

# Best of The Reader Teachers' Guide



**Joan Acosta**  
**Jennifer Walsh Marr**

bestofthereader.ca

Best of the Reader series of books by Joan Acosta is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 2.5 Canada Licence.

[joan@joanacosta.ca](mailto:joan@joanacosta.ca)

Copyright 2013



The image is a Creative Commons license card for Attribution-NonCommercial-No Derivative Works 2.5 Canada. It features a yellow header with the Creative Commons logo and the text 'creative commons Attribution-Noncommercial-No Derivative Works 2.5 Canada'. Below the header, there is a section titled 'You are free:' with a Canadian flag icon, followed by a 'to Share' icon and the text 'to Share — to copy, distribute and transmit the work'. Below this is a section titled 'Under the following conditions:' with three icons: a person icon for 'Attribution', a crossed-out dollar sign for 'Noncommercial', and an equals sign for 'No Derivative Works'. Each icon is followed by a brief explanation of the condition. At the bottom, there are three bullet points: 'For any reuse or distribution, you must make clear to others the licence terms of this work.', 'Any of the above conditions can be waived if you get permission from the copyright holder.', and 'The author's moral rights are retained in this licence.'

# Contents

Welcome . . . . .	4
Pre-reading Activities . . . . .	5
Samples . . . . .	7
Listening and Speaking Activities . . . . .	11
Samples . . . . .	13
Activities for Developing Vocabulary . . . . .	22
Samples . . . . .	24
Reading Comprehension Activities . . . . .	36
Samples . . . . .	40

# Welcome

## Best of The Reader

Best of The Reader is a series of e-books intended for use by adult learners. The stories are from past issues of *The Westcoast Reader*, a newspaper for adults who are improving their English reading skills.

There are three reading levels in the e-books. Here are the symbols for each level:

Level 1 

Level 2 

Level 3 

## Canadian Language Benchmarks

The three levels correspond to the Canadian Language Benchmarks (CLB) in the following way:

Level 1 is CLB 1-2

Level 2 is CLB 3-4

Level 3 is CLB 5-6

The criteria for grading an article include: length, topic, structure and grammar, vocabulary, idioms, and visual support.

The grading system should be used only as a guideline. Even beginning level readers can use a Level 2 or 3 article with the proper preparation.

## Teachers' Guide

The activities in this guide focus on helping students develop reading skills, increase their vocabulary, and improve their listening and speaking skills.

We hope that teachers will be able to customize the suggested activities to fit the needs, interests, and ages of their students as well as their language and reading levels.

The varied content of the stories introduces many topics which can be explored further through follow-up activities.

## Acknowledgements

The authors gratefully acknowledge the financial support of Capilano University for this project.

Thank you to the following instructors for reading the drafts and commenting.

Tanya Cowie  
ESL Outreach Program  
Vancouver Community College

Laurie Gould  
Basic Education Department  
Vancouver Community College

Tony Souza  
ESL Department  
Capilano University

A very special thank you to Patsy Price for her careful editing, comments, and suggestions.

## Credits

### Photos

Front cover—top, bottom left: *The Vancouver Sun*; bottom right: iStockphoto;  
p 7: *The Province*; p 26: *The Vancouver Sun*

### Illustrations

p 10, 24, 25, 26, 34: Nola Johnston; p 12: Craig Freeman; p 17: Guy Parsons

## Pre-reading Activities

Before distributing copies of these e-books to your students to read on their own, engage the students in some pre-reading activities. Taking time to prepare students before they read can have a considerable effect on their understanding of what they read and their enjoyment of the reading activity.

Encourage students to access knowledge they already have to make reading these stories easier and more fulfilling. The more you activate students' prior knowledge, the easier it will be for the students to retain new information from the reading task.

**Make “getting ready to read” part of the reading process.**

### Skim contents

Give each student, or pair of students, a copy of an e-book, minus the front cover, and a short time limit (two minutes) to skim the contents. Tell them not to read the stories, but to look through the whole book so they can tell you what it's about. Students can focus on:

- contents page
- headlines
- photos, drawings, maps
- captions under photos
- subheads
- key words

**Note:** Alternatively, you can ask the students to match each photo on the front cover to the headline of a story in the e-book.

### Use photos and headlines to predict

Use the photo from a story to have the students predict the content. Guide them with descriptive questions, then inference questions, in order to better prepare them for reading.

☞ See sample activity on page 7

### Use K-W-L

K-W-L is a chart that helps capture the *before*, *during*, and *after* components of reading a text selection.

1. Put three columns on the board. Label the columns from left to right:

K	W	L

2. Ask the students what they know about the topic. Write words, terms, or phrases from their prior knowledge in the **K–What I know** column.

3. Then ask the students to predict what they might learn by asking them what they want to know about the topic. Write their content in the **W–What I want to know** column. This helps students think about the topic prior to reading. It also helps introduce vocabulary and ideas before reading them in the text.

4. After reading, ask students what they learned from the text. Write the information in the **L–What I learned** column. This also gives the opportunity to clear up any misconceptions about the topic that might have shown up in the **K** column.

Once you have modelled this activity with the class, you can use the grid on page 8 for other stories that lend themselves to this type of activity.

There are a number of possible follow-up activities:

- Discussion or research: If students' questions are not answered in the text, they can search for answers through further reading or a discussion activity.
- Writing or speaking: Vocabulary and ideas from **K–What I know** not used in the story provide an opportunity for students to write or talk about what they know about the topic.

### **Focus on key words**

Select key words from the story. Review of the words may include their meaning, their pronunciation, or the relationship between words.

👉 **See sample activities on page 9**

### **Headline assembly**

Take the individual words from the headline of a story and put each word on a separate card for students to assemble. Mix up the words and distribute. When the students have assembled the headline, ask them what they think the story is going to be about.

👉 **See sample activity on page 10**

### **Matching headlines and photos**

In this task students match the headline and the corresponding photo. Some of the e-books in this series lend themselves to this activity more than others.

For example: *People and Jobs*, *Amazing Stories*, *Many Ways to Help*, *Sports*

**Note:** Students can work alone or with partners for this activity.

👉 **See sample activity on page 10**

## Pre-reading activities – SAMPLES

### Use photos and headlines to predict

- E-book: *Keeping Safe*
- Story: Boy saves neighbours from fire, p 10

1. Cut out the photo and give it to the students, or make an overhead transparency.



2. Ask the students questions about the photo. On the board or on a transparency, list the key words and phrases students use in their answers.

Start by asking descriptive questions.

For example:

- Is the boy young or old?
- What is he doing?
- What do you see behind the boy?

Follow up with inference questions. For example:

- How old do you think the boy is?
- Why do you think he is pointing at the building?
- What part of the building is he pointing to?
- What is the yellow tape behind him?

3. Give the students the headline and see if it matches their predictions.

**Boy saves neighbours from fire**

4. Next, give the students the story that accompanies the photo and headline.

Ask them to skim the story to check their predictions. Were their predictions correct? Ask them to underline key words they recognize from the preparation exercise.

5. Finally, ask the students to read the story.

■ Post-reading activities:  
Follow up with vocabulary, discussion, or comprehension activities.

## **K-W-L**

**K-W-L** is a way to ask and answer questions when you read. You can use **K-W-L** to take notes when you want to learn about something.

Try **K-W-L** with the story about \_\_\_\_\_.

