



The Companion to SARAW:

An Exercise Workbook



NEIL SQUIRE FOUNDATION

The SARAW, or Speech Assisted Reading And Writing program was developed by the Neil Squire Foundation, North Vancouver, British Columbia in conjunction with Capilano College.

In 1996, The SARAW program won the Governor General's Flight for Freedom Award. Sponsored by Canada Post Corporation, the award honours a project showing long-term achievement, innovation, leadership and organizational excellence in literacy.

The original SARAW program was designed and written by Don Bentley and Pat Hodgson. They are also designing the current Windows version. Harry Lew is programming the Windows version.

The Companion to SARAW was written by Kim Blevins.

Written in collaboration with:

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The Companion to SARAW can be downloaded from the Neil Squire Foundation Web-site. You can find it at:

www.neilsquire.ca

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Acknowledgments

First of all, this workbook would not have been possible without the program and equipment made available to literacy and programs for persons with disabilities. Therefore, we must thank the Neil Squire Foundation, Capilano College, Digital Equipment of Canada, The National Literacy Secretariat, British Columbia Ministry of Education, Skills and Training, Ontario Training and Adjustment Board, Literacy Section, Vancouver Foundation, Microsoft Canada Inc., Mr. and Mrs. P A. Woodward's Foundation and the J.W. McConnell Family Foundation for creating and distributing this amazing program to the people who really need it.

The National Literacy Secretariat generously provided funding for this project. We thank them for acknowledging our vision and giving us the tools to create it. We hope it will assist participants, instructors and tutors use the SARAW program to its full potential.

Thank you to Don Bentley for his input and time. His continuing interest in the improvement of the SARAW program illustrates his dedication to providing opportunities for people with disabilities.

Many thanks to the staff of the Neil Squire Foundation - Regina Office: Melissa, Gail, Faye, Kim and Elnora and Kenton. Without your support and assistance, this project could not have been completed.

Thank you to all of the volunteers and participants who field tested portions of this manual and instructors from other SARAW programs who provided suggestions for this workbook. We have written this workbook for you. We hope it is beneficial.

Finally, thank you to Pat Colpitts - SARAW Program Director for Neil Squire Foundation - Regina Office. Pat's input and knowledge of literacy issues was extremely helpful during the whole process.

Introduction

Tools are developed and refined in response to people's needs. The SARAW program is a wonderful literacy tool that has been developed over time and continues to be refined by participants, instructors and tutors.

The Companion to SARAW was also developed for an expressed need. We saw a need to expand the SARAW program's capabilities within the framework of the computer program. We wanted to design an exercise workbook that would cut down on instructor and tutor preparation time, and give some direction for learning. We felt that the READ section of SARAW was an untapped wealth of learning opportunities if one knew what to do with the information.

We decided to take the stories from READ and develop a Directed Reading and Thinking Activity (DRTA) for each one including some:

- Background information to generate thought and discussion on a certain topic;
- Questions covering facts, vocabulary and inferences about the subject matter;
- Other activities based on the subject of the story designed to further develop writing skills.

We also decided to use the same stories to develop basic grammar exercises. Working in the SARAW classroom in Regina, Saskatchewan, we found that many of the participants, while they could read fairly well, had trouble with simple grammar. To improve their skills, we lifted many sentences directly from the READ section of SARAW and used them to help refine:

- sentence structure
- capitalization and punctuation
- showing possession and using contractions
- building better sentences
- constructing paragraphs

Finally, we developed a chapter especially for volunteer tutors and instructors that includes specific activities that could be done using different sections of the SARAW program including:

- writing letters in the proper format
- using the newspaper
- language experience stories
- other activities

Our goal is to ultimately make learning as easy and interesting as possible for people using the SARAW program. We hope we have begun to accomplish this goal and welcome any feedback to make the workbook useful for all participants, instructors and volunteer tutors.

Evaluation Form

*We need to know what you thought of the Companion to SARAW.
Please take the time to fill in this evaluation form and return it to us by June 1, 1999.
You may fax it to: (306) 522-9474 or mail it to:*

*Companion to SARAW Evaluation
c/o Neil Squire Foundation
Suite 100, 2445 - 13th Avenue
Regina, SK
S4P 0W1*

Content

5. Did you find the content of this manual to be:

Very Useful

Useful

Not Useful

6. Do you use the READ stories more with The Companion to SARAW?

Yes

NO

7. What did you find was the most useful part of chapter 2?

8. What was the least useful part of chapter 2?

Why? _____

9. Were the grammar exercises clear to understand?

Yes

No

Why or why not? _____

10. What are your suggestions for other grammar activities: _____

Format

1. Did you find the manual:

- | | | |
|------------------------|-----|----|
| • easy to read | Yes | No |
| • pleasing to look at | Yes | No |
| • included white space | Yes | No |

2. What did you like most about the format of the manual?

3. What did you like least about the format of the manual? _____

4. Do you think the manual followed Plain Language Principles?

Yes

No

5. Please feel free to use the back of this form for any general comments you have.

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Chapter One



Directed Reading and Thinking Activity DRTA

Introduction

Reading is active. When we read, we interact with the words all the time. Our responses to what we read are based on past experiences, needs and beliefs.

Good readers use things like: meaning, grammar and phonics to understand what they read. Good readers also use their life experiences and background knowledge to predict and confirm what they read. This process happens without any conscious effort.

Less fluent readers do not use the above tools successfully. If a person has to devote all his or her energy to pronunciation or grammar, he or she will not understand what is being read.

The Directed Reading and Thinking Activity (DRTA) helps readers see the value of their experiences and knowledge as they relate to what they are reading. Readers are also able to find the purpose for reading and therefore are better able to interact and think about the text.

The purpose of this chapter of the workbook is to make instructors and tutors familiar with the DRTA so they can use it within and beyond the SARAW program. However, we recognize that some SARAW participants work independently at times, so we have attempted to use plain language principles and to direct the Background Information, Questions and Other Activities to the participants so they may use this workbook with little assistance. These three components of the DRTA are there to give you guidelines and examples of how to begin discussing a subject, what kinds of questions to ask and other activities that may be of use to learners. Please feel free to adapt and change these sections as necessary for your learners. If you need further support, please see page 37 to 39 of the SARAW Resource Manual produced by the Society for Manitobans with Disabilities.

Using The Directed Reading and Thinking Activity

1. *Build Background Experience (Background Information)*
 - ✓ Set the scene for the lesson that follows.
 - ✓ Talk about what the person already knows about the subject. (This builds confidence and moves the reader from the unknown to the known).
 - ✓ Fill in any gaps the reader may have on the subject. The person need not be an authority on the subject, but if the person does not have some basic information, be sure to give it to him/her. (The more information the person has before reading the text, the more successful he/she will be)

2. *Introduce New Words in Context*

- ✓ Introduce new vocabulary as part of the sentence that it is in instead of separate from the context of the sentence.
- ✓ Ask these questions:
 - Do you know what this word is?
 - Can you tell what it means from the rest of the sentence?
 - Can you recognize some part of it (prefix, suffix, root word)?
 -
- ✓ If necessary, look words up in the dictionary.
- ✓ This is a good time to introduce multiple meaning words, homonyms and idioms.
- ✓ Silent Reading (with help)
- ✓ Point out what you want the person to read.
- ✓ Give the purpose for reading (identify the main idea of the passage)
- ✓ As the person becomes better at reading, you may ask a few questions and have him or her read for answers. The questions should be inferential.

3. *Discussion of the Reading*

- ✓ Talk about the answers to the questions from Step 3.
- ✓ This is a comprehension check for what has been read so far.
- ✓ Use the new vocabulary words in your discussion (reinforces the word and brings them to life - think about the old game: hear a new word and use it seven times in one day - that word is then yours).

4. *Re-reading out loud*

- ✓ Have the person re-read the selection out loud.
- ✓ As the person reads, please note the following:
 - phrasing (pauses at commas, periods, etc)
 - understanding of new vocabulary
 - use of context clues
 - hesitations, omissions, substitutions, insertions, reversals
 - word attack skills: phonics, syllabication, structural analysis, inflectional endings
- ✓ Remember to reinforce the meaning of the story as a whole.
- ✓ Build skimming and scanning skills by having the person read aloud a section of the passage dealing with a particular thing or scanning an reading known words.

3. *Comprehension Check*

- ✓ Ask the questions that accompany each story. These questions include fact, vocabulary and inferential.
- ✓ Ask these questions during the lesson, correct them immediately and talk about

any problems.

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Within the READ Section of SARAW you will find a section called, “Other People’s Stories”. This section is broken down into seven categories.

They are:

- ✿ Family and Friends
- ✿ People’s Experiences
- ✿ Work
- ✿ Good Times
- ✿ The World Around Us
- ✿ Opinions
- ✿ Challenges

Within each category are a selection of stories written mostly by SARAW participants. On the next page, you will find the titles for each story within each section. This book follows the order set by the SARAW program. You don’t have to use these stories in any particular order. Choose one that interests your participant or you think might be of use for him or her. Within each section there are stories for a very low level reader to an independent reader. The Help screen in the READ portion of SARAW explains which stories are shorter and easier to understand than others.

Family and Friends

Abner
Cecilia
Friend
Message
Sandra
Harold
Jill
Jim
Kelly
Pipeline
Sonia

People's Experiences

Boots
Bus
Fred
George
Gladys
Glen
Gregory
Heather
Hospital
Monika
Nicolina
Ruby
Susan
Worry
Chutes
Deer
Edie
Guncoat
Helmut
Learn
Moon
Olga
Penny
Seen
Sissies
Torment
Justin
Two Ears

Work

Art
Barn
Dark
Evelyn
Operator
Retire
Seeds
Tailor
Tina
Women
Anthony
George
Jill

Good Times

Hockey
Holiday1
Holiday 2
James
Maria
Murray
New Year1
New Year2
Justin

The World Around Us

April
Senses
Coin
Dentist
Gretzky
Heart
Library
Mandela
Poison
Reading1
Reading2
Remember
Smokers
Space
Teeth1
Teeth2
Teeth3
Teeth4
Tires
Abuse
Alexbell
Discrimination

Opinions

Children
Feeling
Luck1
Luck2
Luck3
Flu
Harry
Linda
Paul
Quake
Rosa
Ruth
Students
Leftfoot
Leslie
Shadows
What If

Challenges

Barriers
Crutches
Dog
Driving
Linda
Lisa
Rusty
Swimmer
Haircut
Hong
Treena
Hand
Jackie
Laura
Life
Linda
Tony1
Tony2

Family and Friends



Abner

By Maria Cerrato

This is a true story about my second son. When he was a baby, he was a strong baby. Also, he was an active baby. He had to sleep with us in our bed. One day we had to make a decision about putting him in a cradle. It was when he was 7 months old. One night he crawled out of the cradle, and he came into my bed, but we were sleeping and didn't know. In the middle of the night my husband felt something moving in the bed. He thought it was a snake because he only saw the head and black hair. He told me not to move. He woke up fast and took a hard tube to kill the supposed snake. But when he was ready to kill the snake, I turned the lights on, and I saw that it was my son. I said, "Don't kill him because that is not a snake, it is Abner". I thank God that I thought about turning the lights on.

Background Information

Talk about babies, how curious they are, how they can get into just about anything. Then talk about what it's like to wake up in the middle of the night; how confused you can be and how you can see things that aren't really there. Finally discuss what it feels like to make a mistake.



Questions

1. What was the baby's name?
2. Do you think the parents should have put the baby into a cradle?
3. Use the word active in a sentence.
4. Who first felt something moving in the bed?
5. What does the word crawl mean?
6. How do you think the father felt when he found out that the "snake" was really Abner?
7. How old was Abner?
8. Define the word middle.
9. When did the parents feel something move in the bed?
10. If Maria hadn't turned on the lights, what do you think might have happened?

Other Activities: After reading the story, retell the story to the tutor in your own words and then write a summary of the story in your own words.

My Family

by Cecilia Burke

Most of our family was raised in a village called Snake River, located about 18 miles down river from Fort Nelson. Some of the houses are still standing. They had dog teams at that time to travel to town and back in the winter which often made it difficult to get the things you needed, like grub and some other supplies. In the summertime, they made canoes out of birch bark or spruce bark to go to town, and they would tell someone to help them pull the canoe up river. Eventually most of the families that lived there moved to Old Fort Nelson, where they settled. Finally, Harry Dickie, chief at the time, told them they could move to the Mile 295 Indian Reserve, so that is how I came to live on the reserve. We haven't moved from the Sikanni Road since then.



Background Information

Talk about your past, memories of childhood and/or any moves you made during that time. Also, talk about what you know about the Reserve system and the Aboriginal way of life.

Questions

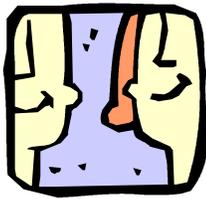
1. What does the word grub mean?
2. How far was Snake River from Fort Nelson?
3. Do you think life in Snake River was hard? Why or why not?
4. What is an Indian Reserve?
5. What is a birch bark canoe made out of?
6. Use the word village in a sentence.
7. What does up river mean?
8. What does the chief do?
9. What do you think it would be like to travel by dog team?
10. These days, do people stay in one place for their whole lives?

Other Activities: After reading the story, write a story about life on a reserve. Maybe the instructor or tutor could bring in some other information about First Nations before beginning this activity.

My Dear Friend

by Ann Brooke

I saw you standing across the room. I wanted to say “Hi”, but my feet wouldn’t move. If only we could remember the good and forget the bad, and if only I could get my feet to move, I would come over and say, “I miss you”.



Background Information

Talk about friendship. What does it mean to be a friend? Have you ever had a fight with a friend? How does it make you feel? Have you ever wanted to apologize but just couldn’t?

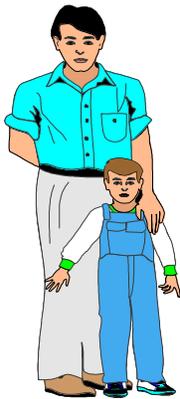
Questions

1. Where did Ann see her friend?
2. What did she want to say?
3. What does the word remember mean?
4. If you had a fight with a friend, how would you remain friends?
5. What is another way to write wouldn’t?
6. Why wouldn’t Ann’s feet move?
7. Why do you think Ann is sorry she fought with her friend?

Message to My Father

by James Aker

It has been a long time since I have thought about you, but going back to a class for the purpose of getting a better understanding about reading and spelling reminds me of the things you used to tell me about getting a better education. I feel that you would be proud of me for trying to improve myself this way; and, who knows where it will go? I may become an engineer of some kind. You always had so much good advice but I did not use it very well. But, lately I have been trying to put more of it in use.



Background Information

Talk about relationships between children and fathers. Talk about your relationship with your father and the instructor or tutor's relationship. Finally, talk about advice and what it's like to get advice when you're a young person.

Questions

1. Who is James talking about in his story?
2. Why does he think of his father?
3. What does engineer mean?
4. What kind of relationship do you think James and his father had?
5. Use the word advice in a sentence.
6. Do you think James' father would be proud of him?
7. What kind of advice do you think his father gave him?
8. Why do you think James didn't use his father's advice?

All About My Life

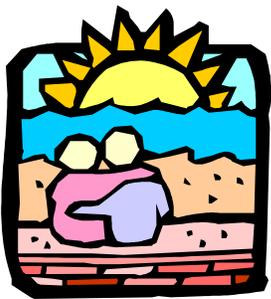
by Sandra Enston

I grew up with my Grandad and Grandma. It was my Grandad's birthday and we bought him lots of presents and he loved it and he was happy. We bought him socks. He loved it.

My Grandad and I went for a walk on the beach. We walked on the docks and we saw a big boat. It was fun. Then we walked back and had a big breakfast.

I miss him very much. He got cancer and died in 1979. It was tough for all of us.

We went out on special occasions like our birthday. We all went to Woodward's for lunch. And we all went to my parent's place and we all had dessert. We relaxed afterwards and we had tea or Coffee. We all had lots of fun.



Background Information

Although many people have lost grandparents early in life, many people have memories of at least one grandparent. Talk about any special memories (or even bad memories). Talk about birthdays and other special occasions and how a loved one might have made them more special. Finally, talk about how you might feel if a special person in your life dies.



Questions

1. Who did Sandra grow up with?
2. Where did she and her grandad go for walks?
3. Use the word dock in a sentence.
4. Did Sandra miss her grandad when he died?
5. Why did her grandad die?
6. Why do you think Sandra's grandad spent time with her?
7. What does the word occasion mean?
8. How did the family celebrate special occasions?
9. What is Woodwards?
10. What else do you do on birthdays besides give presents?

Other Activities: make a list of everything you might find at a child's birthday party (i.e. gifts, cake, etc.) and an adult's party (joke candles, movies, etc.).

Family

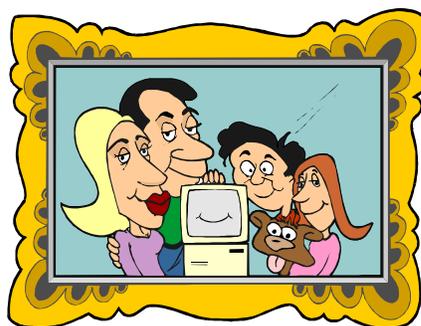
by Harold "Bud" Gaunt

My Parents.

On September, 1944, my mother died of sugar diabetes. She was only 47 and I was only eleven. I didn't know my mother too well, because I was too young to remember her. My Dad said that she was a very strong willed woman. After her death my father brought me up until 1984, when he died of cancer. He was very good to me and I miss him very much. Every so often when I feel depressed I go to the cemetery and talk to him. Then when I get back home I feel better.

Brother.

My brother joined the navy as a leading torpedo man in 1941. He was in many battles but never wounded. After the war he joined B C Hydro as a bus driver. He worked for them for a year, and then he went on the DEW Line for a year. He also laid floor tiles until he got back on Hydro in the punching department in Vancouver. Then he was moved to disposal where he will be until the end of the month when he retires.



My Life.

When I was born in 1933, my mother, father, sister and brother were very happy. I was a very noisy baby. My mother said she would like to throw me away. I lived with my parents for eleven years until my mother died of sugar disease in 1944. My father brought me up for the rest of my life until he died in 1984. Now I live alone.

Dad.

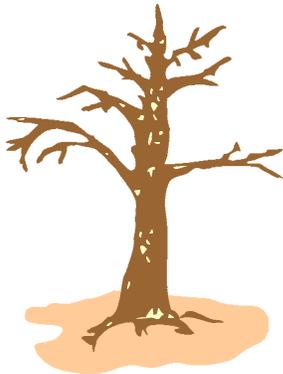
My dad came to Canada in 1925. He landed in Vancouver with nineteen dollars. He came across the country on a freight train. When he got here, he knew no one. He had to count every penny he spent. Finally he got a job with Jack Eckersley as a cement finisher. He worked for him for sixteen years. Then he got a job at MacMillan Bloedel in the boiler room. He worked there from 1941 until 1965 when he had a heart attack and had to quit. He never made it to 25 years. If he had, they would have given him a gold watch.

Sister.

My sister is a very energetic woman. When we first moved here, she worked for Woodward's in the toy department. That was in 1938. Then she worked for C P A during the war as a riveter. After the war she went back to Woodward's part time in the grocery department. Then she became head of special programs until she retired.

Background Information

Everyone's family history is interesting. Discuss your family histories. What type of work do siblings do? Is everyone in the immediate family still living? Also discuss what dreams you had as a child. What type of work did you see yourself doing? How about the rest of your family? Are you proud of your family?



Questions

1. Who raised Bud after his mother died?
2. What does it mean if you are strong willed?
3. Why do you think going to the cemetery and talking to his dead father make Bud feel better?
4. What is a torpedo?
5. How many jobs did Bud's brother work at?
6. Use the word freight in a sentence.
7. Do you think Bud is proud of his family? Why?
8. Why did Bud's sister work as a riveter during the war?
9. What does the word retire mean?
10. Do you think that Bud's life has been easy or hard and why?

Other Activities: write your family story, or make a family tree. A tutor or instructor can help you.

Picnic

by Jill Kristoffersen



Each and every spring and summer my mom, sisters and I would bug my father to take us on a picnic. Every weekend we would hound dad to drive us somewhere, but he wouldn't because he drives a cement truck weekdays and on weekends he just wasn't about to drive anywhere.

One beautiful hot summer morning we were again on Dad's back. "No, No, No," he yelled as he stormed from the room. Feeling rejected we all hung our heads and shuffled to our room. That very afternoon my father's friend, George, came over and the two of them disappeared into the woods at the back of our property. For the next four and a half hours all we heard was hammering, sawing and cracking of wood.

At suppertime, Dad came in with sawdust all over his clothes and face, and a large grin from ear to ear. We asked him, "What are you two doing in the woods"? He replied, "Just cutting us some firewood". All through supper Dad chuckled to himself. The following weekend, Dad and George were out in the woods all day. Hammering and sawing. Sawing and cracking wood.

There were the noises we heard for two days. By the end of Sunday afternoon, we all were getting very suspicious. But no one dared to go out in the woods to see what was going on. Finally, at 4 p m, Dad

came charging out from the woods. He burst into the house with great momentum.

Enthusiastically Dad said, "I want everybody to follow me". Like sheep we followed; out the door, down the stairs and along the path leading to the edge of the woods. We were quite curious by this time as we started walking into the woods. After a short distance we came to a clearing and what a surprise!

The clearing, about fifty feet by fifty feet, now boasted picnic tables, chairs, swings and benches. Dad ran to a nearby tree, jumped in his newly made hammock and roared, "You want a picnic, you got a picnic! Welcome to my park".

Background Information

What did your family like to do for fun? Did you ever go camping or on picnics? Did your dad or mom ever do anything special for you? Talk about surprises. Do you like to be surprised or would you rather do the surprising?

Questions

1. What activity did most of this family like to do together?
2. Do you think dad was mad when he refused to take his family on the picnic?
3. How do you feel if you feel rejected?
4. What makes you think dad enjoyed his surprise?
5. Use the word chuckled in a sentence.
6. Why did dad build the picnic area?
7. What does enthusiastically mean in the story?
8. Who is George?
9. Did the children and mother enjoy their surprise?

Jim Plop

by Jill Kristofferson

My father had always been crazy about crows so one day he decided to get himself one. He went out into the back yard and after some time he found a nest of fledglings. He climbed up a large Douglas Fir to reach the nest where he snatched up a baby crow and stuffed it into his big pocket. When he got home he made this crow a cage which had all the comforts of home: light bulb to keep warm, water to drink and food to eat. After the cage was finished and the crow was in his new home, father called everybody into the laundry room, which was where the cage was kept, to tell everyone that the crow's name was Jim.

As the days and weeks went by, we all watched Jim grow into a large black crow. By this time, he was flying all over the house and outside of the house getting into all kinds of trouble. Jim loved to poke at cigarette packages. If you put your cigarette package down anywhere, Jim would be there in a flash to poke and poke until every cigarette had holes in it. He would also steal everything that was shiny in the house, especially spoons. Then he would hide it outside somewhere, but he always brought back some other piece of junk to replace what he had taken. Sometimes, Jim would dive at you if you had something he wanted. Because Jim had freedom to fly anywhere in the house he would also do his dirty jobs whenever and wherever he liked. That is why we

renamed him Jim Plop.

One Christmas holiday, in the year of 1968, my father had a drink or two too much which we very seldom saw. In the kitchen my father took Jim Plop and put him in the fridge and then put the turkey in the cage. About an hour later we found the bird in the fridge, and boy was he mad. Come spring, Jim flew outside a lot and one day he just didn't come home. We just figured that the call of Mother Nature must have come upon him.

Background Information

Is there one type of animal you really like? Did you have a special pet as a child? Or did you have a very annoying pet as a child? Talk about what pets do for us and what can happen when a pet runs away or dies.



