph and then write a sentence for each pair of homonyms.



Extended Learning Learning Activity 4

4-1: Raven Steals the Light²

This story is shared by many Northwest Coast Nations.

There was a time many years ago when the earth was covered in darkness. An inky pitch blanketed the world making it very difficult for anyone to hunt or fish or gather berries for food. An old man lived along the banks of a stream with his daughter who may have been very beautiful or possibly quite homely. This didn't matter to the old man, however, because after all it was dark and who could tell?

The reason why the world was dark had to do with the old man who had a box that contained a box that held many other boxes. In the very last box was all the light in the universe and this was a treasure he selfishly kept to himself. The mischievous Raven existed at that time because he always had. He was none too happy about the state of the world for he blundered about in the dark bumping into everything. His interfering nature peaked one day when he stumbled by the old man's hut and overheard him muttering about his boxes. He instantly decided to steal the light but first had to find a way to get inside the hut.

² Source: <http://www.northwest-art.com/NorthwestArt/WebPages/StoriesRavenStealstheLight.htm>

One Winter Night

Each day the young girl would go to the stream to fetch water so the Raven transformed himself into a tiny hemlock needle and floated into the girl's bucket. Working a bit of his "trickster" magic, he made the girl thirsty and as she took a drink he slipped down her throat. Once down in her warm insides he changed again; this time into a small human being and took a very long nap.

The girl did not know what was happening to her and didn't tell her father. One day the Raven emerged as a little boy child. If anyone could have seen him in the dark, they would have noticed that he was a peculiar looking child with a long beak-like nose, a few feathers here and there, and the unmistakably shining eyes of the Raven.

Both father and daughter were delighted with their new addition and played with him for hours on end. As the child explored his new surroundings he soon determined that the light must be kept in the big box in the corner. When he first tried to open the box, his grandfather scolded him profusely which in turn started a crying and squawking fit the likes of which the old man had never seen. As grandfathers have done since the beginning of time he caved in and gave the child the biggest box to play with. This brought peace to the hut for a brief time but it wasn't long until the child pulled his scam again, and again, and again until finally only one box remained.

After much coaxing and wailing the old man at last agreed to let the child play with the light for only a moment. As he tossed the ball of light the child

transformed into the Raven and snatching the light in his beak, flew through the smoke hole and up into the sky.

The world was instantly changed forever. Mountains sprang into the bright sky and reflections danced on the rivers and oceans. Far away, the Eagle was awakened and launched skyward – his target now clearly in sight.

Raven was so caught up in all the excitement of the newly revealed world that he nearly didn't see the Eagle bearing down on him. Swerving sharply to escape the outstretched talons, he dropped nearly half of the ball of light which fell to the earth. Shattering into one large and many small pieces on the rocky ground the bits of light bounced back up into the heavens where they remain to this day as the moon and the stars.

The Eagle pursued Raven beyond the rim of the world and exhausted by the long chase, Raven let go of what light still remained. Floating gracefully above the clouds, the sun as we now know it started up over the mountains to the east. The first rays of the morning sun brought light through the smoke hole of the old man's house. He was weeping in sorrow over his great loss and looking up, saw his daughter for the first time. She was very beautiful and smiling, he began to feel a little better.



Extended Learning Learning Activity 4

4-2: Suspense

One Winter Night is very suspenseful. Suspenseful means that the reader feels excitement over the ending. They don't know what the outcome of the story will be and then read in anticipation.

Did you feel suspense when you read *One Winter Night*? Why or why not?

Were you surprised by the ending? Why or why not?

Your Task

Write a story that is suspenseful. Use one of the topics below or choose your own topic.

- One dark and stormy night...
- I looked up into the sky...
- I was driving down the highway late at night when...
- I looked behind me and...
- There was a full moon...
- The night was pitch black...



Extended Learning
Learning Activity 4

4-3: Homonyms

Homonyms are words that sound the same but have different meanings. They can be spelled the same or different. Read the first paragraph of the story again and pick out all the words that have a homonym. Write the word with its matching homonym on the lines below. The first one is done for you.

One pleasant winter night my friend and I were leaving our camp. It was time to hit the trail. The wind was light. The moon was high in the sky. It looked almost like a big flashlight in the sky. We packed up, put our things in the sleigh and my friend jumped on the Skidoo. You could hear the wolves howling before we left camp.

one	won

Write a sentence for each word showing the meaning.

One Winter Night



Mr. Magoo's First Trip

Introduction

This story was written by Sandra Smallgeese and illustrated by Karen Gelderman. It is a story about young boys going on a camping trip and all the adventures they get into. It is quite a long story but its readability level is Grade 3.3.

This story offers learners an opportunity to read and explore fiction stories, and do a variety of learning activities related to the story. This section first presents a list of four learning activities and the written text with photos of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

This symbol marks the written story and illustrations for the story.





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No Handouts	62
2) New Words	6 Handouts	64
3) Understanding the Story	3 Handouts	71
4) Extended Learning Activities	3 Handouts	76



Mr Magoo's First Trip

Story 3

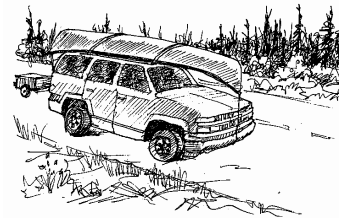
By Sandra Smallgeese

"Okay, campers, are you ready to go fishing, swimming and hiking?" said Mr. Magoo. The boys responded by yelling at the top of their lungs.

"Yeah! We're going camping!"

There were seven young boys between the ages of 12 and 13 years of age. There were two other campers. One of them was the father of one of the boys. The father's name was Mr. Magoo. The other camper's name was Mr. Sanderson, but the kids called him Sandman because he liked to tell scary stories whenever they went camping.

They were already packed. The canoe was on top of the truck. Food, tents and camping gear were packed in a truck trailer, a small one about the size of a small square table. They had everything they needed for camping.



About eighty miles out of town they had to stop for gas. They arrived at a little place Mr. Magoo hadn't noticed before. It looked like a run down old store. On top of the sign it said, Harry's General Store. The old man came out of the store, greeting them with a smile and a big hello.

Harry, the old man, asked, "You folks going camping?" Then he said, "You folks be careful. People say they saw some kind of monster around the campground area." Mr. Magoo thought it was a joke and laughed about it.

Mr. Magoo's First Trip

They finished gassing up and checked to make sure everything was secure. It didn't take long for them to drive to the camp site which was about a one half hour drive to the nearest store. They took everything out of the truck trailer and they took the canoe down to the riverbank. Everyone pitched their tent.



Mr. Magoo took the boys to get firewood, while Mr. Sanderson prepared supper over an open fire. They had hot dogs, beans and marshmallows for dessert. It didn't take long for night to fall.

Mr. Magoo hung up the food in a tree so the bears or other animals wouldn't get it. He also checked to make sure there was enough firewood and a bucket of water close to the fire. The boys' names were Ted, Ed, Fred, Ken, Kenny, Kent and Brent. Everyone said goodnight to Mr. Magoo and Mr. Sanderson. It was about 10:30 at night.

Ken had to go to the bathroom. He had to go behind a tree, making a noise as he walked to the tree. Ken woke up Ted. Then Ted ran over to Ed's tent. He woke up Ed and told him he heard a noise coming from the bushes. Ed and Ted ran over to Kenny's tent. They also woke up Kenny and told him that they heard noises from the bushes. The three of them ran over to Kent's tent and told him what they had heard. They ran over to

Brent's tent and woke him up. So the six of them were sitting in Brent's tent, listening to the sound of wind howling in the night.

Ken finished up and headed back to his tent. He was going to check on the other boys so he stopped at Ed's tent. Ed wasn't there. Ken thought Ed was out because he had to go to the bathroom, so he went over to Fred's tent. He wasn't there either. He walked over to Ted's tent, but Ted wasn't there. The boys in Brent's tent heard crackling noises outside and they kept quiet. Ken went to check Kenny's and Kent's tents. Still no one was there.

Ken thought they were playing a trick on him, so he went behind Brent's tent, grabbed a twig and started to scrape the twig along the side of the tent. The boys got really scared, but didn't dare move or say anything. Ken started to shake the tent and continued to scrape with the twig. One of the boys couldn't stand it any more. He ran to Mr. Magoo's tent, screaming, along with the other boys.

Ken was rolling on the ground, laughing his head off. He said, "You should have seen your faces."

Then Mr. Magoo said, "That's enough now! Come into my tent. I will tell you a scary ghost story." As Mr. Magoo began to tell the story about the Sasquatch, he thought he saw something beside a tall spruce tree. He looked again, but there was nothing beside the spruce tree. He started to tell the story.



"Once upon a time there was this Sasquatch who liked to roam around the woods. Every time the hairy creature wanted someone around, he'd scare off the other campers when he approached the campgrounds. All he wanted was someone to be around him. He didn't like being alone.

So one day the Sasquatch saw something very different. The thing he saw was a blue colour ball rolling around and it bounced. At last he had found his new friend in the woods. He named his friend, 'hip hop' because he thought of those slimy things that hopped all over the pond. He would take this ball wherever he went, showing his little friend many different places.

One day he found his friend lying on the ground flat. So he did what he had to do. He buried his friend, the ball. He put flowers beside his friend. The Sasquatch sat there for awhile and felt sad."

As Mr. Magoo was telling the story, Mr. Sanderson was putting on a Sasquatch costume. He went behind the tent and tried not to laugh. Mr. Magoo said, "to this day the Sasquatch is still looking for a friend!"

Mr. Sanderson jumped up and ran around the tent. He ran towards them, scaring the daylights out of the boys. They all ran in different directions except Mr. Magoo. The two men laughed their heads off. He told Mr. Sanderson, "That was a good trick!"

When the seven boys came back, their faces were white as snow. Mr. Magoo told them it was only Mr. Sanderson. The boys were angry for scaring the daylights out of them. They grabbed a pail or two. The two men were sitting around the campfire. The boys sneaked behind them. Splash! The two men were sitting there, soaking wet.

This time Mr. Sanderson saw a figure standing there. They all saw the Sasquatch and he disappeared into the darkness of the night. After a bit, they all went to bed.

Mr. Magoo's First Trip

Mr. Magoo said, "I guess he's still looking for a friend."





Prereading Learning Activity 1

No Handouts

1-1: Illustrations

Ask learners to look at the illustrations. Ask them to predict what the story will be about.

1-2: Mr. Magoo's First Trip – Fiction or Nonfiction?

Read the paragraph below and ask learners if they think the story is fiction or non-fiction.

There were seven young boys between the ages of 12 and 13 years of age. There were two other campers. One of them was the father of one of the boys. The father's name was Mr. Magoo. The other camper's name was Mr. Sanderson, but the kids called him "Sandman" because he liked to tell scary stories whenever they went camping.

1-3: Fiction Writing

Ask learners to sit in a circle and give each learner a story starter. Ask them to finish the sentence. When they have finished ask them to pass their sentence to the next person on the right. They read the sentence and add another sentence. Do this until everyone has had a chance to write a sentence on each story. When learners have their original story back – they read it aloud to the class.

Use the story starters below or make up some of your own.

Story Starters

- If I won a million dollars.....
- Late one night
- It is all fun and games until
- In another galaxy there are

Mr. Magoo's First Trip

- The most frightening thing
- Life would be way more fun if
- When I looked up into the sky
- There once was this guy who



New Words

Learning Activity 2

6 Handouts

2-1: Vocabulary

Learners look at the vocabulary words and read them silently. If they do not know what a word means they can look it up in a dictionary. They choose ten words from the list and write a sentence for each word.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Compound Words

Learners put words together to make compound words.