1. Think about what you already know about \_\_\_\_\_.  
Write your ideas on the worksheet under **K – What I KNOW**.
2. Think about what you want to know about \_\_\_\_\_.  
Write your questions on the worksheet under **W – What I WANT to know**.
3. Read the article. See if it answers your questions.
4. After you read the article, think about what you learned.  
Write this information on the worksheet under **L – What I LEARNED**.
5. Now you have notes about what you know and what you learned.  
You can use your own notes to write or talk about this topic.

<b>K</b> What I KNOW	<b>W</b> What I WANT to know	<b>L</b> What I LEARNED

**Focus on key words:  
What's the story about?**

■ E-book: *Canada's Aboriginal People*

■ Story: Susan Aglukark, p 5

1. Put these key words from the article on the board, a transparency, or cards for students to review prior to reading.

<b>singer</b>	<b>English</b>	<b>Inuktitut</b>
<b>awards</b>	<b>Nunavut</b>	<b>Inuit</b>
<b>sings</b>	<b>Canada</b>	<b>speak</b>

Students can discuss the meaning of the words, their pronunciation, or their relation to one another. For example: “singer” and “sings,” “English” and “speak.”

2. After reviewing the vocabulary, ask the students to predict what the article will be about.

3. Finally, give the students the story to read. Ask them to find and circle the words from the exercise.

**Focus on key words:  
Collocations**

■ E-book: *Keeping Safe*

■ Story: Safety tips at an ATM, pp 12–13

1. Put these key words from the story on the board, a transparency, or cards for students to match prior to reading.

2. Ask them to match the words in column A with the words in column B.

<b>A</b>	<b>B</b>
bank	bills
withdraw	from
deposit	union
credit	machines
pay	into

3. Ask the students to look for words that are found together. For example, which prepositions are used with particular verbs, or which verbs and nouns are used together. These word clusters are called collocations.

**Collocations help ESL learners**

Collocations are word clusters, often two or three words, which commonly occur together in spoken and written English.

Here are some typical collocation patterns:

- verb + noun (deposit money)
- noun + noun (bank machine)
- adjective + noun (printed record)
- verb + adverb (check often)

Collocations cannot be learned simply by following grammar rules. Therefore, ESL learners must build up their knowledge of collocations gradually.

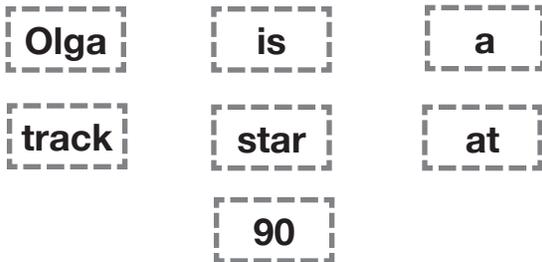
Encourage your students to keep a notebook with collocations they are learning.

## Headline assembly

■ E-book: *Sports*

■ Story: Olga is a track star at 90, p 20

1. Take the individual words from the headline and put each on a separate card for students to assemble.



2. After the students have assembled the headline, ask them what they think the story is going to be about.

## Match the headlines and the photos

■ E-book: *People and Jobs*

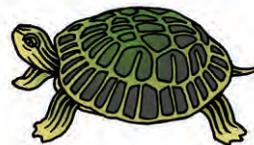
1. Cut out the main photo from each story. Mix up the photos. Number the photos from 1 to 8.
2. Tape the numbered photos on the walls of the classroom.
3. Use the table of contents to make a list of the headlines. Provide a space beside each headline so that the students can write the photo numbers. Make a copy for each student.

- \_\_\_ Alix works at a garden centre
- \_\_\_ Mei Yu is a cartoon artist
- \_\_\_ Honoré has a radio show
- \_\_\_ Mother and daughter work together
- \_\_\_ Window washer has a great view
- \_\_\_ A Mountie from Mexico
- \_\_\_ Gary's animals are TV and movie stars
- \_\_\_ Ferry captain is at the top

4. Ask the students to go around the room and write on their lists the number of the photo that corresponds to each headline.

5. After students do the matching exercise, ask them to answer these questions based on information from the headlines and the photos.

- Where does Alix work?
- What does Mei Yu draw?
- Where do the mother and daughter work?
- Why does the window washer have a great view?
- What kinds of animals does Gary have?



## Listening and Speaking Activities

The following are some suggestions for activities to develop listening and speaking skills.

### Find the errors (photo)

Choose a photo with lots of details. Write a description of the photo. Include a few deliberate errors in the description, which you will now use as your script. Ask the students to look at the photo while you read the script. Students can make quick notes to identify the errors—just a word or two. Depending on the level of the class, you may need to read the script more than once.

You can read the script to the whole class, or students can work in pairs or small groups with one student reading the script to a partner or to the class.

👉 **See sample activities on page 13**

### Find the errors (story)

Choose a story that is best suited to the level of your students. Rewrite the story so that it contains factual errors.

Students work in pairs (or you take the part of Student A). Student A reads the story from the e-book. Student B listens, looks at the copy of the story with errors, and finds and circles the errors on that version.

👉 **See sample activities on page 14**

### Find the words

Select five to 10 words from a story. Read the words to the class and ask them to find and circle the words in the story. More advanced students should be able to do this exercise with just one reading. Beginning-level students may need more time and may need to have the words read several times.

The teacher may read the words to the class, or students may read the words to one another.

### Information gap (A)

In this activity, students work in pairs. Each student has information that the other student does not have. The objective is for students to ask each other questions in order to complete their task. Information gap activities provide opportunities to practise making questions and answering questions.

You may want to review clarification questions. For example:

How do you spell it?

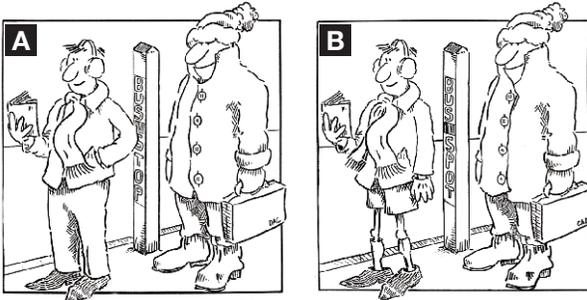
Can you repeat that?

👉 **See sample activities on pages 15 to 19**

## Information gap (B)

- E-book: *Word Games and Puzzles*
- Find the differences

Have students sit in pairs facing each other. One student has picture A and the other has picture B. (They can't show their pictures to each other.) Students take turns describing their version of the drawing. The goal is to find the total number of differences.



### Find someone who...

This activity gets students moving and interacting with a group. It works best with a class of 10 or more students.

Create a worksheet with six to eight questions. Give one sheet to each student. Ask them to walk around the room and collect signatures from classmates who answer yes to the questions. A person can sign each sheet only once.

Review question formation with students: Can you? Have you? Do you?

📖 See sample activities on pages 20 and 21

## Running dictation

1. Choose a story based on the level of your class. Make two or three copies.
2. Divide the class into pairs. Tape the stories on the walls of your classroom. Explain to students that one person is the “runner” and the other is the “writer.” The runner goes to the closest story and reads and memorizes the first sentence. The runner returns and dictates the sentence to his or her partner, who writes it down.
3. This continues until the whole story has been written. At the end, take down the stories and distribute them so students can check their work.

## Make a presentation

Helping students give presentations is an excellent way to encourage fluency. The ability to give a good presentation may be important for some of your students in their future jobs.

If your students are comfortable speaking in front of the class, ask them to make a short presentation (two minutes) on a topic related to one of the e-books. For example: a holiday (*Special Days and Holidays*), a person with an interesting job (*People and Jobs*), how to play a sport (*Sports*).

