

52 Weekly Stories About Canada

— Grades 1-2 —

Written by Ruth Solski

The 52 stories in this book have been designed to familiarize and develop student awareness of Canadian symbols, animals, birds, seasons, month of the year, special celebrations, famous places, and famous people. Each topic contains an information story and a follow-up exercise designed to review and develop strong reading and phonetic skills. The material in this book can be used in a variety of ways



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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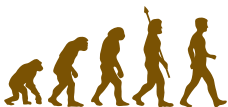
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At A Glance

Learning Intentions

	Canadian Symbols	Seasons of the Year	Months of the Year	Canadian Animals	Canadian Birds	Famous Canadian Places	Special Celebrations	Famous Canadians
Reading Comprehension Skills:								
Using Context Clues	•			•				
Classifying Information	•	•	•	•	•	•	•	•
Recalling Details	•	•	•	•	•	•	•	•
Noting Details	•	•				•		
Brainstorming		•						
Seeing Relationships		•						
Cause and Effect					•			•
Sequential Ordering							•	
Following Written Instructions							•	
Recalling Events							•	
Evaluation								•
Drawing Conclusions						•	•	•
Following Directions							•	
Phonetic Skills:								
Initial Consonants	•	•	•		•		•	
Recognition of Blends	•		•	•		•	•	
Recognition of Digraphs				•		•		
Recognition of Long/Short Vowels	•		•	•	•	•		
Recognition of “qu” sound			•					
Word Study Skills:								
Rhyming Words	•	•	•	•		•		
Syllabication	•		•		•	•	•	•
Compound Words		•				•		
Antonyms, Synonyms, Homonyms			•	•	•	•		•
Alphabetical Order						•	•	•
Recognition of Proper Nouns							•	
Word Meanings								•

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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 #1: CANADA; PAGE 9:

Canada, country, provinces, territories, United States, Atlantic Ocean, Pacific Ocean, Arctic Ocean

STORY #2: CANADA'S FLAG; PAGE 11:

centre, people, proud

STORY #3: CANADIAN SYMBOLS; PAGE 13:

symbol, coins, pictures, dime

STORY #4: CANADA'S CAPITAL CITY;

PAGE 15: Ottawa, capital, Parliament Buildings, Prime Minister, leaders, rules, museums

STORY #5: CANADA'S PRIME MINISTER;

PAGE 17: votes, twenty-second, favourite, sport, hockey

STORY #6: CANADIAN COINS; PAGE 19:

metals, dime, nickel, quarter, dollar, two dollars

CANADIAN SEASONS

STORY #1: AUTUMN IN CANADA; PAGE 21:

change, gather, cooler, shorter, caterpillars, cocoons, squirrels, chipmunks, Thanksgiving, Hallowe'en

STORY #2: WINTER IN CANADA; PAGE 23:

snowy, short, cardinals, bluejays, chickadees, feeding, stations, warm, trouble, driving, icy, toboggans

STORY #3: SPRING IN CANADA; PAGE 25:

melts, flowers, tulips, daffodils, eggs, kites, plowing, fields, bud

STORY #4: SUMMER IN CANADA; PAGE 27:

cloudy, hiking, camp, picnics, vegetables

MONTHS OF THE YEAR

STORY #1: SEPTEMBER IN CANADA; PAGE 29:

number, teachers, weekend, Labour Day, parades, International Peace Day, grandparents

STORY #2: OCTOBER IN CANADA; PAGE 31:

turkey, Thanksgiving, Hallowe'en, costumes

STORY #3: NOVEMBER IN CANADA;

PAGE 33: Remembrance Day, dead, soldiers, quietly, minute, peace, wreaths, monuments, poppies

STORY #4: DECEMBER IN CANADA; PAGE 35:

holidays, light, candle, decorated, stockings

STORY #5: JANUARY IN CANADA; PAGE 37:

promise, Ukrainian, Chinese, people, parade, dragon, fireworks, Québec, carnival, Bonhomme, blocks

STORY #6: FEBRUARY IN CANADA; PAGE 39:

smallest, Leap Year, shadow, Valentine's Day

STORY #7: MARCH IN CANADA; PAGE 41:

almost, St. Patrick's Day, parties, maple syrup, holiday

STORY #8: APRIL IN CANADA; PAGE 43:

Easter, Easter Bunny, Jewish, special, The Passover

STORY #9: MAY IN CANADA; PAGE 45:

warmer, supper, famous, Queen Victoria, Queen Elizabeth II, weekend

STORY #10: JUNE IN CANADA; PAGE 47:

June, month, warm, cheer, loudly, gifts

STORY #11: JULY & AUGUST IN CANADA;

PAGE 49: holiday, parades, fireworks, cottage, Canada Day

CANADIAN ANIMALS

STORY #1: THE BEAVER; PAGE 51:

thick, furry, teeth, strong, chew, paddles, steers, enemy, warn, build, dams, lodges, branches

STORY #2: THE CHIPMUNK; PAGE 53:

chipmunk, animal, reddish, stripes, tummy, burrow, tunnels, cheeks, pouches, noisy, chirps, chatters

STORY #3: THE RED FOX; PAGE 55:

woodlots, beautiful, reddish, pointed, bushy, sneaks, coops, male, female, vixen

STORY #4: THE GROUNDHOG; PAGE 57:

parts, chubby, bushy, sharp, fields, spy-hole, favourite, clover, hibernate, shadow

STORY #5: THE RACCOON; PAGE 59:

hollow, burrow, warm, robber, claws, fruits, garbage

CANADIAN BIRDS

STORY #1: THE CANADA GOOSE; PAGE 61:

cheeks, chest, greyish, plants, mate, life, marsh

STORY #2: THE BLACK-CAPPED CHICKADEE;

PAGE 63: south, bib, rounded, insects, air, sunflower, hammers

STORY #3: THE ROBIN; PAGE 65:

return, bill, breast, grubs, earthworms, fruits, caterpillars, berries, hawks

STORY #4: THE CARDINAL; PAGE 67:

crest, feathers, backyards, edge, shrubs, vines

STORY #5: THE WHITE-BREASTED

NUTHATCH; PAGE 69: insects, chubby, strong, bark, tummy, twigs, branches, build

FAMOUS PLACES IN CANADA

STORY #1: THE CN TOWER; PAGE 71:

Toronto, city, metres, concrete, world, build, restaurant, elevators, deck, clear, Niagara Falls, Lake Ontario, climb, metal, earthquakes

STORY #2: CANADA'S WONDERLAND;

PAGE 73: Wonderland, theme, roller coasters, splash, planet, whirl, swoop, different, mazes, special, funnel

STORY #3: GREEN GABLES; PAGE 75:

famous, Prince Edward Island, shutters, gables, museum, visit, famous, author, fiery, temper

STORY #4: THE TORONTO ZOO; PAGE 77:

suit, gorillas, monkeys, apes, jungle, zebras, rhinos, polar bears, buildings, country, learn trails

STORY #5: BLACK CREEK PIONEER VILLAGE;

PAGE 79: blacksmith, tools, horseshoes, metal, cooper, barrels, costumes, pictures

STORY #6: PEGGY'S COVE LIGHTHOUSE;

PAGE 81: Nova Scotia, village, Peggy's Cove, giant, building, steel, concrete, metres, warn, danger, crashing, against, swept, drown

STORY #7: BANFF NATIONAL PARK;

PAGE 83: famous, government, forest rangers, glaciers, mountains, grizzly

STORY #8: CONFEDERATION BRIDGE;

PAGE 85: Confederation Bridge, New Brunswick, Prince Edward Island, lane, highway, kilometres, curved, toll, ferries



The Canada Goose



The Canada goose is a big water bird found all over Canada.

It has a black head with white cheeks and a black neck.

Its wings and tail are black too.

The feathers on its back and chest are greyish brown.

Its belly and behind are white.

The Canada goose eats grasses and corn and wheat plants.

A male and female Canada goose mate for life.

In the spring they build a nest of twigs, grass, and weeds in a marsh or pond.

In the nest, the female lays four to six white eggs.

In the fall, Canada geese honk loudly when they are flying south.

The Canada Goose

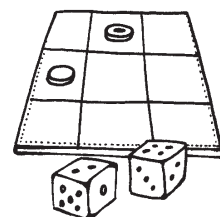
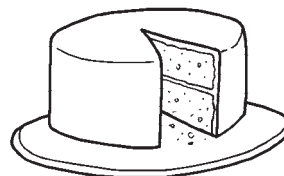
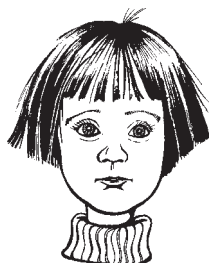
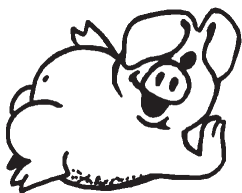
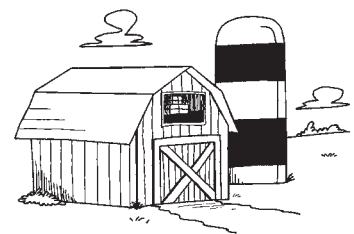
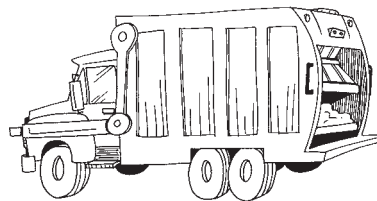
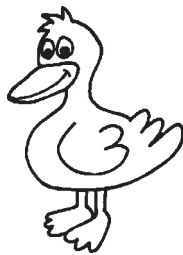
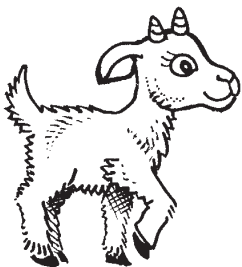
A

Join the beginning and ending of each sentence with a line.

1. A male and female •
Canada goose • as they fly south.
 2. The pair of Canada geese •
 3. Canada geese like to eat •
 4. The female Canada •
goose lays • head with white cheeks.
 5. A Canada goose has a black •
 6. Its wings and tail •
 7. Canada geese honk loudly •
- mate for life.
 - are black too.
 - build a nest in the spring.
 - four to six white eggs in the nest.
 - corn and wheat plants and grass.

B

The word “goose” begins with the sound that “Gg” makes.
Colour only the pictures that begin with that same sound.



Confederation Bridge



The Confederation Bridge is the longest bridge in the world that crosses ice-covered water.

It is Canada's longest bridge.

The Confederation Bridge joins Prince Edward Island to New Brunswick.

It took four years to build.

It has a two-lane highway and it takes twelve minutes to cross it.

Confederation Bridge is 12 kilometres long and it is curved.

People who use the bridge must pay a toll.

The bridge makes travelling easier and more people can visit Prince Edward Island.

People do not have to wait for or travel on ferries.

Confederation Bridge

A Answer each question with a word or words from the lists below.

water

two-lane

twelve

minutes

toll

kilometres

four

years

ice-covered

1. What kind of highway is on the bridge? _____

2. How long is the Confederation bridge?

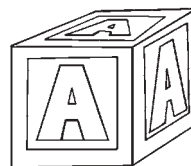
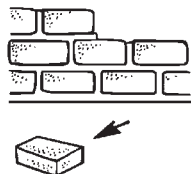
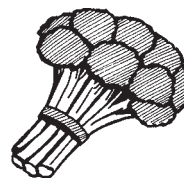
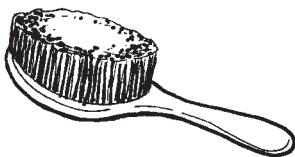
3. What does the bridge cross in the winter?

4. How long does it take to cross the bridge?

5. What do people have to pay when they use the bridge? _____

6. How many years did it take to build the Confederation Bridge?

B The word "**bridge**" begins with the sound that "**br**" makes. Colour the pictures that begin with the same sound.



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— Grades 2-3 —

Written by Ruth Solski

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RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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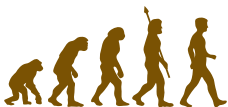
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At A Glance

Learning Intentions

	Canadian Symbols	Canadian Seasons	Canadian Birds	Canadian Wild Animals	Canadian Insects	Canadian Reptiles/ Amphibians	Canadian Sports	Famous Canadian Athletes	Famous Canadian Animals	Famous Canadian Places
Reading Skills:										
Recalling Details, Events	•			•			•	•		
Classifying Information	•	•	•	•	•	•	•	•	•	•
Finding Proof	•	•	•	•	•	•			•	•
Locating the Main Idea	•	•				•				
Cause and Effect		•						•		
Locating Information		•								
Sequencing Events					•		•	•		•
Drawing Conclusions							•		•	
Using Context Clues								•	•	
Making Inferences									•	
Language Skills:										
Syllabication	•	•	•		•		•	•	•	
Antonyms, Synonyms, Homonyms	•		•	•		•		•	•	
Parts of Speech				•		•	•	•		
Compound Words; Root Words	•		•	•	•	•	•	•		
Punctuation, Capitalization							•	•		
Singular/Plural Words										
Alphabetical Order			•					•		
Phonetic Skills:										
Two/Three Letter Blends	•	•	•	•		•	•	•		
Vowel Combinations	•		•		•	•		•	•	•
Long/Short Vowels		•				•	•	•		
Double Consonants			•	•	•	•		•		•
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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become familiar with Canada, Canadian Symbols, Seasons in Canada, Special Celebrations, Canadian Animals, Canadian Reptiles, Canadian Birds, Famous Canadian Places, Famous Canadian People, and Canadian Sports.
- practise and review reading skills in an informal learning experience.
- use previously learned word attack skills to unlock vocabulary.
- practise reading and discussing information in a group.
- work independently while reading a nonfiction story and completing a follow-up activity worksheet.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following ways.