2-4: Phrases

Learners read some phrases from the story and decide what is the best meaning for each phrase.

2-5: Word Search

Learners find the words in the word search and then find the hidden message.

2-6: Cloze Activity

Learners fill in the passage with the words given. Then they reread the passage to make sure it makes sense.



New Words

Learning Activity 2

2-1: Vocabulary

bears	campers	daylight	sandman	swimming
campground	firewood	Sasquatch	tent	canoe
gear	scared	trick	costume	hiking
monster	stories	young	yelling	

Read the words above to yourself. Do you know what each word means?
Choose ten words and write a sentence for each word that shows the meaning.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



New Words

Learning Activity 2

2-1: Word Study

bears	campers	daylight	sandman	swimming
campground	firewood	Sasquatch	tent	canoe
gear	scared	trick	costume	hiking
monster	stories	young	yelling	

1. What words in the list are plural?

2. What words in the list are compound words?

3. What words in the list are verbs?

4. What words in the list are adjectives?

5. Looking at the words swimming, yelling and hiking. What do you do when you add **ing**?



New Words

Learning Activity 2

2-3: Compound Words

Compound words are short words put together to make longer words. For example:

Short Words	Long Words
after noon	afternoon
birth day	birthday
in to	into
to day	today

Read the sentences. Look at the two highlighted words. Put them together to complete the sentence.

1. We set up our **camp** on the **ground**. We used tents at the _____.
2. The boys needed some **wood** to make a **fire**. They found _____ in the bushes.
3. There was **some** hairy looking **thing** in the bushes. At the end of the story _____ hairy disappeared into the bushes.
4. Mr. Sanderson made one **thing** for dessert because the boys were happy with **any** kind of food. They ate _____ Mr. Sanderson prepared.
5. **Every** time they went shopping, the little boy wanted more than one **thing** at the store. The mother told him he couldn't have _____ he wanted.



New Words

Learning Activity 2

2-4: Phrases

Check the **best meaning** for these phrases:

run down old store

- ____ to stop working
- ____ to have poor health
- ____ to be old and worn looking

couldn't stand it any more

- ____ did not like it
- ____ didn't have a chance
- ____ couldn't stand up

scare the daylights out of me

- ____ to be scared in the daytime
- ____ to frighten badly
- ____ to see light in the daytime

faces were as white as snow

- ____ to be sick
- ____ the faces are painted white
- ____ to turn pale with fear



New Words

Learning Activity 2

2-5: Word Search

Find the words in the word search.

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

anything	daylights	sandman	swimming
bears	everything	Sasquatch	tent
boys	firewood	scared	trick
campers	fishing	scary	truck
campground	gear	something	yelling
canoe	hiking	stories	young
costume	monster		



New Words

Learning Activity 2

2-6: Cloze Activity

Fill in the blanks in the paragraph with these words from Mr. Magoo's First Trip.

campground firewood scared something
crackling figure everything

Jake was jogging in Blackstone Park at night. As he passed by the _____, he saw _____ through the trees. Jake was not _____ so he ran over to see what was there. A _____ was putting more _____ on a _____ fire.

The two men began talking. Both were surprised! They knew each other in school. For the rest of the night, they talked about _____ that had happened to them in the last ten years.



Understanding the Story

Learning Activity 3

3 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners write about their own experiences around being scared.

3-3: Thinking about the Story

Learners choose the best answer for three statements.



Understanding the Story
Learning Activity 3

3-1: Answering Questions

Answer these questions in sentence form.

1. What was packed in the small trailer?

2. What two things did Mr. Magoo do before he went to bed?

3. What trick did Ken play on the boys?

4. Why did the Sasquatch feel sad?

Mr. Magoo's First Trip



5. Who put on the Sasquatch costume? What happened?

6. What did they think they saw at the end of the night?



Write about a time when you were scared. What happened that made you scared? How did you feel?

[illegible]



Understanding the Story

Learning Activity 3

3-3: Thinking about the Story

Check the **best answer** for the following:

Mr. Magoo and Mr Sanderson:

- _____ saw a Sasquatch.
- _____ told stories to the boys.
- _____ liked to play tricks.

Mr. Magoo hung up the food and made sure there was water near the fire:

- _____ because animals may come into their camp.
- _____ for safety reasons.
- _____ so the boys could sleep better.

The boys threw water on the two men because:

- _____ there was a Sasquatch watching.
- _____ that was the second time in one night the boys had been scared.
- _____ the two men told scary stories.



Extended Learning Activities

Learning Activity 4

3 Handouts

4-1: Narrative Writing

Learners write a narrative paragraph about their first camping experience that they can remember. They use the writing process to write their paragraph. A step-by-step guide is on the handout.

4-2: Character Map

Discuss with learners why characterization is important in short stories. Ask them to fill in the character map for one of the characters.

4-3: Quotation Marks

Read over the handout together. Do some examples on the board using quotation marks. Ask learners to complete the handout.



Extended Learning Activities

Learning Activity 4

4-1: Narrative Writing

Narrative writing:

- Tells a story. This is something we do everyday when we tell someone about what we did or what happened. It can be a story, event or experience from the past or something that happened recently.
- Has order. It has a beginning, middle and end. Narrative writing tells what happened first, then next and finally.
- Answers the questions: Who? What? When? Where? Why? How?

Use the TOWER writing process on the next page to write a story about your first camping experience.

TOWER - Writing Process

The TOWER writing process describes five steps.

- Think** Choose your topic.
Brainstorm points and/or gather information about your topic.
Jot down any ideas and information that might be useful. Do this in note form or use a web.
- Organize** Read over your notes or web. Decide if you have included enough details. Decide if you need to leave anything out.
- Write** Write your first draft. Don't spend too much time on spelling or punctuation at this stage. Double space so that it is easier to make corrections.
- Edit** Make corrections in a different colour.
Read your writing. Does it say what you want? Did you leave anything out? Is there any unnecessary information?
Read your writing out loud to someone else or let someone else read your writing.
If you have a lot of changes to make, write a second draft.
Check for spelling, run-on sentences, sentence fragments, grammar and punctuation.
- Rewrite** Rewrite in pen or type.
Include a title, your name and date.
Read it over carefully.
Share your writing with others.

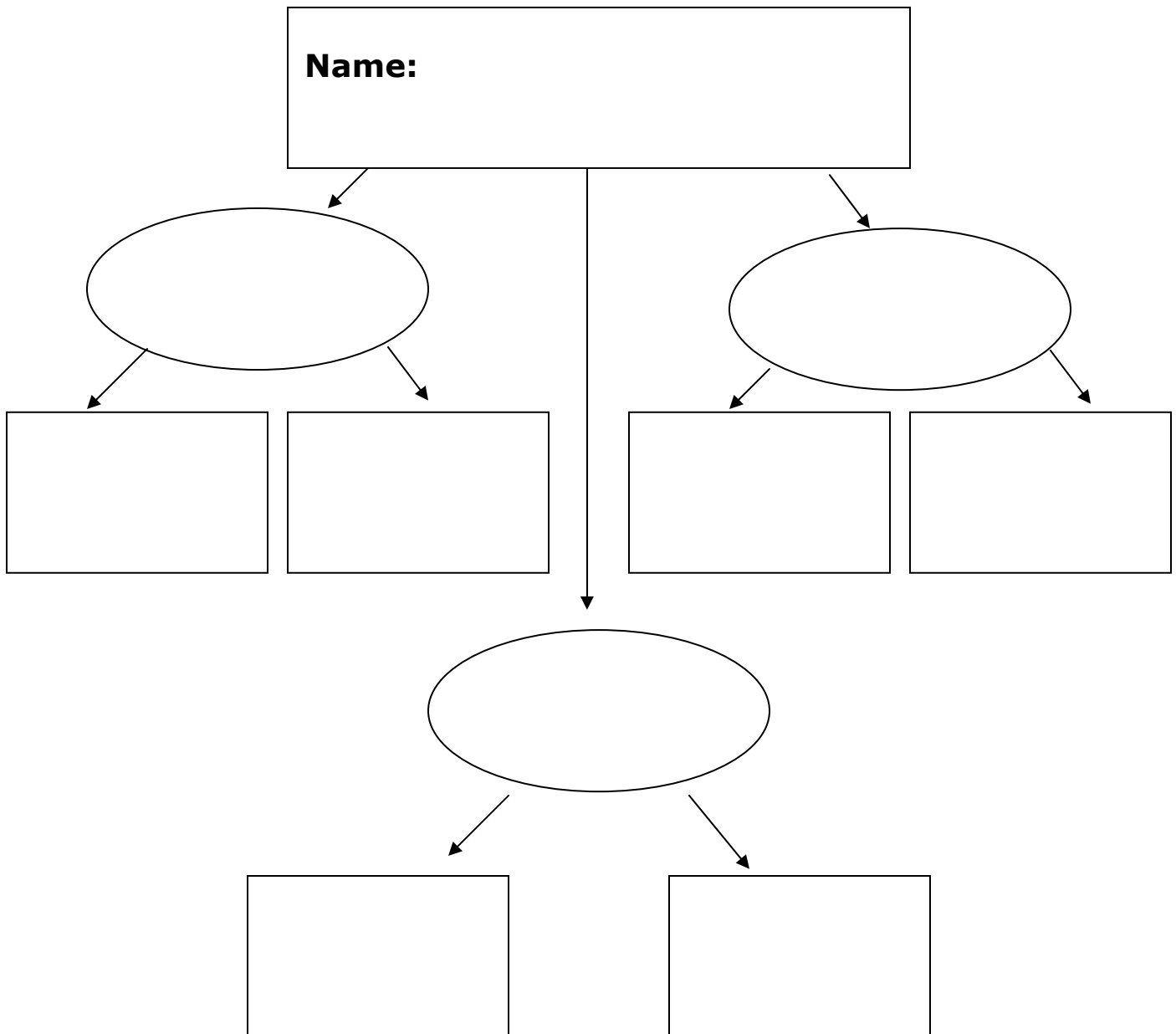


Extended Learning Activities

Learning Activity 4

4-2: Character Map

Develop a character map for one of the characters. Use the map below. Write one character trait in each oval. Write one supporting detail in each of the rectangles.





Extended Learning Activities

Learning Activity 4

4-3: Quotation Marks

The story, Mr. Magoo's First Trip, has lots of conversation in the story. When we use conversation in a story we must use quotation marks to mark the beginning and end of each statement.

For example:

Harry, the old man, asked, "You folks going camping?" Then he said, "You folks be careful. People say they saw some kind of monster around the campground area." Mr Magoo thought it was a joke and laughed about it.

Rules for Using Quotation Marks

- Use a set of quotation marks to enclose each direct quotation included in your writing.
- Use a capital letter with the first word of a direct quotation of a whole sentence. Do not use a capital letter with the first word of a direct quotation of part of a sentence.
- If the quotation is interrupted and then continues in your sentence, do not capitalize the second part of the quotation.

Put quotation marks in the correct place in the following paragraphs. Check your answers with the story.

Then Mr. Magoo said, That's enough now! Come into my tent. I will tell you a scary ghost story. As Mr. Magoo began to tell the story about the Sasquatch, he thought he saw something beside a tall spruce tree. He looked again, but there was nothing beside the spruce tree. He started to tell the story.