Go over the list of tips with the students before they prepare their presentations.

📖 See sample activity on page 21

## Listening and Speaking Activities – SAMPLES

### Find the errors (photo)

- E-book: *Sports*
- Story: Two Brazilian soccer players, p 16 (right)

#### Student A

Read this to your partner.

Marta is a *basketball* player.  
She is wearing shorts  
and a shirt with *long* sleeves.  
The number on her shirt is *12*.  
Marta is *walking* and kicking  
a *golf* ball.

Note: Words in italics are errors.

### Find the errors (photo)

- E-book: *Special Days and Holidays*
- Story: Halloween, p 9

#### Student A

Read this to your partner.

There are *four* children in the  
photo. The children are dressed  
in *pyjamas*. They are carrying  
buckets that look like *bunnies*.  
The buckets are full of *water*.  
The children are celebrating  
*Thanksgiving*.

Note: Words in italics are errors.

#### Student B

Look at the photo of Marta. Listen to your partner read a description of the photo. There are five errors in the description. Write down the errors.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

#### Student B

Look at the photo of children trick or treating. Listen to your partner read a description of the photo. There are five errors in the description. Write down the errors.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

### Find the errors (story)

- E-book: *Many Ways to Help*
- Story: How does Hannah help? p 6

#### Student A

Read “How does Hannah help?” to your partner. Your partner has a story with nine errors. He or she will listen and try to find the errors. You may have to read the story more than once.

#### Student B

Listen to your partner read a story. Your paper has nine errors. Circle the errors on your paper.

Hannah collects pennies and other coins at her school. She puts the coins in special paper boxes.

Hannah takes the boxes of coins to the store. She gets coins for the bills. Hannah buys food with the money. Hannah and her friend take the food to a church in downtown Victoria. People at the church use the food to make snacks for homeless people.

#### Student A and B

Look at both stories together.  
Did Student B find all the errors?

### Find the errors (story)

- E-book: *Amazing Stories*
- Story: Mike Harcourt never gave up, pp 19–20

#### Student A

Read the first two paragraphs of “Mike Harcourt never gave up” to your partner. Your partner has a story with nine errors. He or she will listen and try to find the errors. You may have to read the story more than once.

#### Student B

Listen to your partner read a story. Your paper has nine errors. Circle the errors on your paper.

In 2008, Mike Harcourt had a serious accident. He slipped on the roof of his cottage on Hornby Island. He fell six feet into the sea. Luckily, Harcourt’s daughter found him right away. She called 8-1-1. The Life Guard came. They got Harcourt out of the water. He could not move his head or legs.

#### Student A and B

Look at both stories together.  
Did Student B find all the errors?

## Information gap

- E-book: *Canada's Aboriginal People*    ■ Story: Canada's Aboriginal population, p 11

### Student A

There was a \_\_\_\_\_ in \_\_\_\_\_. The census  
\_\_\_\_\_ the \_\_\_\_\_  
\_\_\_\_\_ Canada.

Here is some information about Canada's Aboriginal people from the 2011 census.

■ Canada has about \_\_\_\_\_ million Aboriginal \_\_\_\_\_.

■ There are more than 60 Aboriginal languages in Canada.

■ About \_\_\_\_\_ of Canada's Aboriginal

people \_\_\_\_\_ or \_\_\_\_\_

\_\_\_\_\_.

■ Winnipeg, Edmonton, and Vancouver have the largest number of Aboriginal people.

## Information gap

- E-book: *Canada's Aboriginal People*    ■ Story: Canada's Aboriginal population, p 11

### Student B

There was a census in 2011. The census counted the number of people in Canada.

Here is some \_\_\_\_\_ about \_\_\_\_\_  
\_\_\_\_\_ from the 2011 census.

■ Canada has about 1.4 million Aboriginal people.

■ \_\_\_\_\_ more than \_\_\_\_\_  
\_\_\_\_\_ in \_\_\_\_\_.

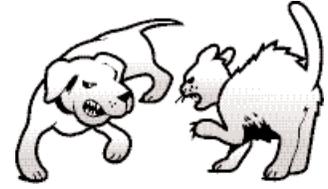
■ About 50 percent of Canada's Aboriginal people live in or near large cities.

■ Winnipeg, \_\_\_\_\_, \_\_\_\_\_  
\_\_\_\_\_ have the \_\_\_\_\_

Aboriginal people.

## Information gap

■ E-book: *Amazing Stories* ■ Story: Cat expressions, p 11



### Student A

#### Cat expressions

to \_\_\_\_\_ like cats and dogs

*What does it mean?*

to \_\_\_\_\_ or fight  
with someone often

*Example:* David and his sister fight  
\_\_\_\_\_ cats and dogs.

to \_\_\_\_\_ a nap

*What does it mean?*

to have a short \_\_\_\_\_

*Example:* John always feels  
better \_\_\_\_\_ he takes  
a catnap after lunch.

to let the cat \_\_\_\_\_ of the bag

*What does it mean?*

to \_\_\_\_\_ a secret

*Example:* I really let the cat out of  
the bag when I told my dad about  
the \_\_\_\_\_ party.

to \_\_\_\_\_ cats and dogs

*What does it mean?*

to rain very \_\_\_\_\_

*Example:* We didn't go  
on our \_\_\_\_\_  
because it rained cats and dogs.

### Student B

Cat \_\_\_\_\_

to fight like cats and dogs

*What does it mean?*

to argue or \_\_\_\_\_  
with someone often

*Example:* David and \_\_\_\_\_ sister  
fight like cats and dogs.

to take a \_\_\_\_\_

*What does it mean?*

to have a \_\_\_\_\_ nap

*Example:* John always feels  
better after he takes a catnap  
after \_\_\_\_\_.

to let the \_\_\_\_\_ out of the bag

*What does it mean?*

to tell a \_\_\_\_\_

*Example:* I really let the cat  
out of the bag when I \_\_\_\_\_  
my dad about the surprise party.

to rain cats and \_\_\_\_\_

*What does it mean?*

to \_\_\_\_\_ very hard

*Example:* We didn't go  
on our picnic \_\_\_\_\_  
it rained cats and dogs.



**Information gap**■ E-book: *Sports*

■ Stories: Joannie (p 8) and Josh (p 10)

**Group A**

1. Read “Joannie is an Olympic athlete.” Answer questions from Group B about your story.
2. Ask someone in Group B about the male athlete. Write the answers in the chart.

**Group B**

1. Read “Josh is a Paralympic athlete.” Answer questions from Group A about your story.
2. Ask someone in Group A about the female athlete. Write the answers in the chart.

Woman

Man

	Woman	Man
What is the athlete’s name?		
Did the athlete compete in the Olympics or the Paralympics?		
How old is the athlete?		
Where is the athlete from?		
What is the athlete’s sport?		
What did the athlete want to do in 2010?		