Questions

1. Is it a good idea to take a baby bird out of its nest?
2. How did Father give the crow all the comforts of home?
3. What does the word fledgling mean?
4. Make the word bulb plural.
5. What kind of trouble did Jim get into?
6. Why did father put Jim in the fridge?
7. Would any of Jim's activities make you angry?
8. Why did the children rename Jim?
9. Use the word figured in a sentence.
10. What do you think the call of Mother Nature is?

I Miss You

by Kelly Magnuson

I didn't wake up in that good of a mood this morning; the reason is that I miss my dad a lot. I really need him around right now; I want him to come back but I know that it's not possible. I'll have to solve my problems on my own.

Even though he didn't spend that much time with me, I still miss him, and I love him very much because he'll always be my dad. I realize that he probably did it just because he knew I needed help and he didn't know what to do to help me. I guess he did what he thought he had to do. I want to be mad at him, but I find it very difficult when everyone else says they love their dad, and that makes me wish that I had more time to spend with him.

I know now though that he doesn't have to suffer with it anymore. I just wish that I had more time and that he would have fought it, but as long as he's happy, I guess that's all that matters. It's hard to think that he'll never come back and that I'll never see him anymore. I'm trying to get over it, but it's going to take a little bit more time. I guess that when you lose someone you love, you never get over it. I'll just try to get over it the best I can, but I know I'll never forget him. The end.

Background Information

Talk about how you feel when you lose a loved one. Talk about your own experiences when a special person in your life leaves or passes away. Talk about how hard it can be to do something you know will hurt someone you love even though you know it's for his or her own good.

Questions

1. What do you think happened to Kelly's dad?
2. Does Kelly understand why her dad left?
3. What does the word realize mean?
4. Is Kelly angry with her father?
5. What do you think Kelly means when she says, "he doesn't have to suffer with it anymore."?
6. Use the word suffer in a sentence.
7. Do you think Kelly has accepted the loss of her father?
8. Will Kelly's dad ever come back?
9. What does he's mean?
10. Why won't Kelly forget her father?



Pipeline

by Jack Hutchison

Well, I don't know what to write about tonight, so I'll just put down whatever comes out.

You know I don't understand if a person can't spell well and has a hard time to remember how he can pick up spelling.

From the first day I started school I had problems. I can't even sound out a word.

When I first started school I couldn't speak. It was hard in school because kids and sometimes even my teacher would make fun out of me. I could finally say my last name when I was around 10 or 11 years old. I had seven major operations on my mouth when I was young to try to help me be able to speak and also to help me look better than what I was born like.

When I was young and in school I never was able to get to have friends because we used to move on the average of 35 to 40 times in one year. We used to live by the pipeline and move along with it. It always seemed I would just be starting something in a school and there we would be moved again. I even had a hard time to try to learn my alphabet.

A lot of times my mom would be my teacher, and when she was, all hell would break loose. If I couldn't do something I wouldn't get help, but a real good beating. I remember one time I was about six years old and she left me alone in a log cabin in the bush while she went out



somewhere. When she came back I was hidden under a bed because a bear came in the cabin and it scared me half to death. When she found me she was very angry at me for being under the bed, so she took this butcher knife out and put my hand down and cut all my fingers for being bad and hiding.

I left home when I was 12 years old. I lived on a farm in Ontario and I worked for my room and board. A few times I tried to go to school and learn but I found it very hard to do.

When I was about 14 years old I became very sick and one night I went into a coma; I was in the hospital 3 to 4 months before I came to and I found I lost so much of my memory.

I guess it was just about 8 to 12 months before I could walk again on my own.

The night before this happened I was at my mom's house and I fell to the floor. That's when I went into a coma. My sister was there at the time with her boyfriend and told my mom that she should take me into the hospital, but my mom said, "no", that I would be alright. Finally my sister got mad at my mom and told her that if she wouldn't take me in, that she and her boyfriend would. When I got to the hospital the doctor said I would have died right away if the poison in my brain broke, and he told my family I would have died in about 20 minutes time if I wasn't brought in.

But you know all the hurt and hate to me is water under the bridge. I forgive my family for any reasons they had in the past. I guess I can still say I love my family.

Background Information

Talk about school experiences, good and bad. Was learning easy for you or hard? Also, discuss what it would be like for a family to move around a lot; how it would make family life difficult. Finally, talk about child abuse and how this can affect a child.

Other Activities: Write a descriptive paragraph about the hospital. Include things like smells, sights, feelings.

Questions

1. Why did the children make fun of Jack?
2. How many operations did Jack have on his mouth?
3. What does the word average mean as it is used in the story?
4. Why do you think Jack's mother acted the way she did?
5. How old was Jack when he left home?
6. Change the word left to the present tense.
7. What does the word coma mean?
8. How long was Jack in a coma when he was in the hospital?
9. Why do you think Jack's mother didn't want to take Jack to the hospital?
10. Was Jack able to forgive his family?



My Friend

by Sonia Bartek

Since my husband started his own business he spends all of his time and energy at work. When he comes home, he is very tired. He wants to only eat and watch TV or go to bed and sleep. All of our communication has broken down because he prefers quiet when he is at home. I try to understand him and make the best of it. I make good dinners, but he eats with little appetite. Sometimes, after dinner I ask my husband trick questions. For example: "How did you like the spaghetti today"? He replied "It was very delicious, Sweetheart". We had potatoes for supper.

In the beginning I accepted this kind of response with humour, but when I found out that he was going to continue working without rest I began to get nervous. I started thinking to myself. What would life be like if I didn't have a husband? Because I have only a robot. I wished to explain my feelings to someone. I thought about who would be the right person to tell of my broken heart. I decided that the best person would be my mother in law. She lived very far from us in Europe and I very much wanted to explain to her what life with her son was like. I knew that she thought very highly of her son like most mothers are inclined to do. I felt that she was probably thinking how lucky I was to be married to her son. I wanted to explain my position in Canada in a very delicate way, but I also wanted to make her angry because I was very

angry. I started my stupid letter like this:

Dear Mother:

How are you? What is new at home. I am sorry that we haven't written you in a long time. Your son is working all day and all night like a slave. He doesn't have any time to write. When he comes home, he is so tired that he does not recognize what he has had for supper. I have tried to change him, but I have found out that it is impossible. He is not enough life for me and I have decided to try some other arrangement.

Now I have a friend who cares for me and I no longer feel as lonely. My friend is very gentle and intelligent and he especially appreciates my attention. I wish and hope that you will understand. He loves me very much and gives me more attention than my husband. We are going together to the park or the forest. Without my friend I would be afraid to go. Your son found out about our friendship recently. Now he is jealous. Before this happened my friend was a friend to both of us, but not anymore. One day for some small reason my husband took a two by four and chased after my friend. My friend ran to me for safety. I gave him a hug and said to my husband, "If you want to spank him, spank me too". He didn't come after either of us. After this, there is a big difference between my husband and my friend.

I enjoy watching my friend eat. He has such a good appetite. For me, it is a great satisfaction to know that he loves my kitchen. That's about it for our life. And what do I plan to do about this letter? Nothing. Don't be worried. I don't want to change anything in my life. My husband will be staying at his position and my friend will continue being my friend. He is not working, my friend is younger than me and not of my race. He is black and much too hairy. I am thinking beyond this day. I know that it is not possible to live on love alone regardless of one's feelings of the heart; money is also a part of life. The fact is that my friend is a dog. His name is Adar and he is a German Shepherd.



Background Information

Talk about what it feels like when you do something nice for someone and they're too busy to notice. Then talk about what it feels like to be ignored. You can also discuss what it's like to start a new business - how much time you need to spend. Finally, talk about letter writing - how it can make you feel better if you're upset and how you can write about something and make it sound like something else.



Questions

1. Why is Sonia's husband tired when he comes home?
2. Make the word communication into an action word.
3. What trick question did Sonia ask her husband?
4. Why did Sonia choose to write a letter to her mother-in-law?
5. What does the word inclined mean?
6. What other arrangement does Sonia mean in her letter?
7. Use the word jealous in a sentence.
8. Why do you think Sonia's husband is working so hard?
9. What is another word for money?
10. Who is Sonia's friend?

Other Activities: Write a letter to a friend. You can make it a friendly letter, or try to write about something and make it sound like something else (like Sonia's friend).



People's Experiences



Santa's Boots

by Ed Ogle

The Reverend Carl Bingham, Anglican Priest in charge of the mission at Coppermine, decided his second year in that settlement to introduce the kids to Santa Claus.

To give the thing a bit more mystery, he ordered a complete uniform with facial mask. It all fitted beautifully except the shoes and he couldn't see how that would make any difference.

As he planned the ceremony, the children would first come to the afternoon services. Then Santa would come out and hand them each a gift as they filed past the old clump of a tree someone had brought in a 100 miles or so from Copper.

"This will get the little mugs", Father Bingham said. "They won't know what to do about a real Santa. They'll never know".

Of course they knew. From the first boy in line to the little girl at the end of it, each Inuit kid accepted his surprise gift and politely said, "Thank you very much, Father Bingham".

"Hells bells", the preacher said later. "I don't know how they found out so fast".

One of the village ladies said, "Mister Bingham, there isn't a kid in town who doesn't know that those are Father Bingham's kamiks (boots)".

Background Information

Talk about the Christmas season. Does everyone celebrate Christmas? Discuss Santa Claus and why there are so many different Santas around at Christmas. Finally, talk about whether or not it was a good thing to introduce Santa Claus to Inuit children.

Questions

1. What kind of a priest was Reverend Carl Bingham?
2. What does the word mission mean in this story?
3. What was the priest doing at Coppermine?
4. Use the word ceremony in a sentence.
5. Use another word for file in the sentence, "Then Santa would come out and hand them each a gift as they filed past the old clump of a tree".
6. Why do you think a tree had to be brought in from 100 miles away?
7. Where do the Inuit people live?
8. What does the word polite mean?
9. How did the children know that Reverend Bingham was Santa Claus?
10. Do you think the Inuit children learned the true meaning of Christmas just by learning about Santa Claus?



Bus Stop

by Jaswinder Bolebains

Today I saw a beautiful girl at the bus stop. She was so pretty that I couldn't stay away from her. I was staring at her for at least 15 minutes. I was thinking to make my move, but there were so many people, so I didn't talk to her because I was shy. After a while my bus came, and I started walking toward my bus. As I was walking, she was walking right behind me. As I sat on a seat, she sat beside me on the seat, and she said "Excuse me, you know what time is it"? And I ran to the store across the street to ask the time. When I came back, I saw the bus was gone, and so was the girl.

Background Information



Have you ever seen anyone that you've liked right away?
How did you feel? How did you act?

Questions

1. Where did Jaswinder see the beautiful girl?
2. Why didn't he make his move?
3. What does the word shy mean?
4. What question did the girl ask him?
5. What did he do?
6. Make the word bus plural.
7. How do you think Jaswinder felt when he got back to the bus stop and the bus and girl were gone?
8. Should Jaswinder have gotten off the bus? Why or why not?
9. Why couldn't Jaswinder talk to the girl first?

The Wish I Got

by Fred Miranda

Yesterday I read the girls two books. The first book I read to them was The Big Honey Hunt and the second was Stop that Ball. Before I started reading, I decided to make the stories a little more interesting by becoming the characters in the stories. Boy, Tracy and Michelle's eyes were poking out of their heads when I was reading the books to them.

I'm beginning to notice that my reading is getting faster. Later on that night when I was in bed, I realized that my dream came true. A month ago, I was watching TV in the living room; Holly was reading a bedtime story to the girls on the sofa. When I heard her reading that book, I turned off the TV; she was reading so beautifully that I said to myself, "Boy, I wish I could read as good as that".

As I was lying in bed thinking about that, I felt tears running down my face. I just realized that I had just read that book the same way she did. Boy, I was so happy and excited, I couldn't go to sleep. By the time I went to sleep it was one o'clock in the morning.

Background Information

Talk about the special relationship between parents and children and how important it is for them to do things together. Did your parents read to you? Also discuss the frustration that a person might feel when reading isn't easy.



Questions

1. What were the names of the books Fred read to his kids?
2. Why were the children so excited?
3. Why do you think that reading to his children was so important to Fred?
4. Use another word for poking in the sentence, "Tracy and Michelle's eyes were poking out of their heads when I was reading the books to them?"
5. What is beginning to happen to Fred's reading?
6. What was Fred's dream?
7. Why do you think reading to kids is so important?
8. Who is Holly?
9. What time was it when Fred went to sleep?
10. What does the word realize mean?



Prince Rupert

by George Moody

When I was about five years old I was put in a boarding school for a short time. I can still remember this time. We each had a tiny, tiny shelf to keep our things in one place. I thought someone would take mine. We were put to bed so early I often wet the bed, for which I was spanked. I hated to take a bath; we were all put together in huge tubs where everyone could see. I was so embarrassed. The school was on an island; one night my mother came out in a boat and stole me away. What a grand night that was!



Background Information

Talk about boarding school. Discuss the effects of taking children away from their parents without their permission. Talk about the problems with these boarding schools and why they were started in the first place.

Questions

1. How old was George when he was put into school?
2. Why did he wet the bed?
3. Did George enjoy boarding school?
4. What is the long form of the word tub?
5. Why do you think George had to go to this school?
6. Use the word island in a sentence.
7. Who came and rescued George?
8. Why did his mother have to steal him from the school?
9. Was George happy that his mother came and got him?

Remembering

by Gladys Farley

Remembering the very first day at Invergarry School. It was a big change in my life. I was taken by surprise by the warm welcome I got from my teachers, Sheila, Mark and Gary. They have helped me quite a lot in my reading and writing. I feel like the person I've always wanted to be. I don't feel left out. Times have really changed since last time I was at school, and that's a long time ago.

When I heard about Invergarry School I then thought that's just what I need. So here I go. It's the best possible thing that happened to me. I'm really happy I did. I know that I've improved in my writing, spelling and reading. I have more confidence in myself. I'm sure with my teacher's help I will improve as I go on. I'm looking forward to that day when I'm the person I've dreamed about. Me.

Background Information

Talk about school experiences: as a child and an adult. What's it like to go back to school as an adult? What are the benefits to going back to school as an adult? Finally talk about how important high self confidence is.



Questions

1. What was the big change in Gladys' life?
2. Why was she surprised that she got a warm welcome?
3. What do you think would be different now from when Gladys first went to school?
4. What does the word possible mean in the story?
5. What was the name of the school?
6. Use the word improve in a sentence.
7. Why do you think Gladys felt left out?
8. What do you think the following sentence means? "I'm looking forward to that day when I'm the person I've dreamed about. Me."
9. What were Gladys' teachers' names?
10. Put the word dreamed into the present tense.

Arm Wrestling

by Glen Carnie

Well, let me tell you where I have been hiding for the last month. I took a week off school before everybody else, so I could get some money for Christmas, which helped me a lot. At work you really are supposed to work 80 hours for two weeks, but little Bob and I did 80 hours in five days, and the rest of the week we were on time and a half, for those two weeks we had 136 hours. I think I had the best time I ever had because it was fun. We always were laughing all the time.



There is a guy at work named Jeff, and he and I get along great. One day we were fooling around and he said, "Let's arm wrestle". There wasn't any way I could win, so as I was losing, I decked him with my opposite fist. He was stunned so I threw his arm down, and the littlest guy in the whole warehouse won. But, as for Jeff he had a black eye, and intends to get revenge.

Background Information

Talk about Christmas, how it can be a strain on the wallet and how some people have to get extra work over the holidays. Has the true meaning of Christmas been lost because of this? Also talk about the world of work. Do many people enjoy their jobs and have fun with the people they work with?

Questions

1. Where has Glen been hiding for the last month?
2. Split the compound word everybody into two words.
3. What does time and a half mean?
4. Why was this the best time Glen ever had?
5. Why do you think Bob was called "Little Bob"?
6. Why do you think Glen had no chance to beat Jeff?
7. What kind of contest did they have?
8. How did Glen win the contest?
9. What does the word revenge mean?
10. Which fist did Glen use to hit Jeff?
11. What's another way to say littlest?



The Restaurant

by Gregory Scott Grant

I had dinner at the restaurant last Thursday night. There were four people at the restaurant. What I had for dinner was wonton soup and some lemon chicken. Janet was amazed how much food I ate at the restaurant. I ate like a horse, and found I had the appetite of a donkey. I wouldn't touch the washroom with a ten foot pole because it looked like a pig farm.

Background Information

Talk about eating out. Do you like to eat out? Is it expensive? What type of restaurant do you like to eat in? What do you do if you go into the bathroom and it's filthy?



Questions

1. When did Gregory have dinner at the restaurant?
2. How many people were in the restaurant?
3. Do you think Gregory liked the food? Why?
4. Use the word amazed in a sentence.
5. What kind of animal is a donkey?
6. What does a pig farm look like?
7. What do you think Gregory did about the dirty bathroom?
8. What does appetite mean?
9. What's another word for washroom?

Joy of Birth

by Heather Albanese

When I had Thressa, I was nineteen years old. I was terrified about going to the hospital. I was in the labour room for twenty-four hours. There was a lady in the labour room, who was across the room, and all she did was cry. My mother told me before I left her at home, "If you are going to scream, you put a pillow over your face. You do not let anyone hear you".

I did what my mom said.

When I was ready to have the baby, I went into the case room, and they put me in the position to have the baby. I watched it all. It was so beautiful to watch a baby that you have created being born. After three pushes, out came the baby. The nurse put this little girl on my stomach while she was still attached to the umbilical cord. It is the most beautiful feeling I have ever had in my life.

Background Information

Talk about giving birth and whether or not you have gone through it. What do you think it feels like? How would you or did you feel bringing a new life into the world? Finally, talk about what it would be like to have this experience at such a young age.

Questions

1. How old was Heather when she had Thressa?
2. What does labour mean in this story?
3. Why do you think the lady in the room across from Heather cried all the time?
4. How long was Heather in the labour room for?
5. Why do you think that Heather's mother told her to scream into a pillow?
6. What is the umbilical cord?
7. Do you think giving birth was a good experience for Heather?
8. What was the sex of the child Heather had?



At the Hospital

by Heather Albanese

I work at the hospital on Mondays and Fridays. When I started there I was getting paid for it. That lasted for six months. Now I go and do not get paid for it. I like it a lot. The people there are so nice to me I read the paper to them. They know I am going to school to upgrade my reading.

These people have given me more than I give them. They take me for what I am. We take them out on bus trips and tomorrow we will be doing a tea for them, and I will work out in the garden with them tomorrow before the tea.

Background Information

Volunteering is a healthy thing to do. It helps the people you help, it helps the community in general and it helps you. Talk about why volunteering is so important and how it can help a person feel good about themselves.



Questions

1. How long was Heather paid to work at the hospital?
2. What does she read to the people there?
3. Why do you think Heather likes going to the hospital?
4. What does upgrade mean?
5. What have the people given to Heather?
6. What kind of trips do the people take?
7. What else does Heather do for the people she helps?
8. What does the word tea mean in this story?

A Funny Thing

by *Monika Kessler*

A funny thing happened to me at Christmas Eve. Can you imagine, I broke my front tooth, actually it was my cap. I looked like a witch and did not know what to do. All the dentist's offices were closed. I told my sister that we would come to her place as always on Christmas Day. But how could I go when I looked like that? I phoned her and asked what to do. She said not to worry, but to come and bring with me what I could save from my tooth.



She glued it together and cemented it in the best she could. Now I was happy. I had my front tooth again. As I listened to the radio I heard the song, "All I want for Christmas is my two front teeth". I could identify with that kid whole heartedly.

Background Information

Talk about something funny or embarrassing that has happened to you. What did you do? Should you let something embarrassing stop you from doing something you want to do?



Questions

1. What happened to Monika on Christmas Eve?
2. What is a cap in this story?
3. Why were all the dentist's offices closed?
4. How did Monika's sister fix her tooth?
5. What word is phone short for?
6. Which tooth did Monika break?
7. What does a witch look like?
8. Use the word identify in a sentence.
9. Do you think Monika would have stayed home if her sister couldn't fix her tooth?
10. Why did the song mean something to Monika?

The War

by Nicolina Amato

I do remember one time with my Daddy. A beggar lady came to the door to ask for a piece of bread and my Daddy looked at the beggar and went into the house where he had a basket hanging on the wall. He gave some bread to the lady. His eyes got full of tears.

It was 1943. I didn't know that times were hard but I do remember well the lights and the noise from the war. The whole town was scared. They used to hide in a tunnel that they dug themselves. My mom didn't go anywhere because she believed that her time would come no matter where she was.

Background Information

Talk about World War II. What was the war about? What was life for people who fought in the war and for those people who stayed behind. Talk about why it's necessary to talk about the war and how hard it was on people.



Questions

1. Why did Nicolina's dad give the beggar some bread?
2. What other meaning does the word tears have?
3. Why would the people of the town hide in tunnels?
4. What's another word for beggar?
5. Why wouldn't Nicolina's mom hide?
6. How do you think Nicolina felt about the war?
7. What's another word for scared?

My First Child

by Ruby



When I gave birth to my first child my husband and I were ecstatic. I went to the hospital as I had labour pains. I waited for the birth of my baby. In the meantime, I went to the maternity lounge. A man was sitting in a chair watching television, obviously waiting for the birth of his wife's baby. All of a sudden I started having labour pains. Well, that man freaked out because I was having severe pain. He probably didn't realize what women had to go through to have a baby. He immediately left, with a scared look on his face. He thought I was going to have the baby right there. I finally gave birth to a fair, blonde, soft baby girl. She was the apple of my eye. I always wished for a blonde baby girl, and my wish came true.

Background Information

Talk about having a baby today and what it was like for couples to have children many years ago. Were the husbands allowed to participate in the birth many years ago? Are they allowed now? Can the birth of a baby be scary? Finally, talk about wishing for certain things. What can happen if your wish doesn't come true.

Questions

1. What does the word ecstatic mean?
2. Where did Ruby go as she waited for the birth of her baby?
3. What is a labour pain?
4. Why did the man freak out?
5. What was the man doing when Ruby saw him?
6. What did Ruby's baby look like when she was born?
7. What does immediately mean?
8. What does apple of my eye mean?
9. Do you always get what you wish for?
10. What do you think Ruby would have done if she had a dark haired baby boy instead of a blonde girl?

Other activities: write about this same story from the frightened man's point of view.

Susan Aglukark Is Becoming A Star

Susan Aglukark is a Canadian singer. She is Inuk. She grew up in the Northwest Territories.



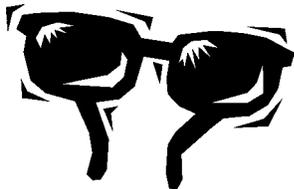
After high school, Susan moved to Ottawa. She worked there for a few years. Then she became a singer and songwriter.

In 1992, Susan made an album called Arctic Rose. Some of the songs on this album are about problems such as abuse and suicide.

Susan has a new album. It is called This Child. Susan sings in both English and Inuktitut. She combines Inuit chants and pop songs.

Susan is becoming a star. She has many fans.

Susan is also a popular speaker in the North. She talks to young Inuit about her life.



Background Information

Singers today are from many ethnic groups. There are Irish singers, African American singers, Indian singers and Inuit singers. But popular music has not always been this way. For many years you would only hear white male singers on the radio. Talk about this. Should people from all backgrounds be popular singers? Why or why not? It is hard to keep a culture alive when there are no role models for children from the same culture. Talk about your role models growing up.



Questions

1. Where did Susan grow up?
2. What was the name of the album Susan made in 1992?
3. What does she sing about?
4. Why do you think she chooses those subjects to sing about?
5. What is another word for album?
6. What languages does Susan sing in for her second album?
7. What are fans?
8. What is a chant?
9. Why is Susan becoming a star?
10. Why do you think Susan speaks to young Inuit about her life?