Once upon a time there was this Sasquatch who liked to roam around the woods. Every time the hairy creature wanted someone around, he'd scare off the other campers when he approached the campgrounds. All he wanted was someone to be around him. He didn't like being alone.

Mr. Magoo's First Trip

So one day the Sasquatch saw something very different. The thing he saw was a blue colour ball rolling around and it bounced. At last he had found his new friend in the woods. He named his friend, 'hip hop' because he thought of those slimy things that hopped all over the pond. He would take this ball wherever he went, showing his little friend many different places.

One day he found his friend lying on the ground flat. So he did what he had to do. He buried his friend, the ball. He put flowers beside his friend. The Sasquatch sat there for awhile and felt sad.

As Mr. Magoo was telling the story, Mr. Sanderson was putting on a Sasquatch costume. He went behind the tent and tried not to laugh. Mr. Magoo said, to this day the Sasquatch is still looking for a friend!

Mr. Sanderson jumped up and ran around the tent. He ran towards them, scaring the daylights out of the boys. They all ran in different directions except Mr. Magoo. The two men laughed their heads off. He told Mr. Sanderson, That was a good trick!

When the seven boys came back, their faces were white as snow. Mr. Magoo told them it was only Mr. Sanderson. The boys were angry for scaring the daylights out of them. They grabbed a pail or two. The two men were sitting around the campfire. The boys sneaked behind them. Splash! The two men were sitting there, soaking wet.

This time Mr. Sanderson saw a figure standing there. They all saw the Sasquatch and he disappeared into the darkness of the night. After a bit, they all went to bed.

Mr. Magoo said, I guess he's still looking for a friend.

More Practice with Quotation Marks

In the following sentences put in quotation marks wherever they are needed, and underline words where italics are needed.

1. Mary is trying hard in school this semester, her father said.
2. No, the taxi driver said curtly, I cannot get you to the airport in fifteen minutes.
3. My French professor told me that my accent is abominable.
4. It seems to me that hip and cool are words that are going out of style.
5. Can you believe, Dot asked me, that it has been almost five years since we've seen each other?
6. Certainly, Mr. Martin said, I shall explain the whole situation to him. I know that he will understand.
7. Ms. James announced, Starting in October we will be downsizing each department to no more than six workers.
8. Did you see that new movie asked my friend?
9. You're out of your mind exclaimed Tony, slamming the door.
10. The mayor promised that the project would be completed in two months.

Running Scared

Introduction

This story was written and illustrated by Cheryl Mabbitt. It is a story about a family going out to their camp and encountering a bear. Its readability is Grade 3.

This story offers learners an opportunity to read and talk about their bear experiences and do a variety of learning activities related to the story. This section first presents a list of four learning activities and the written text with illustrations of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

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





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	1 Handout	87
2) New Words	4 Handouts	89
3) Understanding the Story	4 Handouts	95
4) Extended Learning Activities	3 Handout	101



Running Scared

Story 4

By Cheryl Mabbitt

My family and I, along with our cousins, went out to our camp for the weekend. We had to clean the cabin and the kitchen and the boys got firewood while my cousin and I got the water. After we were all done, we all got to play, but not me. I wanted to go fishing. So off I went with the tackle box in one hand and the rod in the other. I made sure that I had two of my dogs with me. You never know when someone or something is going to creep up behind you.

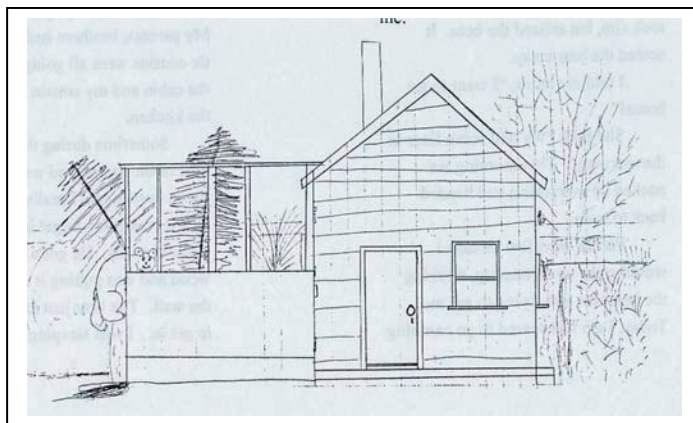
I must have been out on the point for about two or three hours just fishing. I caught two jacks and three pickerel. I decided to go back to the camp with my tackle box, fishing rod and my fish. When I got back to the camp and showed my parents what I caught, my dad took the fish and went to clean them.

Later that day, my cousin and I started washing dishes from lunch and supper. We finished and had a little more time to play before bed. My parents, brothers and my two little cousins were all going to sleep in the cabin and my cousin and I slept in the kitchen.

Sometime during the night a bear came around and was looking for an easy meal. I really had no idea how it was going to get in! But it found a way. He got a piece of wood and was putting it up against the wall. The bear just kept on trying to get in. I was sleeping on one end of the bed while my cousin was sleeping at the other end.

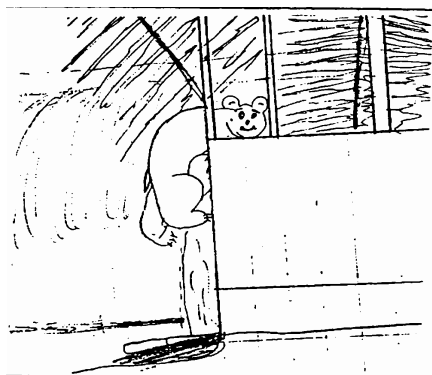
Running Scared

That's when it happened! The bear was able to get half its body inside the kitchen window. Before the wood fell over, it was half inside and half outside. My cousin started screaming for my mom. It woke me up and I asked her what was wrong. When I saw the bear's paw three to five inches from my face, I started to push my head into the mattress so it wouldn't get me.



When my mom walked into the kitchen and saw the bear, she ran back into the cabin to get my dad. My parents got their guns and my mom went to release the dogs. While my dad was standing loading his gun in his underwear, the dogs started to bite the bear on the backside. My dad took aim, but missed the bear, but it did scare the bear away. I told my mom, "I want to go home!"

She said, "We will leave later in the morning." That morning we packed up everything and headed back to town.





Prereading Learning Activity 1

1 Handout

1-1: Background Knowledge

Ask if any of the learners have had encounters with bears. Ask them to share their stories.

1:2: Bear Quiz³

Ask learners the questions on the bear quiz on the next page. If no one knows the answer – look it up on the internet.

- <http://www.enchantedlearning.com/subjects/mammals/bear/Bearquizans.shtml>
- <http://www.enchantedlearning.com/classroom/K1/bears.shtml>

Answers to Quiz

- | | |
|----------------------|----------------|
| 1. Polar Bear | 7. Omnivores |
| 2. Yes | 8. Panda Bear |
| 3. No | 9. Polar Bear |
| 4. Yes | 10. Grizzly |
| 5. No | 11. Brown Bear |
| 6. Yes (*read below) | 12. Black Bear |

* The brown bear distinguishes itself from the other ursines by virtue of its shoulder hump, which is caused by muscles which are used for digging. The colour of the animal varies from a light creamy colour through to black. Despite their name, black bears can actually appear in a variety of colours. There are brown black bears, white black bears, and even the blue glacier bear.

³ Source: <http://www.enchantedlearning.com/subjects/mammals/bear/Bearquizans.shtml>
<http://www.enchantedlearning.com/classroom/K1/bears.shtml>



Prereading

Learning Activity 1

1-2: Bear Quiz

1. What type of bear is the largest bear living today? _____
2. Can bears swim? _____
3. Do bears live in large social groups? _____
4. Do some bears hibernate (or go into a dormant state) during winter?

5. Do bears have good eyesight? _____
6. Is there a difference between the black bear and the brown bear?

7. Are most bears herbivores (plant-eaters), carnivores (meat-eaters) or omnivores (eating meat and plants)? _____
8. This bear's name starts with a **p**. It is black and white and lives in China. What is its name? _____
9. This bear's name starts with a **p**. It lives in the freezing Arctic. Although it looks white, it has clear-colored hair and black skin. What is its name?

10. This bear's name starts with a **g**. It has a hump on its shoulders and has brown to gray hair. What is it called? _____
11. This bear's name starts with a **b**. Despite its name, it can have black or brown hair (and has no hump on its shoulder). What is its name? _____



New Words

Learning Activity 2

4 Handouts

2-1: Vocabulary

Learners read the sentences and fill in the blanks with the new vocabulary words.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Action Words

Learners learn how to add **ed** and **ing** to words. They fill in the blanks with the correct words with the correct endings.

2-4: Cloze Activity

Learners use their vocabulary words to fill in a cloze activity.



New Words

Learning Activity 2

2-1: Vocabulary

Choose the word that best completes the meaning of the sentence.

pickerel	mattress	release	kitchen	experience
especially	tackle	loading	screaming	

1. We started _____ and yelling when we saw our friend winning the Skidoo race.
2. The men were taking the food off the truck and _____ it on a barge.
3. The best room to eat in a house is the _____.
4. When we were in the bush, our most scary _____ was the day we saw a bear.
5. The dogs could not go out together, so we had to _____ them one at a time.
6. The _____ caught on fire because someone was smoking in bed.
7. One way to catch a _____ is to use a Five of Diamonds lure.
8. Be sure to put everything you need in your _____ box before you go fishing.
9. Be sure to take enough tackle _____ if you are taking a long trip.



New Words

Learning Activity 2

2-2: Word Study

pickerel mattress release kitchen experience
especially tackle loading screaming

1. Break each word into syllables. **For example:** morn/ing

_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Pick out all the nouns in the list of words. Nouns are people, places or things.
For example: children, cabin, bear

_____	_____	_____
_____	_____	

3. Pick out all the action words (verbs).

_____	_____	_____
-------	-------	-------

4. What word in the list has two different meanings? _____

Write a sentence for each meaning. Hint: The word can be both a noun and a verb.

Running Scared

5. How many words can you see in screaming? Write them down. The first one is done for you.

cream _____



New Words

Learning Activity 2

2-3: Action Words

Many action words end with **ing** and **ed**. Action words are things we are able to do. If an action word ends with an **e**, drop it and add the ending.

For example: decide

decideded

decidinging

Write the action word with the correct ending in the blanks:

release

experience

tackle

load

walk

jog

decide

scream

1. He was _____ because he could not watch his video game.
2. The barges were _____ with the winter food supply.
3. The hunters were tired because they were _____ wind and snow as they walked over the ice.
4. The football player _____ the runner and pulled him to the ground.
5. Cheryl's mom _____ the dogs when the bear came into their cabin.
6. My mom _____ into the kitchen and saw the bear.
7. I like _____ in the summer time but not in the winter.
8. Cheryl _____ she wanted to go home right away.



New Words

Learning Activity 2

2-4: Cloze Activity

Fill in the blanks of the paragraph with these words. Reread the paragraph when you are done to see if it makes sense.

pickerel mattress release kitchen experience
especially tackle loading screaming

It takes a lot of planning to go fishing in Great Slave Lake
_____ if you live in the south. Many people like to come north to
fish for whitefish, pike and _____. But they can catch only a few fish
each day. If they want to do more fishing, they must practice catch and
_____. This enables the fish stock to grow. Catching a large pickerel on
Great slave Lake is a thrilling _____ for most visitors.



Understanding the Story

Learning Activity 3

4 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners write a journal about their experiences with bears.

3-3: Thinking about the Story

Learners think about the story and their own experiences. They answer the questions in sentence form.