**Find someone who . . .** ■ E-book: *Special Days and Holidays*

<b>Find someone who . . .</b>	
■ has carved a pumpkin for Halloween.	_____
■ has been to a parade.	_____
■ has received a Valentine.	_____
■ knows how to cook a turkey.	_____
■ has worn a costume.	_____
■ likes chocolate eggs.	_____
■ can say “I love you” in another language.	_____
■ has worn a poppy on Remembrance Day.	_____

**Find someone who . . .** ■ E-book: *People and Jobs*

<b>Find someone who . . .</b>	
■ is afraid of spiders.	_____
■ knows how to make bread.	_____
■ can draw a dog.	_____
■ knows what RCMP stands for.	_____
■ has bought plants at a garden centre.	_____
■ has an unusual pet.	_____
■ has travelled on a ferry.	_____
■ can speak French.	_____

**Find someone who . . .**

- has twins in his or her family. \_\_\_\_\_
- watched the 2010 Winter Olympics on TV. \_\_\_\_\_
- can run 200 metres in less than one minute. \_\_\_\_\_
- knows the name of two NHL teams. \_\_\_\_\_
- has scored a goal in a soccer game. \_\_\_\_\_
- can name two Paralympic winter sports. \_\_\_\_\_
- knows where the Sedin twins are from. \_\_\_\_\_
- knows what sport Steve Nash plays. \_\_\_\_\_

**Ten tips to help you make a good presentation**

1. Give yourself lots of time to prepare.
2. Make notes. Write down key words so that you will not forget anything important.
3. Make sure that your presentation is not too long or too short. Keep a watch or clock nearby.
4. Go over your presentation several times.
5. Practise giving your presentation to a friend or family member.
4. Use clear, simple language.
5. Explain at the beginning what your presentation is about.
8. Speak clearly and slowly.
9. Stand up straight and look at the class when you speak.
10. After you have finished, ask your classmates if they have any questions.

## Activities for Developing Vocabulary

There are many ways that you can use the stories in the e-books to help your students improve their vocabulary. The activities in this section are designed to help students learn the meaning of words as well as how they are used.

### What fits?

Choose a sentence from one of the stories. Leave out one of the words. Provide a list of words and ask the students to choose all the words that can fit in the sentence.

For example:

- Alix works at a \_\_\_\_\_.  
garden centre, snack, restaurant, city, bakery, police, school, supermarket
- Gary's work is \_\_\_\_\_ dangerous.  
sometimes, never, every, often, always, becomes, seldom, once, usually, rarely

### Word pair analogies

Analogies can work even with beginning-level students. Start by giving several examples. Explain to students that they need to be able to find the relationship between pairs of words. For example:

- easy is to hard as cold is to \_\_\_\_\_ (hot)
- bakery is to bread as  
garden centre is to \_\_\_\_\_ (plants)
- wash is to washing as  
clean is to \_\_\_\_\_ (cleaning )
- croissant is to France as  
naan is to \_\_\_\_\_ (India)

### Categories

Students can work in small groups for this activity. Give each group the name of a category and a short time limit.

Possible categories:

- birds, reptiles, insects, mammals  
("Gary's animals are TV and movie stars" in *People and Jobs*, p 23)
- age groups, activities, things to borrow from the library  
("Libraries are a good place to learn" in *Canada's Aboriginal People*, p 14)

The groups brainstorm as many words as possible to fit the category. A scribe from each group writes down the words.

When the time is up, give the groups one minute to clean up their lists (remove words that don't belong, correct spelling), but not add any more words.

Put the lists up on the board and ask the students to critique and compare.

### Graphic organizers

Word maps and word boxes help students expand word meanings and link related words and ideas. Knowing word learning strategies can help your students to learn vocabulary independently.

 **See sample activities on pages 34 and 35**

## Pronunciation

Review syllables and stress to help students with pronunciation.

Write these words on the board and ask the students to tell you how many syllables each one has:

- dog
- table (ta-ble)
- expensive (ex-pen-sive)
- watermelon (wa-ter-mel-on)
- vocabulary (vo-cab-u-lar-y)

Ask the students to tell you where the stress is in each word.

For example: ex-pen-sive

👉 See sample activity on page 27

## Adjectives and adverbs

Review the definition of adjectives and adverbs, giving examples of each.

Students can work in pairs for this activity. Choose a story for each pair from one of the e-books. Ask the students to add an adjective or an adverb to each sentence, if possible. When they are finished, have one of the partners read the story aloud. How has the story changed? Is it more interesting?

👉 See sample activity on page 29

## Collocation

Collocations are introduced on page 9 in “Pre-reading Activities.”

You can help students learn how to organize the vocabulary they are learning by showing them different ways to associate the words.

For example:

<u>breakfast</u>	<u>good</u>
<u>the bed</u>	<u>brilliant</u>
<b>make</b> <u>a lot of money</u>	<u>absolutely no</u> <b>idea</b>
<u>a promise</u>	<u>a general</u>
<u>noise</u>	<u>ridiculous</u>
<u>a mistake</u>	<u>excellent</u>

Reinforce new collocations with matching exercises.

- |               |                |
|---------------|----------------|
| 1. to go      | a. the police  |
| 2. to deliver | b. into labour |
| 3. to contact | c. a baby      |

## Give the definition

Give the definition of a word and ask the students to find the word in the text.

For example:

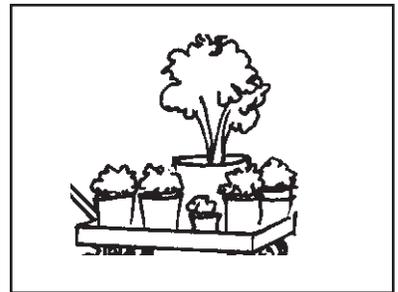
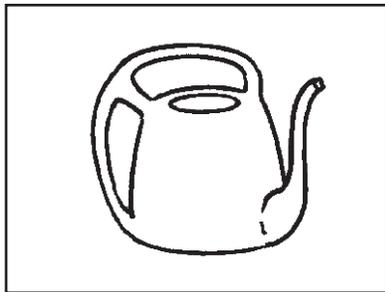
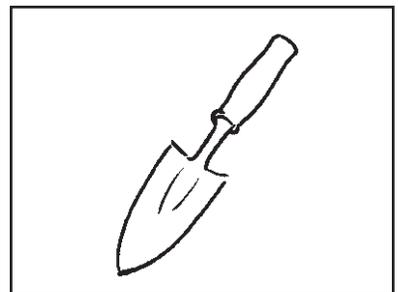
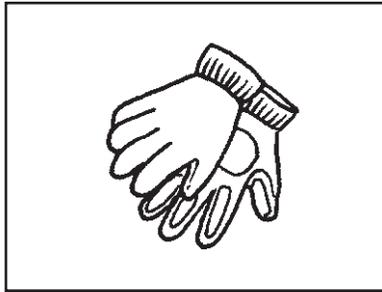
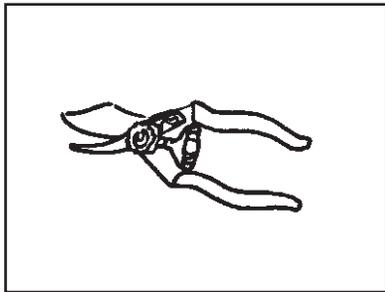
- E-book: *Amazing Stories*
- Story: It’s never too late to say thank you, p 7
- Find a word in paragraph 2 that means “empty.”
- Find a word in paragraph 4 that means “to legally bring a child into your family.”
- Find a word in paragraph 5 that means “saving.”

## Activities for Developing Vocabulary – SAMPLES

### Vocabulary cards

- E-book: *People and Jobs*
- Story: Alix works at a garden centre, p 5

**To the teacher:** Cut out the pictures and words. Give a set to each student or pair of students. Ask them to match the pictures and the words.