1. Reproduce the story sheet and its follow-up 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 a piece of stiff cardboard and the worksheet on the back of the same card. Laminate the cards. The cards could then be placed at a "Let's Read About Canada" centre. They could be put in one box labelled "Read About Canada" or placed in individual boxes labelled "Canada's Symbols", "Canada's Seasons", "Canada's Special Days", "Canadian Animals", "Canadian Birds", "Special Celebrations in Canada", and "Famous Canadians".
3. Each story could be used as a teaching tool. The story could be used on an overhead or on 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 good time to practise fluency and expression during reading. Sentences could be read as a group or independently. Direct the students' fluency speed with your hand or a pointer. Practise reading the story several times. Oral reading should have the same flow as music.
4. If you feel your students will have difficulty with the new vocabulary, print the words on a chart prior to the reading and discuss them. Encourage your students to examine each one carefully. Ask any of the following questions.
 - Does the word have the same ending as another word that you know?
 - What does the beginning sound say?
 - Are there any vowels inside the word?
 - What do they say? Do they make the long vowel sound or the short vowel sound?
 - Is this word made of two words?
5. Some stories could be used to announce the beginning of a new season or the arrival of a special time or holiday in the Canadian year. The students could read the story and then discuss it. On a chart, brainstorm for other facts the students know about it.
6. The stories about Canadian Animals and Birds could be used as an introduction to a science lesson about birds or animals in Canada. Students could also brainstorm for the names of other Canadian animals or birds.
7. The stories in any of the sections could be collated with a cover to form a non-fiction storybook. The students could create an interesting picture for the cover under its name. **Example:** "All About Canadian Birds" or "All About Canadian Animals."
8. While reading about Canada and places to visit use a large political map that shows the provinces, territories, and their capital cities. Discuss the names of the political divisions, their capital cities and have the students locate each one. Discuss the compass rose and have the students tell the location of each province/territory. **Example:** Which province is east of Saskatchewan? (Manitoba)
9. These stories could be used during a social studies lesson on Canada.
10. Many of these stories about Canada could be used during indoor recesses as an activity.
11. Selected stories could be collated to make books about Canada.



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 skills effectively and efficiently.

CANADIAN SYMBOLS

STORY #1: OUR HOME AND NATIVE LAND CANADA; PAGE 10: provinces, territories, capital, Prime Minister, oceans, Atlantic, Pacific, Arctic, continent, America

STORY #2: CANADA'S FLAG; PAGE 12: British, Union Jack, Prime Minister, Lester Pearson, group, design, thousands, warehouse, Joan O'Malley, Parliament, voted, Ottawa, choir

STORY #3: THE CANADA GOOSE; PAGE 14: autumn, beginning, chin-strap, cream, webbed, lawns, fields, mate, goslings, hatch, attack, enemies, hissing, slapping

STORY #4: CANADA'S COINS; PAGE 16: different, copper, worth, Winnipeg, Manitoba, Ottawa, tours, special, symbol, government, metal, loonie, toonie, bronze, nickel

STORY #5: CANADA'S CAPITAL CITY; PAGE 18: Canada, capital, Ottawa, province, Ontario, village, Bytown, Queen Victoria, England, Hull, Quebec, limestone, buildings, Parliament, voted, Rideau Canal, kilometres, museums, different

CANADIAN SEASONS:

STORY #1: AUTUMN IN CANADA; PAGE 20: autumn, season, change, people, frost, hibernate, south, clocks, honking

STORY #2: WINTER IN CANADA; PAGE 22: gloomy, sparkling, season, dangerous, travelling, canals, hibernate, burrows, stations

STORY #3: SPRING IN CANADA; PAGE 24: calendar, streams, disappears, branches, heavy, cocoons

STORY #4: SUMMER IN CANADA; PAGE 26: cheering, forward, holiday, cottage, sights, thunderstorms, lightning, munching, blossom, fireworks, parades.

CANADIAN BIRDS

STORY #1: THE BLUE JAY; PAGE 28: popular, stations, crest, frightened, bristle, shrub, territory, growl, whistle, chatter

STORY #2: THE BARN OWL; PAGE 30: prey, raptor, talons, tawny, tufts, fringe, smoothly, meadows, mammals, reptiles, excellent, vision, complete, darkness

STORY #3: THE REDHEADED WOODPECKER PAGE: 32: exactly, throats, shoulders, rumps, chisel-shaped, surfaces, edges, falcons

STORY #4: THE RED-WINGED BLACKBIRD; PAGE 34: provinces, territories, noticed, sparrows, sense, excellent, throaty, whistle, marshes, swoop

STORY #5: THE SPOTTED SANDPIPER; PAGE 36: shores, coasts, eyebrows, pitched, silent, dart, seldom, protects, territory

CANADIAN WILD ANIMALS

STORY #1: THE POLAR BEAR; PAGE 38: animal, kilometres, kilograms, bearded, sense, excellent, blubber, person, bellows, chuffs

STORY #2: THE PRAIRIE DOG; PAGE 40: millions, Saskatchewan, poisoned, colonies, connected, danger, entrance, mound, protects, flooded, hibernate.

STORY #3: THE WHITE-TAILED DEER;
PAGE 42: nervous, antlers, mating, soybeans,
 damage, frighten, danger, escape, cougars, lynxes,
 wolverines

STORY #4: THE STRIPED SKUNK; PAGE 44:
 curved, shoulders, nocturnal, gentle, danger,
 hunches, releases, defend

STORY #5: THE NORTH AMERICAN
PORCUPINE; PAGE 46: prickly, rodent, warn,
 barbs, chisel-like, salt-licks, shriek, tense, muscles

CANADIAN INSECTS

STORY #1: THE MONARCH BUTTERFLY'S
LIFE STORY; PAGE 48: caterpillar, enemies,
 chrysalis, border, thorax, abdomen, feelers,
 meadows, marshes, nectar, lilacs, thistles, poison

STORY #2: THE GRASSHOPPER; PAGE 50:
 organs, female, larvae, nymphs, reptiles, swarm,
 entire, liquid, tobacco, juice

STORY #3: CRICKET TRIVIA; PAGE 52:
 pleasant, trivia, antennae, jerky, chirp, moist,
 leathery, parents, moult, nectar

STORY #4: A BUMBLEBEE'S LIFE STORY;
PAGE 54: thorax, abdomen, muscles, antennae,
 nectar, pollen, spiracles, drone, cells, gentle, newts,
 poisonous, pollinate

STORY #5: THE HOUSEFLY; PAGE 56:
 diseases, larva, pupa, adult, special, facets, creature,
 vomits, liquid, stomach, poop, dissolved, germs,
 manure

CANADIAN REPTILES AND AMPHIBIANS

STORY #1: THE PAINTED TURTLE; PAGE 58:
 oval, leeches, vitamins, horny, edges, yolk

STORY #2: THE COMMON GARTER SNAKE
PAGE 60: different, forked, throat, salamanders,
 excellent, active, slither

STORY #3: THE WESTERN SKINK; PAGE 62:
 scurrying, lizard, snout, burrow, stalk, protect,
 danger, violently, escape, bothered

STORY #4: THE GREY TREE FROG; PAGE 64:
 rough, warty, sacs, hibernate, mites, populations,
 thunder

STORY #5: THE BULLFROG; PAGE 66:
 ambush, leap, giant, force, except, bellowing
 choruses, wrestle

CANADIAN SPORTS

STORY #1: HOCKEY IN CANADA; PAGE 68:
 sledge, equipment, popular, arenas, protect, elbow,
 jersey, goalie, referees, plastic, cleats, gymnasium,
 protection

STORY #2: SKIING IN CANADA; PAGE 70:
 several, Alpine, resort, local, slopes, views, thrilling,
 control, direction, triangle, goggles, moguls,
 exercise, adventure, nature

STORY #3: ICE SKATING IN CANADA;
PAGE 72: Iroquois, moccasins, British, popular,
 Toronto, natural, artificial

STORY #4: ICE FISHING IN CANADA;
PAGE 74: licence, toque, closet, propane,
 equipment, auger, gaff, collected

STORY #5: TOBOGGANING IN CANADA;
PAGE 76: supplies, traditional, modern, aluminum,
 rescue, helmet



Hockey in Canada

There are four kinds of hockey played in Canada. They are ice hockey, field hockey, floor hockey, and sledge hockey. Some are played using the same rules and equipment but in different places. Hockey in Canada is played by boys, girls, men, and women. It is Canada's most popular sport.

Today people of all ages play **ice hockey** in arenas, outside rinks, and anywhere there is ice. They wear special equipment to protect their face, head, and body. A hockey player wears a helmet, elbow pads, gloves, long socks, a hockey jersey, a face mask, hockey pants, and skates. Each player carries a hockey stick and the game is played with a puck. A hockey team has a player called a goalie who wears many pads, goalie skates, gloves, a face mask, and a helmet. The goalie's job is to keep the puck from going into the net that he stands in front of. Referees are people who skate up and down the ice with the players to make sure they are not breaking the rules.



Field hockey is played on a grassy field between two teams of eleven players. Each player uses a hockey stick and runs up and down the field chasing a hard, solid, plastic ball trying to score a goal. The players wear a team sweater, shorts, shin pads, and shoes with cleats.



Floor hockey is played like ice hockey on a flat floor in a school gymnasium. It is played with a wooden or plastic stick and an indoor puck or a light, plastic ball. Each team has a goalie who stands behind a goal line in front of a net. Sometimes players will wear hockey gear for protection. This game is often used to teach children how to play ice hockey.

Sledge hockey was invented for players who have lost limbs and use wheelchairs or artificial limbs. The same rules for ice hockey are used for sledge hockey. The players sit on ice sledges, which are special sleds with runners for the players to sit on. They wear helmets, team sweaters, and other hockey gear. Their hockey sticks are short and they have six to eight metal teeth on one end and a blade on the other. The player uses the end with metal teeth to push his sledge around on the ice. The blade end is used for pushing the puck.



Hockey in Canada

A Which kind of hockey is each sentence describing? Print the answer on the line.

ice hockey floor hockey field hockey sledge hockey

1. It is played outside on grass. _____
2. A player pushes himself all over the ice with a pick. _____
3. The players use an indoor puck and a wooden or plastic stick.

4. It is played on a flat floor in a big room. _____
5. The players run up and down on grass chasing a plastic ball.

6. The players play while sitting on sleds and use short hockey sticks.

7. This game may be played on outside ice rinks, ponds, and in arenas.

B Are the underlined words in each sentence nouns, verbs, or adjectives? Record the correct word on the line.

1. The player ran up and down the field. _____
2. Floor hockey is played on a flat floor. _____
3. The player wore a sweater, shorts, and shoes to play in. _____
4. The hockey player skated quickly down the ice and popped the puck into the net. _____

C The word "sport" begins with the blend "sp." Print the "sp" word that fits each sentence correctly on the line.

1. The _____ catches all kinds of bugs in its web.
2. I use a _____ to eat soup.
3. My dog has black _____ on its back.
4. The old house with broken windows looked _____.
5. A top can _____ round and round quickly.

**spin
spots
spider
spooky
spoon**



Cindy Klassen – Canada's Olympic Star



Cindy Klassen was born in Winnipeg, Manitoba on July 12 in 1979. When she was two years old, her father gave her a little hockey stick and a pair of hockey skates. Cindy began to learn how to skate and grew up loving the sport. She also tried other sports such as volleyball, basketball, rugby, and lacrosse, but her favourite was skating. She also wanted to learn how to play hockey. For many years, she played hockey on boys' teams, and then Cindy was chosen to play on Team Manitoba, an all-girls' team. When Cindy heard that women's hockey was going to be played at the Olympics in Lake Placid, she tried out for the team. She did not get chosen and was very upset and disappointed. Cindy went back to speed skating and trained very hard.