3-4: Order of Events

Learners read each sentence and decide what order they happened in the story. They write a number beside each sentence to show the sequence of events.



Understanding the Story

Learning Activity 3

3-1: Answering Questions

Answer the following questions about *Running Scared* in sentences.

1. What did Cheryl do after she finished her work?

2. Why did she take the dogs with her?

3. How did the bear get into the cabin?

4. What did Cheryl do when she woke up?

Running Scared

5. What did her parents do when they saw the bear?

6. What did they decide to do after the bear tried to get into the kitchen?



Understanding the Story

Learning Activity 3

3-2: Journal Writing

Have you ever encountered a bear in the bush? What happened? What did you do? If you haven't come across a bear – write about something else that you were scared of.



Understanding the Story

Learning Activity 3

3-3: Thinking about the Story

1. What did Cheryl mean when she said the bear was looking for an easy meal?

2. When her father took aim at the bear, do you think he missed on purpose?
Why or why not?

3. In what way could the author overcome her fear of bears?



Understanding the Story

Learning Activity 3

3-4: Order of Events

Read each sentence. Decide what order they happened in the story. Write the number beside each sentence to show the order they happened. We already put number 1 beside the first sentence. Fill in the rest. There are eight sentences altogether.

You never know when someone or something is going to creep up behind you.

_____ My parents got their guns and my mom went to release the dogs.

_____ My dad took aim, but missed the bear, but it did scare the bear away.
I told my mom, "I want to go home!"

_____ When I got back to the camp and showed my parents what I caught, my dad took the fish and went to clean them.

_____ My cousin started screaming for my mom.

_____ I wanted to go fishing.

_____ My parents, brothers and my two little cousins were all going to sleep in the cabin and my cousin and I slept in the kitchen.

_____ Sometime during the night a bear came around and was looking for an easy meal.

1 My family and I, along with our cousins, went out to our camp for the weekend.



Extended Learning

Learning Activity 4

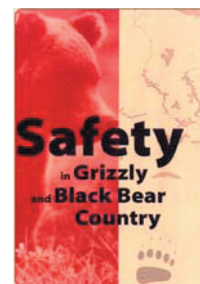
3 Handouts

4-1: Research Project on Bears

Ask each learner to choose a bear to research. Ask them to fill out the research report handout. They can print a picture from the Internet and put it on the sheet. When they have completed filling out the questions on the bear, ask learners to write a two paragraph report on the bear with the picture.

4-2: Bear Safety

Ask an environmental officer to come to class to talk about bear safety. There is a really great booklet you can borrow from the Department of Environment and Natural Resources called *Safety in Grizzly and Black Bear Country*. This booklet contains basic precautions and safety tips to keep in mind while you are in bear country.



Give learners the bear safety quiz handout. Take up the questions together. The answers are:

1. C – play dead
2. B – fight back
3. False
4. False
5. D – Last resort
6. B – 50 km/hr
7. C – 100 metres

4-3: Bear Encounters

Ask learners to brainstorm the do's and don'ts when you encounter a bear. Compare their list to the list on the handout. Ask learners what they would do if they were attacked by a bear. Compare their answers to the list on the handout.

4-4: Grizzly Bear Research - Northern Edge

Ask learners to review the Grizzly Bear Research story on the Northern Edge <http://www.nwt.literacy.ca/northernedge/NEissue1/index1.html>. They can complete the learning activities on-line and the handouts in the *Northern Edge Study Guide*. Contact the NWT Literacy Council if you would like a copy of the *Northern Edge Study Guide*.



Extended Learning Learning Activity 4

4-1: Bear Research

There are eight types of bears in the world. For many years scientists wondered whether the panda was more like the raccoon family or more like the bear family. In about the last ten years, DNA studies have shown that that giant panda is more closely related to the bear. The eight types of bears are:

- American Black Bear
- Brown Bear
- Polar Bear
- Giant Pandas
- Asiatic Black Bear
- Sloth Bear
- Spectacled Bear
- Sun Bear

Choose one type of bear and answer the questions on the next couple of pages. You can use the Internet to research the answers. Two good sites to review all eight types of bears are:

- <http://www.cityofportsmouth.com/School/dondero/msm/bear/brtypes.html>
- <http://www.bears.org/animals/>

Use your answers to write a short report (two paragraphs) on the bear you chose. Include either a drawing of the bear or a picture from the Internet.

Bear Research

Bear Type: _____

Description

Weight: _____ Height: _____

Colour: _____

Distinguishing features: _____

Habitat

Where do they live? _____

Do they hibernate? Where? _____

General Questions

What do they eat? _____

Are they omnivores, herbivores or carnivores? _____

How many cubs do they have? _____

When do they have cubs? _____

Running Scared

How fast can they run? _____

What are some special features of this bear? _____

What makes this bear unique compared to other bears? _____



Extended Learning Learning Activity 4

4-2: Bear Safety Quiz⁴

- 1. What is the recommended course of action if a sudden encounter with a bear results in an attack?**
 - ☐ A. Run away
 - ☐ B. Fight back
 - ☐ C. Play dead
 - ☐ D. Give up

- 2. If you believe the bear has been stalking you, what is the recommended course of action?**
 - ☐ A. Run away
 - ☐ B. Fight back
 - ☐ C. Play dead
 - ☐ D. Give up

- 3. Grizzly bears cannot climb trees.**
 - ☐ True
 - ☐ False

- 4. Bear bells are an effective way to avoid a bear encounter.**
 - ☐ True
 - ☐ False

⁴ Source: <http://www.mountainnature.com/wildlife/Bears/BearKnowledgeTest.asp>

5. Bear spray may help to deter an attack when used in the following manner.

- ☐ A. Sprayed on first encountering the bear to serve as a warning
- ☐ B. Sprayed if a bear bluff charges, but before close approach
- ☐ C. Sprayed when the bear approaches within 10 metres (30 feet)
- ☐ D. Sprayed only as a last resort at very close range (less than 5 metres or 15 feet)

6. How fast can a bear run?

- ☐ A. 30 kilometres per hour (18 mile per hour)
- ☐ B. 50 km/hr (30 m.p.h.)
- ☐ C. 20 km/hr (12 m.p.h.)
- ☐ D. 60 km/hr (36 m.p.h.)

7. How close can you safely approach a grizzly bear?

- ☐ A. 20 metres (65 feet)
- ☐ B. 50 metres (150 feet)
- ☐ C. 100 metres (325 feet)
- ☐ D. 200 metres (650 feet)



Extended Learning

Learning Activity 4

4-3: Do's and Don'ts of Bear Encounters⁵

Do's

- Keep a cool head at all times.
- If there are two or more of you, stand close together to appear more imposing.
- Make loud noises, such as shouting or clanging pots and pans together.
- Try to avoid direct eye contact. Bears seem to find this threatening behaviour.
- Keep a good supply of rocks handy in camp. (Near your tent door at night.)
- Defend your food stores. It only encourages bears to pilfer if you don't.
- Throw rocks near the bears. Do not try to hurt the bears!
- Report any bear encounters to the proper authorities. (such as: park/forest ranger, game warden, etc.)

Don'ts

- Don't try to get a "closer look" by approaching a bear, particularly if attempting a photo opportunity. (Use a zoom lens.)
- Don't turn your back or run. (You'll look like food!)
- Never try to recover your food from a bear once they have gotten to it.

⁵ Source: <http://www.3bears.net/yosemite/beare/>

Bear Attacks

- Try to keep a cool head at all times.
- Yell for help, it may be closer than you think.
- If you're in a group stand close together to appear as large and imposing as possible.
- Stand your ground because some bears may try a "bluff a charge".
- If the bear continues to approach this is a good time to throw a good sized rock or stick toward the bear.
- Lastly stop, drop and cover your neck just like the civil defence drill you learned in school.
- Most of your vitals are easier to get to from the front so stay on your stomach. Roll back to your stomach if the bear turns you over and lie flat. If you have a backpack on that can help protect your vitals.
- If the bear persists, and **only as a last resort**, resist with all your might. Try to grab a stick or a rock, a knife or whatever you have, and fight for your life. Your survival could depend on your fierceness.

For more information on bear attacks go to <http://www.wikihow.com/Escape-from-a-Bear>.



A Night Without Television

Introduction

This story was written by Helen Unka. It is a story about a family that decides to turn off the television for a night. Instead of watching TV they look at old photographs and tell stories. Its readability is Grade 3.

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

This symbol marks the written text for the story.





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No Handouts	115
2) New Words	5 Handouts	116
3) Understanding the Story	3 Handouts	122
4) Extended Learning Activities	1 Handout	126



A Night Without Television

Story 5

By Helen Unka

One evening after supper we decided that Lloyd, Ursula and Morgan, our children, were not going to be sitting in front of the tube. Instead, Bill, my husband, said he would make a bowl of popcorn and the television would not be going on. The kids said “yes” to the popcorn and “why no” to having the television turned off. Bill just took one look at the kids and said, “How about going to your room?”

Bill placed the hot popcorn on the carpet near the couch. The kids sat down on the floor close enough to reach the bowl while Bill went back into the kitchen to get his cup of coffee. Lloyd said to his dad, “Can you read us that book you were telling mom about—how it used to be when Grandpa was young?”

“Okay,” Bill said. “You look through the book and tell me what you see. Bill went and took the book off the shelf and passed it to Lloyd. Lloyd opened the book and started laughing.

“Why are all these pictures in black and white, dad?” Bill smiled and said, “Because they didn’t have color way back then. People didn’t care about things like that.”

Lloyd turned the page. “Why are all those guys dressed in gray and have those funny looking hats? The women are wearing dresses and have their hair tied in long braids.”

I could see Bill thinking how he was going to answer Lloyd’s question. Finally, he said, “In those days it didn’t matter how they dressed or what they looked like. People had a lot of respect back then and so did the children who were taught at a very young age about manners. They were

never allowed to interrupt other people when they were visiting. Those were the rules of the Elders.”

Lloyd didn’t know what to say. He just reached his hand into the bowl and waited for the silence to break. Ursula was falling asleep on the armchair and Morgan was stretched out on the carpet with her teddy bear and pillow.

Lloyd turned the page. There were a few houses with smoke coming out of the chimney and dogs tied to poles in the back. Each house had a smokehouse, chopping block, saw horse beside a large woodpile with a dog sleigh on top, and an outhouse. But nobody could be seen in this picture. On the other page was a photo of a river in the springtime. There were a lot of people taking crates off a big barge.

Lloyd asked, “What are they doing here?”

“We didn’t have vehicles,” replied Bill, “so all our supplies would be brought up to us by a barge.”

“And no power?” Lloyd asked.

“That’s right! We have to try and remember how hard it must have been to raise a family and run for your water all the time. Look at Morgan. She’s sleeping. Let’s go to bed.”

As we went up the stairs, Lloyd asked if we could all sleep on the living room. “No, not tonight. Maybe on the weekend. We can stay up and watch movies. Good night, sonny.”

We tucked the kids into bed and turned off the lights.



Prereading Learning Activity 1

No handouts

1-1: Ask Questions

Ask learners several questions to get them thinking about the story:

- What do you do most evenings?
- What did people use to do in the evenings?
- What do you do when the power goes out?
- What does the title “An Evening without Television” tell you about the story?

1-2: No TV Tonight

Before you read the story with your learners, ask them to go home tonight and not watch TV. When they come back ask them what they did instead of watching TV.