**pruning  
shears**

**gardening  
gloves**

**trowel**

**watering  
can**

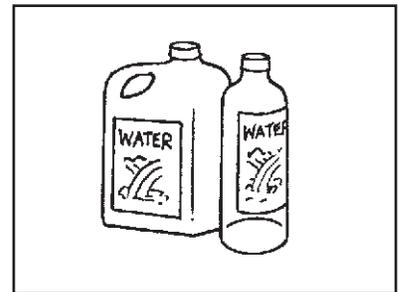
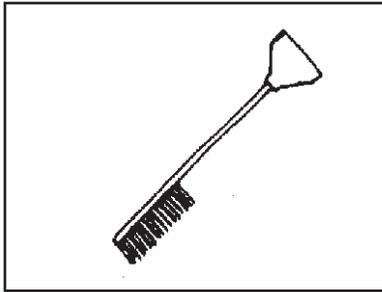
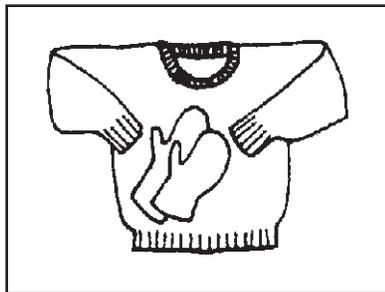
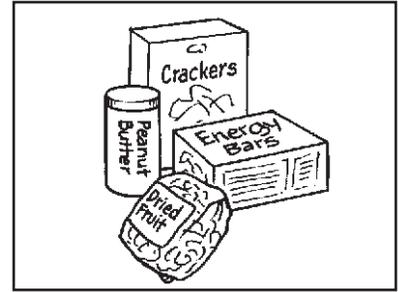
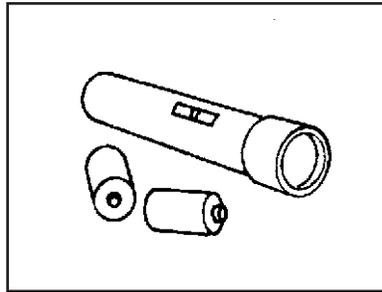
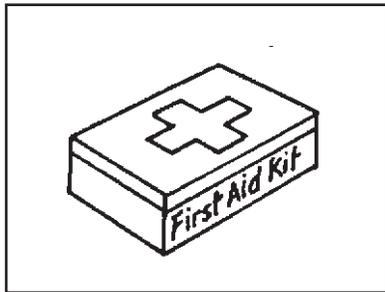
**customer**

**plants**

## Vocabulary cards

■ E-book: *Keeping Safe* ■ Story: *Driving in the winter*, p 7

**To the teacher:** Cut out the pictures and words. Give a set to each student or pair of students. Ask them to match the pictures and the words.



**first aid kit**

**flashlight and  
batteries**

**dry food**

**extra clothes**

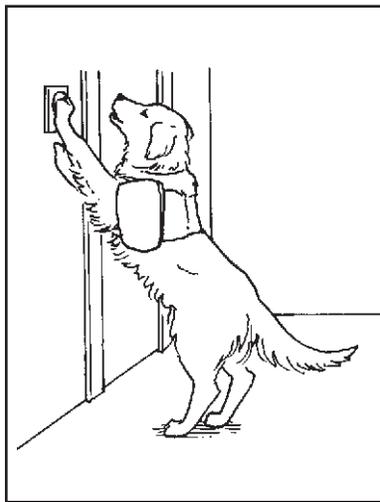
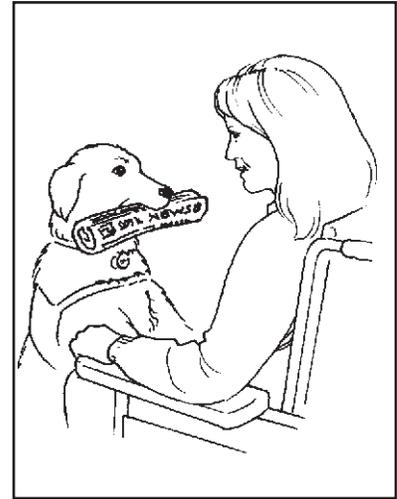
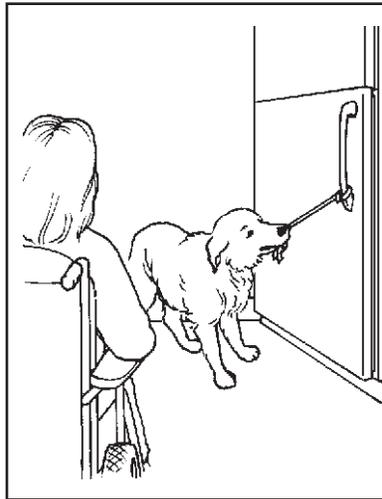
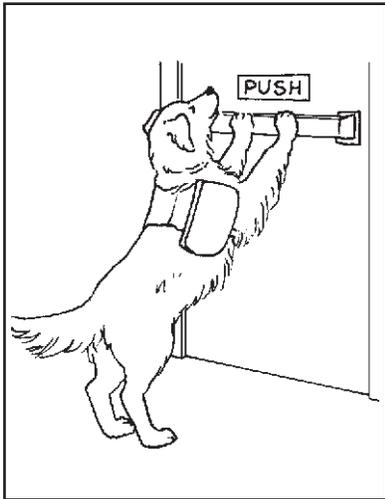
**scraper**

**water**

## Vocabulary cards

■ E-book: *Many Ways to Help* ■ Story: Leo helps in many ways, pp 9-10

**To the teacher:** Cut out the pictures and words. Give a set to each student or pair of students. Ask them to match the pictures and the words.



**Push the walk signal button.**

**Turn lights on and off.**

**Open the fridge.**

**Bring things.**

**Open doors.**

## Pronunciation

■ E-book: *Sports*   ■ Story: FIFA's top 10, p 17

The names of countries may be pronounced differently in different languages. It is important to know where to put the stress when you pronounce the words in English. Here are two examples:

☞ “Canada” has three syllables. The stress is on the first syllable.  Canada

☞ “Iran” has two syllables. The stress is on the second syllable.  Iran

**A.** Mark the correct stress pattern for each country.

1. Argentina
2. Brazil
3. Portugal
4. Italy
5. Germany
6. France
7. Netherlands
8. England
9. Spain
10. Croatia

**B.** Mark the correct stress pattern for these 10 countries.

1. Afghanistan
2. Philippines
3. Israel
4. Guatemala
5. India
6. Malaysia
7. Haiti
8. Lebanon
9. Somalia
10. Japan

## Context clues

■ E-book: *Amazing Stories*   ■ Story: Climber loses nine fingers, p 12

You can learn many new words when you read. Sometimes you can use the words you already know to help with new words. Look for how words help each other to give you information. These are called context clues.

Here are some tips to help you figure out what words mean.

- ✓ Read the words before and after the word you do not know.
- ✓ Read the sentences before and after the sentence with the word in it.
- ✓ Try to guess what the word means.

1. Find the words below in the story.
2. Use the tips above to figure out each word from the context.
3. Circle the context clues that helped you figure out the word.
4. Write a definition for the word.
5. Look in a dictionary. Is your definition similar?

frostbite

---

rescue

---

contact

---

recovered

---

amputated

---

## Adjectives and adverbs

- E-book: *People and Jobs* ■ Story: Window washer has a great view, p 16

Adjectives and adverbs change sentences by adding a bit more meaning.

For example:

- Jane ran out of the house quickly. “Quickly” is an adverb. It tells you more about how Jane ran.
- John wore a red shirt. “Red” is an adjective. It tells you more about John’s shirt.