Not to Worry

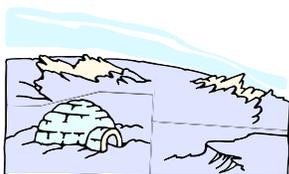
by Ed Ogle

In the interest of speeding communications with native settlements, NWT Commissioner Stuart Hodgson leased a jet. The first time he used it in landing at one of the central Arctic Eskimo settlements, the Eskimos took it in stride but not exactly the right stride.

When the commissioner got out of the plane and started to say hello to some of his old Eskimo friends, one of the community's leaders spoke up. "Don't worry, Mr. Commissioner, our boys are out looking for them now."

"Looking for what?", Hodgson asked.

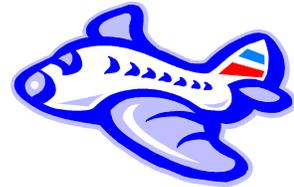
"Your propellers", the elder said. "We noticed as soon as we could see your plane that they were missing."



Background Information

Talk about technology and how easy it is to be unfamiliar with new things. Also talk about living in rural areas, away from cities and even towns.

Would you know about new things if you never saw them?



Questions

1. What does NWT stand for?
2. What was the NWT Commissioner's name?
3. What is another word for Eskimo?
4. How do you think that leasing a jet would speed communications with native peoples?
5. Where is the central Arctic?
6. Why were the people looking for propellers?
7. What is an elder?
8. What is a commissioner?
9. Do you think the Eskimos had ever seen a jet?
10. Why do you think the commissioner wanted to speed communications with the Eskimo settlements?

Other Activities: write a story from the Eskimos' point of view. How do you think the people reacted to seeing an air plane without a propeller?

The One That Didn't Open

by Ed Ogle

At Pagnirtung one Christmas when weather kept any plane from landing, the air force advised the RCMP family at Pang that their Christmas order would be dropped at the landing strip Christmas evening. Included in the 13 packets to be parachuted was one Christmas tree (there are no trees of any sort at Pang).

With the tree, it was felt there was no need for a parachute because the tree would naturally fall butt end or heavy end first anyhow.

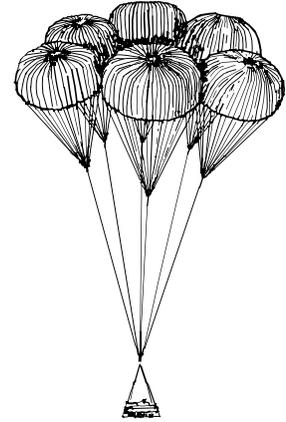


On Christmas Eve (well, afternoon really, there being little difference because it would be another six weeks before the sun would light up anything other than the far distant horizon) at a few minutes after two, the big transport plane flew over Pang, coming as low as 500 feet to buzz the city. Everyone got out his dogs and or sleds and headed for the flat area that normally would serve as a airfield but was crisscrossed with ice chunks about the size of a good bungalow.

After a few passes to assess the situation, the parachutes started rolling out of the plane at about 1000 feet. The tree came first and just as expected it fell nicely, butt down, and hit flat on a piece of bare rook and every needle on the tree kept right on going.

The parachutes let the other stuff down gradually except for parachute number 13. No chute opened there and the package struck only a couple of hundred feet away with a crunching noise. "That", said the wife of the RCMP constable, "will be our cutlery, dishes and glasses".

She was 100% right.



Background Information

Have you ever experienced living in a very cut off area? What do you think it would be like to live where you would have to have supplies dropped by plane. What would be good about it? What would be bad? Also, think about a time for you when everything went wrong. How did you handle it?

Questions

1. Why couldn't any plane land at Pagnirtung?
2. Why do you think there are no trees at Pang?
3. What is a parachute?
4. How was the family supposed to get their supplies?
5. Why was the sun only lighting up the far distant horizon?
6. Why do you think that parachute number 13 didn't open?
7. Use the word horizon in a sentence.
8. How low did the transport plane go?
9. How did people get around in Pang?
10. Why was the flat area crisscrossed with ice chunks?
11. Where do you think Pang is located in Canada?

With the Deer's Own Teeth

by Ed Ogle



An old codger named Frank Whatom didn't like living any nearer other people than he had to. Frank was an old prospector who had simply become a hermit.

He lived in a half cave, half cabin some ten miles back in the bush near a place called Little Fort, in British Columbia.

Frank knew how to take care of his simple needs and didn't care whose toes he trod on. He was in the habit of shooting a couple of deer each fall to preserve and store and provide him with meat when he was snowed in.

This particular fall, he got his deer all right, but at the same time, he found he couldn't eat it. During the summer, the last of his diseased old teeth had fallen out.

He decided he'd better go into town and buy some of those "store-boughten" teeth as replacements. He was both astonished and mad to discover such teeth cost \$50. "No way", he said, and found some heavy plastic that he thought would do they job. Taking that home with him, he pulled the deer's teeth and with the plastic made himself a new set of teeth and ate the deer with it's own teeth.

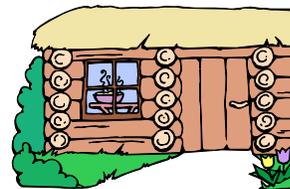
I asked if the new choppers really worked and Frank grinned and bearing half of them said, "sure they work". He munched on an apple as I watched. "Not only do they work", he proclaimed, "I'm the only man in all Canada with genuine buck teeth"

Background Information

Do you know anyone who doesn't like to live near other people? Why do you think people would choose to live by themselves, with no friends, no family? Do you think it's better to live simply or with lots of stuff? Finally, talk about false teeth. Where you have to go to get them, how much they cost, what they might be made of.

Questions

1. What does the word codger mean?
2. What is a hermit?
3. Where did Frank live?
4. What did he do to get meat for the winter?
5. Why couldn't Frank eat his deer meat?
6. Use the word preserve in a sentence.
7. Why do you think Frank decided to live by himself?
8. What happened to Frank's teeth?
9. How did he solve his problem?
10. How would you solve a problem like Frank's?



A Dream

by Edie

Last night, I had a dream. It was about my Aunt Sandy, her 3 year old boy, and two girls aged 8 and 9 respectively. My aunt was drinking at her home. She lit a smoke then fell asleep, and dropped the lit smoke. It fell to the floor. The house was old so it burned very fast. My aunt was on the couch when Adam, her son, came crawling out of his room. He tried to wake her, but she wouldn't wake up. The two girls woke. They felt the door. It was hot so they jumped out of their bedroom window. When the ambulance got there, the girls were fine; however, their mom had died from the fire, but their brother lived until they got to the hospital. He was pronounced dead on arrival. The two girls are living with their dad, my uncle. He treats them like Cinderella and he's the stepmother.

When I woke up I was sitting on my bed. Charlie, Jodi and Eric were talking in the living room. This story that I have told you about my aunt from my dream is true. To me every dream means something. Having this dream I felt like I was there. I still have the newspaper clippings from almost 6 years ago.

Background Information

Talk about dreams. What is the strangest dream you've ever had? Do you believe that all dreams have meaning?

How do you figure out what a dream means?

Also think about fires. How can house fires start? How can you escape a house fire?

Questions

1. Who did Edie dream about?
2. How did the house start on fire?
3. What is another word for smoke in this sentence, "She lit a smoke then fell asleep...?"
4. Why do you think the old house burned so fast?
5. Who was rescued from the fire? Who died?
6. What does the word crawling mean?
7. How did the two girls know there was a fire in the house?
8. What does the word pronounced mean in the story?
9. How does the uncle treat the two girls?
10. Do you think this dream meant something? What?



The Gun and the Coat

by Ed Ogle



Long ago when the North was still prowled by only the occasional white man hunting the Northwest Passage (to China) or by the odd whale hunter, an Eskimo camp was visited by a ship.

The captain wanted some white fox furs. All he had to trade for them was a gun and a coat.

The gun was good enough for its time, far better at killing seals than the Eskimo harpoon or bow and arrow.

The coat was a great fuzzy fur-trim job on deep Russian blue cloth with epaulettes and glittering medals down the left front.

One Eskimo with good skins bought the gun.

Another Eskimo had enough skins to pay for the coat.

The Eskimo who bought the gun became the best hunter in the band and was respected by all.

But the man who bought the coat wore it all around the camp and kids ran up to see it and touch it. Wives suggested that a man with such a coat might sway any woman's heart, and the man with the coat became the most admired and happiest Eskimo along the

coast.

The man with the gun finally couldn't stand it any longer. He told his wife he was going to trade the gun for the coat. She said, "Don't even think about it".

But the Eskimo with the gun couldn't stand all the admiration the man with the coat was getting and went ahead and traded his gun for the coat.

Wearing the coat, he hurried to his igloo but a bear noticed him and followed him in. When he got inside the igloo, he cried to his wife, "There's a polar bear following me, what should I do"?

His wife said, "Shoot him with your coat".

Background Information

Talk about Canada's past: the fur-trade and the way that the settlers and explorers dealt with the first people. Then talk about greed and the saying, "the grass is always greener on the other side of the fence". What can greed do to a person? How do you control it?

Questions

1. What is the Northwest Passage?
2. Why would the Eskimos want the gun and the coat?
3. What is a harpoon?
4. Why did the man who bought the gun decide to trade it for the coat?
5. What is an epaulette?
6. What is the difference between admiration and respect?
7. What colour is a polar bear?
8. Do you think the man was scared of the bear?
9. Was his wife happy that he traded the gun?
10. What did she say to him?

My Forgetfulness

by Helmut Kraft

It's embarrassing for people who are middle-aged or older who forget what they have done yesterday, today or a second ago. As a youngster, I laughed secretly about the forgetfulness of my parents and the older people I came in contact with.

Now I can see many grins on my children's faces as I roam through the house trying to find items that I had in my hands moments before, but had forgotten where I had left them. I swore to myself that I should be better organized and lay things away in their proper places, to find them when needed. However, I always look first in the place where I had dropped those items.

I waste my time finding things and then when the day is over, I say to myself: the time now must go more quickly than in my youth when I could accomplish much more in a day. I have looked many times for my glasses through the house; looking twice in the same place, and after giving up and complaining to my wife about my absent mindedness, she would find the glasses in the places I had searched before.



Now the classic thing in my life is, after searching a long time for an item and finally finding it, I store it in a place that I surely would remember the next time.

Now it is lost forever. I wish that I would forget where the fridge is. That would do my health good! These are habits that I have learned over the years.

I have become dependent on my wife to find almost everything for me. Lately, my wife also has the problems that we all encounter, and we both get frustrated over a simple little matter.

I don't know how people remember names of people whom they have recently met. I have a real problem remembering names, so forgive me if I forget your name. I wrote it down, but I forgot where!

Background Information

Are you forgetful? How do you feel when you've forgotten something simple like where your keys are or maybe your glasses. Talk about aging. What are you most afraid of as you get older?

Questions

1. What is embarrassing for older people?
2. Why would Helmut laugh as a youngster?
3. What's another word for grin?
4. Where is the first place Helmut looks for his lost item?
5. Do you think Helmut is frustrated because of his forgetfulness?
6. How does he lose something a second time?
7. What is the word glasses short for in this story?
8. What is absent mindedness?
9. Why would he like to forget where the fridge is?
10. Who does he depend on to find his things?



Higher Learning

by Ed Ogle

It soon became apparent to educational leaders in the Northwest Territories that a truly Northern University needed to be established. When Northern Affairs started to take an interest in Northern education in the early fifties, about ten percent of native children went to school. Within a decade, that percentage had been pushed to nearly 90 percent. Even though the dropout rate remained high, the percentage of those completing high school began to grow.

A Northern University, geared to the programs these kids needed, alert to their employment opportunities, yet tough enough to give the education required if the recipient decided to join the mainstream of Canadian employment in the South, was needed.

The little port town of Tuktoyuktuk, which had become the center of oil exploration in the area, was strongly considered as a possibility for a university in the western part of the Arctic.

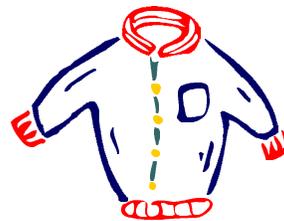
The kids in that area were ready and willing. In a very short time, half the population of Tuk appeared wearing promo material: tee shirts and sweat clothing, bearing the decal, TUK U.

Background Information

Talk about the difference between the northern and southern parts of our country. Did the people of the North have the same opportunities as people in the south? Also discuss whether or not a university geared toward a specific kind of people is a good thing or a bad one.

Questions

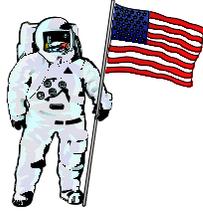
1. What percentage of children in the north went to school in the early 1950's?
2. Why do you think the dropout rate remained high?
3. How many years is a decade?
4. What kind of programs do you think the kids needed?
5. What does the word recipient mean?
6. Why would the northern kids want to "join the mainstream employment in the South"?
7. What kind of town is Tuktoyuktuk?
8. Where is Tuk located?
9. Use the word population in a sentence.
10. What is the word promo short for?
11. Why do you think the kids were so excited about the school?



Child of the Moon

by Ed Ogle

Duncan Pryde, one-time Hudson's Bay trader and for a while a territorial legislator, was making a dog run from Coppermine to Cambridge Bay with a couple of Eskimos when the Americans put the first man on the moon.



"We were getting the poop on a short wave radio, and by standing outside our snowhouse, we could see the swift-moving satellite passing through the sky", said Pryde. I said, "Isn't that something, a man on the moon"?

"My Eskimo friends didn't seem to think much of the idea," Duncan later recounted, and I finally asked them why.

Said Ooksoot, "This may be new to the white man, but Eskimos have been doing this forever".

"A man on the moon"? Sure, said Nalovok. "Medicine men do it all the time".

"They seemed to believe it", Pryde said later, "so I asked them how".

"It's one of the best ways to get a baby for a man and wife who can't seem to make one themselves", Nalovok suggested. It seems that when a couple in that situation approach the medicine man, usually he will agree to look into the situation. He always finds two or three things wrong, things that

preclude conceptions, and sets about to right them.

Regardless of what else is wrong with the couple, the medicine man usually finds it necessary for him to spend the night with the woman in question. Sometimes it is necessary for him to spend several nights. Then, if everything goes well, he will announce he is going to the moon to arrange for the baby. He'll take a couple of dogs and disappear behind some nearby hill or dune and be gone until the next day when he reappears.

Sometimes he will ask, "Did you see me rising through the air yesterday on my trip"? And when the baby comes just nine months after the medicine man ordered one from the moon, no-one is surprised at all.

Background Information

Every culture has their own legends for things: the beginning of the world, where man and woman come from and many, many others. Talk about these kinds of stories. Do you know of any?

Questions

1. Who put the first man on the moon?
2. What is a short-wave radio?
3. Why weren't the Eskimos impressed that a man had landed on the moon?
4. What is another word for swift?
5. What is a medicine man?
6. What problem are they talking about?
7. How do you think the medicine man solves the problem?
8. Does the medicine man really go to the moon?
9. Why do you think the Eskimos believed the story?
10. What is another word for recounted?

Other Activities: write down one of the legends you know.



How to Cope

by Olga Hyde

When suddenly something changes in our lives it is painful. If somebody dies, like a friend or family, it is very sad. I can feel grief; it is like an empty space. I feel that something is missing and then I think it is gone forever.

This topic is just right for me because I feel very sad. Last week our house was sold and the moving out day was on February the 24th. I call it "Friday the Thirteenth".

The people who bought our home had a problem with the sale of their own house, so they couldn't pay us. Our lawyer told us not to move out if we didn't have the money. He told us to wait.

At about 4 o'clock the lady came in with a very bad attitude, and I got intimidated by all of the people with her. We had to rush and just dump everything in our truck and leave. Well, I felt very sad in the beginning because I knew I didn't have a home anymore and besides that, I wasn't going to live like a family because I couldn't find a place to move to, since it was not the end of the month; I had to wait.

My daughter has gone to live with a family in Surrey, my little poodle dog "Angel" has gone to Vancouver with a friend. My husband has to sleep in a van to watch over some things, and myself, I'm living in Richmond with a friend, and my furniture and my plants are in storage. I felt very sad especially the

day when I woke up alone in a strange bed.

Next day on Saturday, I noticed that I never put my oil paintings on the truck, and for me, they are very special. These people were so intimidating and we had to leave in such a rush that I forgot my paintings. I recovered only half of them because they were already hanging on the walls. I was really sad that I would have to lose them. The worst is that we haven't had the money for the house, and the buyers are happy while I am feeling grief because my family is all scattered in different places, and it is the only family I have in Canada. And I do not know how to cope with this problem; it makes me feel very sad. I never felt homeless before and I find it very painful.



Background Information

Have you ever been bullied? What did it feel like? Talk about things you can do to stand up for yourself. Also talk about bad luck; days that you've had that nothing seems to go right. How do you cope?

Questions

1. What happened to Olga?
2. When did she have to move out of her house?
3. Why didn't she stay until she got the money?
4. What does the word intimidate mean?
5. Why would she call moving day "Friday the Thirteenth"?
6. Where did her daughter, dog and husband go?
7. Why didn't they have a place to move?
8. Use the word especially in a sentence.
9. How many paintings did she get back?
10. What do you think Olga should have done to fix the situation?

To the Last Ha'Penny

by Ed Ogle

Eskimos are quick to recognize a good thing. At Cape Dorset (several years ago), the head of the welfare department, Olive Chesworth, came to town and was still full of all the glories she had seen on her vacation trip to England. She told about pubs and cathedrals, the fast life in gay old London and the craggy moors of Scotland.

Johnny Williams, an Eskimo welfare official who was 25 years old at the time and his wife were so taken with their chief's description of England that they asked her if there was any reason an Eskimo couldn't go.

She said, "Well good God, no". They asked if she thought they would have as good a time as she did, and she said no reason not to. She then went to her library and pulled out several books on England.

So Johnny and his wife took the advice of Mrs. Chesworth and went over. They had a marvellous time and so reported on their homeground when the holidays were over.

Mrs. C. said, "Johnny, there was one thing I forgot to tell you and that was about the crazy English money system. How did you handle that"?

Johnny said, "Oh, that was no trouble at all. I just held out my money in my hand and those people just took what they needed. English people are very honest, you know".

Background Information

Vacations can be very relaxing, but they can be full of stress too. Where is your favourite place to go to? Have you ever travelled somewhere where you had to use a different kind of money?



Questions

1. What does a craggy moor look like?
2. Where did Olive go on her vacation?
3. How old was Johnny when he went to England?
4. What is welfare?
5. Why do you think Johnny and his wife asked if there was any reason an Eskimo couldn't go?
6. Why did Olive pull books on England out of her library?
7. What's another word for marvellous?
8. What's another word for holiday?
9. How is the English money different from Canadian?
10. Do you think Johnny and his wife got ripped off? Why or why not?



Seen 'em, Hell

by Ed Ogle

Another “nice but dull” guy I met in Canada was an old farmer named Walstrom who at 80 was still farming near a town called Peace River (in Alberta).

Peace River town is located in a vast area of Alberta and British Columbia which is called “the Peace River Country”. This area is considerably bigger than most U S states, and is magnificent farming land. It was settled much later than most Canadian farm lands, partly because of its location and because the good land was enclosed by miles and miles of muskeg and scrub forests.

After the U S built the Alaska highway during World War Two, the country opened up. With the new road running right through the area, both Canadian and American homesteaders settled in the Peace River Country.

It seemed to me to give us a good story no one had adequately covered before. I spent a week or so, half of which I had to admit to getting my car out of the gumbo mud they built their roads on leading into the Alaska or Alcan highway. However, I was most impressed with the area’s future and what already had been done there.

My last day in the region, I met this old geezer named Walstrom who had been farming up there over 50 years. “Gosh”, I said, “Mr.

Walstrom, you must have seen some real changes up here”.

He stared at me in disbelief and said, “seen them? Hell, Sonny, I made them”.

Background Information

Older people have a lot of information to share. They have lived longer and seen more than most of the rest of us. If you want to learn the history of our country, talk to an older person.

Questions

1. How old was Walstrom?
2. Where is Peace River located?
3. Why do you think this land is great for farming?
4. What is muskeg?
5. When was the Alaska Highway built?
6. What were homesteaders?
7. What’s another word for gumbo?
8. Why do you think that Ed was so impressed by this part of the country?
9. How long had Walstrom been farming?
10. What do you think Walstrom meant in the last sentence?

Other Activities: write down a story that you’ve heard from an older person.



Dawson City Sissies

by Ed Ogle

A few summers back, I was in Dawson City, the old site of Canada's greatest gold rush. I bumped into a man who had been there when Dawson had 40,000 people and was the liveliest town in North America.

Now only about 750 people made Dawson their home all year round, but the place still attracts loads of tourists every summer. Quite a summer show is staged as can-can girls dance their famed high kicking steps and open gaming is allowed at Diamond Gerties.

Well the man I met that night was one of the few survivors of that boom. He had made his money by supplying coal to the shacks of gold miners. Black Mike agreed to go to Diamond Gerties with me. I was hoping to get him high enough on overproof rum to tell me some old stories about the place. He knew them all.

At Gerties, the gambler needs to buy tickets for the game tables, the can-can show and anything else he wants. I told Mike to sit down and watch the girls kick up their legs. He settled down to watch but before I could get my tickets he came shuffling over.

I said, "What's the matter, Mike, girls no good"?

Mike said, "Damn sissies".

I said, "What do you mean, sissies"?

Mike said, "That's all, sissies", and

he looked at me, "wearing panties they are".

Makes you wonder about the old days, doesn't it!

Background Information

Talk about Canada's gold rush. You might have to get some information from somewhere else. Talk about how we sometimes make the "old days" seem very innocent, pure and boring.

Questions

1. Where was the site of Canada's greatest gold rush?
2. How many people live in Dawson now?
3. What is a can-can girl?
4. What's another way to say open gaming?
5. What does the word boom mean in the story?
6. How did the man Ed met make his money?
7. Why do you think Ed wanted to hear old stories about Dawson?
8. Why did Ed have to get the man drunk to tell the stories?
9. What do you have to buy tickets at Gerties for?
10. Do you think that the past was boring? Why or why not?



Loving Torment

by DA

A slender woman sits by the window looking over her shoulder watching the rain beat against the pane. As the drops fall, a single tear falls from her cheek. She moves her eyes slowly down towards her body; the first thing she sees are the bruises and cuts on her arms and legs, a bandage on her knee. She slowly and softly moves her hand and instead of feeling skin, there is a bandage tight against her ribs.

The tired soul turns to the window looking up at the sky which hung like a grey curtain, no sun in sight. As she glanced at the glass, she caught her reflection; a face swollen and cut with black and blue marks. It barely resembled her face. She hangs her head in her hands, wondering how to get her strength, to face her children and family.

Background Information

Talk about abuse. How a woman can stay in an abusive relationship. What could drive her to finally leave. Finally talk about how some stories are written without a clearly stated purpose and how sometimes you must make an educated “guess” about the true meaning of the story.



Questions

1. Where do you think the woman is?
2. What is she watching?
3. What is wrong with her body?
4. What is a bandage?
5. Where are your ribs?
6. Why do you think the soul is tired?
7. Use the word reflection in a sentence.
8. What in the story, “hung like a grey curtain”?
9. What do you think happened to the woman?
10. How do you think the woman will get the strength to face her children and family?

Other Activities: Write a story about a family who has a secret. Try to describe the secret without telling what it is. For example: a hidden pregnancy could be described as a young girl spending 9 months with a far away aunt.