New Words

Learning Activity 2

5 Handouts

2-1: Vocabulary

Learners fill in the blanks using the new vocabulary words.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Phrases

Learners read each phrase and choose the best definition for the phrase.

2-4: Cloze Activity

Learners use the vocabulary words to fill in the blanks in the cloze activity.

2-5: Unscramble the Words

Learners unscramble each word and then write a sentence for the word.



New Words

Learning Activity 2

2-1: Fill in the Blanks

Fill in the blanks with these words from the story.

question	stretched	decided	vehicles
kitchen	through	dressed	turned
respect	taught	supplies	

1. Lloyd said that the guys were wearing flat hats and were _____ funny.
2. Morgan was _____ out lying on the carpet with her teddy bear and pillow.
3. Bill _____ Lloyd so he would know what it was like when Grandpa was young.
4. Bill made the popcorn and his coffee in the _____.
5. Most of the food, equipment and other _____ came on a barge.
6. Bill had to think how he was going to answer Lloyd's _____.
7. Lloyd read _____ the book from the start to the end.
8. Bill and I made up our mind and _____ the children were not going to watch television tonight.
9. Children were taught at a very young age about manners and to have _____ for the Elders.
10. Supplies could not be brought up the river with cars, trucks or other _____.
11. Lloyd was able to see the photos on the next page when he _____ the page.



New Words

Learning Activity 2

2-2: Word Study

Fill in the blanks below with these words

question	stretched	decided	vehicle
kitchen	through	dressed	turned
respect	taught	supplies	

1. Write the root word for: stretched, decided, vehicles, dressed, turned, supplies **For example:** the root word of **sitting** is **sit**

_____	_____	_____
_____	_____	_____

2. **Taught** has a homonym **taut**. What does taut mean? _____

Write a sentence for both words.

3. What other word in the list has a homonym? _____ What is its homonym? _____ Write a sentence for each word.

4. What words are past tense? How can you tell? _____

_____	_____	_____
-------	-------	-------



New Words Learning Activity 2

2-3: Phrases

Check the best meaning for these phrases.

sitting in front of the tube

- _____ sitting in a tube while swimming at the lake
- _____ watching television
- _____ sitting in front of a tire tube

funny looking flat hats

- _____ hats that laugh a lot
- _____ hats that look different from other hats
- _____ hats that do not look new

way back then

- _____ a long time ago
- _____ a long way to go
- _____ a way to go back

it didn't mean much

- _____ there was no meaning
- _____ it means a lot
- _____ it wasn't important

wait for the silence to break

- _____ wait for someone to quit talking
- _____ wait for someone to start talking
- _____ a quiet time

brought up to us

- _____ shipped to us by water
- _____ to be sick all over us
- _____ to be raised by us



New Words

Learning Activity 2

2-4: Cloze Activity

Fill in the blanks of the paragraph with these words. Reread the paragraph when you are done to see if it makes sense.

question	stretched	decided	vehicle
kitchen	through	dressed	turned
respect	taught	supplies	

My son told me he saw some men driving _____ town in a
_____ that looked very old. They _____ at the corner,
got out of the car and went into the store. They were _____ in black
clothing and were wearing old black hats. They bought some
_____. On their way out of the store, they stopped my son
and asked him a _____. Because I had taught my son to
_____ others, he _____ to answer their question
and welcome them to our town.



New Words

Learning Activity 2

2-5: Unscramble the Words

Unscramble each word and write the word in the space provided. The first one is done for you.

1. estoinuq question
2. sectrep _____
3. ddecied _____
4. lpupsise _____
6. hcelvei _____
7. gtuath _____
8. cppoorn _____
9. hsskouemoe _____
10. uetpcir _____
11. ethckni _____
12. eessddr _____

Write each word in a sentence in your notebook.



Understanding the Story

Learning Activity 3

3 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentences.

3-2: Journal Writing

Learners respond in journal form to the questions posed about the story.

3-3: Thinking about the Story

Learners think about the story and their own experiences. They answer the questions in sentence form.



Understanding the Story

Learning Activity 3

3-1: Answering Questions

Answer the following questions in sentence form.

1. Why did Bill put the popcorn on the carpet near the couch?

2. How were the men dressed in the photo?

3. How did children treat their elders when Grandpa was young?

4. What did the houses in the photo look like?

5. How did they get their supplies in the springtime?



Understanding the Story

Learning Activity 3

3-3: Journal Writing

Answer these questions for your journal writing.

1. What have you learned from looking at photos about your past?
2. What are the differences between the past and the way you live today?



Understanding the Story

Learning Activity 3

3-3: Thinking about the Story

Answer the following questions in sentences:

1. Why do you think Bill wanted to keep the TV off for the evening?

2. Why was Lloyd waiting for the silence to break?

3. What do you think it would be like to have no power?

4. Why do you think old pictures are only in black and white?



Extended Learning Activities

Learning Activity 4

1 Handout

4-1: Paragraph Writing

Learners write a paragraph about an evening without TV. They use a circle web to brainstorm their ideas.

4-2: Family Literacy Night

Hold a family literacy night for learners and their families. You can do a variety of activities:

- Read books
- Tell stories
- Play board games
- Play word games
- Readers' Theatre

For more ideas on family literacy activities go to the NWT Literacy Council's website www.nwt.literacy.ca.

4-3: Literacy Games

Play some literacy games with learners. The instructions to these games are in the resource manuals for 110, 120 and 130. They can use the games at home with their children:

- Charades
- 20 Questions
- 20 Questions with a Twist
- Alphabet Search
- Word Chains
- Scattegories
- Bingo

4-4: No Electricity

Pretend that the electricity has gone out in your town for five days. What would you do? Write a story about your adventure with no electricity.

4-5: Pictures from the Past

Ask learners to bring in some pictures from their childhood or their past. Ask them to write a story about the pictures.



Extended Learning Learning Activity 4

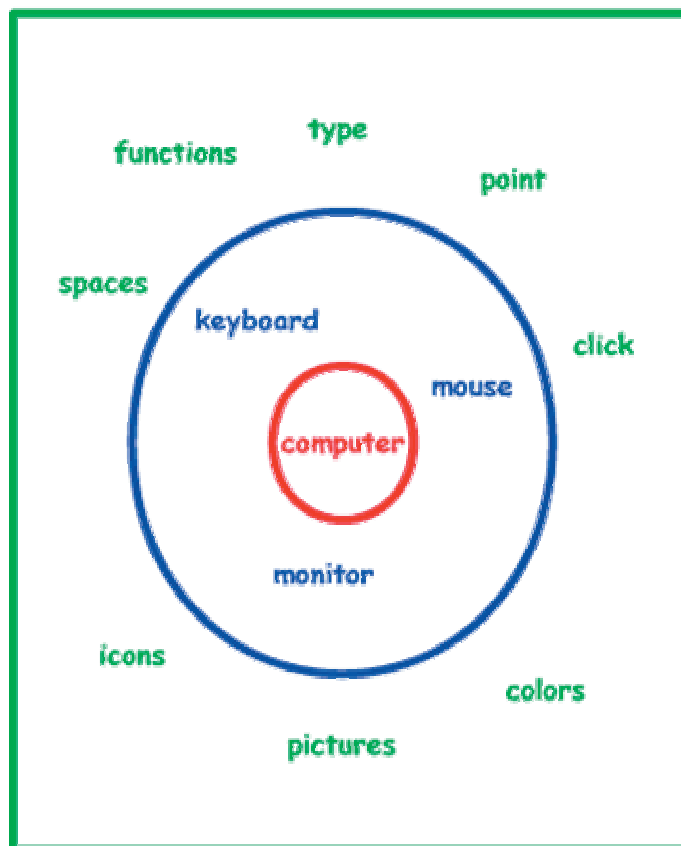
4-1: Paragraph Writing

Describe what would you do if you had to spend an evening without the television? Write your answer in a paragraph with a topic sentence, supporting details and a closing sentence.

Use a circle web to help organize your ideas.

1. Write down the main idea in the centre of the circle.
2. Write down your key ideas in the second circle.
3. Brainstorm words for your key ideas and write them down in the outside box.

Look at this example of a circle web about computers:



Now you try.

1. Write down the main idea in the centre of the circle.
2. Write down your key ideas in the second circle.
3. Brainstorm words for your key ideas and write them down in the outside box.

The diagram is a large square frame. Inside the square, there are two concentric circles. The inner circle is smaller and centered within the square. The outer circle is larger and also centered, with its radius being approximately 1.5 times that of the inner circle. This creates a wide ring between the two circles, intended for brainstorming words related to the key ideas written in the inner circle.

Paragraph Writing

Use the ideas from your circle web to write a paragraph about your evening without TV. Remember a paragraph has a topic sentence, at least two middle sentences and an end sentence.

Topic Sentence

Middle Sentences

Ending Sentence

Help for the Sick

Introduction

This story was written by Evelyn Tregidgo, from Hay River. Evelyn was an adult literacy instructor for many years at the Hay River Learning Centre. She wrote this story specifically for the 110 and 120 levels. Its readability is Grade 3.5.

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

This symbol marks the written text for the story.





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Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	No Handouts	134
2) New Words	4 Handouts	135
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Help for the Sick

Story 6

by Evelyn Tregidgo

In December, 1928, the Hudson Bay manager in Little Red River became sick. He had a sore throat and a fever. His wife sent a letter to the doctor asking for help. Little Red River had 200 people and it was a long way from Fort Vermillion. These towns in northern Alberta were two dogsled days apart.

The doctor was afraid of an epidemic. He needed some medicine. William Gray, Bobby Gray, William Lambert and Joe Lafleur took a message to Peace River for Dr. Hammon. The trip took 11 days by dogsled.

To get to Dr. Hamman, Wop May and Vic Horner stored medicine in an airplane. It had an open cockpit. They took off from Edmonton in January, 1929. The airplane was forced to land because there was a storm. They saw the shore of a lake and landed for the night. The air was cold – it was 30 degrees below zero Fahrenheit. In the morning the pair were sore and worn out. But they went on to Fort Vermilion.

After they landed at the Fort, the medicine was taken to Little Red River by dog team. Many people helped prevent this epidemic. They got the medicine to the people on time.



Prereading Learning Activity 1

No handouts

1-1: Title

Ask learners to predict what the story will be about through the title. Make a list on the board of their ideas. Read the first sentence to learners and ask them again what they think the story will be about. Ask learners if they know where Little Red River is.

Tell learners a little bit about Little Red River.

The Little Red River Cree Nation is located in Northern Alberta, about 150 kilometres East of High Level. It includes the three communities of John D'Or, Fox Lake and Garden River.



New Words

Learning Activity 2

4 Handouts

2-1: Vocabulary

Learners write a sentence for each word. If they don't know the word they can look it up in the dictionary.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Word Families

Learners write down words that have **or** in it. They use these words to fill in the blanks.

2-4: Cloze Activity

Learners fill in the blanks using nouns.



New Words

Learning Activity 2

2-1: Vocabulary

Make up a sentence for each word. Look the word up in a dictionary if you don't know what it means.

medicine

fever

afraid

message

throat

doctor

prevent

epidemic

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



New Words

Learning Activity 2

2-2: Word Study

Study the words below and answer the questions.

medicine

fever

afraid

message

throat

doctor

prevent

epidemic

1. Break each word into syllables. **For example:** De/cem/ber

2. How many little words can you find in **message**? Write them down.

3. What do **fever** and **prevent** have in common? _____

4. Only two words in the list are not nouns. What are they?

What part of speech are they? _____



New Words

Learning Activity 2

2-3: Word Families

How many words can you make with **or**? The first one is done for you.

bore c_____e sc_____e sh_____e sn_____e
sw_____e w_____e t_____e

Fill in the blanks with a word that has **or** in it. The first one is done for you.

