

SUMMER IN CANADA

Summer in Canada



Summer days in Canada can be hot and sunny.

Days are longer and nights are shorter.

Sometimes it is cloudy and it rains.

Children like to play outside and swim in pools and lakes.

Some like to camp in parks or go on picnics.

Flowers and vegetables grow in gardens.

Farmers are busy growing food to feed people and animals.

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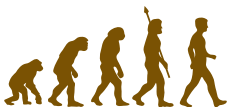
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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become familiar with Canada, Canadian Symbols, Seasons in Canada, Months of the Year, Canadian Animals, Canadian Birds, Special Celebrations, Famous Canadian Places, and Famous Canadian People.
- practise and review reading skills in an informal learning experience.
- use previously learned phonetic skills to unlock new vocabulary.
- learn to read and to discuss information in a group.
- work independently while reading a nonfiction story and completing a follow-up reading activity worksheet

TEACHING STRATEGIES:

The nonfiction stories and followup worksheets may be used in any of the following ways.

1. Reproduce each story sheet and worksheet for the students to use to practise their reading skills at school or for homework.
2. Reproduce each story and its worksheet. Mount the information story on one side of stiff cardboard and the worksheet on the back of the same card. Laminate the card. The cards could be placed at a **“Let’s Read About Canada”** centre. All the cards could be placed in one box or they could be placed in individual boxes labelled “Canada’s Symbols”, “Canada’s Seasons”, “Canada’s Months of the Year”, “Canadian Animals”, “Canadian Birds”, “Famous Canadian Places”, “Special Celebrations in Canada”, and “Famous Canadians”. Pairs of students could work at the centre and read and complete the worksheet orally. Answers could be placed on an answer card for all the activities in each section and used for self-checking.
3. Each story could be used as a teaching tool. It could be used on an overhead or a white board. The students would read the story silently. Then the story’s content and new vocabulary could be discussed. This would be a time to practise fluency and expressive reading. Sentences could be read as a group or independently by the students. The worksheet for the story could be reproduced and worked on independently or in groups of two. The story should be left on display for student reference.
4. If you feel your students will have difficulty with new vocabulary, print the words on a chart and discuss them. Encourage your students to look closely at each one. Ask the following questions. Does the word have the same ending as another word that you know? Does the word belong to a word family? What is the beginning sound? What is the final sound? Are there any vowels in the word? What sound do you think it makes? Are there two vowels walking together? What do you think they say? Is this word made of two words?
5. Some stories could be used to announce the beginning of a new season or a new month on the calendar. The students could read the story and then discuss it. On a chart, have them brainstorm for other facts or events that will take place during this period of time. Locate their dates on a calendar.
6. The “Canadian Animals” and “Canadian Birds” stories could be used as an introduction to studying either topic during science lessons. The students could also brainstorm for other Canadian Animals and Birds. Their names could be recorded on charts.
7. The story pages could be reproduced to make nonfiction booklets for the students to read about Canada in class or for homework.
8. While reading about Canada and places to visit, use a large political map that shows the provinces, territories, and their capital cities. Invite students to locate their own province or territory and capital city. Discuss the names of the provinces/territories and oceans on each coast. Discuss the compass rose, its directions, and usage. While reading about a particular place, locate it on the map of Canada to give students an idea where it is. Discuss the location.
9. These stories could be used during indoor recesses as an activity.



The following vocabulary lists for each story may have to be presented before each story is read by some students. Train them to use their phonetic and word attack skills effectively.

CANADIAN SYMBOLS

STORY #4: SUMMER IN CANADA;
cloudy, hiking, camp, picnics, vegetables

Summer in Canada



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Summer in Canada

A

Underline the word in each row that **does not** belong.

1	summer	winter	spring	rain
2	hot	camping	cold	warm
3	biking	hiking	swimming	skating
4	sunny	funny	snowy	rainy
5	camp	bike	skate	swim

B

Summer begins with the sound that "s" makes.
Print **four** words that begin with the same sound.

1. _____ 2. _____ 3. _____ 4. _____

C

Draw a picture of something you like to do in the summer.
Print a sentence about it.

ANSWER KEY

STORY #4: SUMMER IN CANADA

A. 1. rain 2. camping 3. skating 4. funny 5. skate

B. and C. Answers will vary.