Speed skating became her sport, and Cindy began competing and winning many competitions. Her success at speed skating helped her to be chosen to represent Canada at the Salt Lake City Olympics in 2002 in the United States. At her first Olympics, Cindy won a bronze medal in the 3000 metre race and placed in the top five in her other races. After her success at her first Winter Olympics, Cindy continued to win many other speed skating races.

During the 2006 Winter Olympics, Cindy won five medals for speed skating. She raced in five different races and won one gold medal, two silver medals, and two bronze medals. Cindy was the first Canadian athlete to win five medals at a Winter Olympics. She has also won the World Championships four times.

Cindy is indeed a Canadian Olympic star in the sport of speed skating.

Cindy Klassen - Canada's Olympic Star

A Tell how you think Cindy might have felt during each event in her life, and why she felt that way.

1. Cindy was chosen to play hockey for Team Manitoba.

2. Cindy gave up all the other sports she tried.

3. She was not chosen to play on the Women's Olympic Hockey Team.

4. Cindy won her first bronze medal at her first Winter Olympics.

5. Cindy won five different medals for speed skating at her second Olympic Games.

B Record each group of words in alphabetical order.

1. volleyball, basketball, rugby, lacrosse

2. skate, sport, silver, star

3. winning, won, wanted, winter

C Use the vowels **a, e, i, o, u** to make new words.

1. st ____ ck

st ____ ck

st ____ ck

st ____ ck

2. b ____ t

b ____ t

b ____ t

b ____ t

3. b ____ rn

b ____ rn

b ____ rn

4. t ____ p

t ____ p

t ____ p



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52 Weekly Stories About Canada

— Grades 3-4 —

Written by Ruth Solski

The 52 stories in this book have been designed to familiarize and develop student awareness of Canadian symbols, sports, birds, wild animals, insects, reptiles, famous inventors and inventions, famous Canadian athletes, famous Canadian people, special Canadian places and sights to visit, Canadian ghost stories, and famous Canadian mysteries. Each topic contains an information story and a follow-up exercise designed to review and develop strong reading and phonetic skills. The material in this book can be used in a variety of ways.



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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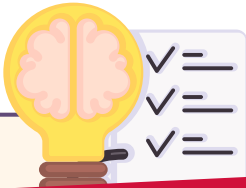
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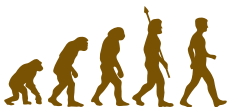
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At A Glance

Learning Intentions

	Canadian Symbols	Canadian Sports	Canadian Birds	Canadian Animals	Canadian Insects	Canadian Reptiles	Canadian Inventors/ Inventions	Canadian Athletes	Famous Canadian People	Famous Canadian Places/Sights	Canadian Ghost Stories	Canadian Mysteries
Reading Comprehension Skills:												
Recalling Details, Locating Information	•	•	•		•		•	•	•	•		
Classifying Information; Details	•	•	•	•	•	•			•			
Sequential Ordering							•	•			•	
Noting Details	•							•				•
Making Inferences										•		
Cause and Effect			•									
Finding Proof; Recalling Events				•				•				•
Drawing Conclusions; Making Inferences								•			•	
Main Idea; Using Context Clues								•	•			
Language Skills:												
Antonyms, Synonyms, Homonyms	•	•	•	•		•	•	•	•	•	•	•
Parts of Speech	•	•	•	•	•	•	•	•	•	•	•	•
Kinds of Sentences; Punctuation			•	•				•	•	•		
Verb Tenses								•		•		
Capitalization							•					
Phonetic Skills:												
Root Words; Compound Words	•	•	•		•		•	•	•	•		
Alphabetical Order		•			•		•			•		
Double Consonants			•			•						
Vowel Combinations					•	•				•		
Long/Short Vowels									•			
Syllabication	•			•				•				
Contractions								•				
Spelling	•											
Suffixes			•					•		•		
Word Meanings				•								
Singular/Plural Words				•	•			•				

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become familiar with Canada, Canadian Symbols, Canadian Sports, Canadian Birds, Canadian Insects, Canadian Reptiles, Canadian Animals, Famous Canadian Inventors and Inventions, Famous Canadian Athletes, Famous Canadian People, Famous Canadian Places or Sights, Famous Canadian Ghost Stories, and Canadian Mysteries.
- review and practise reading skills in an informal learning situation or experience.
- use previously learned word attack skills to unlock new vocabulary.
- practise silent reading skills and discussion skills in a group.
- work independently while reading a non-fiction story and completing a follow-up activity worksheet.

TEACHING STRATEGIES

The non-fiction stories and followup worksheets may be used in any of the following ways:

1. Reproduce the story sheet and worksheet for the students to use to practise their reading skills at school or for home study.
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 cards. The cards could be placed at a "Let's Read About Canada" centre. All the cards could be placed in one large box with dividers indicating the different sections or they could be placed in individual boxes labelled with each section's name.
3. Each story could be used as a teaching tool. It could be used on an overhead or on a white board. The students would read the story silently. Then the story's content and new vocabulary could be discussed. This would also be a good time to practise fluency and expression during oral reading. Sentences could be read as a group or independently. Direct the students' fluency speed with your hand or a pointer. Practise oral reading of the story several times.
4. If you feel your students will have difficulty with new vocabulary, print the words on a chart prior to the reading and discuss what they say and what they mean. Encourage your students to examine each one carefully. Ask them any of the following questions, and use other devices that you have found have helped your students to attack new words.
 - What does the beginning and ending sounds of the word say?
 - Are there any vowels inside the word? What do they say?
 - Is this word a compound word or a big word made of two words?
 - Does the word belong to a word family?
 - Can you sound out the word?
 - Is there a little word inside the word?
5. Use any of the science topics such as Canadian Birds, Animals, Insects etc. during Science Lessons.
6. The stories in any of the sections could be collated with a cover to form a non-fiction storybook. For example Canadian Animals, Canadian Birds etc. The students could create an interesting cover page with a title.
7. While reading about Canada and places to visit in our country, use a large political map that shows the provinces, territories, and their capital cities. Discuss the names of the political divisions, their capital cities, and have students locate each one. Discuss the compass rose and have students tell the location of each province/territory. Example: Which province is east of Saskatchewan? (Manitoba)
8. The stories about Canada and places in Canada could be used in Social Studies lessons. They also could be collated to form a non-fiction story book for students to take home to read to their parents.
9. Many of these stories about Canada could be used during indoor recesses as an activity for the class to do together on a white board.
10. Many of these stories could be used with students who are new Canadians to strengthen their oral speaking skills.
11. Students at higher grade levels with reading problems could strengthen their skills by reading the stories and completing the worksheets.



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

CANADIAN SYMBOLS

STORY #1: OUR COUNTRY CANADA;

PAGE 9: continent, Jacques Cartier, exploring, Native, guides, language, Kanata, parliament, Prime Minister

STORY #2: PRIME MINISTER OF CANADA;

PAGE 11: government, Prime Minister, political, election, majority, Cabinet, departments, Conservative, position, official, campaigns

STORY #3: CANADA'S CAPITAL CITY;

PAGE 13: remote, Bytown, Lieutenant, Colonel, population, magnificent, decisions, galleries

STORY #4: HOW CANADA GOT ITS

OWN FLAG; PAGE 15: union, shield, designs, unfortunately, Lester B. Pearson, unity, Confederation, committee, Ensign, politicians, governor general

STORY #5: CANADA'S NATIONAL FLAG;

PAGE 17: official, parliament, peace, honesty, bravery, strength, unity, respected, important, private

STORY #6: SYMBOLS OF CANADA; PAGE 19:

recognized, shield, fleurs-de-lis, valour, unicorn, motto

CANADIAN SPORTS

STORY #1: BASEBALL IN CANADA; PAGE 21:

alternate, organize, amateurs, National, international, competitions, Stadium, league

STORY #2: CANADIAN FOOTBALL; PAGE 23:

popular, spectator, professional, stadium, dangerous, affect, engraved, ransom

STORY #3: SOCCER IN CANADA; PAGE 25:

popular, championships, rectangle, equipment, jersey, cleats, referee

STORY #4: CANADIAN BASKETBALL;

PAGE 27: colleges, universities, court, invented, physical, education, balcony, professional, careers, American

CANADIAN BIRDS

STORY #1: THE SNOWY OWL; PAGE 29:

extend, entirely, tundra, variety, eider, disturbing, approaches, threat

STORY #2: THE ATLANTIC PUFFIN;

PAGE 31: awkwardly, prey, capelin, hake, colonies, difficult, amongst

STORY #3: THE BURROWING OWL;

PAGE 33: roost, badgers, roaches, pellets, disturbed, bothered, poison, survive

STORY #4: THE RUBY-THROATED

HUMMINGBIRD; PAGE 35: perching, hover, rotate, connected, grooved, tubular, lichen, territory

STORY #5: THE COMMON LOON; PAGE 37:

official, territorial, mussels, leeches, balance, protection, speckled, intruder, frantic

CANADIAN ANIMALS

STORY #1: THE CANADIAN BEAVER;

PAGE 39: scaly, balances, threatened, valves, blunt, nocturnal, vegetarians, lynx, wolverine, lodge

STORY #2: THE BLACK BEAR; PAGE 41:

territory, cinnamon, species, measure, lumbering, omnivorous, cavities, hibernation, pollution, endangering

STORY #3: THE MUSKRAT; PAGE 43:

rodent, invisible, dome, scent, musk

STORY #4: THE SNOWSHOE HARE;

PAGE 45: appearances, similar, differences, slightly, solitary, escape

STORY #5: THE OPOSSUM; PAGE 47:

marsupial, mammal, coarse, prehensile, shelter, rodents, carrion, marsupium, bothered, threatened, fluid, anal

STORY #6: THE MUSK OX; PAGE 49:

roamed, tundra, prefer, musk, impossible, temperatures, birth

CANADIAN INSECTS**STORY #1: THE FIREFLY; PAGE 51:**

forewings, straight, larva, pupa, nocturnal, chemicals

STORY #2: THE LADYBUG; PAGE 53:

poisonous, liquid, aphids, clusters

STORY #3: THE DRAGONFLY; PAGE 55:

aerial, nymphs, usually, motion, direction

CANADIAN REPTILES**STORY #1: THE SNAPPING TURTLE;**

PAGE 57: nostrils, active, swallow, carapace, hibernates, vision, salamanders, leeches, musky

STORY #2: THE LEATHERBACK TURTLE;

PAGE 59: adapted, reptile, rubbery, leathery, carapace, urchins, squid, algae, clutch, hatchlings

STORY #3: THE PRAIRIE RATTLESNAKE;

PAGE 61: poisonous, blotches, nostrils, fangs, boulders, heat-sensing, venom, inject, reptiles, amphibians

FAMOUS CANADIAN INVENTORS/INVENTIONS**STORY #1: JOSEPH-ARMAND BOMBARDIER AND THE SKIDOO; PAGE 63:**

Valcourt, ability, fiddling, mechanical, machines, dangerous, propeller, satisfied

STORY #2: ALEXANDER GRAHAM BELL – TELEPHONE; PAGE 65:

scientist, engineer, inventor, Edinburgh, Scotland, Brantford, invention, assistant, transmitters, receiver, transmit, experimenting, vibrate, vibrations, magnetic

STORY #3: JACQUE PLANTE’S HOCKEY MASK; PAGE 67:

protection, serious, injured, vision, equipment, fibreglass, designed

CANADIAN ATHLETES:**STORY #1: P.K. SUBBAN – ONE OF THE FAMOUS HOCKEY BROTHERS; PAGE 69:**

Pernell, Jamaica, Montserrat, professional, defenceman, memorial, trophy, Nastassia, Natasha, talented, rookie, Belleville

STORY #2: THE DUFOUR-LAPOINTE SISTERS – CANADA’S MOGUL QUEENS;

PAGE 71: Dufour-Lapointe, Maxime, Chloé, Justine, Yves, Johane, supported, praised, equally, Lac Champlain, competitive, rookie

STORY #3: ALEXANDRE BILODEAU – FREESTYLE SKIING KING; PAGE 73:

Lillehammer, natural, aerials, flawless, battled, podium

STORY #4: MARK MCMORRIS – A SNOWBOARDING WARRIOR; PAGE 75:

competitions, politician, Aspen, Colorado, fractured, qualified, attempt

STORY #5: MARIELLE THOMPSON – GOLDEN GIRL ON SKIS; PAGE 77:

reigning, Whistler, community, instructors, supported, challenges, paradise, position



Canada's National Flag



Canada raised its new flag on Parliament Hill on February 15, 1965 in Ottawa. This date is now called "National Flag of Canada Day."

Canada's flag is red and white, which are also the official colours of Canada. The colour white stands for peace and honesty. The colour red stands for bravery and strength. In the centre of the white square is a red maple leaf that has eleven points. Canada's flag is twice as long as it is wide.

Canada's flag is the symbol of our nation's unity and stands for all the people living in it. It is a symbol that must be respected and cared for. There are rules that must be followed for its care.