Justin's Story

1. How I went to Rideau Regional Center.

I was a baby with cerebral palsy because I did not have enough oxygen at birth. They thought I was a very sick baby. For a long time the doctors did not know what was wrong with me. I was sent to a doctor in Toronto to find out what happened. The doctor said I should go to an institution. The doctor's thought that I was not smart. I went to Rideau Regional Center in Smith Falls for 17 years.

2. What it was like.

I did not like to live in an institution. I could not go out, always in the same place, seeing the same people. One hallway at the center is about seven eighths of a mile long. There were too many handicapped people, at one time 2000 all living together. I slept in a cubical with 4 other men on a ward of 30 people. The food was not very good as compared to my home now. When I wanted to go out with my friends I had to get the Administrator to sign a paper. Once he did not let me go with my friends for 2 months. I was very angry.

3. How I got out.

When I was at Rideau Regional Center, the psychologist had me do some tests. The results of these tests showed that I could make my own decisions. Then I was prevented from going on a trip with Norman and some other friends. I was very angry. Norman asked if I

wanted to get a lawyer. I said yes. I could not see Norman for 2 months and I could not go out with him for 1 year. My lawyer, David Baker, arranged for an assessment for me at the Hugh MacMillan Center for one month.

4. The Hugh MacMillan Center

I was happy to hear about the Hugh MacMillan Center in Toronto. This is a very good center which helps people like myself to get communication aids and inserts for wheelchairs. They have a lot of experience with people who have many physical limitations.

When I arrived I met with several therapists and doctors to decide about my assessment. My 2 friends Carol, Norman and I were there. At this meeting we decided on a one month assessment. I was afraid to be there that long.

The nurse took me to my room. I saw a psychologist and then I was introduced to the school. I found the school very interesting. I learned how to use the computer and I got to know a friend. I learned some reading, writing and more Blissymbols as well as math.

My lawyer wanted to use this assessment during my court case. While I was in Toronto I went to visit Sue O'Dell, a woman who has CP and requires a lot of help like I do. She lived in her own apartment with attendants on call. I was afraid for her but she was doing well.

Besides the assessments at the Hugh MacMillan Center I was assessed by 6 other psychiatrists. These tests and assessments made me afraid. I developed severe stomach pains during this time. Some of these doctors did not think I was smart. I found this hard. I did not like this.

It was hard for me to do these tests because I could not read, I could not understand and I had trouble pointing to my symbol board.

5. The Court

For two full days I sat through the talk of psychiatrists who tried to prove that I was not smart. They gave me names like a “vegetable”. Some said I was like an infant. On the third and following days, many people came to the stand to say that I was capable of making my own decisions. My social worker, other psychiatrists, the psychologist from Hugh Mac Millan Center as well as my Bliss

teacher who knew me for six years, all spoke on my behalf. They showed clearly that I could make my own decisions. I

also went up on the stand and was questioned by all lawyers and Judge Matheson.



Shirley McNaughton who founded the Bliss Communication Institute translated my answers as I pointed to my Blissboard. I was very hot and sweating. I cried and took a bit of a break before finishing. My friends and my family cried too. They were very proud of me! After my testimony, everybody knew how I wanted to live my life.

Thursday afternoon the following week we went to court again. I was feeling afraid and excited! The Judge said I was a thinking human being and had a part to play in our community. I was very happy and

excited and that night I could go out for supper with my friends. I did not sleep that night.

6. Finding a place.

After court I went to Participation House in Hamilton for 3 weeks on March 14, 1982. I found that this was a big home for 36 people with disabilities. I did not have anything to do. I felt bored. I talked a lot with a friend who had lived at Rideau Regional on the same ward as myself. I was happy to have her to talk with. I did not like to live there too much. On May 10, I came to Foyers Partage in Ottawa for one month. I went to school at McArthur Highschool. I was very excited and happy about this home. I went back to Smith Falls and decided to move to the home on Booth Street, June 17, 1983.

7. Living in Ottawa

I love going out, to shopping centers, for walks downtown and in parks. I like going to some football games and spending time with friends. I go to McArthur Highschool. I find it interesting especially math, life skills and history. In the summer I worked on the computer at the YM-YWCA and go to the summer program with the City of Ottawa. We do different activities like fishing, lawn bowling, camping, go to horse races, Upper Canada Village and Ottawa Exhibition. I have also gone on several trips to the Maritimes, Vancouver, Germany and Nicaragua.

Since I have been in Ottawa I have gotten two computers. One to talk face to face with, the other one to write my stories and do my homework. I got these through the Hugh MacMillan Center in Toronto.

When I came to Ottawa I had a severe curvature of the spine and had to wear a very large brace. I could not sit up for very long. I had a operation at the Civic Hospital. Since the operation I no longer wear the brace and can sit up all day and my back is straight.

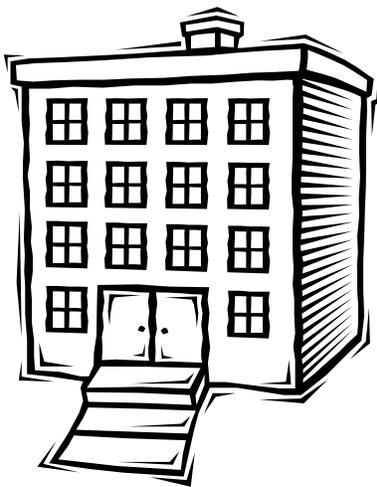
I live in a small home with 4 other people and I have my own room. Some people work in the house, others go to school, work on computers, do silk screening, help people in Nicaragua. People in my home also do pottery,

swimming, play soccer and
bowling.
I love it in Ottawa.

Justin

Background Information

Talk about how it might feel to have no control over your life. How it might feel to have others make every decision for you. Would you fight to be independent? Should a person with a very significant physical disability be completely independent? Why or why not?



Questions

1. How did Justin get Cerebral Palsy?
2. Why do you think the doctors wanted Justin institutionalized?
3. How many people lived in the institution?
4. What was the food like?
5. Use the word prevented in a sentence.
6. What made Justin get a lawyer?
7. What do you think the assessments proved?
8. Do you think the judge was right to give Justin his independence? Why or why not?
9. What is a Blissboard?
10. What does the word curvature mean?

Two Ears Have I

by Doug McInnes

In the mirror one early morning, after sleeping very sound, I touched my right ear with my hand, and guess what I found. Looking back I saw, that my hand now was on my left ear, my right ear on the other side, I'm sure the glass was clear. This can't be right I thought, because without a glass to see, to touch my ears I find, they're both where they should be. If I could take my ears off, to change from side to side, they would not fit my head at all, no matter how I tried. To look into the glass again, would I see back of my head? No of course, I'd see my face, and backs of ears instead. But if you want to make it right, just turn your head around, and all would be correct again, right back where they were found. The moral of this story is, "Don't tamper with your head", leave your head alone my friend, and change your mind instead.

Background Information

Have you ever read a story that seems to make little sense? Does it usually turn out to be a joke? Talk about how a mirror reflects the opposite of what it sees. What does that make you think of?

Questions

1. What did Doug find when he looked in the mirror?
2. If his ears didn't change position, what changed?
3. What's another name for mirror?
4. Why do you think Doug was looking in the mirror?
5. How does a mirror work?
6. What is a moral?
7. What does the last line in the story mean?
8. Use the word tamper in a sentence.





Work



Work

by Art Pellikan.

I don't have any fun. Just work, straight work, from morning to night. My work is construction. My upbringing is that, if you're occupied day and night, you don't get into any trouble. I usually don't get home until 11 pm or two in the morning. I like my work. Then I met Arlene, and she sort of put things in the right perspective. It's on account of her I'm here tonight, otherwise, I'd still be working. We go to church on Sunday, and then we just drive around. We drove up to Merritt and had a chocolate milkshake. Kind of a long way to go for a milkshake, but that's what we did.



Other activities: imagine a conversation between Art and Arlene. How do you think Arlene might have convinced Art to stop working so much? Write a pretend conversation between the two of them.

Background Information

Talk about how you grew up. Was it strict? What kind of morals and ideas about work did your parents give you? Then talk about whether or not you think that working all the time is a good thing or not.

Questions

1. What kind of work does Art do?
2. When does he get home?
3. What does the word upbringing mean?
4. Do you think Art needs to work so much?
5. Use the word perspective in a sentence.
6. Where do they go on Sunday?
7. What do you think Arlene is doing for Art?
8. Where did they drive up to?
9. Whose idea do you think it was to go for a milkshake?
10. Do you think Art is used to having fun?



Cleaning the Barn

by Joe Beatty.

Walk to the barn,
open the door,
close your nose,
look at the floor.

Pick up the fork,
push the crap,
to the door.
Throw it out and hope there is
no more.

Pick up the broom,
sweep the floor,
everything has to go,
as before,
out the door.

Walk to the water trough,
wash yourself off,

so you won't be so smelly,



when you
go in the
house.

Background Information

Working on a farm can be difficult, smelly work. Have you ever lived on a farm or visited one? Talk about why taking care of animals can be so dirty and smelly.



Questions

1. What is a barn?
2. What's another way to say close your nose?
3. What kind of fork does Joe mean?
4. What else might be on the floor?
5. What is a trough?
6. Why might you be smelly?
7. What are the four action words in the first paragraph?
8. What's another word for smelly?
9. Do you think Joe enjoys cleaning out the barn? Why or why not?

Other Activities: Write a poem like the one you just read, only write about something you know a lot about or remember very clearly. Try to rhyme the lines like Joe did.

Dark to Dark

by Ray Bernard.

Here I am writing again. This is going to be hard I know. But I must do it anyway. I've been working from dark to dark. I am too tired to write anything. Today I worked near Lynn Valley Road. I was there no more than ten minutes and fell down three times. And if I fell down one more time I was going home. The roof was very slippery. The boss hit his finger several times. He said, "If I hit my finger one more time, I am going home". When I started school, I couldn't read a book. But now I can read a book but I get stuck on some words.

Background Information

Sometimes you don't feel like doing something you know you have to do. What can make a person discouraged? What do you do when this happens to you?



Questions

1. Why is Ray tired?
2. What do you think Ray does for a living?
3. Where did Ray work near?
4. How many times did Ray fall?
5. What's another word for slippery?
6. Use the word several in a sentence?
7. Do you think Ray and his boss really went home? Why?
8. How do you think Ray's boss hit his finger?
9. Could Ray read when he started school?
10. What does stuck mean in the last sentence?

Job Hunting

by Evelyn Ballard.

Let me tell you, it is hard looking for a job. I have been so many places. And I know I can do the job. But there is one thing that stops me from getting hired. It is because I am 42 years old. So once they see me, that's it. They throw me away and go down the list to the next one.

I know there is a job out there for me.



Background Information

Talk about getting a job. What types of things can stop you from being hired even if you have the skills? What is this called? Talk about experiences you might have had in the work force.

Questions

1. What is Evelyn looking for?
2. How many places has she looked for a job?
3. Why does she think no one will hire her?
4. What word do you use when someone doesn't get a job because of their age, sex, ethnic background or disability?
5. What does the word hire mean?
6. How old is Evelyn?
7. Do you think they really throw her away? What does this mean?
8. Why does Evelyn think she will get a job?

She's a Smooth Operator.

Elaine Mills is a telephone operator for BC Tel. She helps more than 700 people every day. Most calls are for directory assistance. Mills looks up the telephone numbers for callers. Sometimes people call her in an emergency. She says most emergency calls are from children or seniors.

Mills says some calls are funny. Not long ago a man called her from New York. He wanted the number of a family in Vogimo, BC. Mills told him there was no such place. "Of course there is," he said. "I've got the address right here". He read the name and street address including "Kaslo, BC". Then he added "Vogimo". "The postal code there is VOG 1M0," Mills laughs.

Background Information

Talk about what telephone operators do. What kinds of things would you ask an operator? Also, think about misunderstandings. Have you ever misunderstood something you read?

Questions

1. What does Elaine Mills do?
2. What is directory assistance?
3. Use the word emergency in a sentence.
4. Why do you think most emergency calls are from children or seniors?
5. Where is New York?
6. What mistake did the man on the phone make?
7. What is the American name for postal code?
8. What did he read to Elaine?
9. What does operator mean in this story?
10. What's another word for laugh?



Retirement

by Ron
Goddard.



Retirement is what you work all your life for. When you're young you work and save, hoping to have the money to enjoy your old age. So when you're young you should spend the money you make by trying to better yourself. For when you're old, you're scared to spend the money you have. When you're trying to raise a family you live payday to payday. And when you're old you live day by day. What I am looking forward to is to not have to get up at 5:30 in the morning and go to work. Instead, I could get up and go fishing for the day and not have to worry about the kids, if they are home yet or not. So if I went up North with my wife, we would not have to pack up and go as soon as we do. Yes, to have that kind of time would be nice for you may not have too many years like that left. You must always remember you're a long time dead.

Background Information

Retirement is something that working people look forward to. It is the day they won't have to get up so early. The day they can do what they want instead of what someone tells them to do. But will retirement make a person really happy? Talk about what might happen when a person retires. Talk about people you know who have retired, or yourself (if you're retired).

Questions

1. What does Ron say that you work all your life for?
2. Do you think it's a good idea to save all your money for your old age?
3. What does living payday to payday mean?
4. What do you think Ron means by old people living day by day?
5. What time does Ron have to get up to go to work?
6. What does Ron like to do?
7. Where do Ron and his wife go fishing?
8. What's another word for scared?
9. What's the opposite of worry?
10. What do you think the last line of the story means?



Seeds for City Gardeners

Leslie Scrimshaw lives in an apartment in Vancouver. Several years ago she started to grow herbs and small vegetables in her kitchen. She gave the seeds from her plants to friends. Soon she started to sell the seeds. Now she has a small business. She sells packages of seeds to city gardeners. Herbs are the most popular seeds. Scrimshaw says herbs are easy to grow in most kitchens. The leaves of fresh herbs add a special flavor to soups, salad dressing, and pasta dishes.



Background Information

Many people have gardens in their backyards, but some people don't have room for a full garden. Talk about where people can grow things if they live in an apartment. Also talk about herbs, what they are and what they're used for. Finally, talk about home-based businesses, how they can get started and how they are started.

Questions

1. Where does Leslie live?
2. Where did she start to grow things?
3. What is an herb?
4. How do you think her small business started?
5. What does she sell?
6. Use the word popular in a sentence.
7. What part of the herb do you use?
8. What herbs do you like?
9. What do herbs do?
10. Why do you think herbs make food taste better?

Pleasing Customer is Key

Tony Zeilinger is a tailor. He makes robes for British Columbia judges. He makes about 25 to 30 judges' robes a year. He also makes robes for lawyers.

Zeilinger was born in Austria in 1930. He started working when he was 14 years old. How much did his first job pay? "Pay? Hoh! They didn't pay back then. You worked to get experience," he says. Zeilinger moved to Australia in 1954. He worked as a tailor there for 13 years. In 1967 he decided to move to Vancouver. Zeilinger worked as a tailor in one shop for 19 years. Now he owns the shop.

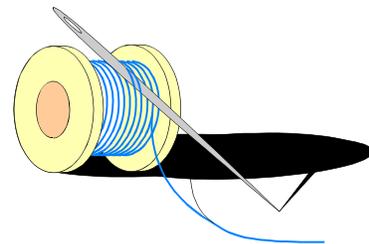
What does he like best about his job? "When you see the customer is pleased with the work, that's the best," he says.

Background Information

Canada is made up partly by people who came to this country trying to make a better life for themselves. What was life like 60 years ago? Have you heard stories about what life was like back then? Share these stories if you have.

Questions

1. What is Tony's job?
2. Where was Tony born?
3. How much did his first job pay?
4. Describe a judge's robe.
5. What is a tailor?
6. When did Tony move to Vancouver?
7. What is another word for shop?
8. Why do you think Tony decided to move to Canada?
9. Do you think Tony takes pride in his job? Why?
10. What is another word for job?



Tina Does Not Want To Retire.

Tina Sharshon works in the kitchen of a hotel. She has worked there for 23 years. Her friends say, "Tina loves to work. She is a workaholic".

Tina was born in the Ukraine in 1904. She says, "I worked all my life. At eight I was chopping wood and sawing it up". In 1927, she came to Canada. She lived in Saskatchewan and Alberta. In the nineteen fifties, she moved to British Columbia.

Tina had her 91st birthday in February. She does not want to retire from her job. "If I stop working now, I'll die," she says.

Background Information

Many people, especially older people work very hard for their whole lives. It is hard for them to retire because they really wouldn't know what to do with their time. Talk about this. Do you think a person who can still do the job, should be forced to leave a job just because of his or her age? Why or why not? What could be done if the person still wanted to work?



Questions

1. Where does Tina work?
2. What is a workaholic?
3. Where was Tina born?
4. What was she doing at eight years old?
5. When did she come to Canada?
6. Why do you think she came to Canada?
7. What three provinces in Canada has she lived in?
8. When is Tina's birthday?
9. How old is she?
10. Why does she think she'll die if she stops working?

Women and Work.

A study of women in Canada shows that in 1994:

1. 45 per cent of full-time workers were women.
2. 52 per cent of university students were women.
3. 63 per cent of women with children under 16 years old were employed.
4. Women workers earned 72 cents for every dollar men earned.



Background Information

Talk about women's traditional jobs and men's. Then talk about how women are changing those roles. What kinds of jobs are women in now that they wouldn't have been working at 30 years ago? Why do you think women don't earn as much money as men?

Questions

1. What percentage of workers are women?
2. Why do you think percentages of working women with young children and women attending university are so high?
3. Why do you think women only earn 72 cents for every dollar earned by men?
4. What does the word feminist mean to you?
5. What do you think the percentage of working women was 40 years ago?

Working Underground by Anthony K.

Can you imagine living all your life underground because you had no schooling? It's hard to explain. But I can remember always staying by myself. Because that way I didn't have to worry about someone asking me something. I could remember parties. I always drove. It made me feel good because then nobody asked me anything. They really relied on me to get them to the party and back home. That made me feel good. I could remember working for nine and a half years underground on one job because I couldn't write. My friend was the same. I remember I wanted to post on a job but it's hard when you can't read, so I would wait until everybody would leave and then I would go to the board and look at the posting on the board. I would mark the same letters down on my posting. Then I would tell the shift boss I didn't understand that part so he would fill it out for me. I started taking little pamphlets home with me and getting my wife to help me learn to read them. I would study the words. When I got my first posting, I had to know how to write. I would study a lot at home. One whole summer, I studied all I could about the job underground. That way, it would make me feel good about myself because I knew that other people could see me write. Not really good but they didn't know that. After 18 and a half years underground I got hurt.

That ended my mining days. After a few years on compensation they gave me a chance in school and I'm doing really good. I feel good about myself. We really have an understanding teacher; she really knows people like us and knows how to teach us. We had other teachers and I couldn't understand really what they were saying or doing.



Some days I would go to school and I feel I never learned anything. But I would go home and make up for lost time.

For the first time in my life I really feel good about myself because I know I can write a lot better. It doesn't really take that much to feel good about yourself. I find with the right teacher you can really learn a lot. But I work hard at home, thanks to my wife and some others.

Background Information

It's hard for an adult to learn to read and write. Talk about your experiences learning to read and write. How did you feel? Did you hide your problem?

Questions

1. What did Anthony do to hide his low reading skills?
2. What could he remember?
3. What do you think Anthony did underground?
4. How long did he work at his job underground?
5. What does the word letters mean in this story?
6. Use the word pamphlet in a sentence.
7. Who helped Anthony at home?
8. Why did Anthony stop working underground?
9. What is compensation?
10. Why do you think Anthony had trouble with the other teachers?

Surf Inlet

By George Moody.

For two years I drove as a motor man in a mine. Ore and waste out, steel and powder-tie in. An old cat lived in the mine; his eyes shone in the headlights of the motor. We worked hard because jobs were hard to get. Safe working rules were unheard of. My good friend was sent in alone and his head was crushed. We were sent in to clean it up before the police came. I was sick. We worked in the rubble from the blasts. A man had his leg smashed and they took him out of the mine on the top of a pile of ore. The pay was poor but jobs were hard to find. There were about 150 men on the crew and not one grey head.



The mine was on an island and faced the west. The wind blew off the open Pacific Ocean and you would have to see it to believe the rain and wind. We lived in a house that the former owner used as a guest house. We lived two to a room. I roomed with a man that was so tough, he was short but very strong. He had been a wrestler. One night when I came in I couldn't believe it, he was crying like a small boy. He had a letter from his wife in Vancouver telling him she was going to live with another man.

I was moved from the beach camp to the mine, the men were

discontented and the camp was full of rumours. The war had started and the men were wondering what was coming next. We had a bull cook that was a German. Of course that was right down Jack's alley. He got his friend Bob and started looking for the bull cook. It was evening and of course raining, when they started looking. Someone told the bull cook and he ran out in the bush, no hat, no coat--he just ran. Jack went up and down the camp; he and Bob found some vanilla and they went through the camp, up one side and down the next. There was not much sleeping in the camp that night. They looked in every room, sometimes two and three times. Next day to work with a thick head.

We were on the West Coast with all of its wind and rain. There were two animals I had never seen before. One was a white deer that lived only on the West Coast. He is small and looks very much like a white-tailed deer. One of them came right into camp one evening. He didn't seem to be too afraid as he was with several other deer. I couldn't get a picture of him. There was also a small white bear in the area.

Three of the men saw one and caught it without hurting it. They wanted to sell him to a park. The men had him on a chain. He would pretend to be asleep until he thought you were close, then he would jump and try to grab you. The Government made them let it go.

The valley was narrow and the walls steep. The wall so steep that you never saw much light. We lived at the fish camp where we could load and unload the boats. A fisherman came and stayed a few days. This was unusual but he had his wife with him, there were no other women in the camp. I thought it was funny that some of the men admired the fisherman's wife for going for a row each morning. Their boat was too small to have a bathroom and she was trying to get out of sight. We had a big dog at the camp; some of the men thought it was funny to give him a steel mill ball. He would push it around until his mouth and nose were bleeding. I used to take the ball away from him, much to his displeasure.

Background Information

What would it be like to work at a dangerous job for little pay? Why would someone work like that? Talk about the mining business and working in isolation. Has the mining business gotten worse or better?



Questions

1. What was George's job?
2. What lived in the mine?
3. Why do you think there wasn't one grey head on the crew?
4. What is rubble?
5. Why do you think working conditions were so bad?
6. What kind of weather was around the mine?
7. Use the word rumour in a sentence.
8. Which war is George talking about? How do you know this?
9. What does George mean by a thick head?
10. Do you think the men should have kept the animal? Why?
11. Why did the fisherman's wife row the boat every morning?

Other Activities: write a story about a war that you know something about. If you don't know a lot about any war, do some reading or talk to someone about war before you begin.

First Job

by Jill Kristofferson.

At the age of sixteen and after I had just passed grade ten I decided to get a job for the summer. All dressed up in my best wool suit and good shoes, I was set to take the world on. I asked my mom if she would drive me to Whalley but she shook her head: no. We had very lousy bus services, so it was walking or nothing. I walked all the way to Whalley, about six miles, to put in a couple of applications. It was a hot day for June and walking was very difficult. I was getting very tired and frustrated from the heat, walking too much, and from the turn-downs from employers. The last place I went to was Panco Poultry.

I stood outside the office door for a few minutes to get my nerves together, as I had butterflies in my stomach. I walked to the closest desk and said that I was looking for a job for the summer. A short, half bald man of 50 looked at me with cold blue eyes. He asked me one question which threw me off guard. The question was, "Are you right handed"? I said, "Yes". He then said, "You start Monday morning at 7:30 a m".

I couldn't believe my ears. I got a job! My heart skipped a beat

as I skipped out the door.