1. He tore up the paper and put it in the garbage.
2. Janet _____ her red dress to the dance.
3. He stole some money. He felt very bad. He _____ he would never steal again.
4. I don't _____ when I sleep.
5. My friend and I went to the _____ of the lake to swim.
6. The _____ of the hockey game was 3 to 1.
7. An apple has a _____ with seeds.
8. The _____ of the earth is hot.



New Words

Learning Activity 2

2-3: Cloze Activity (Nouns)

A noun is a person, place or thing.

Are these words a **person**, **place** or **thing**? The first one is done for you.

1. girl person
2. truck
3. night
4. January
5. medicine
6. bush
7. airplane
8. dog team
9. Edmonton
10. message
11. Peace River
12. weather
13. shore
14. Vic

Help for the Sick

As you read the story below, think about a noun that would fit into the blank. The first one is done for you. Reread the story when you have filled in all the blanks to make sure it makes sense.

In December, 1928, the Hudson Bay manager in Little Red River became sick. He had a sore neck and a _____. The doctor was afraid of an _____. He needed medicine, so he sent a message to Peace River. Four _____ took eleven _____ to get to Peace River by _____.

One day in January, 1929, Wop May and Vic Horner stored the _____ in an airplane. They took off from _____. They were forced to land because there was a _____. They saw the shore of a _____ and landed there. The air was cold all _____. In the _____ the pair were sore and worn out. But they went on to _____. After they landed at the Fort, the medicine was taken by _____ team to _____. Many people helped prevent this epidemic. They got the medicine to the people on time.



Understanding the Story

Learning Activity 3

4 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners choose one of the ideas to write about in their journal.

3-3: Thinking about the Story

Learners think about the story and their own experiences. They answer the questions in sentence form.

3-4: 5 Ws and How

Learners identify the words that help answer why, who, where, when, what and how. Then they answer 5 Ws and How questions.



Understanding the Story

Learning Activity 3

3-1: Answering Questions

Answer the questions in sentences. Put a capital letter at the beginning and a period at the end.

1. What did the two men store in the airplane?

2. What was the Dr. Hammon afraid of?

3. How do you think Wop May and Vic Horner felt when they got to Fort Vermilion?

4. How long did it take for the people in Little Red River to get help?

Help for the Sick

5. Why did it take so long?



Understanding the Story

Learning Activity 3

3-2: Journal Writing

Choose one of the following and write a journal entry.

1. What is your opinion of this story? Did you like it? Why or why not?
2. What happens when a disease spreads around your community? Write about a time when you had a disease.
3. Do you know someone who helps other people? Write what you know about this person. How do they help others?



Understanding the Story

Learning Activity 3

3-3: Thinking About the Story

1. Why do you think the doctor was afraid of an epidemic?

2. How do you think mail was delivered in those days?

3. Why did so many people want to help out?



Understanding the Story

Learning Activity 3

3-4: 5 Ws and How

Who – The people in the story.

What – The animals or things in a story.

When – The time the story happened.

Where – The place the event happens.

Why – The reason things happen in a story.

How – The way things happen.

Fill in the blank with the question word that refers to the bold words. The first one is done for you.

1. Many people **near Fort Vermilion** were sick. where
2. They saw **the shore of a lake** and landed there. _____
3. There was a storm so **the airplane was forced to land**. _____
4. **In the morning** the pair were sore and worn out. _____
5. After they landed at the Fort, the medicine was taken **by dog team to the sick people**. _____
6. **They** saw the shore of a lake and landed there. _____

Help for the Sick

Complete the following sentences by adding a word or words that answer the questions who, what, where, why, when, and how.

What?

1. Wop May and Vic Horner saw the _____ of a lake.

When?

2. _____ the pair were sore and worn out.

Why?

3. The airplane was forced to land because _____.

How?

4. After they landed at the Fort, the medicine was taken by _____ to the sick people.

Who?

5. Many _____ in Little Red River were sick.



Extended Learning Activities

Learning Activity 4

2 Handouts

4-1: Capital Letters

Learners review capital letters. They correct the paragraph that is given by putting in the correct capitals.

4-2: Research

Ask learners if they know of any epidemics that have affected their community before. Some examples are tuberculosis, flu epidemics, etc.

Learners research the different epidemics from the early 1900s: measles, smallpox, diphtheria, typhoid, tuberculosis and influenza. Choose one disease and research it on the Internet. Write a paragraph on the history of the disease. Learners use the handout to help them guide their research.

4-3: Health Professional on Epidemics

Have a person from the Health Centre talk to learners about TB, AIDS, and other contagious diseases. Prepare learners ahead of time with questions they can ask the health professional.

4-4: Stories

Learners write a fiction or nonfiction story about a disease that affects their community. It could be a story from their childhood or a story that they make up.



Extended Learning Activities

Learning Activity 4

4-1: Capital Letters⁶

You should always capitalize:

- The first word in a sentence – When it rains, it seems to pour.
- The pronoun I – At the game I shouted at the players.
- Proper nouns – Mary, Deline, Northwest Territories
- Proper adjectives – English, French, Slavey
- Titles that show rank or position – Captain James, Dr. Smith, Chief Jimmy Bruneau
- A person's title when it is used in place of the person's name – Congratulations, Prime Minister.
- Family members when the words stand alone in a sentence without a possessive pronoun or when they are followed by a person's name – I told my Uncle Stan to watch Grandpa at home.
- Days of the week and months of the year – Sunday, February
- The first word in the greeting of a friendly letter – Dear Larry, Dear Friends
- The first word in a closing letter – Sincerely, Best wishes
- All the words in the greeting of a business letter – My Fellow Learners
- The first, last, and all the main words in the title of a: book, movie, song, play or musical, magazine, newspaper, television show
- School subjects when they are names of languages or specific courses – Spanish, Math 130
- Geographical locations when they refer to specific areas on a map – North, South, North Arm, East Arm, Middle East
- National and local holidays – Christmas, Labour Day

⁶ **Source:** Checking Your Grammar by Marvin Terban

Put capitals in the story. Check your answers by looking at the story at the beginning of the section.

In december, 1928, the hudson bay manager in little red river became sick. He had a sore throat and a fever. His wife sent a letter to the doctor asking for help. little red river had 200 people and it was a long way from fort vermillion. These towns in northern alberta were two dogsled days apart.

The doctor was afraid of an epidemic. He needed some medicine. william gray, bobby gray, william lambert and joe lafleur took a message to peace river for dr. hammon. The trip took 11 days by dogsled.

To get to dr. hamman, wop may and vic horner stored medicine in an airplane. It had an open cockpit. They took off from edmonton in january, 1929. The airplane was forced to land because there was a storm. They saw the shore of a lake and landed for the night. The air was cold – it was 30 degrees below zero fahrenheit. In the morning the pair were sore and worn out. But they went on to fort vermilion.

After they landed at the fort, the medicine was taken to little red river by dog team. Many people helped prevent this epidemic. They got the medicine to the people on time.



Extended Learning Activities

Learning Activity 4

4-2: Epidemics

Research the different epidemics from the early 1900s: measles, smallpox, diphtheria, typhoid, tuberculosis and influenza. Choose one disease and research it on the Internet. Write a paragraph on the history of the disease. Make sure you answer the following questions in your paragraph:

- Give an overview of the disease.
- Where does it come from?
- How is it transmitted?
- What are the signs and symptoms of the disease?
- Have they found a treatment or vaccination for it? When?

Use the reference cards to track your research.

Reference Card	
Date	
Source	<input type="checkbox"/> Book <input type="checkbox"/> Encyclopaedia <input type="checkbox"/> Website <input type="checkbox"/> Magazine <input type="checkbox"/> Other _____
Author	
Title	
Year	
Address	

Topic Sentence

Supporting Sentences

Closing Sentence

Drilling in the Oil Sands

Introduction

This story was written by Evelyn Tregidgo, from Hay River. Evelyn was an adult literacy instructor for many years at the Hay River Learning Centre. She wrote this story specifically for the 110 and 120 levels. It's readability is Grade 4.

This story offers learners an opportunity to learn about the oil sands in Fort McMurray Alberta and do a variety of learning activities related to the story. This section first presents a list of four learning activities and the written text with illustrations of the story. The pages following the story give instructor notes and handouts for each activity, in the order of the list.

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





This symbol marks instructor notes.



This symbol marks handouts to copy for learners.



Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	1 Handout	158
2) New Words	3 Handouts	160
3) Understanding the Story	4 Handouts	167
4) Extended Learning Activities	2 Handouts	173



Drilling in the Oil Sands

Story 7

by Evelyn Tregidgo

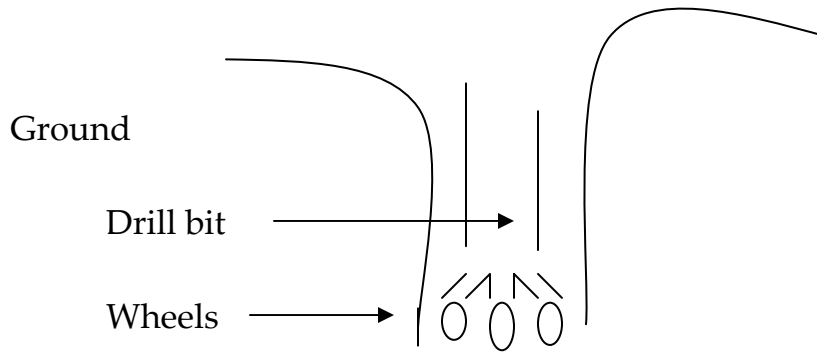
Bert and Quinn are working on a drilling rig in the oil sands at Fort McMurray, Alberta. The oil around Fort McMurray is very thick and it is mixed with the sand. The sand and the oil need to be separated before the oil can flow through a pipeline.

A tall drilling rig is on the back of the truck. The rig drills a hole in the ground. Pipe is on the trailer behind the truck.

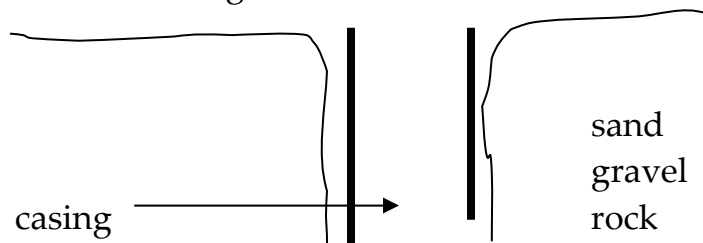


Drilling in the Oil Sands

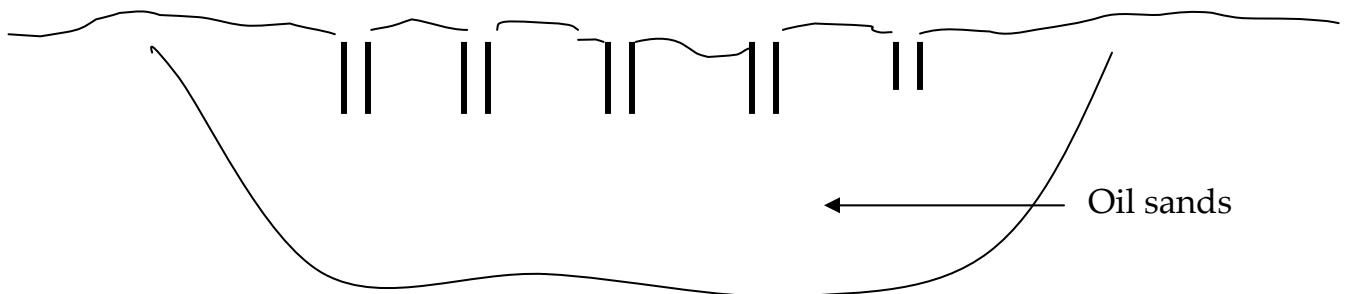
Drilling in the oil sands in March is not much fun. First, the men have to drill a hole in the hard ground. They use a drill bit to dig the hole. It has three wheels that drill down into the ground.