Did you know that:

- Canada's flag must be taken down every night and carefully folded.
- if someone important dies, the flag is raised and then lowered to half mast.
- Canada's flag should never be allowed to drag along the ground.
- it must be always flown the correct way up, unless there is danger or a threat in the area, then it can be flown upside down.
- torn or faded flags should be replaced with new ones.
- old flags should be burned in private.

Canada's National Flag

A

Sentences tell a reader many things. Some sentences tell you more than one thing. Record on the line what each sentence is telling you.

who why how what where when

1. Canada's flag is red and white. _____
2. When someone important dies, Canada's flag is raised and then lowered to half mast. _____
3. In the centre of the white square is a red maple leaf. _____
4. The flag is to be carefully folded after it is taken down. _____
5. Canada's flag must be flown the correct way most of the time. _____
6. Canada's new flag was raised on February 15, 1965 on Parliament Hill in Ottawa. _____
7. The only time Canada's flag can be flown upside down is if there is danger. _____
8. Every night Canada's flag must be lowered, folded, and put away. _____

B

Locate **antonyms** in the story for the following words.

- | | |
|----------------|------------------|
| 1. old _____ | 6. dying _____ |
| 2. then _____ | 7. up _____ |
| 3. sits _____ | 8. lowered _____ |
| 4. day _____ | 9. narrow _____ |
| 5. short _____ | 10. always _____ |

C

Locate **synonyms** in the story for the following words.

- | | |
|------------------|-----------------|
| 1. laws _____ | 5. famous _____ |
| 2. evening _____ | 6. lifted _____ |
| 3. ripped _____ | 7. right _____ |
| 4. middle _____ | 8. trail _____ |

The Atlantic Puffin



The Atlantic puffins are often called the clowns of the sea as they often land awkwardly on the ground and on the water. They are black and white sea birds with colourful red, orange, and bluish beaks. Some people refer to them as "sea parrots" because of the shape of their beaks. Their legs are orange too, with webbed feet. During the winter, their beaks and feet fade to a lighter colour. The colour does return in the spring.

The Atlantic puffin's beak grows bigger as the bird grows older. It is used to catch an average of ten fish each trip. The puffin dives into the water, scoops up as many fish as it can, and pins the prey in its bill with backward pointing spines that are on its tongue and on the top of its mouth. Did you know that the largest number of fish found and recorded in a puffin's beak at one time was 62? Puffins mainly eat small fish such as capelin, herring, and hake.

While fishing, Atlantic puffins must watch out for its main enemy, called the great black-backed gull. They also must be on the look-out and avoid herring gulls as they will steal the fish right out of their beaks.

In the spring and summer, thousands of puffins gather in colonies on the coasts and islands of Canada, off the North Atlantic Ocean. They live at sea for most of their lives.

Did you know that an Atlantic puffin can live for twenty years? Every day they fly, swim, dive for, and feed on, fish. An Atlantic Puffin finds flying difficult and must flap its wings 300 to 400 beats per minute in order to stay in the air. Not only do puffins fly through the air, they also can fly through the water using their wings as paddles. They also use their feet to steer themselves on top of the water and while fishing under the surface. Puffins are able to stay down for 30 seconds and dive as deeply as 61 metres (200 feet). While flying, puffins flap their wings 400 times per minute and can fly as fast as 88 kilometres (55 miles) an hour.

Puffins often return to the same nesting grounds each spring and often use the same burrow year after year. The burrow or nest is often seen on steep, rocky cliffs where they and their eggs are safe from their enemies. The burrow may be on the ground or amongst some rocks. If they are making a new burrow, they use their beaks to cut into the soil and then remove the dirt by sweeping it out with their feet. A burrow is about 91 cm (3 feet) long. One end of the burrow is lined with grasses, seaweed, and feathers.

In the burrow, the female puffin lays a single egg. It takes 42 days for the chick to hatch. Both parents care for the chick by watching out for enemies and feeding it fish. It takes 49 days for a puffin chick to learn how to fly and to live on its own. If there is danger near the burrow, the puffin will make a sound like a chainsaw buzzing.

The Atlantic Puffin

A Locate and record the sentence in the information that answers each question.

1. Where and when would we find Atlantic puffins in Canada?

2. Who is the Atlantic puffin's main enemy?

3. When does the Atlantic puffin make a sound like a chainsaw buzzing?

4. How many eggs does a female Atlantic puffin lay?

5. Which method of travel do Atlantic puffins find the most difficult?

B Record on the line provided, the name of each kind of sentence. Is it **Assertive**, **Interrogative**, **Imperative**, or **Exclamatory**?

1. Those puffins act like little clowns! _____

2. Did you know that puffins can hold lots of fish in their beaks?

3. The puffin flew down and landed with a bump on the sandy shore

4. Do not go near the puffin's burrow! _____

C Some words are written with the same double consonants found in the middle or at the end. Skim through the story to locate ten words that have double consonants. Record them on the lines below.

52 Weekly Stories About Canada

— Grades 4-5 —

Written by Ruth Solski

The 52 stories in this book have been designed to familiarize and develop student awareness in Canadian Historical Sites, Famous Historical Canadian Men, Famous Historical Canadian Women, Famous Canadian Athletes, Famous Canadian Inventors and Inventions, Famous Canadian Animals, Famous Canadian Attractions and Famous Canadian Festivals. Each section contains non-fiction stories and follow-ups designed to review, strengthen, and expand students' reading and language skills while familiarizing them with different aspects of Canada. The materials in this book can be used in a variety of ways.



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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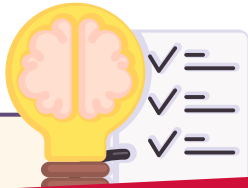
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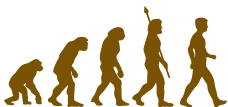
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At A Glance

Learning Expectations

	Canadian Historical Sites	Famous Historical Canadian Men	Famous Historical Canadian Women	Famous Canadian Athletes	Famous Canadian Inventors and Inventions	Famous Canadian Animals	Famous Canadian Attractions	Famous Canadian Festivals
Reading Skills:								
Recalling Details, Events / Information	•	•	•	•	•	•	•	•
Cause and Effect	•	•	•	•		•		
Expressing an Opinion / Ideas	•	•	•	•			•	•
Classifying Information	•	•		•			•	
Sequential Ordering		•	•		•		•	
Brainstorming				•				
Location Information / Finding Proof		•	•	•			•	
Context Clues			•		•			
Making Inferences						•		
Language Skills:								
Kinds of Nouns / Pronouns	•	•	•	•	•			
Kinds of Verbs / Verb Tenses	•	•		•	•			
Kinds of Sentences	•	•					•	
Subject / Predicate / Object		•	•			•	•	
Adjectives / Adverbs / Phrases		•	•		•		•	
Phrases / Prepositions		•		•	•		•	
Parts of Speech				•	•	•	•	
Paragraph Writing								•
Prefixes / Suffixes		•						
Capitalization / Punctuation							•	
Singular / Plural / Possessive Nouns				•				
Conjunctions							•	
Vocabulary Skills:								
Antonyms / Synonyms / Homonyms	•	•	•	•			•	•
Word Meanings / Spelling	•	•	•	•		•	•	•
Singular / Plural / Possessive Words		•		•				•
Suffixes / Prefixes		•			•			
Syllabication		•	•	•	•			
Root Words / Compound Words		•	•	•	•	•	•	
Vowels / Vowel Combinations			•	•	•		•	
Alphabetical Order			•					
Blends, Digraphs					•			

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become more knowledgeable with different aspects of their country such as Canadian Historical Sites; Famous Historical Male Canadians; Famous Historical Canadian Women; Famous Canadian Athletes; Famous Canadian Inventors and Inventions; Famous Canadian Animals; Famous Canadian Attractions; and Famous Canadian Festivals.
- practise and review reading, vocabulary, and language skills during an informal learning experience.
- use previously learned word attack skills to unlock new vocabulary.
- practise reading and discussing information in a group situation.
- strengthen research skills using non-fiction materials.
- work independently while reading a non-fiction story and completing a follow-up activity worksheet.
- practise and strengthen written ideas, opinions, and thoughts.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following situations.

1. Independent Reading with Follow-up Activity: Reproduce the story sheet and worksheet for the students to use to practise their reading skills at school or for home study.
2. Reproduce each story and worksheet. Mount the information story on one side of stiff cardboard and the worksheet on the back of the same card. Laminate the cards for longer usage. The cards could be placed in boxes labelled with the name of each section. Example: Canadian Historical Sites; Famous Historical Male Canadians; Famous Historical Canadian Women; Famous Canadian Athletes; Famous Canadian Inventors and Inventions; Famous Canadian Animals; Famous Canadian Attractions; and Famous Canadian Festivals.
3. Each story could be used as a teaching tool for the entire class or for small groups. Make an overhead of the story or show it on a white board. The students could read the story silently. Any new words in the story could be discussed and word attack skills should be applied by the students to figure them out. Discuss the story's content and have the students locate and read the sentences that answer the questions while applying research and comprehension skills
4. Display the worksheet for the story on the overhead or a white board. The students could record the answers in a notebook or record the answers on the white board or discuss them orally.
5. While the story is displayed, practise students' oral reading. This could be done with a group or the entire class. Direct the students' fluency and speed with your hand or a pointer. Practise reading the story several times. Reading orally is like singing. It has its own rhythm, speed, and expression.



6. If you feel that your students will have difficulty with any of the words in the story, record them on a chart, white board or chalkboard and discuss them prior to the reading of the story. Encourage the usage of word attack skills. Ask any of the following questions:
 - How does the word begin and end?
 - Are there any vowels or vowel combinations inside the word?
 - Is it a compound word?
 - Does it look like another word that you know?
 - Do the words in the rest of the sentence give you any clues?
7. Some of the stories could be used during social studies lessons and geography lessons.
8. Many of the stories about Canada could be used during indoor recesses as an oral activity for fun.
9. The stories could also be used with students who are experiencing reading difficulties and are placed in higher grade levels.
10. They could also be used with students or adults learning to read English.
11. Any story and follow-up activity can be reproduced and sent home as homework to strengthen the reading ability of a student.
12. The information cards could be mounted and laminated and used to develop various teacher-directed research skills.
13. Stories in one section could be reproduced with their follow-up sheets to make individual books for students to practise their reading skills.

Pier 21

Canada's National Museum of Immigration



Imagine, being a child in 1945, boarding an ocean liner with your mother in England that is heading for a port in Canada to get away from a war that has been raging for six years. There are several hundred other mothers and their children travelling aboard the ship as well. Many of the women are British and are married to Canadian soldiers. They will be travelling for a week-long trip across the frigid Atlantic Ocean. This trip is being done secretly because German U-boats patrol the North Atlantic Ocean waiting to torpedo unprotected passenger ships. When they reach Halifax's Pier 21, they disembark with all the other passengers

The passengers are taken inside Pier 21 and must sit and wait on benches to be processed by the Canadian Immigration Officials. After waiting for an entire day the little girl and her mother are processed and then taken to a train heading for Toronto by a Red Cross Worker. When they arrive in Toronto they are welcomed by her father's family.

Pier 21 operated as an ocean liner terminal and immigration shed from 1928 to 1971. It was the main point of entry for over one million immigrants and refugees from Europe and other countries. It was also a departure point for 496 000 military personnel and Canadian troops during World War II. It was often called 'The Gateway to Canada.'

Pier 21 was a welcoming sight to the immigrants. It was brightly lit with many windows, highly polished floors, and benches to sit and wait on. Pier 21 was a group of buildings that contained a waiting room, a restaurant-dining room, a canteen where people could buy supplies for their train trip, a nursery, a hospital, a detention centre, a kitchen, dormitories, and a walkway overlooking the harbour.

Many times officials had to deal with immigrants that brought food such as wines, pepperoni, salami, and cheeses from their native lands. Most of the food had spoiled during the trip on board the ship and it smelled terrible. One time, officials noticed a man sitting on a bench with a towel rolled up on his lap. No one would sit on the bench near the man. Officials discovered the towel contained a dried up octopus that had decayed.

Today, Pier 21 is an immigration museum and a National Historic Site of Canada. It was closed in 1971 as immigrants chose to travel on jet airliners instead of ocean-going-ships. At the museum, visitors will find 2 000 stories, 500 oral history interviews, 700 donated books, 300 films and thousands of historical photos and scans of immigration and World War II documents and newspaper articles.

There is also a memorial called the 'Wheel of Conscience.' It is in memory of the German passenger liner MS St. Louis's 1939 voyage from Europe to North America. The 900 Jewish passengers fleeing from the Holocaust were not allowed to enter North American ports due to Antisemitism in Canada and the United States. This memorial is a polished, stainless steel wheel with four words engraved on it that caused the passengers to be turned away. The words are 'antisemitism, xenophobia, racism, and hatred.'

Pier 21

Canada's National Museum of Immigration

A

READING

Complete the following exercises.