Monday morning I was up bright and early with my lunch in hand and my spirits high, to go to work. My Dad drove me that first day but he also said that I would have to make arrangements to get a ride to and from work thereafter. Through the back door I walked, proud as can be, down the hallway like everybody else to the laundry room. There stood the man who hired me with his piercing eyes. He looked me up and down with interest, grumbling under his breath. He threw me a very starched uniform. I put the stiff uniform on, placed my lunch on the table like everybody else and followed them into the factory. I was extremely nervous with sweaty hands and happy with heart. A huge muscular lady stopped in front of me and asked if I was the new girl. I said, "Yes," thinking that this person must be from the army because she was built like a tank with a very authoritative voice to match. This lady's name was Lila and she was going to be my supervisor. We marched down to the end of the building where all the assembly lines were. As she handed me a hook knife I noticed how much larger her hands were than mine. She stepped up and pushed herself between two other ladies on the assembly line and told me to watch her as this would be what I would be doing. A quick 60 seconds went by and then she stepped down and told me to go ahead and give it a try.

So with the hook knife in hand I started to cut the breast off the chicken. Like all assembly lines everybody does one thing and only one thing and the next person is doing her thing. I cut chicken breasts for eight long tiring hours. My legs were stiff and sore, my back ached, and my head hurt, but my arms and hands got the worst treatment of all. After eight hours we quit, at least I thought it was the end of the day and we walked into the lunchroom for a ten minute coffee break. I was sure surprised to find out it was not the end of the day. The bell went off and back to work we went for



another two hours. Finally, we came to the end of the day. I was so relieved. A kind lady drove me home. I dragged my sore body to the front door. When I stood in front of the door, I reached for the knob but my hand could not go around the knob. My hands were so swollen I had to kick at the door so someone would let me in as I couldn't knock on the door. My father opened the door and asked me how was my day. I started to cry.

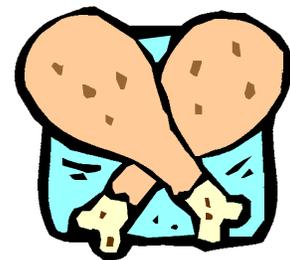
I cried, "I'll never go back there again". Dad said to me that I would change my mind tomorrow. I couldn't eat. All I wanted to do was go to bed. Dad creamed my hands with Deep Heat and put gloves on them. He then made up a hot medicinal drink with dark rum in it. I cried myself to sleep. Next morning Dad woke me up at 5:30 am and he asked me if I was going to work. I didn't answer him, but I got up to get ready for work again. I worked at Panco for 7 years.

Background Information

It can be exciting and very scary to look for a job. Young people especially get very excited about having their own money. Talk about what it's like to look for a job: what you have to do, who you have to talk to and where you might go. Then talk about getting a job that's harder than you thought. What would you do about it? Would you quit?

Questions

1. How old was Jill when she decided to get a summer job?
2. Why do you think Jill's mother wouldn't drive her?
3. What is an application?
4. What was the last place she went to?
5. What does Jill mean when she says "butterflies in my stomach"?
6. Why do you think the man asked her if she was right-handed?
7. Who drove her to work on Monday?
8. Use the word arrangement in a sentence.
9. What do piercing eyes look like?
10. What was Jill's supervisor's name?
11. Why did Jill want to quit her job?



Good Times



Canadians Love To Watch NHL Hockey

The National Hockey League (NHL) has 26 teams. The teams belong to the Western Conference or the Eastern Conference. There are four divisions: Pacific, Central, Atlantic and Northeast. Each team in the NHL plays 82 games in the regular season. The play-offs between the 16 best teams begin in April. After the final game of the play-offs, the winning team gets the Stanley Cup.

The Stanley Cup gets its name from Lord Stanley. He was the Governor General of Canada from 1888 to 1893. Lord Stanley gave the Cup for the best hockey team in Canada. Today, the Stanley Cup goes to the winning NHL team.

Did You Know?

1. There are three periods in an NHL hockey game. Each period is 20 minutes long.
2. Hockey players skate up to 50 kilometres per hour.
3. A puck can travel 160 kilometres per hour.
4. A goalie wears about 16 kilograms of equipment.

Background Information

This story is about hockey? What do you know about hockey? Do you know where the Stanley Cup came from? If you like hockey, talk about your favorite team and why you like them. Also talk about what changes you've seen in the NHL since you started watching.

Questions

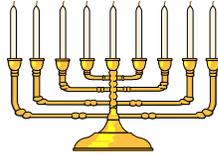
1. How many teams are in the NHL?
2. What are the names of each division in the NHL?
3. What is a play-off?
4. Why do you think teams play so many games per season?
5. Do you think April is too late for play-offs? Why?
6. What does the winning team get?
7. Where does the name Stanley Cup come from?
8. What is a Governor General?
9. Who did Lord Stanley give the Cup to?
10. Why do you think a goalie wears so much equipment?



Happy Holidays

Hanukkah

Hanukkah is a Jewish holiday. Hanukkah is called the Festival of Lights. Each night, families get together. They light a candle on the menorah. They exchange gifts and eat special food.



Christmas

Christmas Day is on December 25th. People celebrate the birth of Christ. There are special church services. There are many Christmas traditions. People decorate Christmas trees. They sing carols. They hang up stockings. They exchange gifts. They have a turkey dinner.



Julian Calendar

Some people celebrate Christmas Day on January seventh. They follow the Julian calendar. It is an older calendar of the church year.

Background Information

Not everyone celebrates Christmas the same way. In fact, not everyone celebrates Christmas at all. Talk about what you and your family do for Christmas or whatever holiday you might celebrate during December. If you do celebrate Christmas, talk about who might not celebrate Christmas and what they might celebrate instead.

Questions

1. What kind of holiday is Hanukkah?
2. What is a menorah?
3. What do people do during Hanukkah?
4. What are people celebrating during Christmas?
5. What are carols?
6. Why do people hang up stockings?
7. When is another date that people might celebrate Christmas?
8. What is the Julian calendar?
9. What do people do during Hanukkah and Christmas that are the same?

Other Activities: You and your tutor can do some research and find out what the origins are of some Christmas traditions, Hanukkah or other celebrations. Then write about what you find out.

Some People Feel Sad During The Holidays

Do you sometimes feel sad at Christmas and New Year's? You are not alone. Many people feel sad and alone on holidays. What can you do? Here are some ideas.

1. Make sure that you are not by yourself on holidays. Get together with a friend, neighbour, or classmate. Have a potluck dinner. Everyone can bring some food.
2. Enjoy the winter weather. Go skating or tobogganing. Take a walk in the woods with a friend. 
3. Make gifts you can give, like cookies, squares, or Christmas tree decorations.
4. Give gifts like coupons for babysitting or shoveling snow. 
5. Go to a Christmas concert or a craft sale.

Background Information

Sometimes people get a little sad during the holidays. Talk about why people might feel sad during this time. Have you ever felt sad during the holidays? How did you get over it?

Questions

1. What is an idea?
2. What is a potluck dinner?
3. How will getting together with friends help?
4. Do you think many people you know would be spending the holidays alone?
5. What is a toboggan?
6. What are some winter activities?
7. What other ideas do you have for helping someone cope with sadness during the holidays?
8. What kinds of gifts can you make?
9. What kinds of gifts could go on coupons?
10. What other activities could you do during the holiday season?



Birthday

by James McKoen.

A Birthday comes once a
year,
Like a celebration!
We have all these good days,
Called Birthdays. We receive
gifts, And sometimes money.

It's a special day.
My special day is coming.
A special thing will happen.
I will receive nice gifts.
My special day brings me
happiness.



Background Information

Birthdays are special no matter what your age. Talk about your best birthday experience and your worst.



Questions

1. How often does a birthday come?
2. What does the word birthday mean?
3. Why do you think James likes birthdays?
4. Why is a birthday a special day?
5. What do you get on your birthday?
6. What's another word for receive?
7. Do you think getting gifts is the most important thing about a birthday? What is?
8. Use the word special in a sentence.

Seasons

by Maria Flores.

The first snowfall of the season was a day before Thanksgiving Day. It was wonderful. I saw the children and adults sliding on the sleigh. Also I was happy when I saw the first snowfall. I like to sit in the window when the snow is falling. I like the dry snow. In my free time I go to Central Park and work for a long time in the snow. Like the children, I also play in the snow. I enjoy looking at the white city and think I am in a fairy tale. I only like this part of the winter.

The spring is a beautiful season because the plants grow and the flowers adorn parks and gardens. The tender leaves give us oxygen. The fresh temperature lets us feel well.



The summer is a mixture of rain, heat and breeze. The sun rises early in the morning. The days seem very long. We can go to the beach and travel.

Autumn also has a romantic side, like the colors of the trees' leaves. However, the wind blows the trees' leaves. They are gone until the spring comes again.

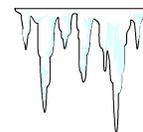
Sometimes, I feel like the leafless trees and snowless winter.

Background Information

Weather makes people remember things that have already happened. People may remember where they were or what they were doing during very bad and/or very good weather. Sometimes the weather makes people remember small things like watching the leaves fall in the autumn or watching children make a snowman in winter. Talk about your weather experiences. What do each of the seasons help you to remember?

Questions

1. When was the first snowfall of the season?
2. What were the children and adults doing?
3. What is another word for sleigh?
4. Where is Central Park?
5. What do you think Maria likes most about the winter?
6. Why is spring a beautiful season?
7. What do we need oxygen for?
8. Why do you think the days seem very long in the summer?
9. What is another word for autumn?
10. What do you think Maria means by the last line in her story?



Other Activities:

Imagine you live in Africa or Russia, or the Philippines. Describe what the seasons would be like there. Do you think it snows there? Does it rain? Write a story about the seasons in another country.

Write about your favorite season. Why do you like it? What kinds of things can you do then that you can't do at other times of the year?

Swimming in the Toiletbowl

by Murray Baillargeon.

Just sitting around in my wheelchair on a sunny beach in Hawaii with a cold drink in my hand, my brother-in-law approached me and asked me if I wanted to go for a swim in the toiletbowl. Having had a few drinks, I thought I would go along with the joke. He tilted my wheelchair back and we proceeded across the lava rocks towards the far end of the cove, laughing at one another because we were precariously close to the edge of the water. It seemed to me that we'd gone on for miles with me bouncing along in the wheelchair. Part of the frame of the wheelchair broke but we continued to forge on. Upon arriving at the far point of the cove, my brother-in-law pointed and said "There's the Toiletbowl".



The bowl was worn hollow in the rocks and when the waves came in they rushed into the hollow through a small hole, filling it up just like when you flush the toilet. In fact it almost made the same sound. As the waves went back out, the water left the bowl from a different hole in the rocks. The water level dropped just like the water in the toilet.

My brother-in-law and another fellow helped pick me up out of the chair and put me in the bowl. There

I was bobbing up and down like a cork and laughing heartily to myself, as the water flushed in and was sucked out, knowing no one would ever believe I swam in a toiletbowl.

Background Information

This story is about a place that looks like something else. Have you seen a potato chip that looked like someone's face or a cloud that looked like an animal? Or have you been to a place that looked like something you might find in your house (a rock that looks like a lamp or something like that)?



Questions

1. Where was Murray?
2. Did he think his brother-in-law was serious?
3. What is lava?
4. Did Murray have a good time?
5. What does the word precarious mean?
6. What happened to the wheelchair?
7. Do you think they should have kept going after the wheelchair broke?
8. Use the word forge as it's used in this story in a sentence.
9. What was the Toiletbowl?
10. Why do you think that Murray thought that no one would believe he swam in a toiletbowl?

Polar Bear Swim

Every year on New Year's Day some people in Vancouver swim in the ocean. This event is called the Polar Bear Swim. The water and the air are usually very cold on January first.



Celebrating Chinese New Year

The Chinese New Year is in February. People celebrate in many ways. For example:

1. Before the new year, people pay off debts and clean their homes.
2. On New Year's Day people wear new clothes and shoes.
3. People say "Gung hay fat choy". This means good luck in the new year.
4. Children get money in little red envelopes. It is called lai see or "lucky money".

Background Information

Talk about some of the things people do that may seem strange to you like riding a bike in the winter when it's -40 C. Why do you think people do these things?

Questions

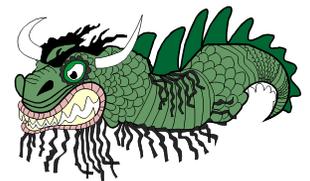
1. What do some people in Vancouver do on New Year's Day?
2. What is an event?
3. What is the event called?
4. What is another word for ocean?
5. What temperature are the water and air at that time of year?
6. What do you think would happen to a person's body if he or she jumped into freezing cold water?

Background Information

People from different cultures sometimes celebrate holidays differently than you may or they might not celebrate them at all. Talk about how you celebrate New Year's and if you know anyone who might celebrate New Year's at a different time or in a different way.

Questions

1. When is the Chinese New Year?
2. What does celebrate mean?
3. What do people do before the new year?
4. Why do you think people wear new clothes on New Year's Day?
5. What do people say?
6. What is luck?
7. What is another way to say children?
8. What kind of envelopes do children get?
9. What is lai see?
10. What other Chinese customs do you know of?



Justin's Holiday to Vancouver

In June, I went on a holiday with seven other people. We traveled by van west across Canada to Vancouver Island. The van was very full with so many bodies and tents, sleeping bags, food and other things.

The first day, we went to Sudbury.



Everyone got to know each other and the different music each person liked. People made some jokes about my country and western music. Our first night was spent at Norman's brother's cottage. The sky was full of stars. We got up early at 5 a.m. We had a good breakfast. After breakfast, we went in the van all day. It was a long time; we ended up having lunch Sault Saint Marie or Kenora. After lunch, we drove for a long, long time. We arrived in a K O A campground in Thunder Bay late at night. Some put up the tent. Some people made supper and Chris made a fire. After our meal and a late sunset, we all went to bed. The next day, we got up at about 11 o'clock. We ate and went to see old Fort William. They explained the history of the Fort. A student was dressed in costume and pretended to be a trader. Next, we went to the Dairy Queen for something cold.

The day after, we slept in. Bernie made pancakes. We went swimming behind a dam. We went

on a cruise. The captain told us about the harbour and about all the wheat that comes here from the western provinces. We had a snack on the boat. In town, we ate Chinese food. Yaohua met some of his people. I did not like all the mosquitoes. We left early for Winnipeg. Our camp was set up just outside the city. The next morning, we went to a Museum and a market. We had a long sleep in and then drove to Saskatoon to a nice campground. It was very hot. We went swimming in a pool. Norman put air in the wheelchair tires. Dallacy's tire blew out.

Next day we went to Edmonton. At lunch time, we stopped at the biggest egg in the world in Vegreville. We stayed at a campground outside Edmonton. We saw oil rig pumps and greener vegetation here.



On Monday, we woke up late to hear the seagulls. Chris made breakfast. Then we drove into Edmonton to fix Dallacy's chair and go to West Edmonton Mall. I liked that very much. It was big and there was lots to see and do. I would like to visit the mall again someday. That night it rained and we wrote postcards. The next day, I went to the Space and Science Museum. Norman and Germaine rested at the campground today. That night, it rained a lot. We had a good dinner of barbeque hamburgers and then some visitors came over to talk. Norman and I went for a small walk to Trout Lake.

June 29th was Chris's 15th birthday. By 7 o'clock in the morning, we were on the road to Kamloops. In Jasper, we stopped and had a big lunch and birthday dessert.

After lunch, I fell asleep in the van. I liked seeing the tall mountains and trees. This was a special part of my trip.



About 6 p.m., we arrived in Kamloops. We stayed at Bernie's sister's house for one night. Her name is Theresa; we had a beautiful dinner that night. We had to change the time on our watches.

The next day, we are off to Vancouver. We enjoyed our

dinner at the harbour, good fish chowder. We stayed at the L'Arche home for three nights. A special man founded the L'Arche homes around the world, Jean Vanier.

The next day was July 1st, Canada's birthday. It rained and was cool. Before lunch, we went to Granville Island. We visited the market and its shops. I didn't find it interesting. After we drove to Gastown. We



walked around this old part of the city. We had supper at a Chinese restaurant. Then, we went to Canada Place. This morning, July 2, we had a good breakfast of pancakes and red syrup.

This was a good start to the day.

We went to a beautiful park at Burnaby Point. We could see big mountains, trees, ocean and the city. In the park, we went to a restaurant where I ate two hotdogs and had a drink of Coke. That evening, we bought a big pizza and took a video to watch at L'Arche home.

Early the next day at 5 a.m., Germaine and Bernie got a ride to the airport with Norm to catch the airplane back to Ottawa. When I woke up we went to 11 o'clock mass. After church, we went to buy bread and juice for our lunch. Then we went to the ferry boat to catch a ride to Vancouver Island. It was a beautiful one hour trip on the water. When we arrived in Victoria, we had a look around. In the harbour, we saw many boats and a small airplane land on the water. The weather here was cool

and I liked the temperature. For dinner, we went to a restaurant in the harbour. Then we went to a friend's home, where we stayed for 3 nights. Sasha had a beautiful home. We had a good talk that night before going to bed.

On Monday, July 4, we had a good breakfast of toast, eggs and tomatoes. Then we visited Butchard Gardens and saw all the beautiful flowers. In late afternoon we went to the Museum of British Columbia. There we saw lots of big Indian Totem Poles, which we and Dallacy liked. After spaghetti dinner, we talked and went to bed.

July 5. Today we had a slow and relaxing day. Everyone did different chores. I made banana and yogurt cheesecake with Norman. In the afternoon, I had a sleep on soft round cushions. That evening, we went to listen to country and western music. At the club, there was a fight. I was afraid and we left.

July 6. We had porridge for breakfast. After packing up the van, we drove to Cathedral Grove near the country. In the park, there were big beautiful trees; one of them is 800 years old. We went for a walk between the trees. Today was cooler and it felt like autumn. I liked the temperature. Later that day, we camped at Pacific Rim



Campground near the ocean. It was beautiful. Some people went swimming in the ice cold water and they put water on my legs. There were lots of big waves. For dinner, we ate wieners then went to sleep in the tent and I had a

good sleep.

July 7 we woke up early at 5:30 a.m. It was ice cold. I thought it was funny and strange weather for the summertime. We saw where there had been a forest fire. We took the ferry boat from Nanaimo to Vancouver and took some pictures. Then we drove through Merritt to Kamloops, which took about 5 hours. The weather was a little bit warmer. We had a good dinner of salmon steaks, potatoes and cauliflower. But before supper, Norman and I went for a walk. Before going to bed in the tent, we cooked marshmallows and talked. July 8 we got up early and had pancakes for breakfast. We drove

from Kamloops to Revelstoke to Golden, where we saw more big beautiful mountains. We stopped at Lake Louise and saw a funny man in a snowsuit and bought a few gifts and postcards. Then we passed by Banff and stayed overnight in Canmore. Today, we had to change the time on our watches.



We woke up and had good pancakes for breakfast and then we went on our way. We visited the Drumheller museum and found the history and artifacts very interesting. This is where we ate our lunch. Now there are no more mountains to look at and the weather changes and it is much hotter. I prefer the cooler weather. That night, we stayed in L'Arche home in Calgary. We ate dinner with friends there. After sleeping late on Sunday, July 10, Norman and I went to church. In the afternoon, we went to the Stampede. I saw the cowboys on horses, went for a walk, ate a long hotdog and listened to country and western music. We ate dinner at Villamaria home with Priest Patrick, from Church, this morning. It was raining outside. Before going to bed, we talked and Norman and I went for a walk. The next day we drove across the flat and hot dirty prairies to Regina where we slept one night in the campground. That night, I heard a loud train and saw some beautiful stars. This is where we changed the time but we were confused about the time change when we woke up.

On Tuesday, July 12, we were driving in the van for most of the day. We ate our lunch in a schoolyard in Winnipeg. That night, we camped out in Kenora. Some people went swimming in the lake. It rained most of the night.

Wednesday, July 13. We got up early and had a fast breakfast. We got on our way after everything dried. Near Wawa, a friendly police officer stopped us and said, "Good morning", and gave Norman a surprise. Everyone laughed for about 5 minutes. After that, Norman slowed down. After lunch, we continued on our way. At four o'clock, we had an early dinner in a restaurant in Thunder Bay. Then we drove to a provincial campground on the shores of Lake Superior.



Here we saw beautiful colours including big blue water which was clear. It was a little bit dark outside when we set up the tents; also a bit cooler with a few friendly mosquitoes around.

Thursday, July 14. This morning, we drove to Sault Saint Marie and stopped for a submarine sandwich at lunch time. We drove for six more hours and arrived in Sudbury at supper time. We went to Norman's brother's cottage. I remember we all ate pizza that night. We put the tents outside to dry and slept inside. Everyone was tired and went to bed early.

On Friday, July 15, we slept in. We had a good, good breakfast of eggs and sausages. People went in swimming. I found the water a little bit cold; I was a big chicken. In the afternoon we went to the Big Nickel Park and went underground, into the mines. We went down a special elevator. It was very interesting to see where the men worked and go around on the tour. Then we went to dinner with Norman's family and celebrated his upcoming birthday on July 23. We had a good and beautiful talk about feelings.

On Saturday, July 16, we slept in. I woke up and had a sandwich for brunch. In the afternoon, Chris and I went in the paddleboat, and then I went back to the cottage and had a snooze. Norman's brother and mother came over to visit. The next day we went home to Ottawa. It was an interesting time.

Other Activities: Write a story about your best or worst vacation. Write it the same way that Justin did: in journal form. Don't worry if you can't remember exact dates. Just make them up. Include things like descriptions of the places you visited, what you and your family or friends did, how you traveled, what you ate, and anything else you can think of.

Background Information

Vacations are good. When you travel, you get to make your own world a little larger. Talk about any vacations you've gone on. Where did you go? What did you do? Was everything fun or did you fight with your family?

Questions

1. Where did Justin go on vacation?
2. How many people did he travel with?
3. Why do you think Justin had an "interesting time"?
4. What kind of egg did they see in Vegreville?
5. Where was Justin from?
6. What is a totem pole?
7. Why did Justin like West Edmonton Mall?
8. What is a postcard?
9. Why did the group have to keep changing the time on their watches?
10. What is another word for a church mass?



The World Around Us



April Calendar

Many groups have special days in April.

Baisaikhi

Baisaikhi is a Sikh holiday. It is the anniversary of an important date in the Sikh religion. Sikhs often have a parade for Baisaikhi.

Passover

Passover is a Jewish holiday. It lasts for eight days. During Passover, families have a special meal called a seder. They tell the story of how the Jews escaped from Egypt 3000 years ago.



Easter

On this day, Christians celebrate their belief that Jesus Christ rose from the dead. Many churches have services for Easter. Children celebrate Easter with chocolate bunnies and coloured eggs.



Background Information

Do you celebrate any special holidays in April? What are they? Do you know of any other religious holidays that are in the month of April? It can be interesting to learn about other religions and their holidays.

Questions

1. What is Baisaikhi?
2. What is a Sikh?
3. Use the word anniversary in a sentence.
4. What is the important date that Baisaikhi represents? (You may have to look this up in an encyclopedia)
5. How long does Passover last?
6. What is the Passover meal called?
7. When did the Jews escape from Egypt?
8. Why do you think the Jews wanted to escape?
9. What do Christians celebrate on Easter?
10. Why do you think children celebrate Easter with chocolate covered bunnies and coloured eggs?

Census Day

There is a census in Canada every few years. The government counts the people who live in Canada. The information from the census helps governments plan for schools, hospitals, roads, and many other services. Businesses and community groups also use the information from the census. When a census is taken, a census worker will come to your home. The worker will give you a census form. You can ask for a form in your language. The law says you must fill out the form. The information on your form is confidential (secret). Then you mail the form in the yellow census envelope. You do not need a stamp.