Add these four words to the story. Write the words on the lines.

very                      always                      strong                      dirty

Mark May is a window washer. He washes \_\_\_\_\_ windows on high-rise buildings. Mark \_\_\_\_\_ works alone. He goes up and down buildings on \_\_\_\_\_ ropes. How does Mark keep safe? He always wears a safety harness. And he doesn’t work when it is \_\_\_\_\_ windy.

- E-book: *Keeping Safe* ■ Story: Boy saves neighbours from fire, p 10

Add these six words to the story. Write the words on the lines.

bravely                      dark                      loud                      loudly                      safely                      together

One day in May 2008, Dustan and his dad were \_\_\_\_\_ in their apartment. Suddenly, Dustan heard a \_\_\_\_\_ fire alarm. He went into the hallway. He saw \_\_\_\_\_ smoke coming out under the door of an apartment. Dustan says, “I ran up and down the hallways and \_\_\_\_\_ yelled ‘Fire! Fire! Fire!’ at everybody’s door.”

Most people escaped from the burning building \_\_\_\_\_. Unfortunately, three seniors died in the fire. Dustan’s dad said his son was a hero for \_\_\_\_\_ warning people of the fire.

## Homophones

■ E-book: *Amazing Stories* ■ Story: People rescue trapped horses, pp 23–24

Some words in English sound the same, but are spelled differently and have different meanings. For example: “two” and “too” or “break” and “brake.” These words are called homophones.

**A.** Look in the story to find homophones for these words.

1. week \_\_\_\_\_
2. threw \_\_\_\_\_
3. knew \_\_\_\_\_
4. too \_\_\_\_\_
5. herd \_\_\_\_\_
6. ate \_\_\_\_\_

**B.** Choose the correct homophone to finish the sentences.

1. I will pay you next \_\_\_\_\_ when I get paid.  
weak      week
2. \_\_\_\_\_ the answers on the lines.  
Right      Write
3. I want to \_\_\_\_\_ a computer next year.  
by      buy      bye
4. My mother is making a \_\_\_\_\_ crumble for dessert.  
pair      pear
5. Carlos \_\_\_\_\_ the baseball out of the park.  
threw      through
6. The boys picked up \_\_\_\_\_ books before they left.  
they're      their      there

A prefix is placed at the beginning of a word to change the meaning. An example from the story about Mike Harcourt is the word *relearn*. The prefix “re” means again. When “re” is added to the word *learn*, the new meaning is to learn again.

**A.** Look at this list of words. Can you add the prefix “re” to make a new word? If you can, write the new word on the line.

- |                |                 |
|----------------|-----------------|
| 1. write _____ | 5. do _____     |
| 2. go _____    | 6. send _____   |
| 3. paint _____ | 7. talk _____   |
| 4. see _____   | 8. freeze _____ |

**B.** Match the prefix on the left with the meaning on the right.

- |                              |                         |
|------------------------------|-------------------------|
| ___ 1. un (unsure)           | a. below, under         |
| ___ 2. multi (multicultural) | b. before               |
| ___ 3. mid (midterm)         | c. above, beyond normal |
| ___ 4. bi (bicycle)          | d. half, partially      |
| ___ 5. sub (subway)          | e. not, opposite        |
| ___ 6. pre (preview)         | f. many                 |
| ___ 7. super (supernatural)  | g. middle               |
| ___ 8. semi (semigloss)      | h. two, twice           |

Say “drop” and “shop.” They belong to the same word family. Why? The two words rhyme. They also have the same spelling pattern. Think about word families when you are learning to spell words.

**A.** Some of these words are from *Amazing Stories*. Can you add to the word families?

<p>Pattern: <b>-ake</b></p> <p>☞ lake</p> <p>☞ take</p> <p>☞ _____</p>	<p>Pattern: <b>-ife</b></p> <p>☞ wife</p> <p>☞ life</p> <p>☞ _____</p>	<p>Pattern: <b>-ost</b></p> <p>☞ lost</p> <p>☞ cost</p> <p>☞ _____</p>	<p>Pattern: <b>-ow</b></p> <p>☞ snow</p> <p>☞ slow</p> <p>☞ _____</p>
--	--	--	---

**B.** Fill in the blanks with the correct words. Use words from the boxes above.

1. Pi got trapped on a cliff above a \_\_\_\_\_.
2. After Mike Harcourt fell, his \_\_\_\_\_ called 9-1-1.
3. Two horses got trapped in the \_\_\_\_\_ near McBride, B.C.
4. A couple in Nelson \_\_\_\_\_ their cat for 26 days.

**C.** Can you add two more words to these word families?

1. **Pattern: -all**    small    \_\_\_\_\_
2. **Pattern: -ook**    took    \_\_\_\_\_
3. **Pattern: -in**    thin    \_\_\_\_\_
4. **Pattern: -ash**    cash    \_\_\_\_\_

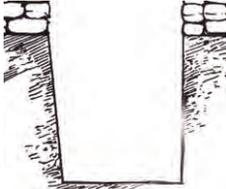
## Spelling Patterns

**To the teacher:** Photocopy the page. Cut out the squares and give one set to each pair of students. Ask them to match the words with the same spelling pattern.

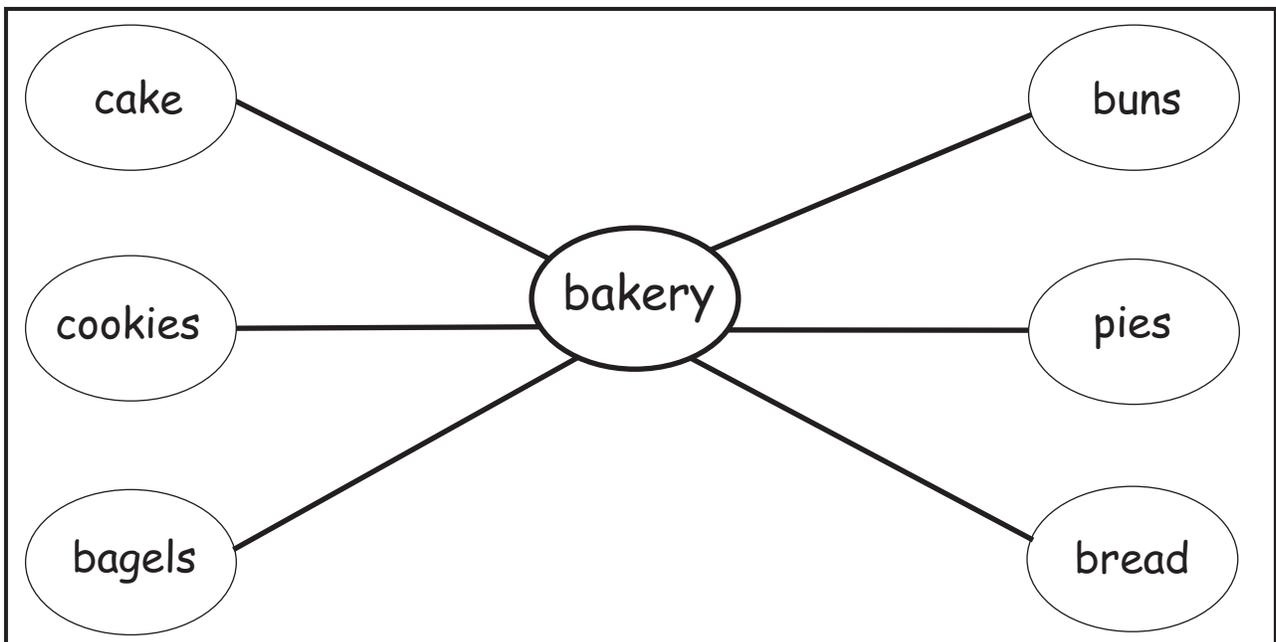
back	wide	mice	right
still	best	chip	will
dip	clock	fight	rest
twice	slide	pack	knock