1. Give three good reasons why you think immigrants leave their country and come to live in Canada.

2. List the feelings an immigrant might feel while sitting on a bench waiting to be processed.

3. Why were trips on passenger ships kept secret at one time.

4. List some problems immigrants would face coming to a new land.

5. How do you feel about the treatment received by the Jewish people at Pier 21?

6. How do you feel about Pier 21 being made into a museum? Was it a good idea or was it a waste of time and money?

B

LANGUAGE

Locate verbs in the story that match these meanings.

- | | |
|--|-----------------------------|
| 1. getting on a ship _____ | 5. running away _____ |
| 2. going from one place to another _____ | 6. rotted _____ |
| 3. gone bad, rotten _____ | 7. getting off a ship _____ |
| 4. found out _____ | 8. checked, inspected _____ |

C

WORD STUDY

Locate the meanings of the four words on the "Wheel of Conscience" in the dictionary. Record the meanings beside the words.

1. antisemitism: _____

2. xenophobia: _____

3. racism: _____

4. hatred: _____

Sir John A. Macdonald (1815-1891)

First Prime Minister of Canada



John Alexander Macdonald was born in Glasgow, Scotland on January 11 in 1815. He was the third of five children of Helen and Hugh McDonald. His father's many failed business ventures caused the family to immigrate to Kingston in Upper Canada in 1820. His family lived over the store that his father ran. When this business failed his family moved to Hay Bay west of Kingston and his father was given a new job as a magistrate.

John attended local schools and when his parents had enough money he was sent to Midland Grammar School in Kingston. At 15, he was finished with school as his parents could not afford to send him to university. They decided he should become a lawyer and Macdonald knew he needed money to help support his family as his father's businesses were failing again. John Macdonald grew up not having any boyhood and at the age of 15, he was employed as an apprentice lawyer with George Mackenzie, a prominent lawyer, in Kingston.

Highlights of Sir John A. Macdonald's Political Career

- elected as a municipal alderman in Kingston, Ontario in 1843.
- was a member of the Legislative Assembly of the Province of Canada from 1844 to 1867.
- appointed Receiver General or Treasurer of the Province of Canada in 1847.
- was an opposition member of parliament from 1847 to 1854.
- helped to create the Conservative Party in 1854.
- was Attorney General of Canada West for 12 years and looked after law and order in the country.
- served as Joint Premier of the province of Canada with Étienne-Paschal Tache for two years and George Étienne Cartier for five years.
- sat as an Opposition member of parliament in 1858 to 1864.
- attended all three conferences on Canadian Confederation and was responsible for writing most of the B.N.A. Act
- was knighted by Queen Victoria and was asked to become the first Prime Minister of Canada in 1867.
- during the building of the Pacific Railway there was a huge scandal and Sir John A. Macdonald had to resign as Prime Minister in 1873.
- in 1878, he became Prime Minister again and during this period of time the Pacific Railroad was completed.
- Sir John A. Macdonald won three more elections in 1882, 1887, and 1891.
- unfortunately three months after his 1891 election, Sir John A. Macdonald died.

Sir John A. Macdonald's accomplishments as Prime Minister were incredible. Two very important accomplishments were completed during his years as Prime Minister. They were the building of the Canadian Pacific Railway and Confederation which linked Canada as a country from coast to coast.

Thanks for a job well done Sir John A.! We do have a great country!



Sir John A. Macdonald (1815-1891)

First Prime Minister of Canada

A**READING**

Record the date(s) when Sir John A. Macdonald held the following positions or completed the following accomplishments.

1. _____ • had to resign as Prime Minister of Canada.
2. _____ • was an opposition member of parliament.
3. _____ • helped to create the conservative party.
4. _____ • won three more elections as Prime Minister.
5. _____ • appointed Receiver General or Treasurer of the Province of Canada.
6. _____ • was knighted and asked to be Canada's first Prime Minister.
7. _____ • died three months after his election.
8. _____ • elected as a municipal alderman in Kingston.

B**LANGUAGE**

Divide the subject and predicate of each sentence with a vertical line. Put one line under the bare subject and two lines under the bare predicate.

1. John A. Macdonald lived in Glasgow, Scotland.
2. His father ran a store.
3. John needed money for his family.
4. Queen Victoria knighted John A. Macdonald in 1873.

C**WORD STUDY**

Use a dictionary to find and record the meaning for each of the following words. Use each word in a good sentence.

1. apprentice: _____

2. magistrate: _____

3. scandal: _____

4. confederation: _____

5. opposition: _____

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52 Weekly Stories About Canada

— Grades 5-6 —

Written by Ruth Solski

The 52 non-fiction stories in this book have been designed to familiarize and develop student awareness of The First Nation People of Canada; Early Explorers of Canada; Famous Canadian Disasters; Famous Canadian Inventors and Inventions; Famous Canadian Foods; Famous Canadian Mysteries and Ghost Stories; Famous Historical Women; Famous Historical First Nation Men; Famous Canadian Tourist Attractions; and Famous Canadian Festivals.



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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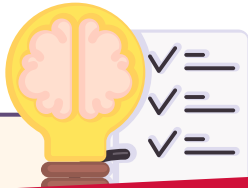
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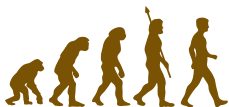
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At A Glance

Learning Intentions

	First Nation People of Canada	Early Explorers of Canada	Famous Canadian Disasters	Famous Canadian Games/Sports	Famous Inventors/Inventions	Famous Canadian Food	Canadian Mysteries/ Ghost Stories	Canada's Historical Women	Famous Historical First Nations Leaders	Famous Canadian Places	Famous Canadian Festivals
Reading Skills:											
Recalling Details	•	•	•		•	•	•	•	•	•	•
Classifying / Noting Details	•	•	•	•		•	•	•		•	
Locating / Classifying Information	•	•			•	•				•	•
Finding Proof	•				•		•		•		
Recalling Events		•					•	•	•	•	
Sequencing Events		•			•		•				
Drawing Conclusions		•					•				
Classifying Events			•								
Cause and Effect				•							
Locating Main Idea						•					
Using Context Clues											•
Language Skills:											
Subject / Predicate / Nouns / Verbs	•	•	•	•		•		•	•	•	•
Types of Sentences	•				•				•		
Modifiers / Adverbs / Adjectives	•	•	•	•	•				•	•	•
Types of Nouns		•									
Writing Paragraphs / Stories		•	•				•				
Pronouns / Objects			•	•							
Prepositions / Phrases				•						•	
Conjunctions / Clauses					•	•	•	•			
Analysing Sentence Structure						•					
Word Study Skills:											
Compound Words	•	•								•	
Root Words	•	•	•					•	•	•	
Antonyms / Homonyms / Synonyms	•	•		•	•		•	•	•	•	
Alphabetical Order	•										
Word Meanings	•	•	•		•		•	•		•	•
Syllabication	•	•		•		•		•	•	•	•
Single Vowels / Vowel Combinations		•				•				•	
Double Consonants			•							•	
Prefixes / Suffixes						•					
Singular / Plural Words								•			

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become more knowledgeable with different aspects of their country such as the History of the First Nations of Canada; Early Explorers of Canada; Famous Canadian Disasters; Famous Canadian Inventions; Famous Canadian Inventors; Famous Canadian Foods; Famous Canadian Mysteries and Ghost Stories; Famous Historical Women; Famous Historical First Nations Men; Famous Canadian Tourist Attractions; Famous Canadian Celebrations.
- practise and review reading, language, and word study skills during an informal learning experience.
- use previously learned word attack skills to unlock new vocabulary.
- practise reading and discussing information in a group situation.
- strengthen research skills using non-fiction materials.
- work independently while reading a non-fiction story and completing a follow-up activity worksheet.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following situations:

1. Independent Reading with Follow-up Activity: Reproduce the story sheet(s) and worksheet for the students to practise their reading skills at school or for home study.
2. Reproduce each story and worksheet. Mount the information story on one side of stiff cardboard and the worksheet on the back of the same card. Laminate the cards for longer usage. The cards could be placed in boxes labelled with the name of each section. Example: History of the First Nations of Canada; Early Explorers of Canada; Famous Canadian Disasters; Famous Canadian Inventions; Famous Canadian Foods; Famous Canadian Mysteries and Ghost Stories; Famous Historical Women; Famous Historical Native Men; Famous Canadian Tourist Attractions; Famous Canadian Celebrations. Students could work on these topics in a research/reading period.
3. Each story could be used as a teaching tool for the entire class or for small groups. Make an overhead of the story or show it on a white board. The students could read the story silently. Any new words in the story could be discussed and word attack skills should be applied by the students to figure them out. Discuss the story's content and have the students locate and read the sentences that answer the questions while applying research and comprehension skills.
4. Display the worksheet for the story on the overhead or on a white board. The students could record the answers in a notebook, record the answers on the white board, or discuss them orally.



5. While the story is displayed, practise students' oral reading. This could be done with a group or the entire class. Direct the students' fluency and speed with your hand or a pointer. Practise reading the story several times. Reading orally is like singing. It has its own rhythm, speed, and expression.
6. If you feel that your students will have difficulty with any of the words in the story, record them on a chart, white board, or chalkboard and discuss them prior to the reading of the story. Encourage the usage of word attack skills. Ask any of the following questions:
 - How does the word begin and end?
 - Are there any vowels or vowel combinations inside the word?
 - Is it a compound word?
 - Does it look like another word that you know?
 - Do the words in the rest of the sentence give you any clues?
7. Some of the stories could be used during history and geography lessons
8. Many of the stories about Canada could be used during indoor recess as an oral activity for fun.
9. The stories could also be used with students who are experiencing reading difficulties and who are placed in higher grade levels.
10. The stories could also be used with students or adults learning to read English.
11. Any story and its follow-up activity can be reproduced and sent home as homework to strengthen the reading ability of a student.
12. The information cards could be mounted and laminated and used to develop various teacher-directed research skills.
13. Stories in one section could be reproduced with their follow-up sheets to make individual books for students to practise their reading skills.
14. The stories could be used in conjunction with social studies or history topics.

Pacific Coast First Nations

Location: The Pacific Coast First Nations lived along the west coast of British Columbia near the Pacific Ocean in Canada.

Name of Tribes: The tribes that lived along the coast were Tlingit, Tsimshian, Haida, Bella Coola, Kwatuitl, Nootka, and Coast Salish.

Environment: The Pacific Coast People did not ride horses, live in tepees, or hunt buffalo. The Pacific Ocean and the cedar tree was the centre of their lifestyle. They were isolated from other First Nations due to the Rocky Mountains to the east and the Pacific Ocean to the west. The coast's climate was mild and wet and received a great deal of rain. The rain produced huge amounts of plants, shrubs, berry bushes, and all kinds of tall cedar trees with thick, rough bark.

Homes: Pacific Coast People could not live in tepees made of skins because the climate was too wet. The skins would become hard and brittle and would crack in the warm sun. Coast People built their homes from wood as it was plentiful. Each home was one very large room and housed 30 to 40 people. The four corner posts were made of large tree trunks which were set into four deep corner holes in the ground. It took many men pulling on strong ropes to place the posts into the holes. The walls were made of cedar planks. The roof was made of cedar bark and planks overlapping one another, which were held down with rocks. There were no windows, and it only had one small opening for an entrance, which helped to keep the house warm. Sometimes a carved pole called a house-frontal pole was placed at the front, and an opening was made in it.



Inside the house, each family had their own living quarters, which was separated with cedar or bulrush mats hung for walls. Each family had a space the size of a stall in a barn, with a woven mat on the floor. Down the centre of each house were fires that were kept burning all the time for light, heat, and cooking. An opening in the centre of the roof allowed smoke to leave and light to enter. Each family had its own cooking fire, wove their own baskets, and made their own clothing.



Food: The Pacific Ocean provided the Pacific Coast People with plenty of food. Salmon was their main source of food and it was smoked or dried to preserve it. Food was often cooked in “bent boxes” that were filled with water and very hot rocks. It was also roasted over an open fire, or cooked in a large pit dug in the ground which looked like an oven. Very hot rocks were placed in the hole, and meat wrapped in leaves was placed on them. Then, more hot rocks and earth covered the hole until the food was cooked. Sometimes meat was steamed by sprinkling water on the hot rocks.

The Pacific Coast People ate halibut, herring, cod, crabs, oysters, clams, mussels, seaweed, and fish eggs found in the ocean. Berries were picked, dried, and often cooked to a thick mass, and then dried in boxes to make cakes. Whales were hunted mainly by the people living on Vancouver Island. They used special whaling canoes, 18 metres long, that were made out of the trunks of huge cedar and redwood trees. Some canoes could hold up to 60 men. The canoes often had designs and carvings on them. Each canoe had men that did all the paddling, a steersman, and the chief who was the harpooner. The canoe with the chief paddled close to the whale so he could harpoon it while standing on the bow. Hunters in boats close by plunged more harpoons into it to slow the whale down. When the whale was dead, its mouth was tied shut so it couldn't fill up with water and sink to the bottom. Then the boats had to tow the heavy load back to their village.