Background Information

Census Day is a day the government uses to count the people in Canada. Talk about what you know about how the census is taken and what it is used for.



Questions

1. What does the word census mean?
2. How often is there a census in Canada?
3. How does the government use the information it collects?
4. Who else can use census information?
5. Which government do you think takes a census?
6. What can you ask for from the census worker?
7. Why do you have to fill out the form?
8. Use the word confidential in a sentence.
9. Why do you think you don't need a stamp for a census envelope?
10. What do you think you must do if you're not home when a census worker comes to your door?

Canada's Two Dollar Coin

Canada has a two dollar coin. One side of the coin shows a polar bear. Queen Elizabeth the Second is on the other side.

The coin has two colours. The outside ring is a silver colour. The inside ring is a yellowish-gold colour.

Canada's one dollar coin has a loon on it. People call the coin a "loonie". What will people call the new two dollar coin?



Background Information

Have you used the new two dollar coin? Talk about what it looks like; what pictures are on it. Then talk about why we have this coin.

Questions

1. What is on one side of the coin?
2. What is on the other side?
3. Describe a polar bear.
4. Why do you think the coin has two colours?
5. What is a loon?
6. What's another word for coin?
7. What do we call the two dollar coin?
8. Why do you think the government is slowly changing our paper money to coins?

See Your Dentist

See your dentist once or twice a year. Your dentist will check your teeth and gums. You might need x-rays or a filling. See your dentist right away if you have problems with your teeth or gums. For example:

1. An old filling is coming out.
2. You have a loose tooth.
3. Your gums are bleeding.
4. Your teeth or gums hurt.

The dentist might tell you to see a hygienist. She works in the dentist's office. She cleans teeth. She will show you how to brush and floss.



Background Information

Talk about what happens when you go to see a dentist. Also talk about why you go to see the dentist regularly and why you might have to see him or her right away.

Questions

1. How often should you see your dentist?
2. Why should you get your teeth checked regularly?
3. What is an x-ray?
4. What do your gums do?
5. What are four reasons you should see the dentist right away?
6. Why do you think an old filling might come out?
7. Why do you think the dentist doesn't do the hygienist's job?
8. What is floss?

Other Activities: Describe a visit to the dentist's office for a filling. Write a description about what the office looks like and what your dentist looks like. Then describe what happens step by step when you get a filling. Finally, write about what you feel when the dentist: freezes your mouth, uses the drill, etc.

Gretzky is the Greatest

Wayne Gretzky broke a hockey record on October 15, 1989. He scored an important goal in a game against the Edmonton Oilers. The goal gave him 642 goals and 1,210 assists during his 11 years with the National Hockey League.



Gordie Howe set the record Gretzky broke. His record was 1,850 points. Howe played hockey from 1946 to 1980.

Gordie Howe was at the game between the Edmonton Oilers and the Los Angeles Kings. He said, "There's no end to Gretzky's brilliance."

Background Information

Hockey is considered Canada's sport. Even if you don't follow it yourself, you probably know someone who is crazy about hockey. Talk about the game. Where is it played, how many teams are there? What is the NHL? Then talk about Wayne Gretzky. Talk about why he plays the game so well and maybe where he grew up.

Questions

1. What record did Gretzky break?
2. Who held the record before Gretzky?
3. How many years had Gretzky played in the NHL?
4. How do you think Howe felt when Gretzky broke his record?
5. When did Howe play from?
6. What is an assist?
7. What is the opposite of important?
8. What does NHL stand for?
9. Use brilliance in a sentence.
10. Is Gretzky still playing hockey?

February is Heart Month

Be good to your heart.

Don't smoke.

Exercise.

Use less salt.

Don't eat food that has a lot of fat.

Try to stay at a healthy weight.

Have a doctor check your blood pressure.



Background Information

Do you remember when Heart Month started? Talk about this if you do. If you don't, talk about what you can think of doing to keep your heart healthy.

Questions

1. What month is Heart Month?
2. Why do you think we need a Heart Month?
3. Why do you think people smoke?
4. What should people do to their diet to help their hearts?
5. What is a healthy weight?
6. What kind of food has a lot of fat?
7. Why do you think living at a healthy weight will help your heart?
8. What does blood pressure tell you?

Get to Know Your Library

Public libraries have something for everyone. They have books for adults and books for children. They have books in English and books in other languages. They also have books for beginning adult readers.

Libraries have more than just books. Most libraries have magazines, tapes, records, compact discs and videos. If you have a library card, you can borrow these for free.

Libraries also have newspapers, dictionaries, maps, and encyclopaedias. You can read these at the library.

You need a library card to borrow books or other things from the library. Library cards are free.

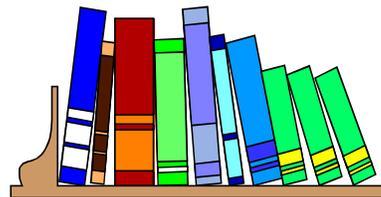
Background Information

Do you use the public library? If you do, talk about what you can find there besides books. Now talk about what kind of books you might find at the library. How do you borrow these things? How can you use your library's services?



Questions

1. Why is the library called public?
2. What kind of books might a library have?
3. Why do you think libraries have books in other languages?
4. What other kinds of things could a library have?
5. What does the word borrow mean?
6. Do you have to pay to borrow things from the library?
7. What do libraries have that you can read at the library?
8. Why do you think you can't take these things home?
9. What do you use an encyclopaedia for?
10. Where might you get a library card?



Mandela free at last.

Nelson Mandela spent 27 years in a South African jail. Now he is free.

Most people in South Africa are black. But only white people can vote. Laws force black and white people to live apart.

Mandela didn't agree with these laws. He fought for the rights of black people. The government said he was dangerous, and put him in jail.



Background Information

Talk about what you know about Apartheid. What do you think about keeping people separate. If you don't know about Apartheid, you or your tutor can get some information from the library.



Questions

1. How many years did Mandela spend in jail?
2. Where was the jail?
3. Why do you think he was imprisoned?
4. What does the word Apartheid mean?
5. What is a law?
6. What did Mandela fight for?
7. Was the government made up of white people or black?
8. Is Apartheid still going on in South Africa?

Protect Children from Poisons

Every year, thousands of children swallow poison. Here are some things you can do to protect your children from poisons.

1. Lock up all medicines.
2. Put special locks on cupboards that have poison inside them.
3. Keep house plants away from small children. Some plants are poisonous.
4. Keep purses away from children. Sometimes women carry medicine in their purses.
5. Teach your children about poisons and poison symbols.

Background Information

There are poisons all around us. From household cleaners to insect and rodent killers, we have many things in our houses that can kill small children. Besides these things, what else do you have in your house that are dangerous for small children?

Questions

1. How many children swallow poison every year?
2. What is another word for swallow?
3. How can you keep children away from medicines?
4. What can you put on cupboards that have poison in them?
5. Can house plants hurt a small child?
6. Why should purses be kept from children?
7. Why do you think women may keep medicine in a purse?
8. What is another word for purse?
9. What is a symbol?
10. What is the sign for poison?



Reading With Grizzlies

Blue Edwards is a basketball player. He plays for the Vancouver Grizzlies. Blue is also part of the Grizzlies' new literacy program. Players in the program visit schools. They read to young children. They talk to older students about the importance of learning to read and write.

Blue thinks the program is a good idea. He says schools can do a lot to help children learn to read. But he says it is important for parents to help also.



Background Information

Many of today's movie and sports stars are involved in charity work. Talk about people in the spotlight that you know of who are active in a charity. Talk about why you think people who make a lot of money and are famous choose to help others.

Questions

1. Who does Blue Edwards play for?
2. What 3 things does Blue do as part of a literacy program?
3. What is literacy?
4. Why do you think it's important to have literacy skills?
5. Use the word idea in a sentence.
6. Does Blue think the schools help kids learn to read?
7. Why do you think it's important for parents to help?
8. Why do you think Blue is involved with this program?

Help Your Children Learn to Read

Start reading to your children when they are babies. Read to them every day.

Collect children's books. You can buy them at used book stores or garage sales. When your children start to read by themselves, listen to them read out loud. Don't worry about their mistakes.

Go to the library with your children. Let them choose some of the books.

Continue to read to your children every day. Try short newspaper articles, comics, and sports scores. Have fun reading together!



Background Information

Did your parents read to you when you were child? Do you read to your children? Talk about how you think children learn to read and why parents should read to them.

Questions

1. When should you start reading to children?
2. Where can you get children's books?
3. What does collect mean?
4. What should you do when children start to read by themselves?
5. What's another word for worry?
6. Where should you take your children for books?
7. How often should you read to a child?
8. Why do you think reading newspaper articles is important?
9. What is a comic?
10. How do you think reading sports scores will help a child learn to read?

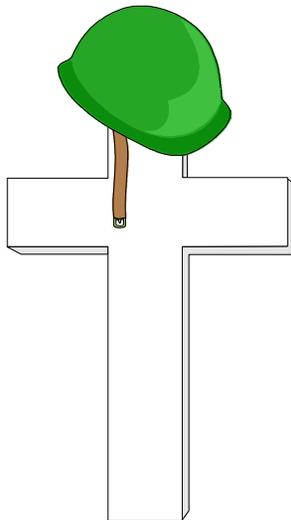
Remembrance Day

Remembrance Day is November 11.

On this day, people remember the soldiers who died in wars. More than 100,000 Canadian soldiers died in the first and second world wars.

The symbol of Remembrance Day is the poppy. Red poppies grow on the graves of soldiers buried in Flanders Field in Belgium. There are thousands of Canadian soldiers buried there.

Many Canadians wear a poppy on Remembrance day. Some people lay wreaths at war memorials.



Background Information

Do you know anyone who fought in a war? If not, what do you think it was like to fight in a war? Why do you think we need a day to remember people who fought in the wars? Talk about what you think the world might be like if we lost World War I or II.



Questions

1. When is Remembrance Day?
2. Why do you think we remember those people who fought in the wars?
3. How many Canadian soldiers died?
4. What is a symbol?
5. What is the symbol of Remembrance Day?
6. Where is Belgium?
7. How many soldiers are buried there?
8. What is a wreath?
9. Why do you think we should or shouldn't continue to have Remembrance Day?
10. Where is the war memorial where you live?

Canadian Smokers Start Young

Fewer and fewer Canadians are smoking. In 1966, 43% of Canadians smoked. In 1986, 28% smoked.

But Canadian kids are starting to smoke at a younger age.



Twenty years ago Canadians started to smoke at an average age of 16. Today they are starting at 14 or younger.

Angela Fraser is 16 years old. She started smoking six years ago. She says she and her brother started "because we thought it was cool".

Angela's mother used to smoke, but she quit. "She is always hassling me to quit," says the teenager. Angela wants to quit, but she says it's hard. "If more people around me didn't smoke, it would be easier," she says.

Why do young people start smoking? Health and Welfare Canada says pressure from friends and cigarette advertising are two reasons.

Background Information

Do you smoke? Do you know someone who does? What is it like to smoke? Is it easy to quit? Talk about why you think people smoke. Also talk about what the government has done to make it harder to smoke.

Questions

1. In 1966, what percentage of people smoked?
2. Why do you think so many people smoked?
3. At what age do kids start smoking today?
4. What is another way to say quit?
5. How old was Angela when she started smoking?
6. What is hassling?
7. Why do you think it's hard to quit?
8. Why does Angela say it's hard to quit?
9. What is the term for pressure from friends?
10. Do you agree with Health and Welfare Canada? Why or why not?



Other Activities: if you smoke, write a paragraph about why you smoke. If you don't, write a paragraph about why you don't like smoking. Also, write a paragraph answering why you agree or disagree with this statement, "Smoking should be banned from all public places, including restaurants and bars."

Canada's Second Man in Space

Steve MacLean is an astronaut. In October 1989 he flew on a United States space shuttle. He will be the second Canadian in space. The first was Marc Garneau.



The shuttle will be 250 kilometers above the earth.

Was MacLean nervous? "The first two minutes are the most dangerous," he says. In 1986 the shuttle Challenger exploded 75 seconds after lift-off. The explosion killed all seven people.

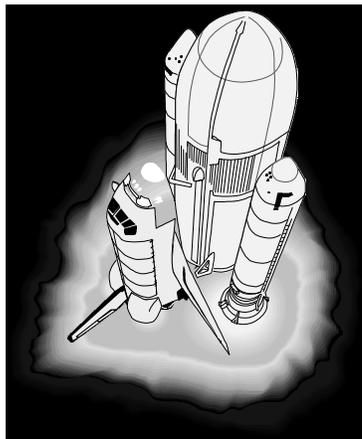
Maclean trained for his flight for six years. He was in space for eight days.

Background Information

Talk about what you know about the space program. When did the first man land on the moon? What was his name? What is going on in space travel today?

Questions

1. Who was the first Canadian in space?
2. How high will the shuttle be?
3. What is a shuttle?
4. Why do you think the first two minutes of the flight are the most dangerous?
5. What does lift-off mean?
6. What happened to the shuttle Challenger?
7. How long did Maclean train for his flight?
8. How long was he in space?
9. Why do you think it took so long to train him?
10. What kinds of things do you think Maclean learned?



Problems with Teeth and Gums

Adult teeth are important. They must last a lifetime.

Problems

Many adults have problems with their teeth and gums. For example, they have cavities or gum disease.



Cavities

A cavity is a hole in a tooth. It starts small. You often cannot see or feel it. But a cavity gets bigger and bigger. Your tooth might be a greyish colour. It might hurt.

Gum Disease

Many adults have gum disease. Here are some signs of gum disease:

1. Your gums are red and puffy.
2. Your gums bleed when you brush your teeth or when you sleep.

Gum disease can be very serious. Your teeth might become loose. The dentist might have to pull your teeth. You might need dentures (false teeth).

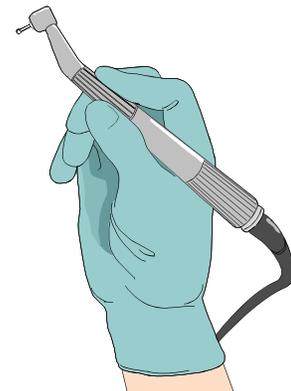


Background Information

How much time do you spend each day cleaning your teeth? What kind of problems can you get if you don't clean your teeth? Talk about the signs of gum disease.

Questions

1. Why do you think teeth are important?
2. What is a cavity?
3. Why do you think people get cavities?
4. Why might a cavity hurt?
5. What are the signs of gum disease?
6. What is the opposite of puffy?
7. What can happen to your teeth?
8. Use the word serious in a sentence.
9. What happens if a dentist has to pull your teeth?
10. Do you think it would be better to take care of your teeth or get false teeth? Why?



How to Take Care of Your Teeth and Gums

Brush your teeth twice a day. Use a toothpaste with fluoride.



How to Brush

Brush carefully for 2 or 3 minutes. Use a soft toothbrush. A hard toothbrush will hurt your gums. First brush the top of your teeth. Brush back and forth. Then brush the front and back of your teeth. Brush gently.

Start with two or three teeth. Hold the toothbrush against the teeth at the gum line. Move the brush in little circles at the gum line. Then brush another two or three teeth. Remember to brush behind your teeth. Move the toothbrush up and down. Brush at the gum line too.

Use floss to clean between your teeth. Choose a floss that is right for your teeth.

How to Floss

Floss once a day. Use about 45 centimetres (18 inches) of floss. Wind the ends of the floss around your middle fingers. Hold the floss with your middle fingers and thumbs.

Slide the floss between two teeth. Then move the floss up and down the side of each tooth a few times. The floss should go below the gum line. But be gentle.

Ask your dentist or hygienist how to

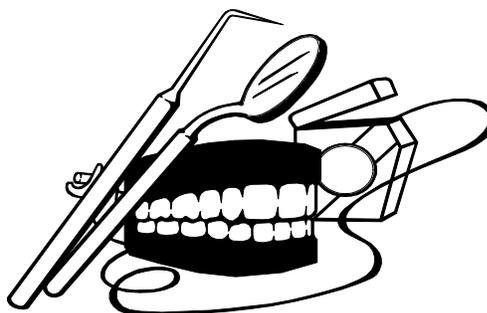
brush and floss.

Background Information

Talk about how you take care of your teeth. Describe how you brush and floss your teeth. What kind of toothpaste do you use?

Questions

1. What does fluoride do?
2. How long should you brush your teeth?
3. Why would you use a soft toothbrush?
4. What two words make up the word toothbrush?
5. How many teeth should you start with?
6. How should you move the brush at the gum line?
7. What kind of floss would be right for your teeth?
8. How often should you floss?
9. Why do you think flossing helps your teeth?
10. What's another word for wind as it's used in the story?



Notes on Teeth

Cavities

A cavity is a hole in a tooth. It starts small, but it gets bigger and bigger. Your dentist will check for cavities. If your child has a cavity, the dentist will put a filling in the tooth.

Sweet Snacks

Sweet, sticky snacks can cause cavities.



If you serve sweet foods, serve them as part of a meal. Then brush your children's teeth after the meal.

Dental Hygienist

A dental hygienist works in the dentist office. She cleans teeth. She also puts fluoride on teeth. Fluoride helps to make children's teeth strong.

Fluoride

The water in some communities has fluoride in it. Ask your dentist if the water in your community has fluoride. If it doesn't, the dentist can tell you about giving your child fluoride.



Background Information

Talk about what you know about problems that you can have with teeth and how to care for your teeth. Also talk about who you have to see to care for your teeth (dental hygienist, dentist)

Questions

1. What is a cavity?
2. What do you think a filling does?
3. Why do you think sweet, sticky snacks cause cavities?
4. What else do you know causes cavities?
5. Why should you serve sweets with a meal?
6. What does hygienist mean?
7. What does a dental hygienist do?
8. Why does she put fluoride on teeth?
9. Do you think every community should have fluoride in its drinking **water**? **Why or why not?**



What to do with a Baby Tooth?

The Tooth Fairy is a popular tradition in Canada and the United States. When children lose a baby tooth, they put it under their pillow. During the night, the Tooth Fairy takes the tooth and puts money under the pillow.

What are the traditions in other countries? Here is what some of our readers told us.

Hong Kong

Children dig a hole in the ground and put their tooth in it. They hope the baby tooth will grow into a permanent tooth.

India

First, children roll their baby tooth in cotton. They then throw the tooth up into the sun and say, "Sun, sun, take this old tooth and give me a nice, new tooth".

Thailand

Children tie a string around their baby tooth. If it is an upper tooth, they throw it up in the air. If it is a lower tooth, they throw it down.

Guatemala

Children throw their baby teeth on the roof. They believe a

mouse comes at night and takes away the teeth.

Background Information

When you were a child, did you believe in the tooth fairy? Do your children? Talk about what you know about the tooth fairy tradition. Do you know what people from other countries do with their teeth?

Questions

1. What is a tradition?
2. Why do children lose their baby teeth?
3. Why do you think the Tooth Fairy leaves money?
4. What do children do in Hong Kong when they lose a tooth?
5. What is a permanent tooth?
6. What do children in India say when they throw their tooth up into the sun?
7. What do children in Thailand do that is almost the same as what the children in India do?
8. Why do children from Guatemala throw their teeth on the roof?
9. Why do you think they might want a mouse to take away their teeth?
10. Do you think any of these traditions really work?



Family Builds Earthship

Bernie and Diane Wylie and their four children live in Nanaimo. The family is building an earthship. It is a house made out of old car and truck tires. The Wylies will use about 700 tires to build the house. They will pack each tire with 159 kilograms (350 pounds) of dirt. Then, they will stack the tires like bricks to form walls. They will use aluminum cans to fill the spaces between the tires. The inside walls will have a coat of plaster to make them smooth.



The first earthship was built in New Mexico in the nineteen eighties. These houses are becoming popular in the United States and Canada.

Bernie Wylie says the house will cost about \$20,000 to build. The family hopes to move into their earthship this fall.

Did you Know?

Old tires are a big problem for the environment. In North America, about 250 million tires are thrown into garbage dumps each year.

In 1989, a garbage dump near Toronto caught fire. The dump

had 14 million old tires. It took firefighters 17 days to put out the fire.

Background Information

Today, protecting the environment is very important. Talk about what you do (or should do) to help the environment. You could include recycling, not using aerosol cans, using organic soap, etc.

Questions

1. What is the Wylie family building?
2. Where are they from?
3. How many tires will they use to build their house?
4. What is another word for dirt?
5. Why do you think the Wylies want to build a house out of tires and aluminum cans?
6. What do you think the earthship will look like?
7. Where was the first earthship built?
8. Use the word popular in a sentence.
9. What is the environment?
10. Why do you think we need to protect the environment?



Wife Abuse

Wife abuse is common in many countries in the world. Abused women and their husbands can be young or old, rich or poor. They can have many years of school or just a few. They can come from big cities or small towns.

Wife Abuse in Canada

Many men in Canada abuse their wives. In a recent study, 29 per cent of women in Canada said that their husbands or boyfriends abused them.

Wife Abuse is Against the Law

Wife abuse is always wrong. And some kinds of wife abuse are against the law in Canada. The police, the government, and community groups are working together to help abused women. There are different kinds of abuse.

Physical Abuse

A man might:

Punch his wife.

Slap her.

Pull her hair.

Kick her.

Break her arm, finger or other bones.

Psychological abuse.

A man might:

Threaten his wife.

Break her things.

Call her names.

Say she is having sex with other men.

Not let her go out alone or see her family and friends.

Economic Abuse.

A man might:

Give his wife very little money for food, clothing, and other things.

Take her pay cheque.

Not let her work outside the home.

Sexual Abuse.

A man might:

Force his wife to have sex with him.

Make her do sexual things she does not like.

Background Information

Abuse happens to people everyday. Women, children and people with disabilities are the most likely victims of abuse. Talk about what you know about abuse and why women stay with their abusers. If you feel comfortable with the subject, talk about any abuse you have suffered.



Questions

1. What is another word for wife abuse?
2. What percentage of women in Canada say their husbands or boyfriends abused them?
3. Why do you think all forms of abuse are not against the law?
4. What three groups are working together to help abused women?
5. What are the different kinds of abuse?
6. What is another word for punch?
7. How is psychological abuse different from physical abuse?
8. Do you think a person can go to jail for psychological abuse? Why or why not?
9. What does economic mean?
10. Why do you think people abuse their loved ones?

Alexander Graham Bell

Alexander Bell was a teacher and an inventor. Alexander Graham Bell was born in Scotland in 1847. Bell and his parents moved to Canada in 1870. They lived near Brantford, Ontario. In 1871, Alexander Graham Bell went to Boston to teach deaf students. Bell fell in love with one of his students. Her name was Mabel Hubbard. The couple got married in 1877.

Alexander Graham Bell was also a scientist. He was interested in speech and sound. He invented the telephone when he was 29 years old.

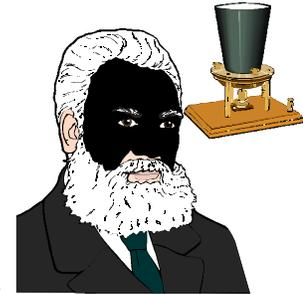
Bell worked on the first telephone in Ontario and in Boston. He hired a machinist to help him. His name was Thomas Watson. On March 10, 1876, Bell and Watson were testing the telephone. Bell was in one room. Watson was in another room. Bell had an accident. He spilled acid on his clothes. He yelled, "Mister Watson. Come here. I want you". Watson heard Bell over the telephone. It was the first telephone call.