Then the men put a casing down the hole. A casing is a pipe that keeps all the sand and rocks from falling back into the hole. It is smaller than the hole.



When the casing is in place, the men dig more holes.



Drilling in the Oil Sands

Next, another rig drills through the casing and it goes deeper into the ground to take samples. Samples tell where the oil is under the ground. They also tell how much oil is under the ground. If there is lots of oil, the sand and the oil are trucked to a plant.

The last step is to separate the sand and oil. At the plant, the oil and sand are separated until the oil is not so thick. Finally, the oil is ready to flow through a pipeline.



Prereading Learning Activity 1

1 Handout

1-1: Fort McMurray

What do people know about Fort McMurray? Ask them to find out a bit about Fort McMurray. They can fill in the handout and then share their answers.

1-2: The Oil Sands

Read the following to learners to prepare them for the story.

Fort McMurray is located on the largest single known oil deposit in the world, the Athabasca Oil Sands. An estimated 1.7 to 2.5 trillion barrels of heavy oil called bitumen lie under a thin blanket of muskeg. Building on more than a century of research and experience separating the oil from the sand and clay, advancements in technology have made the Athabasca Oil Sands one of Canada's most powerful economic engines.



Prereading

Learning Activity 2

1-1: Fort McMurray

Go to this website: <http://www.fortmcmurraytourism.com/> to find the answers to the following questions.

1. How many people live in Fort McMurray? _____
2. How many people live in the municipality? _____
3. What is the average temperature in January? _____
4. What is the average temperature in July? _____
5. What industries do they have in Fort McMurray?

6. What are some activities that you can do in Fort McMurray?



New Words Learning Activity 2

3 Handouts

2-1: New Words

Learners write a sentence for each word. They look up the word if they don't know what it means.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Tricky Words

Some words are spelled the same, but have different meanings. Learners look at different words from the story that have two different meanings.

2-4: Adjectives

Learners pick out the adjectives in the sentences and then write adjectives for some nouns.



New Words

Learning Activity 2

2-1: New Words

Fort McMurray	trailer	rocks	drills	separated
pipeline	samples	hole	deeper	hard

Write a sentence for each word. Look the word up in the dictionary if you do not know what the word means.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



New Words

Learning Activity 2

2-2: Word Study

Fort McMurray	trailer	rocks	drills	separated
pipeline	samples	hole	deeper	hard

Break each word into syllables. **For example:** Al/ber/ta

- | | |
|----------|-----------|
| 1. _____ | 2. _____ |
| 3. _____ | 4. _____ |
| 5. _____ | 6. _____ |
| 7. _____ | 8. _____ |
| 9. _____ | 10. _____ |

Look at your list of words and answer the following questions.

1. Which word has a homonym (a word that sounds the same but is spelled differently and means something different)? Write a sentence for both words.

2. Which word is a compound word (two words joined together)?

Drilling in the Oil Sands

3. Which words are plurals (more than one)? _____

4. Which words are nouns (person, place or thing)?

5. There is one word that can be both a noun and a verb depending on how it is used. Which word is this? Write a sentence for the word as a noun and as a verb.



New Words

Learning Activity 2

2-3: Tricky Words

Some words are spelled the same, but have different meanings.

Example 1: Drilling in the oil sands is **hard** work.

What does hard mean? _____

Example 2: The men have to drill a hole into the **hard** ground.

What does hard mean? _____

Pipe:

A pipe can be a hollow tube of wood or metal. Write a sentence for this meaning.

A pipe can be a tube for smoking tobacco. Write a sentence for this meaning.

Plant

Write the two meanings for **plant**.



New Words

Learning Activity 2

2-4: Adjectives

Words that tell about people, places or things are called adjectives.

- The **big** rig is at Fort McMurray.
- The men dig a **deep** hole.
- Drilling in the oil sand is **hard** work.

Write the word in the blank that tells about a person, place or thing. The first one is done for you.

1. The owl has sharp eyes. sharp
2. What a cool Skidoo! _____
3. The thick oil has to be separated from the sand. _____
4. A rig digs a deep hole in the hard ground. _____
5. A tall drilling rig is on the back of the large truck. _____

Write words that tell about people:

_____ men _____ elders _____ guides

Write words that tell about places:

_____ street _____ town _____ lake

Drilling in the Oil Sands



Words that tell about things:

_____ day _____ race _____ fish

Write three sentences using adjectives. Use the words above.

1. _____
2. _____
3. _____



Understanding the Story

Learning Activity 3

4 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners write a journal entry about one of the topics given.

3-3: Sequence of the Story

Learners carefully read the story again and write down the steps for drilling for oil.

3-4: Thinking about the Story

Learners think about the story and their own experiences. They answer the questions in sentence form.



Understanding the Story

Learning Activity 3

3-1: Answering Questions

Answer the questions in sentences. Put a capital letter at the beginning and a period at the end.

1. Where are Bert and Quinn working?

2. Why are the men drilling in the oil sands?

3. What do the men use to drill the hole in the ground?

4. What words in the story tell that drilling is hard work?

Drilling in the Oil Sands



5. Why do the men put a casing in the hole?

6. Why do the sand and the oil need to be separated?



Understanding the Story

Learning Activity 3

3-2: Journal Writing

Choose one of the following and write a journal entry.

- Would you like to be a driller? Why or why not?
- What work do you like to do? Why?
- What did you learn from this story?



Understanding the Story

Learning Activity 3

3-3: Sequence of Events

Carefully read the story again and write down the steps for drilling for oil.

Step One:

Step Two:

Step Three:

Step Four:



Understanding the Story

Learning Activity 3

3-4: Thinking About the Story

Read the story again and then answer the following questions in sentence form.

1. Would you like to work in the oil sands? Why or why not?

2. Have you worked at a job that is physically hard? Tell a little about the job.

3. What kind of education do you think you need to work in the oil sands?



Extended Learning Activities

Learning Activity 4

2 Handouts

4-1: Job Experience

Provide an opportunity for students who have worked in the oil patch or at the diamond mines to:

- Talk to the class about their experience.
- Write a story about their experiences.

4-2: Research Jobs

Learners talk about what kinds of jobs they would like to do and then research the job on the Internet. They should find out what the job is like, how much it pays and what kind of education is needed for the job. They can fill out the handout about the job and then share their information with others in the class.

4-3: Transition Words

Transition words help writing flow. Learners pick out all the transition words in the story. Then they use the sequence of events in the last section to write a paragraph about drilling for oil. They use transition words to make their writing flow better.



Extended Learning Activities

Learning Activity 4

4-2: Research Jobs

Job title: _____

Job description:

Education needed for job:

Average wage of job: _____

Why are you interested in this job?



Extended Learning Activities

Learning Activity 4

4-4: Transition Words

To improve your writing you need to make sure that your ideas, both in sentences and paragraphs, stick together or have coherence and that the gap between ideas is bridged smoothly. One way to do this is by using transitions – words or phrases or techniques that help bring two ideas together. Certain words help continue an idea, indicate a shift of thought or contrast, or sum up a conclusion. Some example transition words are:

after	before long	later
afterwards	finally	meanwhile
as soon as	first... second... third	next
at first	in the first place	soon
at last	in the meantime	then
before		

You already wrote out the steps for drilling for oil. Use these steps and write a paragraph using some of the transition words above. Make sure you include a topic sentence and a closing sentence.

Topic Sentence

Supporting Sentences (steps)

Drilling in the Oil Sands

Closing Sentence

Moose Hunting

Introduction

This story was written by Evelyn Tregidgo, from Hay River. Evelyn was an adult literacy instructor for many years at the Hay River Learning Centre. She wrote this story specifically for the 110 and 120 levels. Its readability is Grade 3.

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

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Learning Activities

Instructor's Notes 	Handouts 	Page #s
1) Prereading	1 Handout	180
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Moose Hunting

Story 8

by Evelyn Tregidgo

Last week three friends and I thought we would go hunting. We packed our guns into the truck. We brought bullets for the guns, too. We went for a long ride looking for a moose. We went to High Level, but we didn't see a moose.

We met some other people from Edmonton. Then we went into the bush. We saw a moose by a creek. It was bigger than a bear. It started to grunt and run away, but one of my friends shot it. We used the meat for food and the hide for tanning.

Most people don't know how to hunt a moose. They haven't skinned a moose or eaten the meat. They don't know what they are missing.





Prereading Learning Activity 1

1 Handout

1-1: K-W-L-S

Do a K-W-L-S on moose hunting. Use the handout and ask learners what they know about moose hunting. Ask them what they would like to learn. Then read the story together. Ask learners what they learned from the story. Then ask them what they would still like to learn. They can do an Internet search on moose hunting to answer their questions.



New Words

Learning Activity 2

1-1: K-W-L-S

K-W-L-S: Moose Hunting

Know	Want	Learned	Still Want to Learn
What do I already know about moose hunting?	What do I want to know about moose hunting?	What have I learned about this topic?	What do I still want to learn?



New Words

Learning Activity 2

4 Handouts

2-1: Vocabulary

Learners write a sentence for each word in the list. They look the word up if they do not know what it means.

2-2: Word Study

Learners study the words and answer the questions on the handout. This activity helps learners look at the different attributes of words.

2-3: Crossword Puzzle

Learners fill in the crossword puzzle with the vocabulary words.

2-4: Contractions

Learners learn about contractions and fill in the handout.



New Words

Learning Activity 2

2-1: New Words

friends
bullets

High Level
Edmonton

creek
tanning

hunting
brought

Write a sentence for each word. Look the word up in the dictionary if you do not know what the word means.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____



New Words

Learning Activity 2

2-2: Word Study

friends
bullets

High Level
Edmonton

creek
tanning

hunting
brought

Look at your list of words and answer the following questions.

1. What words are proper nouns? A **proper noun** is a noun which names a specific person, place, or thing. **For example:** Canada, Sally, Arctic Ocean

2. What words are plurals (more than one)? _____

3. What words are nouns (person, place or thing)?

4. What words are verbs (action words)?

5. The word **brought** is a good word to make other words from. How many words can you make with **brought**? Say them aloud. The first one is done for you.