Clothing: Pacific Coast People made clothing from the soft, thin bark found under the thick outer bark. A section of the hard bark was carefully removed from the trunk. Then the soft, inner, yellow bark was cut into long strips, rolled, and taken back to the village. The bark was soaked in cold and then hot water to soften it. Then it was beaten with a “bark beater” until it became soft shreds. The shreds were rolled between the palms of the hands until it became the right thickness for weaving.

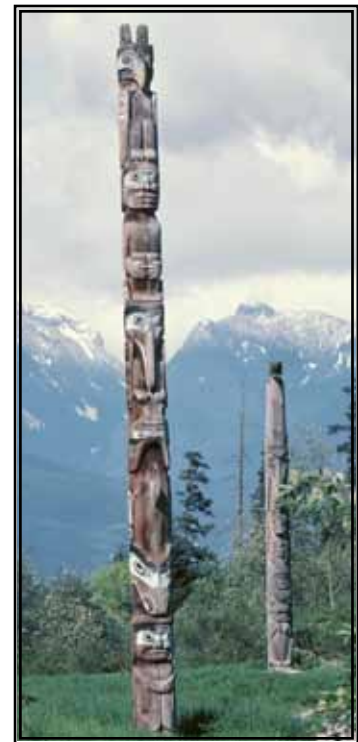
Pacific Coast First Nations wore little clothing. When they travelled, the men wore breech clouts, fibre rain capes, and robes made from skins. Fur hats or basketry hats were also worn. Men often tattooed their arms and hands. The women wore basketry hats, rain capes, sleeveless jackets, and skin robes. Some wore an apron that hung from the waist in the front and back. Most of the time the people went barefoot.



Traditions: A “potlatch” was an important tradition celebrated by the Pacific Coast Native People. It was held to announce an important event, to honour a new chief, to announce the marriage of a person of high rank, to celebrate a new house, or for the raising of a totem pole. The people of the village spent months preparing for one. Food had to be found and prepared, and gifts had to be made to be given away. Personal songs and dances were performed at the potlatch by people wearing family masks. They told stories about family history. The food was served in large bowls the size of a canoe, and the ladles or spoons were the size of footballs. The Pacific Coast People believed that displaying and passing on wealth made other people respect them.

Carved poles were erected for many reasons. They were erected to honour a chief or an important person, as a grave marker for someone who had died, or for a house-frontal pole with a door.

Pacific Coast First Nations People made good use of all the natural things found in their living environment.



Pacific Coast First Nations

A

READING

What information does each sentence give about the Pacific Coast First Nations?

Is it about their:

Environment, Homes, Food, Hunting Methods, Cooking Methods, Clothing, Traditions, or Location?

Classify each sentence to the correct category. Record the category's name on the line.

1. Salmon was placed in a bent box filled with water and very hot rocks. _____
2. Each family had a small area divided by mats made from cedar or bulrushes and hung from the ceiling.

3. The mild, wet climate, and the rain provided the Pacific Coast People with many edible plants and tall cedar trees. _____
4. Special canoes were built to capture whales in the Pacific Ocean. _____
5. The Pacific Coast First Nations People made things to wear by weaving the soft, thin bark found under the thick, dark bark of the cedar tree into a material. _____
6. A party called a "potlatch" was a way to celebrate one of their important events.

7. The Pacific Coast First Nations never knew about other First Nations because of the Rocky Mountains and the Pacific Ocean. _____
8. The chief of a Pacific Coast First Nation stood on the bow of the boat to harpoon the whale first.

B

LANGUAGE

Divide the bare subject and the bare predicate in each sentence with a line. Place a single line under the subject and a double line under the predicate. Circle the modifiers of the subject and bracket the modifiers of the predicate.

- | | |
|-----------------------------------|--------------------------------------|
| 1. The tall trees waved gently. | 4. Brave hunters toiled ceaselessly. |
| 2. Strong winds blew continually. | 5. Steamed fish smelled delicious. |
| 3. Busy women picked quickly. | 6. The yellow bark stripped easily. |

C

WORD STUDY

Arrange each group of words in the correct alphabetical order.

1. coast cedar climate corner carved centre

2. potlatch prepared people preserve planks palms

3. burning beaten bark berries basket basketry

4. sprinkling smoke steamed salmon special shrubs

5. trunks thick tribes tattooed tradition totem



Crokinole, Trivial Pursuit, Rummoli

Canadian Board Games



Many Canadian families love to play games in their homes during special occasions or for entertainment on a cold, snowy night. Games such as Crokinole, Trivial Pursuit, and Rummoli are popular Canadian board games.

The game of **Crokinole** was developed in rural Canada in the 1860's. It is a blend of several older English, French, German, and East Indian games. It has been a family favourite for over 140 years and was designed by Eckhardt Elton Wettlaufer. The game is played on a round polished wood or laminate surface about 42 cm (26 inches) in diameter. On its surface are three concentric rings worth 5, 10, and 15 points as you move from the outside to the middle of the board. In the centre lies a shallow hole worth 20 points. The inner ring is guarded with 8 small bumpers or posts. The outer ring is divided into four sections. The outer edge of the board is raised a bit to keep wandering shots from flying out, and it also has a gutter between the playing surface and edge to keep discarded playing pieces. The Crokinole board is usually octagonal or round in shape. The playing discs are about the same size as checkers. Two to four players can play at one time. Each player will have 12 discs of the same colour to shoot. When four players are playing, each player will have six discs to shoot. The players sitting opposite to one another will be partners.

Trivial Pursuit is a game developed by two Canadians - Chris Haney and Scott Abbott. They were very surprised when their game became an instant success. It became the most popular commercial board game since the game of Monopoly and Scrabble had been invented. It was designed for people 18 years and older and was based on fascinating little facts about something, called 'trivia.'

The early version of the game contained six categories of questions in the subjects of Geography, Entertainment, History, Arts and Literature, Science and Nature, and Sports and Leisure. The box contained 1 000 cards and each one had six questions on it. The answers were found on the back of the cards. Each player had a token that moved on the playing board with a roll of a die. If a player answered the trivia question correctly, the player could move towards the finish line.

Rummoli is a family card game in which 2 to 8 people can be involved. It was first marketed by Copp Clark Publishing Company of Toronto. In order to play the game, you need a deck of 52 playing cards without the jokers, and plastic chips or coins to play with. It is played for fun or for small stakes using pennies.

The Rummoli Board is octagonal in shape and is usually printed on a piece of heavy paper. The centre of the board is called Rummoli and is surrounded by eight pots. They are called the Poker Pot, Ten of Spades, Jack of Diamonds, Queen of Clubs, King of Hearts, Ace of Spades, Ace and King of Diamonds, and Sequence of 7-8-9 of any suit. The pots are used to store chips. While playing the game, each player puts a chip or coin in each pot. The cards are dealt to each player, plus one extra hand called the Widow Hand. The dealer can sell it to the highest bidder or swap it with his own hand. The game begins with the player who has the lowest card. Players follow in sequence and pick up any pots they have cards for. The player who has an empty hand wins the Rummoli pot.

Playing games with family and friends creates an entertaining experience, stimulates the brain, and provides us with wonderful memories.

Crokinole, Trivial Pursuit, Rummoli

Canadian Board Games

A

READING

Which game is each sentence describing?

Is it Crokinole, Trivial Pursuit, or Rummoli?

1. It contains one thousand cards that have six questions on one side and the answers on the other side.

2. The game board is on polished wood and on its surface are three rings worth 5, 10, and 15 points.

3. A deck of cards without the jokers is needed for this game. _____
4. Its board has pots in which plastic chips or coins are stored. _____
5. This game was invented many years ago and is a blend of games from different countries.

6. Its game board is octagonal in shape and is usually made of heavy paper. _____
7. This game became an instant success once it was published. _____
8. Twelve disks of the same colour are used to shoot for the shallow hole guarded by eight small posts.

B

LANGUAGE

The object of a verb is often a noun. Example: The man raised his hand. The object is often the receiver of a verb. In each sentence, underline the verb and its object.

1. The player slid the checker on the Crokinole board.
2. No one could guess the answer to the trivia question.
3. Everyone dropped coins in the pots on the playing board.
4. In the centre of the board lies a shallow hole.
5. Two men created this game.

C

WORD STUDY

Match the word with a pair of double consonants from the story to each meaning.

1. a kind of game played with a deck of cards _____
2. in the centre of something _____
3. something that is not deep _____
4. not very big _____
5. an other word for ditch _____
6. to turn over and over _____
7. a kind of coin _____
8. to go all around _____



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Canada

52 Weekly Stories About Canada

— Grades 6-7 —

Written by Ruth Solski

The 52 non-fiction stories in this book have been designed to familiarize and develop student awareness of the various Canadian topics while reviewing and strengthening various reading, language, and word study skills. The topics are Canadian Provinces and Territories; Historical Canadian Events; Famous Canadian Disasters; Canadian Wonders; Canadian Folklore; Canadian Television Personalities; Famous Canadian Athletes; and Canadian Historical Sites.



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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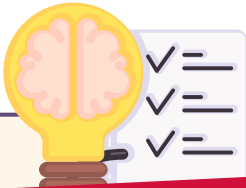
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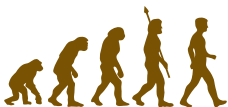
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At A Glance

Learning Expectations

	Canadian Provinces & Territories	Canadian Historical Events	Famous Canadian Disasters	Famous Canadian Wonders	Famous Canadian Folklore	Famous Canadian Television Personalities	Famous Canadian Athletes	Famous Canadian Historical Sites
Reading Skills:								
Classifying Information	•	•			•		•	
Recalling Information	•	•	•			•	•	•
Classification	•		•	•	•	•		•
Finding Proof	•	•	•		•	•		
Noting Details	•	•		•		•	•	•
Locating Information	•	•	•			•	•	•
Sequential Ordering	•	•	•			•		
Cause and Effect								•
Brainstorming			•					
Forming an Opinion						•		
Using Context Clues								•
Language Skills:								
Parts of Speech	•	•	•	•		•	•	
Kinds of Nouns	•							
Homonyms / Antonyms / Synonyms	•	•						
Singular / Plural Words		•						
Punctuation		•						
Verb Tenses		•	•	•	•	•	•	•
Word Study Skills:								
Antonyms / Homonyms / Synonyms	•	•	•					•
Alphabetical Ordering	•	•						•
Syllabication	•			•		•		•
Word Meanings		•		•	•		•	•
Root Words	•	•				•		•
Singular / Plural Words		•			•	•		•
Blends						•		•
Prefixes / Suffixes		•						•
Long / Short Vowels					•			
Compound Words	•							

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become more knowledgeable with different aspects of their country such as information pertaining to its ten provinces and three territories; the history of Upper and Lower Canada; Famous Canadian Disasters; Famous Canadian Wonders; Canadian Folklore; First Nations Myths and Legends; Famous Canadian Inventors; Famous Canadian Television Personalities; Famous Canadian Athletes; and Famous Tourist Attractions.
- practise and review reading, language, and word study skills during an informal learning experience.
- use previously learned word attack skills to unlock new vocabulary.
- identify, practise, and use language skills correctly.
- practise reading and discussing information in a formal or informal group situation.
- strengthen research skills using non-fiction materials.
- work independently while reading a non-fiction story and completing a follow-up activity worksheet.
- practise and strengthen written and oral ideas, opinions, and thoughts.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following situations.

1. Independent Reading with Follow-up Activity: Reproduce the story sheet and worksheet for the students to use to practise their reading skills at school or for home study. The students may also be able to access the teacher's website for the assignment.
2. Permanent Reading and Assignment Cards or Folders: Reproduce each story and worksheet. Mount the information story on one side of stiff cardboard and the worksheet on the back of the same card. The information and activity worksheet could also be placed in a labelled folder. The cards and folders could be placed in labelled boxes and placed at a centre called 'Reading About Canada.' The boxes could be labelled Canadian Provinces and Territories; Early Settler Life in Canada; Canadian Disasters; Famous Canadian Wonders; Famous Canadian Folklore; Famous First Nations Myths and Legends; Famous Canadian Inventors; Famous Canadian Television Actors/Performers; Famous Canadian Athletes; and Famous Canadian Places. Students could work at the centre with a partner or independently.
3. Strengthening Reading and Research Skills: Each story could be used as a teaching tool for the entire class or for small groups. The story could be displayed on a whiteboard or an overhead. The story could be read silently by the students. Any new vocabulary could then be discussed and word attack skills should be applied to figure out what it says. The story's content could be discussed and the information located by the students using and applying reading and research skills.
4. Display the worksheet for the story on the overhead or on a whiteboard. The students could record the answers in a notebook, on the whiteboard, or discussed orally.