Bell moved to Washington DC in 1879. He became a citizen of the United States in 1882. The Bells bought land in Nova Scotia in 1886. They spent summers there. Bell did many experiments in Nova Scotia. For example:

1. He helped to build some of the first airplanes in Canada.
2. He invented a machine to

3. help people breathe. He helped to build boats that could travel on top of water.

Alexander Graham Bell died in 1922 in Nova Scotia. There is a national historic site near his summer home. Many people visit the site every year.



Background Information

Alexander Graham Bell invented something that most of us could not live without today. Talk about what you know about his invention and what you might know about his life.

Questions

1. Where was Alexander Graham Bell born?
2. When did he and his parents move to Canada?
3. Where did Bell teach?
4. Why do you think he taught at that school?
5. What is a scientist?
6. What was he interested in?
7. How old was he when he invented the telephone?
8. What does the word hire mean?
9. What happened during the first telephone call?
10. What is acid?
11. Why do you think Bell became a citizen of the USA?
12. What else did Bell invent?

Discrimination

by Brian Cruikshank

Geraldine Letendre uses a wheelchair, is a member of the Royal Canadian Legion, and enjoys dancing when at the Legion, usually two or three times a week. She also belongs to a wheelchair square dance group.



In 1983 the Legion made a rule which said that people in wheelchairs could not dance at the Legion. They did this because of an incident in which a person in a wheelchair bumped into another person. Because of this policy Ms. Letendre is prevented from dancing at the Legion because she is in a wheelchair. People who do not use wheelchairs can still dance at the legion.

Ms. Letendre said that she was being treated differently because she was in a wheelchair. When a person who is in a wheelchair is treated differently, it may be discrimination.

Ms. Letendre complained that she was being discriminated against because she was not able to enjoy a service that the Legion offered to all its members. The reason for the discrimination was her disability.

British Columbia, like all other provinces, has a Human Rights act which makes it illegal to

discriminate against a person with a physical disability. A person cannot be refused a service simply because they have a physical disability. It is discrimination to do so.

Ms. Letendre complained to the B.C. Human Rights Council. The Human Rights Council investigated the complaint. The Council decided that the Legion did discriminate against Ms. Letendre. The Council ordered the Legion stop discriminating and to let Ms. Letendre dance on their dance floor. The Council could also order the Legion to pay her \$2,000.

Discrimination

We often hear people talk about being discriminated against, and probably we have thought that we were being discriminated against when someone does something to us that we don't like.

However, the highest court in the country, the Supreme Court of Canada, has recently told Canadians what discrimination means. The court said that whenever someone treats another person differently because of the colour of their skin, the country they come from, their age, their religion, their sex, or their disability, that treatment will be discrimination if the result is harm to that person.

Section 15 of Canada's Charter of Rights and Freedoms applies to all Canadians and makes it illegal to discriminate on the grounds of race, national or ethnic origin, colour, sex, age, or mental or physical disability.

Every province in Canada also has a Human Rights Act that makes it illegal to discriminate. Why do we have two laws that make discrimination illegal? Because Canada has eleven governments, one federal government, and ten provincial governments, different laws will apply to different governments. If an organization or company only operates in one province, then the Human Rights Act of that province will apply to them. If an organization or company operates in more than one province or in all the provinces, then the Charter of Rights and Freedoms will apply to them. That is why it is necessary to have two laws against discrimination in Canada.

Background Information

Have you ever had to deal with discrimination? Talk about what happened to you. Why do you think people discriminate? What do you think should be done about it? Also talk about the Canadian Charter of Rights and Freedoms. If you don't know what's in it, do a little research at the library or ask your tutor to find some information.



Questions

1. What does Geraldine enjoy doing?
2. What rule did the Legion make in 1983?
3. Why did they make this rule?
4. Do you think it was fair? Why or why not?
5. When does discrimination happen?
6. What is the Human Rights Act?
7. Do you think the act is good or bad and why?
8. What did Geraldine win from the Legion?
9. Do you think she felt welcome at the Legion after this happened? Why?
10. What does the Supreme Court say that discrimination means?

Other Activities: Write about a place you know to be inaccessible. Describe the place and why it is not accessible. Then write how you think it could be made accessible.



Opinions



Canadian Boy Fights for the Rights of Children

Craig Kilburger is 13 years old. His home is in Ontario. Last year, Craig started a group called "Free the Children". The group wants to help end child labour. Craig says child labour is a serious problem. "In some countries, children work 12 or 14 hours a day in factories making things like carpets and glass. If the children try to leave the factory, they are often beaten. Sometimes they are killed".

Craig and his group are writing letters and raising money. They want Canada to stop importing goods made by children.



Background Information

Many people believe in social causes. They try to help the poor, the sick and the environment to name a few. People volunteer their time, their money and their skills to help others. Do you have a cause that you believe in? Do you know someone who believes in a cause very strongly? Talk about this.

Questions

1. How old is Craig?
2. What is the name of his group?
3. What is the group trying to do?
4. How do you think one 13 year old child can make a difference?
5. What is child labour?
6. How long are children made to work?
7. What happens to the children if they try to leave the factory?
8. What is a factory?
9. What are Craig and his group doing to stop child labour?
10. Do you think it will work? Why or why not?

Other Activities: Write a letter to the Editor of a newspaper about something you feel strongly about. Ideas might include: disability issues, healthcare, gun control, the environment, child poverty or anything else you can think of.

Feeling

by Linda Doerksen

It's really hard to think people like to hurt other people. True I try to understand why they do hurt people. I know people don't do it on purpose, and maybe people who are doing the hurting don't stop and think what they are hurting until it's too late. I guess that's life. Some people are sincerely mean. You have to take the good with the hard feeling too. You hope it will pass and you can forget it, or maybe try to talk about whatever hurt you in the first place. I really hope people can work things out.



Background Information

Everyone has been hurt by someone else. Talk about a time when you were hurt by someone. What happened? How did you feel? Have you ever hurt someone?

Questions

1. What does Linda try to understand?
2. What don't people do on purpose?
3. What does the word purpose mean?
4. Use the word sincere in a sentence.
5. Do you think that some people are just mean?
6. Why do you think people have to take the "good with the hard feeling too"?
7. What's another word for pass as it's used in this story?
8. What does Linda say people can do when someone hurts them?
9. What does Linda hope?



Are You Superstitious?

People in many countries have superstitions. Here are a few superstitions common in Canada.

1. It is unlucky to walk under a ladder.
2. A four-leaf clover will bring you good luck.
3. The number 13 is unlucky. Friday the thirteenth is an unlucky day.
4. If you break a mirror you will have seven years of bad luck.

Background Information

Are you superstitious? Do you know anyone who is? Talk about the superstitions you know about and where you think they come from.



Questions

1. What is a superstition?
2. Why do you think superstitions are common to different countries?
3. What is unlucky to do?
4. Use the phrase four-leaf clover in a sentence?
5. How do you know you have good luck?
6. Why do you think the number 13 is unlucky?
7. What do you have to do to get 7 years bad luck?

Superstitions

China

If you sneeze, it means someone is thinking of you.

Romania

If a woman spills salt, she will have an argument with her husband.

Korea

Combing your hair in the bedroom is bad luck.
It is good luck to dream about a pig.

India

If you sneeze when you walk through a doorway, you will have bad luck.

Canada

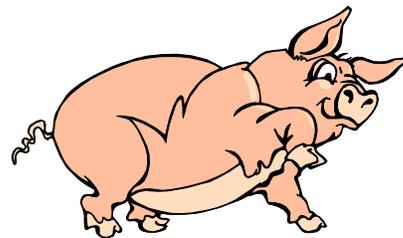
It is good luck to pick up a pin.
If you kill a spider, it will rain.

Background Information

Are you superstitious? Do you know anyone who is? Talk about the superstitions you know about and where you think they come from.

Questions

1. In what country does a sneeze mean someone is thinking about you?
2. What will happen if a woman spills salt in Romania?
3. Use the word argument in a sentence.
4. Why do you think it is good luck to dream about a pig in Korea?
5. What happens if you sneeze when you walk through a doorway in India?
6. Why do you think it is good luck to pick up a pin?
7. Why do you think killing a spider brings rain?



Superstitions

Japan

1. If you write your name with a red pen, you will die young.
2. You will have many children if you eat herring roe (eggs) on New Year's Day.
3. In a group photo, it is unlucky to stand in the middle.



Taiwan

1. The number four is unlucky because it sounds like the Chinese word "die".

Canada

1. If your left palm is itchy, you will get money soon.
2. It is unlucky to open an umbrella inside your house.

Brazil

1. If you step out of bed in the morning with your right foot, you will have good luck.



Nicaragua

1. The number six is unlucky.

Egypt

1. Shaking a key chain at night is bad luck. (You will wake dead people).

Background Information

This story is about more superstitions. See Background Information for "Are You Superstitious" for more.

Questions

1. Why do you think the Japanese think if you write your name with a red pen, you will die young?
2. Where do you want to stay away from during a group picture in Japan?
3. What is another word for photo?
4. Why is the number four unlucky in Taiwan?
5. What is a palm?
6. What is it unlucky to do to an umbrella in Canada?
7. Which foot should you step out of bed with in Brazil?
8. What is a Canadian saying that is similar to Brazil's superstition?
9. Why do you think shaking a key chain at night will wake up dead people?
10. What is another way to say key chain?



Flu Remedies From Our Readers

In the October issue of The Westcoast Reader, we asked readers to write and tell us some of their remedies for a cold or the flu. Here are some remedies from our readers.

Hong Kong

Try this remedy when you catch a cold. Cut up a small piece of fresh ginger. Boil the ginger with Coca Cola and a slice of lemon. Drink it hot.

Peru

Make a cup of tea. Add lemon juice, sugar, and pisco (a kind of alcohol). Drink this hot before you go to bed. It is good for a cold or the flu.



Canada

Here are some things you can do for a cold or the flu.

Drink fresh orange juice.

Eat homemade chicken soup.

Add garlic to your food.



Thailand

Eat lots of green onions with all your meals if you have a cold or a cough.

Canada

Gargle with salt water for a sore throat.

Singapore

Slice a small piece of fresh ginger. Put the ginger in a pan with 2 to 3 cups of water. Bring to a boil. Turn down the heat and simmer for 10 to 20 minutes. Strain the liquid and drink hot.

Background Information

Parents and grandparents often give advice when you have a cold or the flu. Talk about what home remedies your family uses. Do you know of any others? Talk about those too. What do you think of home remedies? Where did they come from? Do you think they work?

Questions

1. What is a remedy?
2. What is the difference between a cold and the flu?
3. What do you do if you catch a cold in Hong Kong?
4. What temperature do you drink the drink at?
5. Why do you think many countries agree that you should drink some kind of hot drink?
6. Which home remedy do you think would work best? Why?
7. What is pisco?
8. What are the Canadian remedies in the story?
9. What kind of onions would you eat in Thailand?
10. What two countries use ginger in their remedies?

Other Activities: Do you know of any other home remedies? Write them down and also write who told you about them.



Spare Tire

by Harry Butterfield.

The best way to make ends meet in this world is to always have a spare. In other words, look ahead. When you drive a car you wouldn't think of going anywhere without a spare tire. The same thing applies in life. When you are working and get your cheque, put so much away in the bank. I didn't do this because I thought I had it made with 32 years seniority. The owner told me I would be working there until I retired. So never leave anything to chance. That's what I would tell all the young people starting out today, to always have a spare tire because the whole world could come down on you. Then you wake up one morning and you're old, no job, no money, no education. No one wants you. Your pride is gone and you have to take scraps from the welfare. It would be a good idea, when you're young and have a job but no education, to go to night school because you'll never know when you will need it. A spare tire.



Background Information

Wisdom is knowledge that comes with age and experience. Many people think they know the “formula for success”. Has anyone given you some advice about living your life? Did you use what you learned?

Questions

1. What does Harry say is the same as saving money?
2. What is a spare?
3. What does Harry think you should do when you get your cheque?
4. Why didn't Harry do this?
5. What is seniority?
6. What do you think might have happened to Harry?
7. What can happen if you don't save for your future?
8. What is welfare?
9. At the end of the story, what does Harry say would be a good idea?



Momma, You Were Wrong

by Linda Calahan

I put that excess baggage,
Carried from girlhood into
womanhood,

On a fast train out
Of town,
Last week.

After I discovered why
All those guys,
And those fresh faced young men
Didn't want only sex from me.
Why
I made them want only sex from
me.
You said that's what they wanted.

Momma, why'd you fill my head
With such nonsense?
Momma why didn't you tell me
I was pretty and gentle and kind.
All those men saw it, Momma.
All those baby faced boys.
They saw my spirit and my soul,

But you,
You said BEWARE!
Men only want one thing
I thought that was all I had
To offer.
MOMMA,
you were
wrong.



Background Information

Have your parents given you information that you thought was true, but have since found it to be wrong? Parents sometimes tell their children things that may be untrue, to protect them from what the parent sees as dangerous. Talk about whether or not that is helpful for the child and what you might do instead.



Questions

1. What is excess baggage?
2. Why did she think all the guys wanted sex from her?
3. Why would her mother tell her this?
4. Do you think the woman loves her mother? Why or why not?
5. What's another word for kind?
6. What does a baby faced boy look like?
7. Do you think people have souls? Why?
8. What is the one thing the mother thinks men want?
9. Do you think men only want one thing?

Other Activities: write a response to this poem from the mother's point of view. Include reasons why the mother told her daughter what she did, and why. It can be in the form of a poem or a letter.

Garnish

by Paul Ho.

Before we send a dish out, we always garnish it first. As a final touch, a small twig of parsley does a great job. Actually garnishing a plate is an art by itself. It doesn't take you too much time or cause you too much trouble, yet it really makes a boring plate look attractive. People always eat with their eyes first. Some of them even say, "What a delicious dish"! by just looking at it. See, my little magic parsley works out so wonderful just like the sudden shower in April days.

Without a proper garnish, even life looks like a boring dish. Once in a while we really need something to boost up ourselves. Your date didn't show up? Fail the exam? Fighting with your family or lose in the game? Sometimes we really push our luck and yell around that life is getting tough. Take it easy, don't get mad. All these little misfortunes are just like magic parsley put on the boring dish; they can make our life more interesting, more challenging and more fruitful.

Since our dish of life was carefully prepared by invisible hands, in order to make it more attractive, a little bit of garnish is a must. Memories are exactly

like our tasty dessert and usually we don't use parsley to garnish them because the whole dinner course had almost come to an end. "What a wonderful dinner". We always say it from our hearts with thankfulness.

Do you agree, that kind of wonderful feeling is exactly like the merciful smile hanging on our granny's wrinkled face?

Background Information

Have you eaten in a restaurant and found a small sprig of green on your plate? That's a garnish. Do you know why restaurants put that green stuff on your plate? Talk about this. Why do you think it's there? Also talk about how people garnish (or add to) their lives. What makes life more meaningful. How is that connected to what is put on a plate of food? Or is it?

Questions

1. What is parsley?
2. What is an art?
3. What does garnishing a plate do?
4. What do people eat with first?
5. What do you think eating with the eyes means?
6. What does Paul say all our misfortunes are?
7. What's another word for tough?
8. What does the word fruitful mean in this story?
9. What are memories exactly like?
10. What do you think the last paragraph means?



What To Do In An Earthquake

Scientists say a big earthquake could hit British Columbia at any time. Do you know what to do in an earthquake?

During an Earthquake

If you are outside, get into an open area. Stay away from buildings, trees, and hydro lines. If you are inside, stand in a doorway or get under a heavy desk or table. If you are in a car, drive to the side of the road and stop.



After an Earthquake

Check everyone in the family for injuries. Check gas, water, and electrical lines. Do not strike matches or light fires. A gas line may be broken. Use your phone and your car only in an emergency.



Be Prepared for an Earthquake

Keep these emergency supplies in your home:

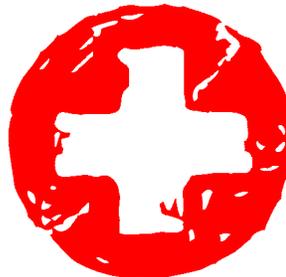
1. First aid kit.
2. Portable radio and extra batteries.
3. Flashlight with extra batteries.
4. Water in closed containers.
5. Canned or dry food.
6. Fire extinguisher.

Background Information

What do you know about earthquakes? Talk with your tutor about earthquakes, or find out some information about them before reading this story. You can find information at the library, on TV or in an encyclopedia.

Questions

1. What is an earthquake?
2. What do you do if you are outside during an earthquake?
3. What do you do if you are inside?
4. Why do you think you should stand in a doorway during an earthquake?
5. What's the first thing you should do after an earthquake?
6. Why shouldn't you strike a match or light a fire?
7. Why do you think you should only use your phone or car during an emergency?
8. What does a first aid kit have in it?
9. Why do you need extra batteries?
10. What do you think is the most important emergency supply you should have? Why?



I Watch TV

by Rosa Ciszek

I'm one of those women who prefers to watch TV than to spend time chatting with my friends. I'm not saying that I'm not a social person. On the contrary I'm very friendly, but I choose to watch TV more than to chat.

There are quite a few things that bother me regarding some TV programs, or movies. Take soap operas for instance. They are basically about rich people with marriage problems, hate among families, cheating among couples, and violence among people. People tend to automatically do what they see on TV, so my opinion is why not reverse things around putting more emphasis on poor people, good marriages, no hate among family, no cheating among couples, and most importantly, no violence. If people would learn more to love and help each other this world would be a better place to live.

There is a program shown on TV every so often that breaks my heart, and also makes me angry. The program's name is: "Famine in the World".

Every time I watch it, I can't stop crying and feeling guilty for what I have, even though I don't have or never had very much myself. It's almost hard to believe that when some people have so much, others die day after day for not having the most important things like food, drink and clothing.

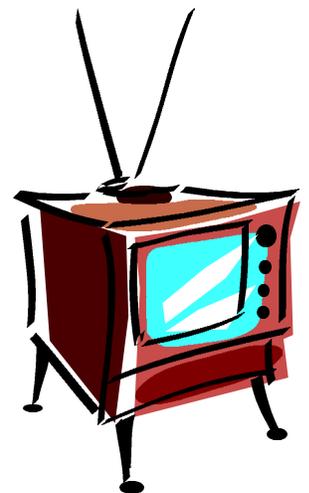
It breaks my heart to see children, as well as other people who are skin and bones, stuck in a corner and waiting to die, or waiting for some food. All this is so unfair, and I feel that if people would care more, this wouldn't happen. I only wish I had the power to rule the world. If so, I would make sure there would be no famine in the world, and I also would make sure that there would be equality among people and that there would be peace and love in the world.

Background Information

People have many opinions about TV shows. Talk about what kind of shows you like and don't like. Why do you feel the way you do about these shows? Do you think TV has the power to make people do things like commit crimes or have sex?

Questions

1. Why doesn't Rosa like soap operas?
2. Do you think that people really do what they see on TV? Why or why not?
3. Would you watch a TV show about poor people, good marriages, no hate, no cheating and no violence?
4. What is the name of the program that makes Rosa angry?
5. What happens to her when she watches it?
6. What is famine?
7. Why does she feel this way?
8. What could the world do to stop world poverty and hunger?
9. What does equality mean?



Dear Sir
by Ruth

Manager,
C B C,
2055 Kings Road,
Vancouver, B C

Dear Sir:

I was watching the Journal's piece on Adult Literacy February 11, 1986. As an adult who has reading problems, I was not too impressed with the announcer because he made me feel like I had a disease. Because as an adult illiterate it was not all my fault. In the fifties schools just failed you or put you in a special class because that made them happy. Because we were out of the way we would not be any problem to them. One thing they forgot was we would grow up. And now we are unemployed or on welfare or part of the working class. I have been looking for some help for over twenty years. I have found help now, thanks to the TV news. But even then the broadcast almost made me miss it. On the news program they had a story on Adult Literacy programs in Surrey, B. C. The interviewer asked about the subject of literacy. There were two Adult Literacy teachers talking, and I was so interested in it. The newsman said, "Sorry I do not have time to put the phone number on TV. People can look it up in the phone book". How can you look it up in the phone book if you cannot read or spell? I was so mad. But at the end of the program they showed the phone number. I feel that the interviewer should tell people how to get in touch with the program.

I have been going to the Young Adult Literacy Program for two nights a week. I was told I have a grade three reading level. I thought I had grade eight. But they tested me first, so now I know where I stand. So now I'm reading books. I have never read a book before. I am also writing a lot. I have been very lucky in jobs. Right now I am making \$16 an hour, and nobody knows I cannot read or spell at my jobs because we are professionals at hiding it. I know I have for thirty years. I just hope the governments open their eyes so our kids don't have to go through what I did. In this day and age they should not have to. The government should hire back teachers before it's too late.

Background Information

This letter gives the writer's opinion about a television show that was about adult literacy. Has a television program or something in the newspaper ever made you angry? Have you ever written a letter to someone about your anger? Talk about something in the news today that makes you angry. Also talk about adult literacy. Do you think enough is being done to help people learn to read and write?

Questions

1. When was the show on TV?
2. What made Ruth angry?
3. What does it mean to be illiterate?
4. What did Ruth say the schools in the fifties did to students?
5. What did the schools forget?
6. What do you think Ruth felt about her time in school?
7. What is the opposite of unemployed?
8. What helped her find the help she needed?
9. What made her angry about the Surrey BC story?
10. What is Ruth's solution to literacy problems?



Student Input

I am self conscious about people accepting me as a person, being in a wheelchair. I do not want their pity; I want their understanding and friendship. On the inside, I am just like everyone else, with all the same feelings and desires. I would like to be accepted into society as a normal human being.

Geneva Carr.

We spent time being bored by looking at our cubicles. The teacher wanted us to be quiet as mice in the classroom. I felt angry that they put us in such a little space to walk around in. I always wanted to move to another classroom where there was sunlight.

Greg Grant.

I don't understand why the school system kept passing me instead of helping me. People always think that people like me are stupid and dumb. My sister told me about three to four years ago that I wasn't. I was very surprised.

Valerie Delaney

I was not so smart in Math, so my teacher, Miss McCray, used to hit me on the knuckles. Finally, she got tired of me and put me in grade two with Mrs. Waters.

Bud Gaunt

The teacher would only explain the information once. The teacher wouldn't explain it a second time around. I didn't understand it the first time. He only thought about the persons who caught it the first time in

English class. In reading, he never stopped to ask if anyone understood what we were reading about.

Greg Grant.

A doctor took me into his office and told me, "You will never be able to drive; I do not want to see you on the road". I was very upset and so was my mom. We talked to a driving instructor and he believed I could drive. So we went ahead with lessons. About two weeks later I got my licence, and I only got one wrong on my test.

Bruce DeBruyn

I would always think about going on field trips to places to see the arts, films, music, plays and many more other things that we never, ever went to see.

Background Information

The people in this story are talking about their experiences in school and in the community dealing with prejudice about their disabilities. Have you ever felt prejudice? What happened? What did you do about it?

Questions

1. What does self conscious mean?
2. What did Geneva spend time doing?
3. Why do you think she was angry?
4. Why do you think there was no sunlight in her classroom?
5. What did the school system keep doing to Greg?
6. Why would Valerie's teacher hit her on the knuckles?
7. What is another word for explain?
8. Who did Greg go to for driving lessons?
9. What is a licence?
10. What would Bruce always think about?



"My Left Foot"

reviewed by Richard Watson



No one can argue that the acting in the film is superb.

Right from the beginning you can see and painfully feel the tenseness, spasticity and rigidity of Brown's muscles and the intense concentration it requires for him to do the simplest things. An actor/director friend of mine asked me afterwards whether Lewis was really cerebral palsied. I regard it a major accomplishment to pull off both Brown's Irish and cerebral palsied accents! Lewis has played diverse roles in such movies as "Room With A View", "My Beautiful Launderette" and "Stars and Bars".