**To the teacher:** Here are two aids to help your students learn vocabulary.

**Vocabulary word box**

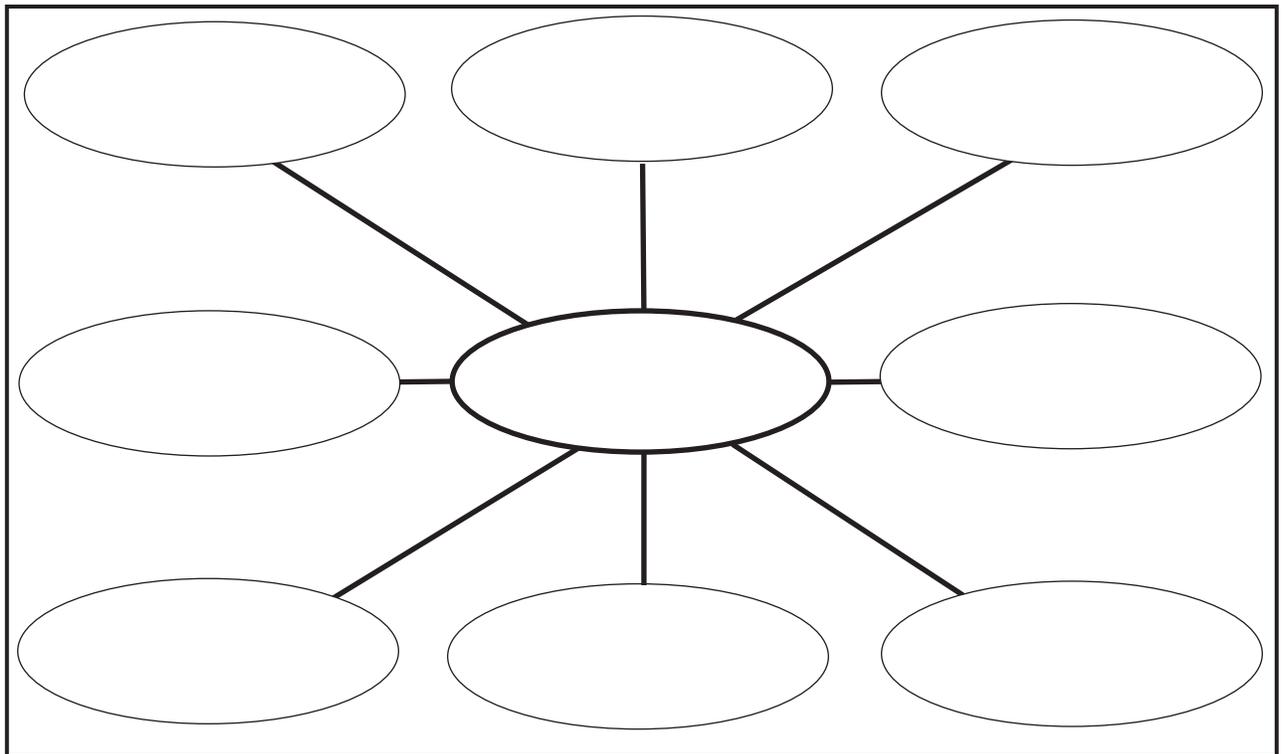
<p><b>Definition or synonym</b></p> <p>A long narrow ditch cut into the ground</p>	<p><b>Antonym</b></p> <p>?</p>
<p><b>Word</b></p> <p>trench</p>	
<p>People dug a trench in the snow for the horses to walk through.</p> <p>Use it in a sentence.</p>	 <p>Draw a picture.</p>

**Word associations**



Photocopy and distribute.

<b>Definition or synonym</b>	<b>Antonym</b>
<b>Word</b>	
<b>Use it in a sentence.</b>	<b>Draw a picture.</b>



## Reading Comprehension Activities

### W5 questions

There are five main “Wh-” question words in English: Who, What, When, Where and Why. Answering these questions gives the basic information about a story and can provide you with a quick way to check students’ comprehension. For example:

■ E-book: *Canada’s Aboriginal People*

■ Story: Susan Point is a Coast Salish artist, pp 28-29

- Who is Susan Point?
- Where does she live?
- When did she start making jewellery?
- What materials does she use in her art?
- Why does Susan like to use a round shape in her art?

■ E-book: *Families*

■ Family life with Baby Blues, p 23

- Who is the man holding?
- What is the father looking for?
- What does he need to write?
- Where does he write the message?
- Why?

**Note:** These questions can be discussed orally. Some of the questions are open to interpretation and further discussion.

Additionally, the “Wh-” questions can come from an entire e-book. For example:

■ E-book: *Many Ways to Help*

- Where does Mehdi teach Jonathan?
- What is Leo’s job?

- Who receives loans from Muhammad Yunus?
- When did Simon Jackson start his group?
- Why do you think the people in these stories help others?

### What’s the question?

Getting the information you want means asking the right questions. “Wh-” and other information questions follow patterns that students can practise in formulating questions to test each other’s comprehension of a story.

After reading a story, you can highlight pieces of information in the text that can easily be turned into questions in standard “Wh-” format. For example:

■ E-book: *Amazing Stories*

■ Story: It’s never too late to say thank you, p 7

**Story information:** They heard cries.

**Suitable question:** What did the boys hear?

**Story information:** He said he wanted to find Walter and Remo. He wanted to thank the men for rescuing him.

**Suitable question:** Why did Thomas Pearson contact the police?

Working in pairs, one student can highlight the key points in the story and make a list of three to five questions to ask his or her partner.

## Double or nothing

This is a wager game where students can indicate how confident they are with their comprehension of a story. Students can work in pairs, and with or without the original story as a reference.

**Note:** You will need a large supply of counting items (coins, paper clips, bingo chips all work well). Each pair receives five counting items and a wager board.

### Wager board on page 40

- E-book: *Many Ways to Help*
- Story: Simon works to save rare bears, p 18

1. Read these statements to your students, giving them enough time to indicate if they agree or not, and to place their wager (depending on how confident they are!).
2. Once students have placed their wagers, they should move their hands away from their chips. At this point, you reveal the correct answer. If the students' wager was correct, you double what they put down. If they were incorrect, you collect their wagered chips or coins.

### Statements

1. Simon Jackson started a group called Spirit Bear Youth Coalition when he was 13.  
Answer: **Yes.** Correct.

2. Simon's group wanted the B.C. government to protect grizzly bears.  
Answer: **No.** The group wanted the government to protect Kermode bears.

3. There are only about 400 Kermode bears in the world.  
Answer: **Yes.** Correct.

4. Most of the Kermode bears live along Canada's east coast.  
Answer: **No.** They live along the west coast.

5. Simon's group wanted to make sure mining companies could not disturb the land where the bears live.  
Answer: **No.** The group wanted to make sure forest companies could not cut down trees in the area.

6. Kermode bears are a type of black bear. They are born with white fur.  
Answer: **Yes.** Correct.

7. Kermode bears are also known as "spirit bears."  
Answer: **Yes.** Correct.

8. The B.C. government has protected all the Kermode bears' habitat (land).  
Answer: **No.** Simon and his group believe the Kermode bears need about 50,000 more hectares.