5. While the story is displayed, have the students practise reading the information orally. This could be done with a group or the entire class. Direct the students' fluency and speed with your hand or a pointer. Practise reading the story several times. Reading orally is like singing. It has its own rhythm, speed, and expression.
6. If you feel that your students will have difficulty deciphering new, unknown vocabulary, record the words on a chart, chalkboard, or a white board and discuss them prior to reading the information story. Encourage the usage of word attack skills by asking the following questions.
 - How does the word begin and end?
 - Are there any vowels or vowel combinations inside the word?
 - Does it resemble other words that you know?
 - Is it a compound word?
 - Does it have a root word or a word that you know inside of it?
 - Do the words in the rest of the sentence give you any clues?
7. Include mapping skills while reading about the provinces, territories, capital cities, physical features bodies of water, and other important places.
8. The stories could also be used with students who are experiencing reading difficulties and who are placed in higher grade levels. They could work with a student who has good reading skills and can help them strengthen their skills.
9. The stories could also be used with students or adults learning to read English.
10. The information cards could be mounted and laminated and used to develop teacher-directed research skills.
11. The stories in one section could be reproduced with their follow-up sheets to make individual books for students to practise their reading skills.
12. The stories could be used in conjunction with Social Studies, History, and Geography topics.

Newfoundland and Labrador

One of the Oldest Places in Canada

Newfoundland and Labrador are Canada's most eastern province. It consists of one island, a larger mainland, and thousands of other smaller islands. The island of Newfoundland is surrounded by the Gulf of St. Lawrence and the Atlantic Ocean. Labrador is located on the eastern coast of the mainland and is bordered by Québec. It is the seventh largest province in area in Canada.

Newfoundland and Labrador's first people were the Beothuk (now extinct), Micmac, Inuit, and Innu. They lived along the coastlines of the island and the mainland and hunted caribou, seals, and polar bears and fished in the ocean's waters. The Vikings were the first visitors to live for a short period of time in the northern part of Newfoundland and had a settlement at a place called L'Anse aux Meadows. In 1497, John Cabot was the first explorer to claim the 'new found isle' for the King of England. Eventually, settlers came from the British Isles and built homes and villages along the island's coast.

People living in Newfoundland and Labrador experience cool summers and long winters. There are often storms, fog, strong winds, rain, and cold temperatures caused by the Atlantic Ocean. Newfoundland experiences more fog than any of the other Atlantic Provinces. Some of the people live in fishing villages or in small rural communities along the coast. Most of its people live in towns and cities. Fewer people live in Labrador. Newfoundland and Labrador's population is 508 410 (2011)

Newfoundland and Labrador's coastlines contain many bays and deep fiords. Thick forests, rivers, and lakes cover much of the land. Labrador has the most spectacular mountains east of the Rockies called the Torngat Mountains. Two famous national parks can be found on Newfoundland's coasts. On the west coast is the Gros Morne National Park which contains mountains, forests, lakes, and sand dunes. The Terra Nova National Park is located on the east coast and contains rocky cliffs, rolling hills, forests, lakes, and ponds. The Continental Shelf, off the coast, contains shallow areas called banks and deeper areas called troughs and channels. The Grand Banks are a shallow part of the Continental Shelf.

St John's is Newfoundland and Labrador's capital city and it is the largest one in the province. Its older section is filled with colourful wooden houses painted in different styles. Tourists enjoy visiting Cabot Tower on Signal Hill which stands on a high cliff above the ocean. This is where the Italian inventor Marconi received the first wireless signal from across the Atlantic. Cape Spear is also visited as it is the oldest lighthouse in Newfoundland and is one of the oldest in Canada. People often travel to the tip of the Northern Peninsula to visit L'Anse aux Meadows, a Viking settlement that has been restored. The sighting of whales and huge icebergs floating in the ocean amazes many of Newfoundland's visitors.

Many of the people living in Newfoundland and Labrador catch fish such as cod, herring, Atlantic salmon, flounder, halibut, tuna, and haddock. Some work in factories that use the fish to make fish products. Oil and gas are found under the Grand Banks. Labrador produces iron ore, which is used to make steel, and it has the second largest underground hydroelectric power plant in the world.

Newfoundland and Labrador attract many visitors who enjoy the rugged scenery, clean water and air, and the warm and friendly people who live there. Did you know that it became Canada's tenth province in 1949?



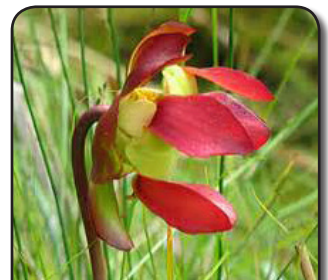
*Newfoundland/
Labrador*



*Newfoundland/
Labrador Flag*



*Newfoundland/
Labrador Bird
The Puffin*



*Newfoundland/
Labrador Flower
Pitcher Plant*

Newfoundland and Labrador

One of the Oldest Places in Canada

A

THINKING ABOUT

Classify the following sentences using the following headings.

Location Size History Climate Vegetation Geography Industry Population

1. Newfoundland was discovered by an English explorer by the name of John Cabot.

2. Newfoundland is located off the eastern coast of Canada in the Gulf of St. Lawrence and the Atlantic Ocean. _____
3. The Atlantic Ocean often causes storms, fog, strong winds, and cool temperatures in Newfoundland and Labrador. _____
4. Newfoundland and Labrador's coastlines are indented with many bays, inlets, and deep fiords.

5. Different types of fish are caught and processed in factories in the province. _____
6. Newfoundland and Labrador have rugged areas that contain forests, mountains, sand dunes, and lakes. _____
7. Many of the people are descendents of early settlers from England, Ireland, and Scotland.

8. Newfoundland and Labrador is the seventh largest province in Canada. _____

B

LANGUAGE

A sentence is made up of a word or group of words called a *subject* and a group of words called the *predicate*. The *subject* is the person or thing spoken about and the *predicate* tells what is said about the person or thing.

Example: Cabot discovered Newfoundland in 1497.

Subject: Cabot Predicate: discovered Newfoundland in 1497.

In each sentence below, separate the subject and the predicate with a slanted line (/).

1. People catch fish in the Atlantic Ocean.
2. The people experience cool summers and long winters.
3. Large icebergs are often seen floating in the ocean.
4. Visitors enjoy the province's rugged scenery.

C

WORD STUDY

Underline the *root* word in each of the following words.

- | | | | |
|---------------|-------------|----------------|-------------|
| 1. eastern | 2. smaller | 3. settlement | 4. explorer |
| 5. eventually | 6. national | 7. continental | 8. largest |
| 9. rugged | 10. scenery | 11. rocky | 12. enjoy |

Prince Edward Island

Home of the Spud

Prince Edward Island is Canada's smallest province.

Rivers and streams flowing from the interior meet salt water at their mouths.

Islanders fish for flounder, mackerel, red fish, herring, and cod.

Native People called Mikmaq were the first people to live on the island.

Charlottetown is the home of Confederation and it is the largest and the capital city of the island.

English, Irish, and Scottish settlers came to live on the island when it became a British territory.

Everywhere along the shoreline, there are sandy beaches with sand dunes where tourists love to swim, play, and explore.

Dolphins, sperm whales, Minke whales, and humpback whales may be seen swimming in the island's surrounding ocean waters.

West Point Lighthouse Museum is located on the southwest tip of the island and it has logs and records of the history of other lighthouses.

Agriculture and fishing are the two most important industries on the island.

Red soil that grows great potatoes can be seen in farmers' fields and on the country roads.

Driving across the Confederation Bridge for 12.9 km is an exciting and much easier way to reach P.E.I.

In Cavendish, tourists like to visit the green and white house called 'Green Gables' which was the home of Lucy Maud Montgomery's famous character 'Anne.'

Summerside is the second largest city on the island, and it has stately historic homes, museums, and a boardwalk by the ocean.

Lobsters and other shellfish are an important part of the fishing industry.

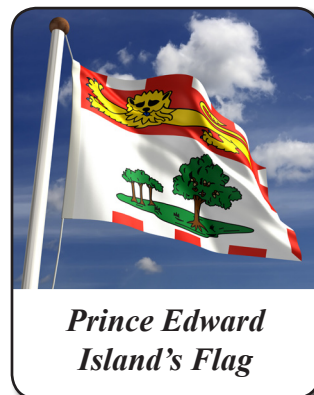
Avonlea Village is an old-fashioned place built like the one in the book called 'Anne of Green Gables' with a school that has a pot belly stove, old desks, and blackboards.

Nicknames such as 'Garden of the Gulf, Spud Island, and The Million Acre Farm' are often seen on the license plates of islanders, cars.

Days in the summer are cool and damp, while in the winter, snowfall is heavy and winds are cold and severe.



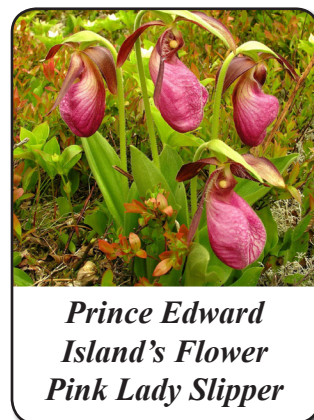
Prince Edward Island



*Prince Edward
Island's Flag*



*Prince Edward
Island's Bird
Bluejay*



*Prince Edward
Island's Flower
Pink Lady Slipper*

Prince Edward Island

Home of the Spud

A

THINKING ABOUT

Classify facts that you find in the acrostic poem about Prince Edward Island on the chart in point form.

<i>Early People</i>	<i>Cities</i>	<i>Land Forms</i>
<i>Bodies of Water</i>	<i>Climate</i>	<i>Main Industries</i>
<i>Types of Fish</i>	<i>Famous Places</i>	<i>Famous People</i>

B

LANGUAGE

Underline the *subject* and circle the *predicate* in each of the following sentences.

1. The island has cold and windy winters.
2. A group of humpback whales swam by the beach.
3. Potatoes grow well in the red soil on the island.
4. The lobster was caught in a trap.

C

WORD STUDY

Locate and record the *compound word* in the acrostic poem that matches each description.

1. a place named after a royal lady
2. the place where land and water meet
3. a building that was used to warn ships
4. a direction in which to travel
5. a pathway made out of wood
6. a fun title given to a person, place, or thing
7. a name given to a bump found on the back of a body
8. a place used to write on with chalk

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The 52 non-fiction stories in this book have been designed to familiarize and develop student awareness of the following Canadian topics while reviewing and strengthening various reading, language, and word study skills. The topics are: Canadian Capital Cities; Famous Canadian Bodies of Water and Islands; Canadian History; Canadian Folklore; Canadian Trivia; and Famous Canadians.



RUTH SOLSKI was an educator for 30 years. She has written many educational resources and is the founder of S&S Learning Materials. As a writer, her main goal is to provide teachers with a useful tool that they can implement in their classrooms to bring the joy of learning to children.

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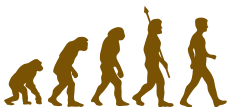
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At A Glance

Learning Expectations

	Canadian Capital Cities	Canadian Bodies of Water and Islands	Canadian History	Canadian Folklore	Canadian Trivia	Famous Canadians
Reading Skills:						
Recalling Details, Events, Information	•	•	•	•	•	•
Drawing Conclusions	•					
Cause and Effect; Emotional Reactions			•	•		
Sequential Ordering	•	•	•	•		
Main Idea		•	•		•	•
Finding Proof; Locating Information	•		•		•	
Classifying Details/Events	•		•		•	
Fantasy/Realism				•		
Language Skills:						
Parts of Speech	•	•	•		•	•
Types of Sentences	•		•		•	
Paragraph Writing		•	•			•
Comparative Adjectives		•	•	•		
Singular / Plural Words			•		•	
Compound Sentences						
Conjunctions / Clauses			•	•	•	•
Word Gender			•			
Vocabulary Skills:						
Antonyms / Synonyms / Homonyms	•	•	•	•	•	•
Word Meanings	•	•	•	•	•	•
Root Words	•	•	•	•		•
Syllabication	•	•	•			
Compound Words	•	•				
Alphabetical Order		•	•	•		
Vowel Combinations			•			
Double Consonants						•
Spelling			•			

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Answer Key	117
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TEACHING OBJECTIVES

STUDENTS WILL:

- read about and become more knowledgeable of the different aspects of their country, such as: Canadian Capital Cities; Famous Canadian Bodies of Water; Famous Canadian Islands; Important Historical Events; Canadian Folklore; Famous Canadian Women; Famous Canadian Men; Canadian Trivia; Canadian Sports; and Famous Male and Female Athletes.
- practise and review oral and silent reading, vocabulary, and language skills during an informal learning experience.
- use previously learned word attack skills to unlock new vocabulary.
- practise reading and discussing information in a large or small group situation.
- strengthen research skills using non-fiction materials.
- work independently while reading a non-fiction story and completing a follow-up activity worksheet.
- practise and strengthen written ideas, opinions, and thoughts.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following situations.