_____ fought _____

Moose Hunting

6. What words have endings?

7. What rule do we follow when we spell **friend**?



New Words

Learning Activity 2

2-3: Crossword Puzzle

friends
bullets

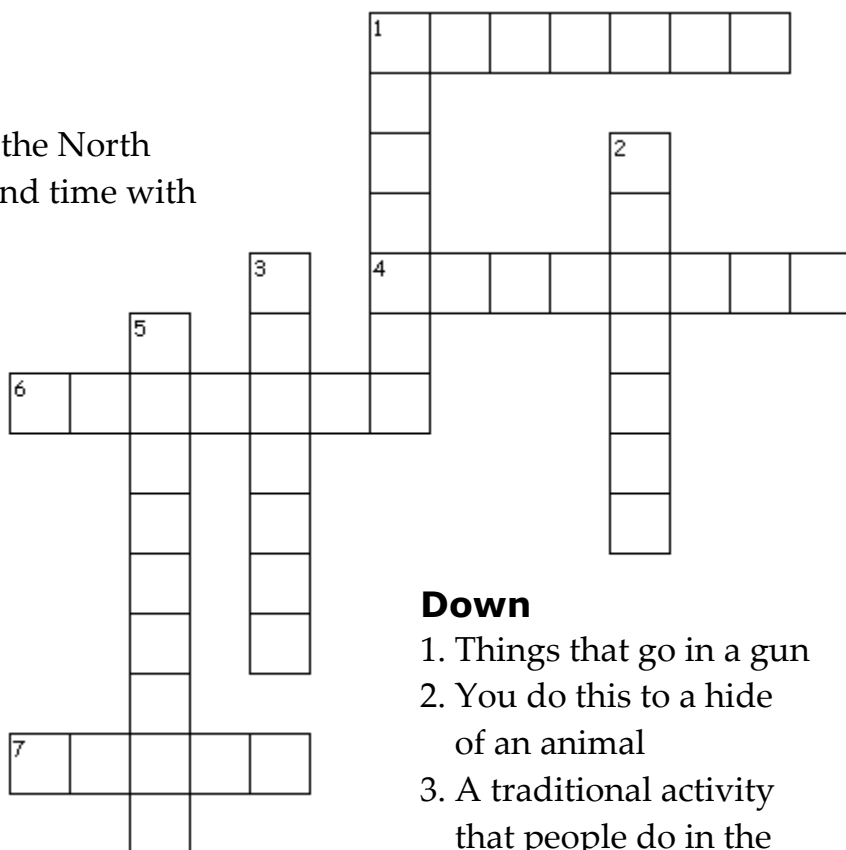
High Level
Edmonton

creek
tanning

hunting
brought

Across

1. To bring
4. The closest big city to the North
6. People you like to spend time with
7. A small river



Down

1. Things that go in a gun
2. You do this to a hide of an animal
3. A traditional activity that people do in the North
5. A place that is almost half way from Yellowknife to Edmonton



New Words

Learning Activity 2

2-4: Contractions

We often **contract** or shorten words in English. For example, we may say **he's** instead of **he is**.

Some examples of contractions are:

• is not isn't	• Has not hasn't
• Does not doesn't	• You are you're
• It is it's	• Was not wasn't
• Were not weren't	• Would not wouldn't

What do you notice about the contractions? What letter is often taken out?

There are some exceptions to spelling contractions. For example:

- I **will not** go to High Level to hunt.
- I **won't** go to High Level to hunt.

Won't is not spelled the same as **will not**.

Read these sentences from the *Moose Hunting* story. Write the contraction for the highlighted words.

- We went to High Level, but we **did not** see a moose. _____
- Most people **do not** know how to hunt a moose. _____
- They **do not** know what they are missing. _____

Moose Hunting

Rewrite the bold words with an apostrophe:

- Peter **did not** want to face the day. _____
- **You are** going to stay with me. _____
- She **would not** give up. _____
- “**It is** not far now,” said Gill. _____
- Sandra said, “**I am** sure we **are not** far from the creek.” _____

Now you try! Write sentences using an apostrophe.

1. _____
2. _____
3. _____



Understanding the Story

Learning Activity 3

3 Handouts

3-1: Answering Questions

Learners answer questions about the story in sentence form.

3-2: Journal Writing

Learners write a journal entry about one of the topics given.

3-3: Thinking about the Story

Learners fill in the chart with information they know about each statement.



Understanding the Story

Learning Activity 3

3-1: Answering Questions

Answer the questions in sentences. Put a capital letter at the beginning and a period at the end.

1. Where did they find the moose?

2. How did they kill the moose?

3. What did they use the meat for?

4. What did they use the hide for?

Moose Hunting

5. What do people have to know to hunt a moose?

6. What do you think people miss if they do not know how to hunt a moose?



Understanding the Story

Learning Activity 3

3-2: Journal Writing

Choose one of the following and write a journal entry.

- Did you like this story? Why or why not?
- Write about a hunting trip or another trip you have taken.
- What is another good name for this story? Why?



Understanding the Story

Learning Activity 3

3-3: Thinking About the Story

Fill in the chart with information you know about each statement.

Text clues	What I already know
We used the meat for eating and tanning.	
It was bigger than a bear.	
Most people don't know how to hunt a moose.	



Extended Learning Activities

Learning Activity 4

3 Handouts

4-1: Finish the Story

Ask learners to use the first sentence in the story to write their own story.

“Last week three friends and I thought we would go hunting.”

When they have written a story they can share their stories with others.

4-2: Moose Photos

Learners look at the two moose photos and write a descriptive paragraph about one of the photos.

4-3: Moose Facts

Learners read the handout and then write a short report on moose. Ask them to summarize the material into a two paragraph report on moose. Ask them to include a photo or picture of a moose.

4-4: Moose Humour

Share the cartoons with learners. Ask them to create their own moose cartoon.



Extended Learning Activities

Learning Activity 4

4-2: Moose Photos^{7 8}



⁷ Source: <http://www.cybersalt.org/cleanlaugh/images/02/moosechurch.htm>

⁸ Source: <http://www.cybersalt.org/cleanlaugh/images/04/catmoose.htm>



Extended Learning Activities

Learning Activity 4

4-3: Moose Facts

Did You Know?

- The word **moose** comes from the Algonquin Indians. These are native people who lived throughout the northern regions of Canada. The Algonquins called this strange looking creature **mooswa**. It means **twig-eater** or the animal that strips bark off of trees. Early explorers heard this word and through the years, it eventually changed into **moose**.
- For the Algonquins, the moose was an important animal. It supplied them with food and other things for their survival. Moose meat was a source of nourishment during the long winters. The hide was used to make clothing and provide shelter. And moose bones and antlers were shaped into useful tools.⁹
- The moose is the world's largest deer. The moose can run 55 kilometres per hour and can easily swim around 16 kilometres.
- Moose eat willow, birch and aspen twigs, horsetail, sedges, roots, pond weeds and grasses. Moose eat leaves, twigs, buds and the bark of some woody plants, as well as lichens, aquatic plants and some of the taller herbaceous land plants. They can actually feed under water.
- Moose are found in northern forests in North America, Europe, and Russia. In Europe and Asia, moose are called elk.¹⁰
- Hooves are the first line of defence!

⁹ **Source:** (Information from "Our Wild World" Series on Moose by Anthony D. Fredericks, published by NorthWord Press, Chanhassen, Minnesota)

¹⁰ **Source:** (Information from the Wildlife Heritage Foundation of Wyoming, Educational " Wildlife Flash Cards") Series. The Foundations' e-mail: wildlifeheritage@wyoming.com

Moose Hunting

- While a male may use its antlers to hold off a predator, a moose's sharp hooves are its first line of defence. Moose are able to kick out in all directions, but generally use their front feet.
- They're faster than they look!
- A moose's long legs allow it to move easily over rough terrain and through deep snow. A moose can run almost as fast as a horse, or about 55 kilometres per hour for a short time period. (Information from "Living in Harmony with Moose" page 5, Nancy Lord, Editor)
- Moose live for a long time.
- Cow moose have been known to live for as long as 20 years. Bull moose may reach 15 years of age.

Other Facts

- The male is called a bull, the female is a cow and the young are calves.
- Moose make a strange whistle-like call and grunting noises.
- The moose can be seen eating during the day and night, but they are usually out at dawn and dusk.
- Moose often live alone.
- They try to avoid humans.
- A moose will go crashing through the trees when frightened.
- An angry moose can be very dangerous.
- In September and October the bulls use their antlers to fight each other to win females. Then in late fall the bulls' antlers fall off and new ones grow.

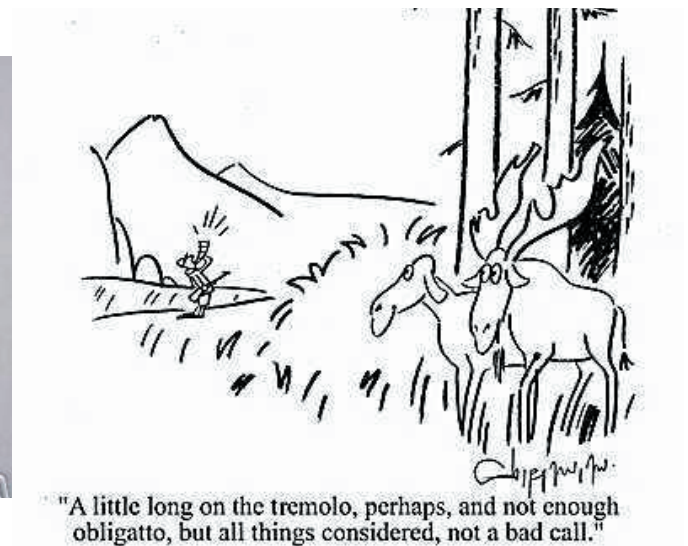
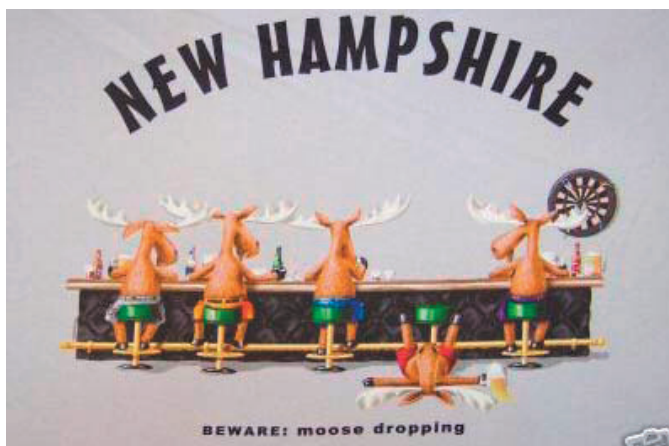
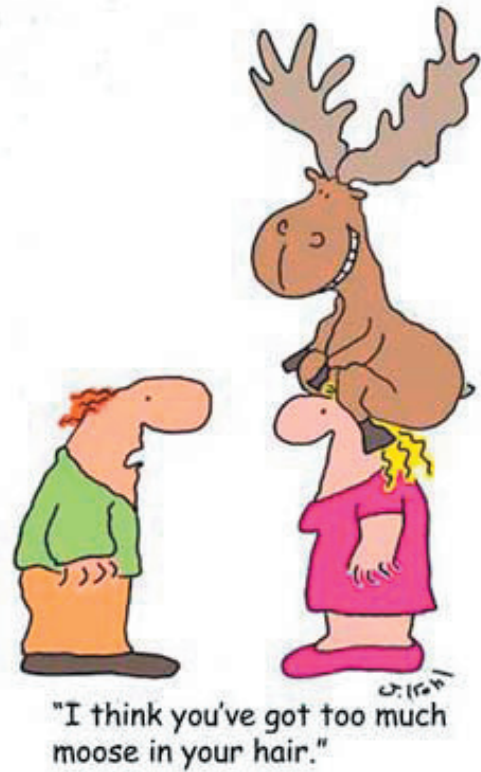


Extended Learning Activities

Learning Activity 4

4-4: Moose Humour¹¹

Create your own moose cartoon.



¹¹ Source: <http://www.smouse.force9.co.uk/cartoon.htm>