### **Retell the story**

This activity involves reading, listening, and speaking. It can be done in pairs or small groups. It can be used with any story appropriate to the level of your students.

1. Give one student in the group a copy of the story to read. Allow time for the student to read the story several times in order to understand it well enough to retell it.
2. The student tells the story while the other students listen. The listening students can ask the student with the story clarification questions, and that student may check the original story as needed. What is important is that the student retells the story in his or her own words.
3. After listening to the student retell the story, the other students receive a copy of the story to read for themselves.

### **Alternate activity**

1. Ask half the class to leave the room (Group A).
2. Read the story to the remaining students (Group B). You may have to read it several times for students to get all of the details.
3. Ask Group A to come back into the classroom. Each student from Group A pairs up with a student from Group B. The students from Group B tell the story to the students from Group A.

4. Ask the students from Group A to line up at the front of the class to tell the story. Each student tells a bit of the story until it is finished.
5. The students from Group B can listen and provide feedback on any important parts that have been omitted.
6. Finally, give all the students a copy of the story to read.

**Note:** All the stories in *Amazing Stories* lend themselves to this activity.

### **Strip story**

1. After students have read a story in one of the e-books, write five to 10 sentences from the story on strips of paper.
2. Place the strips randomly on a desk and ask students to put the strips in the correct order.
3. Have students memorize one strip and go to the front of the class. Ask them to arrange themselves in the correct order to reassemble the story orally.

 **See sample activity on page 41**

## Scavenger hunt

### ■ E-book: *Special Days and Holidays*

This activity is a general review of an entire e-book, with a variety of question formats. It involves recalling where certain information was included, and scanning for specific answers.

#### 👉 See sample activities on pages 42 to 44

- Depending on the reading level of your class, you may wish to give the students a time limit to answer as many questions as possible.
- Depending on the language level of the class, students may work alone or in small groups.
- For a multi-level class, you may want to ask advanced students to make the questions.
- As an extension, students can prepare a short presentation on a holiday not included in this e-book.

## Intensive reading: *What's wrong?*

1. Take a story from one of the e-books and change one detail in each sentence.
2. Hand out the text and have students get into groups of three or four. Ask them to read one sentence at a time and decide what is wrong with the sentence in terms of vocabulary. Make sure the students understand they are not looking for grammatical errors.
3. Discuss the errors with the class.
4. Have students work in their same groups to substitute appropriate vocabulary. They can also check the story in the e-book.
5. As a follow-up exercise, have students choose a story and change it to a “What’s wrong?” story. They can exchange their stories with a partner.

#### 👉 See sample activities on page 45

Discuss types of reading skills with students. When do they use each of these types of reading skills?

**Extensive reading**—Reading, often for pleasure, with emphasis on general understanding

**Intensive reading**—Careful reading for exact understanding

**Skimming**—Quickly looking through text to get an idea of what the text is about

**Scanning**—Locating specific information in a text

## Reading Comprehension Activities – SAMPLES

Double or nothing



agree



disagree

## Strip story

■ E-book: *Amazing Stories*

■ Story: Pi is lost for 26 days, p 9

Pi is a three-year-old cat. He lives with Charles and Jane.

Pi goes outside every day. He likes to explore.

On November 4, 2007, Pi went outside, but he did not come home.

Charles and Jane looked for Pi, but they could not find him.

On November 30, 2007, a man was paddling his kayak on a lake.

The kayaker heard cries. He looked up at some cliffs and saw a cat.

Charles and the kayaker rescued the cat from the cliffs. It was Pi.

Pi was cold and wet. He was also thin and weak.

Charles said Pi fell off a cliff. He could not get up or down. Pi was stuck.

After Pi was rescued, Charles said, "Pi is lucky to be alive."

## Scavenger hunt

■ E-book: *Special Days and Holidays*

Scanning means to look quickly for specific information. You do not need to read every word, but look over the words quickly to find the information you want.

Scan the whole e-book to find the information below. Write your answers on the lines.

1. Which stories have the word “love”?  
\_\_\_\_\_ Page \_\_\_\_\_  
\_\_\_\_\_ Page \_\_\_\_\_
2. Find the word “chocolate.” \_\_\_\_\_ Page \_\_\_\_\_
3. Find another holiday that has sweets.  
\_\_\_\_\_ Page \_\_\_\_\_
4. What two holidays use candles?  
\_\_\_\_\_ Page \_\_\_\_\_  
\_\_\_\_\_ Page \_\_\_\_\_
5. Find another holiday that has special lights.  
\_\_\_\_\_ Page \_\_\_\_\_
6. What two holidays have activities that children especially like?  
\_\_\_\_\_ Page \_\_\_\_\_  
\_\_\_\_\_ Page \_\_\_\_\_

7. How many? Find the numbers to complete these sentences:

a. Muslims pray \_\_\_\_\_ times a day.

Holiday: \_\_\_\_\_

b. There are \_\_\_\_\_ candles on a hanukkah.

Holiday: \_\_\_\_\_

c. Each year of the Chinese lunar calendar is named after one  
of \_\_\_\_\_ animals.

Holiday: \_\_\_\_\_

d. During the First World War, more than \_\_\_\_\_ Canadian  
soldiers died.

Holiday: \_\_\_\_\_

8. How many holidays celebrate a “new year”? \_\_\_\_\_

Write the holidays on the lines.

\_\_\_\_\_  
\_\_\_\_\_

9. Find a day of the week. Page \_\_\_\_\_

10. Find the names of three countries in the stories.

\_\_\_\_\_ Page \_\_\_\_\_  
\_\_\_\_\_ Page \_\_\_\_\_  
\_\_\_\_\_ Page \_\_\_\_\_

## Scavenger hunt

■ E-book: *Keeping Safe*

Scanning means to look quickly for specific information. You do not need to read every word, but look over the words quickly to find the information you want.

Scan the whole e-book to find the information below. Write your answers on the lines.

1. List four emergency supplies you should keep in your car.

---

---

2. Who should know your bank card PIN? \_\_\_\_\_

3. How often should you check the smoke alarms in your home? \_\_\_\_\_

4. What should you do if a dog you don't know comes up to you?

---

5. Name two things to put in your home to prevent seniors from falling.

---

---

6. Name two things to take out of your home to prevent seniors from falling.

---

---

## What's wrong?

- E-book: *Families*      ■ Story: Sikh family celebrates, p 17

Read one sentence at a time. Circle the mistake in each sentence.

In 2006, the Sangha family celebrated its first 100 centuries in B.C.

The family's descendant, Braim Singh Sangha, came from India in 1906. He was one of the last Sikhs to settle in Vancouver.

Braim helped destroy the first Sikh temple in Canada. In 1941, he started a computer company. He fired many Sikh immigrants. Braim was born in 1973.

In 2006, 119 ancestors of Braim and his wife Joginder lived in British Columbia.

## What's wrong?

- E-book: *Many Ways to Help*      ■ Story: Students send quilt to Afghanistan, p 16

Read one sentence at a time. Circle the mistake in each sentence.

Grade 1 students at Yarrow Community Store in Chilliwack made a special quilt in December.

Each student drew a photograph on a square of cloth. Their teacher glued the squares together to make a quilt. The quilt is light. It has no layers.

The students carried the quilt to Afghanistan. They said, "We made the quilt for someone who is homeless because of the flood in Afghanistan. We hope the quilt will keep a child cool during the cold winter."