1. Independent Reading with Follow-up Activity: Reproduce the story sheet and worksheet for the students to use to practise their reading skills at school or for home study.
2. Reproduce each story and worksheet, mount the information story on one side of stiff cardboard and the worksheet on the back of the same card. This also could be done using file folders. Laminate the cards and folders for longer usage. The cards or folders should be stored in boxes labelled with the name of each section. Examples of titles to be used: Canadian Capital Cities; Famous Canadian Bodies of Water and Islands; Canadian Historical Events; Canadian Folklore; Canadian Trivia; Famous Female Canadians; Famous Male Canadians; Famous Canadian Sports; Famous Canadian Athletes.
3. Each story could be used as a teaching tool for the entire class or for small groups. Make an overhead of the story or show it on a white board. The students could read the story silently. Any new vocabulary in the story could be discussed and word attack skills should be applied by the students to figure them out. Discuss the story's content and have the students locate and read the sentences that answer the questions while applying research and comprehension skills.
4. Display the worksheet for the story on the overhead or a white board. The students could record the answers in a notebook or on the white board, or they could discuss them orally.
5. While the story is displayed on a white board, practise students' oral reading and word recognition. This could be done with a group or the entire class. Direct the students' fluency and speed with your



- hand or a pointer. Practise reading the story several times. Tell your students reading orally is like singing. It has its own rhythm, speed, types of sounds, and expression.
6. If you feel that your students may have difficulty with any of the words in the story, record them on a chart, white board, or a chalkboard and discuss them prior to reading the story. Encourage the usage of word attack skills by using any of the following questions.
 - How does the word begin and end?
 - Are there any vowels or vowel combinations inside the word?
 - Is it a compound word?
 - Does it look like another word that you know?
 - Do the words in the rest of the sentence give you any clues?
 - Is there a little word inside?
 7. Some of the stories could be used during history lessons and geography lessons.
 8. Many of the stories about Canada could be used during indoor recesses as an oral activity for fun.
 9. The stories could also be used with students who are experiencing reading difficulties and have been placed in higher grade levels than their reading ability.
 10. Some of the stories could be used with students or adults learning to read and speak English.
 11. Any story and follow-up can be reproduced and sent home as homework to strengthen the reading ability of a student.
 12. The information cards could be mounted and laminated and used to develop teacher-directed research skills.
 13. Stories in one section could be reproduced with their follow-up sheets to make individual books for students to practise their reading skills.

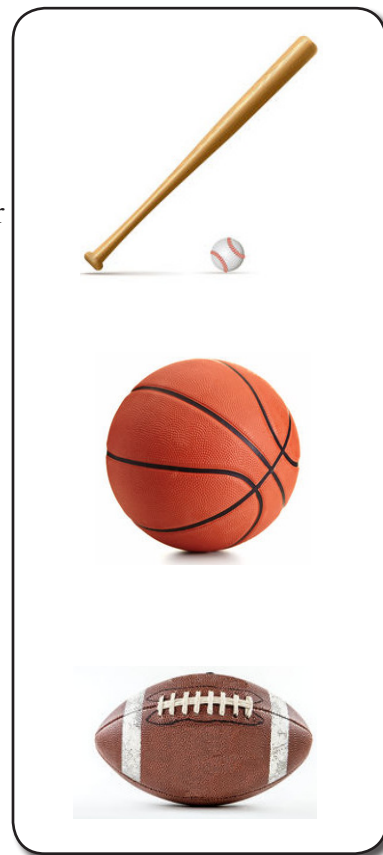
Canadian Sports Trivia

Popular Sports in Canada

Hockey is not the only sport played or participated in by Canadians. Some like and enjoy winter sports, while others prefer summer sports. Read the trivia facts to find out about other sports enjoyed by Canadians.

Did you know:

- Canada has only one major baseball league, called the Bluejays, but amateur baseball is played across the country at many different levels. Baseball players may be involved in hard ball, soft ball, and fast pitch softball. Baseball is played by two teams on a large field with three bases, a pitcher's mound, and a home plate. Each team has nine players that take turns batting and fielding. A hard ball or a softball may be used.
- Lacrosse is a contact team sport played between two teams. A small rubber ball and a long-handled stick called a *crosse* or lacrosse stick are used. The objective of the game is to get the ball into the opponents' net and to prevent them from scoring. It may be played inside an arena or on a large playing field.
- Football is played at many levels in Canada. The CFL league is the highest level of competition. Canada has nine professional teams. They are the B.C. Lions, Calgary Stampeders, Winnipeg Blue Bombers, Edmonton Eskimos, Toronto Argonauts, Ottawa Redblacks, Montreal Alouettes, Saskatchewan Rough Riders, and the Hamilton Tiger Cats. These teams all play for the highest award, which is the Grey Cup. Football is also played at high schools, colleges, and universities.
- Basketball was created by a Canadian named James Naismith. It is played by many men and women at the amateur level. Canada has only one professional basketball team, called the Toronto Raptors.
- Field hockey is played between two teams of eleven players, using hockey sticks and a solid plastic ball, on a field 40 metres by 20 metres. Many of the rules are similar to ice hockey.
- Tobogganing is a favourite winter sport for many Canadian children on a snow-covered slope. At one time, it was a favourite competitive pastime during the late 1800s in Montreal and Quebec City. Today, the luge and the bobsled have taken its place.
- Downhill skiing is another popular winter sport in Canada, especially where there are high mountains. People enjoy the thrill of sliding down snow-covered hills with fixed-heel bindings and two poles. Skiers control their direction and speed by making left and right turns and using a snowplough maneuver to stop by pointing one or both skis inwards.
- Cross country skiing involves skiing over flat terrain. Cross country skiers travel in the countryside on long, thin skis that allow the weight of the skier to be distributed quickly. Poles are used to propel the skier forwards. The skier also wears special boots that are attached to the ski with a binding, but the heel remains free.
- Ice skating outdoors has been enjoyed by many Canadians for 150 years. First Nations people skated on the ice by tying animal shin bones to their footwear using leather thongs. This was a faster way of getting across lakes instead of having to walk around them on the shore. Ice skating became so popular in Canada that ice rinks were built. Most were sheltered from the wind and snow with large shed-like coverings. In 1911, the first artificial ice rinks were built in British Columbia. Today, most communities have a rink with artificial ice on which hockey is played and ice skating and figure skating are taught.



Canadian Sports trivia

Popular Sports in Canada

A

READING ACCURACY

Record the name of the sport that each group of words describes.

1. played on a large field; oval ball used; score touchdowns; kick or run carrying the ball

2. eleven players per team; played on a field; goals are scored by hitting a ball into a net with a stick

3. done on a flat trail in the country; long slim skis, two poles; special boots with free heel

4. played on a marked field with bases; points are made with a bat and ball; two teams; umpire

5. a long-handled stick and a ball are used; players toss, catch, and score using the ball and the stick

6. done on high hills and mountains; travel quickly on skis using poles; person controls the direction of travel with the poles _____
7. popular sport in schools; invented by a Canadian; only one professional team in Canada; played in a gym _____
8. done on frozen water; can be done inside or outside; some jump and twirl about while doing it

B

LANGUAGE REVIEW

Underline the subordinate clause in each sentence.

1. There was a time when the only place to skate was outside on frozen water.
2. We waited in the rain until the baseball game was over.
3. No one was around when the downhill skier ran into a tree.
4. While he was tobogganing down the hill, the boy was wearing a helmet.
5. My father knows the famous hockey player whom you were lucky to meet.

C

UNDERSTANDING VOCABULARY

Record the **antonym** for each of the following words found in the information.

- | | | | |
|-----------------|-------|------------|-------|
| 1. minor | _____ | 6. trap | _____ |
| 2. professional | _____ | 7. real | _____ |
| 3. allow | _____ | 8. friends | _____ |
| 4. destroyed | _____ | 9. smooth | _____ |
| 5. hilly | _____ | 10. soft | _____ |

Incredible Canadian Trailblazers

Women Who Have Made Big Changes

During Canada's growth as a nation, many changes were made to improve the people's quality of life and the role of women. Many of these changes were made by brave and determined women in various areas such as politics, science, health care, human rights, and other areas.



Emily Murphy

Dr. Emily Howard
Stowe

Irene Parlby

Henrietta Muir
EdwardsLt. Col. Maryse
Carmichael

Nellie McClung



Roberta Bondar

Here are some famous women to read about and appreciate.

- Emily Murphy from Alberta became the first female magistrate in the British Empire in 1916. She felt married women and their children should be protected, so she fought for their right to share ownership in their husbands' property. Her efforts created *'The Dower Act,'* which was passed in 1911.
- Louise McKinney organized and supported the Women's Christian Temperance Union that fought for the *Prohibition of Alcohol* in order to protect women and children from destructive incidences in their homes. Her hard work and determination gave women the right to vote in Alberta and led to the Prohibition of Alcohol in 1916. This law was later repealed in 1923.
- Nellie McClung was a reformer, suffragist, novelist, and journalist. She was strong-minded and feisty. Nellie fought for the equality of all North American women. Her efforts led to Manitoba becoming the first province to grant women the right to vote in 1916.
- Henrietta Muir Edwards was a legal expert who women went to for advice over issues affecting them and their children. She helped found the *National Council of Women of Canada*, which still strives today to improve the quality of life for women, families, and societies. She also felt women should not be slaves to fashion, as their focus should be on more important issues. In order to set an example, Henrietta refused to wear corsets, which were fashionable in her day.
- Irene Parlby was a western Canadian farmer's wife who fought for women living on farms. In 1916, she organized and led the first *United Farm Women's Association* in 1916. In 1921, she was elected to the Alberta Legislature as a member of the governing United Farmers of Alberta party. She also became the first female cabinet minister in Alberta.
- Dr. Emily Howard Stowe was the first woman to practise medicine in Canada and fought for women's rights to become involved in the medical field of work. She also put a great deal of pressure on the University of Toronto to reverse its policy on letting women train to be doctors. In 1883, Emily's own daughter was the first woman doctor to graduate from a Canadian medical school.
- Roberta Bondar became the first Canadian woman in space in January of 1992 on the Mission STS-42. She was born in Sault Ste. Marie, Ontario and is a woman of many talents. She is also a medical doctor and earned a doctorate in neurobiology.
- Lt.-Col. Maryse Carmichael is an accomplished pilot who became the first woman in Canadian history to fly with the famous Snowbird Aerobatic Team. During her career, she has: served as an air cadet; joined the Canadian Forces to train as a pilot; and served as a Flying Instructor and the School Operations Officer. She has also flown important people such as Prime Minister Jean Chr tien and Governor General Adrienne Clarkson all over the world. In 2010, Maryse became the commander of the Snowbirds and is the first female pilot to lead the squad.

Incredible Canadian Trailblazers

Women Who Have Made Big Changes

A

READING ACCURACY

Record the name of the Canadian Trailblazer who accomplished each change to improve the lifestyle of Canadian women.

1. The voices of women living on prairie farms could be heard through her as she was an elected member in the Alberta Legislature and also became the first female cabinet minister.

2. She became famous for her flying ability and became the first woman commander and pilot ever to fly with the famous Snowbirds Aerobatics Team. _____
3. This feisty, intelligent woman fought for women's rights, and her province was the first to grant women the right to vote. _____
4. Protection for women and their children was a very important issue for this trailblazer as she fought for their rights to share ownership of their husbands' property. An act was passed in 1911 called '*The Dower Act*.' _____
5. Becoming the first woman doctor in Canada led her to fight to allow women to practise medicine.

6. This woman wanted to protect families from the abusive treatment caused by excessive drinking of alcohol. Her efforts gave women the right to vote in Alberta. Their votes led to the '*Prohibition of Alcohol*' in 1916 for seven years. _____
7. This intelligent and well-trained woman was born in northern Ontario. She became the first Canadian woman to fly on a space mission in January of 1992. _____
8. Many women sought her legal advice on their family problems. She helped to found the '*National Council of Women*,' which still exists today. Following fashion trends was not a top priority with this Trailblazer as she refused to wear corsets, which was the fashion then. _____

B

LANGUAGE REVIEW

Which of the trailblazers impressed you the most? On the lines below, create a letter expressing your feelings about the change that she made for women.

C

UNDERSTANDING VOCABULARY

Skim through the fact card to find words that match the following meanings.

1. defend, shield, guard
2. causing great harm or damage
3. a person working for women's rights
4. important topics or problems
5. persuade, influence, intimidate someone into doing something
6. strategy, system, plans, guidelines
7. fairness, justice, equal rights
8. spirited, gutsy, spunky
9. standard, condition, form, value
10. achievement, act, deed, effort

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