I guess I can see parallels between Brown's life and my own, though certainly I never experienced the poverty and the poor living conditions he knew as a child growing up in the slums of Dublin. And I'm sure I do not have the same incredibly happy ending to look forward to. But I do understand the frustration, disappointment and rage he suffered in that climactic restaurant scene in which the woman he loved announced her engagement to the man who arranged his first art exhibit. What could he do? Run? He had no choice but to face the situation. And I think it took guts. And if we can simplify his behaviour as abuse, then it certainly was eloquent. I thought one of the funniest scenes in the film, and perhaps the saddest, was when he took the tablecloth in his teeth as he was being pulled away from the table.

As for the gaps in the story, it appeared to me that Brown learned to read and write because he was always there when his parents helped his brothers and sisters with their homework everyday. As for inspiration, haven't you found that people with verbal communication difficulties turn to writing as a release. It's highly therapeutic; and then we get to call it art.

Background Information

Books and movies are often based on true stories. Have you seen a movie that was based on a true story? Have you ever really identified with a character in a movie or book? Talk about any characters you know of that you think are like you, or have gone through some of the same things you've gone through.

Questions

1. How does Richard know that the acting is good?
2. What is superb?
3. Is Lewis (the actor) really cerebral palsied?
4. What other movies has Lewis been in?
5. What is a role?
6. Why do you think there aren't many movies out there about people with disabilities?
7. Where did the character, Brown, grow up?
8. Why do you think Richard could understand the frustration, disappointment and rage that he saw the character suffer?
9. What is another word for guts?
10. How do you think a scene can be both funny and sad?



Fat Cats

by Leslie Kish

Dear Editor:



I am writing in response to Mr. LJ Joy's letter of November 15th. He refers to union members as "fat cats" with large pay increases and juicy fringe benefits. I guess I am one of Mr. Joy's "fat cats", but I certainly am not in any position to "sit back and purr contentedly". I am a longshoreman, and I would like to tell you a little about my job and life.

In the morning I get up at 6 o'clock and arrive at the dispatch office at 6:45. I am dispatched to a job by 7:20, and sometimes I must drive 20 to 40 kilometers to get to the job site. Once there, I work from 8 a m to 5 p m with an hour for lunch and two ten minute coffee breaks. Most weeks I must go to the dispatch office seven mornings a week to ensure I get five days work.

Because I can never be sure of getting work five days in a row, my life is very chaotic. I cannot enjoy a normal family life because I can never plan ahead when I am unsure what days I will be working.

As a longshoreman, if I want to have a good living, I really have to hustle. When my day job finishes, instead of taking a chance on getting a job the next day, I will try to get on the graveyard shift which is dispatched as the next day's work. If I am "lucky", I will be at work again at 1 a m for another shift which finishes at 8 a m.

Then I will go home to sleep until 2 p m when I must go to the dispatch again and attempt to get another graveyard shift. If a longshoreman chooses to do this, his life becomes a revolving door of eating, sleeping, and working.

Hopefully, this will give Mr. Joy and those who support his point of view a better idea of what life is like for some of us "fat cats". I am not complaining about my job, I am only trying to point out that, like all jobs, mine too has its negative aspects.

Almost daily, I read something negative in the papers about this or that union or unions in general. Like any organization, there will be problems, but I am happy to be a union member. Too many people have forgotten or never learned just how much the unions have done for workers in this country, both union and non union workers.

Background Information

This letter is about unions. Talk about what you know about unions. What do they do? Do you think unions are good or bad? Why? Also, talk about the work of a longshoreman. What do you think you would have to do to do this job?

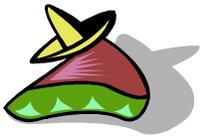
Questions

1. What is a "fat cat"?
2. What kind of letter did Leslie write?
3. What is a dispatch?
4. Why do you think the life of a longshoreman is hard?
5. Use the word chaotic in a sentence.
6. Why can't he enjoy a normal family life?
7. What is a "graveyard shift"?
8. Why do you think he works as hard as he does?
9. What's the opposite of negative?
10. What do you think the unions have done for working people?



Shadows

by Judy MacFarlane.



What are they?
Who are they?
Do they belong to
someone? I have
seen many shadows.

On nice sunny days you can see your shadow while outside walking. Shadows in the lake showing the trees, and hills that surround the lake. You can make shadows on the wall, by using a lamp for light, and your hands to make the shadows look like animals. It is possible to make these shadows move by moving your fingers. But, what about the shadows that appear in your mind? Shadows that seem to hold a secret. Secrets of the past, some of these shadows are very thick like a storm cloud. These are the ones that stay in the mind. Causing a tidal wave in my body. Then there are the shadows that are very light and fluffy, but shaded. These ones seem to have a face from the past. But the faces won't focus. Are these shadows a part of me? Are they a part of my past? Will they ever identify themselves?

Background Information

This story is about two kinds of shadows. The kind you see when the light hits something or someone and the kind that you might find inside yourself. Talk about both kinds of shadows. Which shadows are easier to describe?

Questions

1. What can you see on a sunny day?
2. How do you make shadows on the wall?
3. What is a shadow?
4. Why do you think Judy likes shadows?
5. What is another word for fingers?
6. What kind of shadow do you think can appear in your mind?
7. What does Judy say inside shadows may look like?
8. What is a tidal wave?
9. What do you think Judy's light and fluffy shadows might be?
10. Do you think these inside shadows are part of Judy's past? Why?



What if?

by Richard Watson

I have often thought about what I would say if a Jinn (genie) offered to grant me three wishes. Would one of those wishes be the obvious one?

"Cure my cerebral palsy". Well, so far it hasn't. My three wishes thus far



have been: Give me clearer speech, give me a better memory, and give me a lower household insurance premium! To some, that might sound pretty close to "Cure me", but it really isn't. It's something anybody might ask for.

I have just about everything I want in life, though admittedly my world is small. A long term relationship and a few kids might be nice, but what the hell. I have come to recognize that this missing piece is part of some cosmic lesson I'm supposed to be learning in this lifetime. And then there's that '57 two-door hard top-Pontiac.

I have thought about what my life would be like if science could make me 'able-bodied' tomorrow. I think it would be pretty traumatic! I'm too old to start all over again. And that's what I would have to do. If I were on GAIN for the Handicapped, I would lose it immediately. I'd have to get out and find a job. But I have no experience in the

competitive job market.

I would get evicted from my beautiful, big housing unit (with the mega-view of downtown and the mountains) which I helped design to be wheelchair accessible. I would have to get my driver's license and incur the expense of a car, gas, maintenance and insurance. I would actually have to learn the streets of Vancouver, Kamloops and Calgary, and how to get to any one of them. And, oh God, I'd have to tolerate my mother's backseat driving!

I would have to learn new social skills to fit into the 'able-bodied' crowd. I would have to develop a whole new sense of humour. I couldn't make fun of my cerebral palsy anymore, and I'd have to drop the gimp jokes. I would have to become an expert at something else, and find a way to be needed by another group of people.

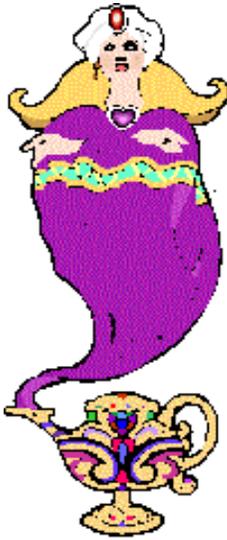
My two attendants would lose four hours of employment a day, plunging them into financial distress.

Well, see my point? Guess I'll stay where I am. I grew up with cerebral palsy; I know nothing else. There is a certain pride and sense of brotherhood in being a member of the disabled community. It has its own culture, language and politics. Its members share an understanding of each other's predicament. Being cerebral palsied has given me a rare insight into the human conditions and into what visible minorities have to endure and overcome just to be alive. It has made me appreciate all minority groups, women, gay people, people with AIDS, alcoholics, people of different ethnic backgrounds, because I am one of all of them, I can no longer speak out if the world discriminates against me.



Background Information

Talk about what you know about Jinns or Genies. What do they do? Where do they come from? Then talk about what you would ask a genie for. Do you think people would be surprised at your requests?



Questions

1. What is a jinn or genie?
2. Why do you think Richard wouldn't ask for a cure for his cerebral palsy?
3. What is a premium?
4. What would he ask for?
5. What is the cosmic lesson that he's supposed to be learning?
6. Use the word traumatic in a sentence.
7. What five things does Richard say would change if he didn't have cerebral palsy?
8. What has having cerebral palsy given Richard?
9. Why do you think having CP has helped Richard appreciate other minority groups?
10. What is a minority group?

Other Activities: write about what your life would be like without a disability. Do you think it would be better or worse? Why? Write about what your disability has taught you about people.



Challenges





Barriers

by Anne Welch

When I lived in Yorkshire I went to school. I thought I liked

school but my Mom thought I didn't. The teachers in Yorkshire didn't help me. They only helped the ones that were smart.

It is a shame that they left us behind. There were a couple of us who couldn't read and write. We wanted help. But we did not get help. When I left school at 15 years I still couldn't read and write. I felt ashamed.

When I was 24 I came to Canada. It has taken me 16 years in Canada to build up my courage to come back to school to learn. The teachers in Canada are understanding. Now I can read and write because someone has taken their time to help me. I don't need to be ashamed anymore. I've overcome the barrier that stopped me from learning.

Background Information

Talk about your school experiences. Were they good or bad? What one thing do you remember most about school? Then talk about what you think the differences and similarities might be between the school system in England and the one in Canada.

Questions

1. Where do you think Yorkshire is?
2. Why does Anne think the teachers didn't help her?
3. When did Anne leave school?
4. What is another word for smart?
5. What does ashamed mean?
6. How old was Anne when she came to Canada?
7. How long did it take her to go back to school?
8. Use the word courage in a sentence.
9. Why do you think the teachers in Canada are so understanding?
10. What is a barrier?
11. Why do you think people feel ashamed when they can't read and write?



Other Activities: What barriers have you faced in your life? How have you overcome them? Write a story about this.

21 Kilometres On

Crutches

Arturo Ruiz-Verde is from Mexico City. He has cerebral palsy. He uses crutches to walk. Arturo came to British Columbia for the Vancouver International Marathon on May 7. The marathon was 42 kilometres (26 miles) long. Arturo ran half of the marathon. He ran 21 kilometres (13 miles) in 2 hours and 44 minutes.

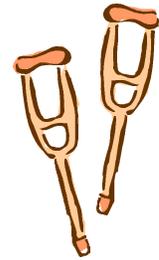
Arturo says he ran to honour British Columbia runner Terry Fox. "Terry Fox is my inspiration", he said.

Terry Fox

Terry Fox was a runner with one leg. In 1980, he tried to run across Canada to raise money for cancer research. He ran five thousand three hundred and seventy three kilometres. Then he had to stop because he had lung cancer. He died in 1981.

Background Information

This story is about two people with disabilities who ran marathons: a Canadian who ran a Marathon of Hope across Canada and a Mexican who ran a marathon in Vancouver to Honour the Canadian. Do you know what the Marathon of Hope is? Who ran that marathon? What was he raising money for? Do you know of any other persons with disabilities who test their endurance running marathons?



Questions

1. Where is Arturo Ruiz-Verde from?
2. What are crutches?
3. What is a marathon?
4. How long would it take Arturo to run the entire marathon?
5. Use the word inspiration in a sentence.
6. Why do you think Arturo was so inspired by Terry Fox?
7. What happened to Terry Fox's leg?
8. How far did Terry run?
9. Why did he stop?
10. How does Terry's dream continue today?



Dog Goes For 17 Days With No Food Or Water

Doug Mann comes from Victoria. On February sixth he traveled to Vancouver for a meeting. He took his dog, Laska, with him. While Doug was at the meeting, someone stole his truck. Laska was in her kennel in the back of the truck!

The police looked for the truck, but they could not find it. On February 22nd, two men found Doug's truck. It was parked on a street in Vancouver. Laska was still in her kennel. She was alive, but she was very weak. A veterinarian at an animal clinic took care of Laska. Doug took her home after five days.

"The people at the animal clinic brought Laska back to life," Doug says.



Background Information

Dogs are pets. They are a part of the family. They need love, food, shelter and exercise. Talk about what it's like to have a pet (if you've had one) or what you think it would be like. How would you feel if something happened to that pet?



Questions

1. Where is Doug Mann from?
2. What is Doug's dog's name?
3. What happened to Laska?
4. What is a kennel?
5. Why do you think Doug took his dog with him?
6. How many days was Laska lost?
7. Where was the truck found?
8. Why do you think the thieves left Laska to die?
9. What is a veterinarian?
10. How do you think Laska stayed alive?

I Don't Drive

by EV

My mother had cancer and died soon after. My sister phoned me and told me that she had cancer. She moved to Surrey because she didn't like the doctor in Courtenay where she was living. We went to the Cancer Clinic.



Then she was told to go to the local doctor who told her she had a tumor. The doctor phoned me and told me about the tumor, and I started to cry. Then he asked me to drive her to the Cancer Clinic, but I told him that I don't drive because I don't read or write.

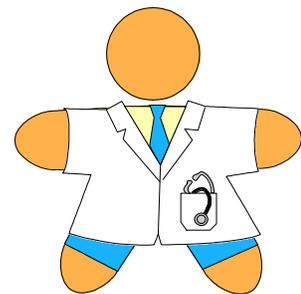
He told me about the school here and gave me the phone number, and then I phoned the school and made an appointment to see Mark. Then I came to school, and I was scared and afraid, but I came anyway.

Background Information

What do you think are some of the things that a person can't do if he or she can't read or write? Also talk about cancer. What is cancer and what can happen to a person who has cancer? Is cancer a scary word? Why?

Questions

1. What happened to EV's mother?
2. Why did EV's sister move to Surrey?
3. Where is Surrey?
4. What is a tumor?
5. Why do you think EV cried when she heard about her sister's tumor?
6. How do you think EV felt when the doctor asked her to drive her sister to the Cancer Clinic?
7. Why can't EV drive?
8. What is an appointment?
9. What is another word for scared from the story?
10. How do you think EV was able to overcome her fear?



Linda

My name is Linda. My birthday is May 16, 1949. I lived with my mother and father. When I was 3 months old, I got very sick. It left me paralysed on my right side.

I have five brothers and four sisters. I was raised on the farm in the district of Bangor, Saskatchewan. I went to Pilchak School with my brothers and sisters. I could not walk, so we used to ride horses in the summer and used a sleigh in the winter. We lived five miles from school. I cried when I couldn't go to school. When I turned nine years old, the school bus picked me and my sister up every morning and returned us home at four o'clock every day.



Background Information

This story is about a woman who lives in Saskatchewan. What do you know about Saskatchewan? Have you ever lived or visited there? What do you think schools were like there in the 1950's and 60's?



Questions

1. When was Linda born?
2. Who did she live with?
3. What does paralysed mean?
4. How many children are in Linda's family?
5. How would they get to school in the summer and winter?
6. What is a sleigh?
7. How far did they live from school?
8. Why do you think Linda cried when she couldn't go to school?
9. What happened when Linda turned nine?
10. What time would she return home everyday?

A Touch of Heaven

The Lord gave me a gift. I did not know Kokum was sick. But I saw her before she died. In this vision I saw a really bright light. Then I saw my Kokum lying in bed. My aunties were around her. They were crying and praying over her. It was so clear I thought I was there. I kept seeing that vision in my head, hoping it wasn't true.

I knew in my heart that she was home.

Lisa McKay.

PS, Kokum is the Cree word for grandmother.

Background Information

Do you believe in visions? Why or why not? Some people truly believe that they have seen visions, especially during stressful times.



Questions

1. Who is Kokum?
2. Why do you think Lisa didn't know that her Kokum was sick?
3. Who gave Lisa a gift?
4. What did she see first?
5. Why do you think the aunties were crying?
6. Do you think Lisa really saw her grandmother's last moments on this earth? Why or why not?
7. What is a vision?
8. What do you think Lisa means that she knew Kokum was home?
9. What nationality is Cree?

Rusty Makes Life Easier

Sarah Lapp is 10 years old. Sarah has cerebral palsy. She cannot walk. She uses a wheelchair to get around. In November, Rusty came to live with the Lapp family. Rusty is a working dog. She has special training to help people with disabilities.

Rusty helps Sarah in many ways. The dog can turn on lights, open doors, and push a wheelchair.

Sarah's mother says Rusty makes life a little easier for Sarah.



Background Information

Have you ever seen a working dog assisting a person with a disability? Do you think dogs can really assist a person with a disability?

Questions

1. How old is Sarah?
2. What's another way to say cannot?
3. Why can't she walk?
4. Who is Rusty?
5. Where do you think Rusty is trained?
6. Do you think Rusty's training would allow her to work with a blind person? Why or why not?
7. How does Rusty help Sarah?
8. What is another word for helps?
9. Do you think Sarah and Rusty get along?

Super Swimmer

Vicki Keith swam the Strait of Juan de Fuca on August 10th, 1989. She is the first person to swim the 30 kilometer strait using the butterfly stroke.

She left Port Angeles, Washington at 2 in the morning. She arrived in Victoria 14 hours later. She was very cold and tired. The temperature of the water was about 10 degrees Celsius during her swim.

She swam the strait to raise



money for disabled children. Vicki's many swimming records. Here

are some of her records. First person to swim all five Great Lakes.

First person to swim across the English Channel using the butterfly stroke.

First to finish a double crossing of Lake Ontario.

Holder of the distance record for butterfly stroke, 38 kilometers.

Background Information

Do you like to swim? Do you know someone who swims a lot? How physically fit do you need to be to swim long distances? Also talk about sports heroes in our society. Are many of them good role models?



Questions

1. When did Vicki Keith swim the strait of Juan de Fuca?
2. What is the butterfly stroke?
3. What time did she leave Port Angeles?
4. Why do you think she was cold?
5. What other way do we have to measure temperature besides Celsius?
6. What is a strait?
7. What are the names of the Great Lakes?
8. What does the word record mean in this story?
9. Why did she swim the strait?
10. Do you think it's dangerous to swim such long distances? Why?

Other activities: Look in a newspaper, magazine or watch for an athlete in the news who is doing something for charity. Write about who the athlete is, what he or she is doing and who it will help.

Christine's Haircut

A hair salon was ruled in the wrong for denying a disabled woman service. Christine Schink leads an active, productive life and wishes others would see her the way she sees herself.

The severely disabled Capilano College student has just won \$1,500 in a human-rights case after she was refused service by a Richmond hair salon.

"Wow! I'm happy-it's great news," said Schink, 40, who communicates by body motion and tapping her thoughts into a computer, using a head stick.

The British Columbia Human Rights Council found that Schink had been "subjected to public humiliation for no reason other than her disability".

The SARAW student, who has cerebral palsy combined with scoliosis, a spinal-cord disease, relies on a reclining wheelchair on which she lies face-down.

She was accompanied by her sister, Maureen Bucholz, when she arrived at Raymond Salons in Richmond Centre Mall for an appointment with senior stylist Raymond Chiu in September 1994.

Chiu's refusal to cut Schink's hair "was so hurtful", said Bucholz. "It was devastating to a person's self-esteem. It's not acceptable in this day and age".

Chiu testified that he had never given a haircut to someone lying facedown and was concerned about injuring her. He also said his English skills weren't adequate to communicate with Schink.

Human Rights Council member, Tom Patch, accepted that Chiu's refusal arose from a genuine fear of hurting Schink. But Patch wasn't persuaded that the refusal was reasonable in the circumstances.

He found Chiu's English was adequate to communicate with other English-speaking customers, and noted that other stylists were available to assist.

Background Information

Most people have faced some kind of discrimination during their lifetime. They may face discrimination because they have disabilities, are of a minority race, are women, are elderly and the list goes on. Talk about experiences you may have had with discrimination. How did it make you feel? What did you do about it?



Questions

1. What does deny mean?
2. How much money did Christine win?
3. How does Christine communicate?
4. What is humiliation?
5. How does Christine get around?
6. Where did she go to get her hair cut?
7. Do you think Chiu should have cut Christine's hair?
8. What is another word for adequate?
9. Why did Tom Patch rule against Chiu?
10. What do you think you would have done if you were Chiu?

On Writing

by Hong Ngo

To me writing is wonderful. It expresses all of my feelings. I love writing. I think writing is not always easy; I often get stuck on it, and it makes me feel angry. I love writing and to me writing is wonderful. It expresses all of my feelings; however, I often feel angry when I get stuck on my writing or I don't have enough English vocabulary to describe precisely what I feel. It's easy to write to describe a building, a car, a table, etc., but it's difficult to indicate your feelings.



I can see myself in my writing. The mirror only helps you to decorate yourself to look good, to look more beautiful, and to look more attractive. You cannot see inside when you look at yourself in the mirror.

I find that I cannot write whenever I want. I sometimes sit down almost an hour, but I cannot write anything, even a sentence or if I can write it is only an unclear and unstructured

paragraph. However, I usually do my writing on the street. While driving a car, I suddenly think about something and I immediately desire to write it down; therefore, I stop the car, find the right place to park and write. I feel wonderful after arriving home and I read again what I have written.

Background Information

This story is about a man who loves to write. He uses writing to talk about his feelings, even though he says it is very hard to do this. What is your experience with writing? What do you like about writing? What do you hate? Talk about why people write.

Questions

1. How does Hong feel about writing?
2. Why do you think Hong writes even though he says it's not easy?
3. What does the word express mean?
4. Why does Hong feel angry?
5. What does it mean to describe something precisely?
6. What is a vocabulary?
7. What does Hong think it's easy to write about?
8. What does Hong say the mirror helps you do?
9. Do you agree that you can't see inside when you look in the mirror?
10. Why do you think Hong gets his ideas when he's not thinking about writing?



Treena's Story.

My name is Treena Guy. I have Cerebral Palsy. I lived at Rideau Regional Centre from the time I was 3 years old until I was 18 years old.

When I was a child at this time, I was not able to go to school because I did not have any way to communicate. Someone came to Rideau Regional Centre with Blissymbols for us to try them. When we learned Blissymbol, we could say anything that we wanted to.

Then I moved to Ottawa to Parkway House; this is a home for adults whom are physically disabled. When I moved here I started going to McArthur High School. At this school, I was doing many different things like some reading and numbers work, also science and geography.

After that, I started going to Fisher High School for each afternoon. At this school I took law, family studies and also English. My aide read to me what the teacher gave out to us because I was not able to read on my own but I did know how to do that work.

When I finished these two schools, I heard about the school called Parkway Adult Day School. At this school, I was working on reading but it was

not so easy to get in there because I needed an aide to come with me and Parkway Adult Day School does not have or did not have aides.

We had to find some friends and my sister said they would come to help me. I am not going there now because it was too much for the teacher to have us. She was not able to handle all of us without any help. My home gave an aide to come with us but when they were not able to come, we could not go to school.

After all that I wanted to go to Algonquin to their upgrading program. I have been waiting for about two years but I still want to get in there.



I was able to take an interesting course at night school in child psychology. I do work at the Y on the computer. I do many different things on the computer. Each Tuesday, I help with a woman who uses Blissymbol. I make up some questions for her and she has to answer on her table. Also right now I am putting a book on the computer for persons who maybe have some difficulty turning pages.

Now I am going to try to tell you what some people do when they see a person who uses a Blissymbol table. They often times talk loudly to us. This bothers me because I do not like it. If I have someone with me, the other person will talk like I am not there. In school if the teacher wanted to ask me a question, she all the time asked my aide to give me the question. This makes me angry. I can understand everything and I can use my bliss table to answer.

Treena Guy.

Background Information

Talk about what it is like or would be like to be unable to communicate with other people. How would a person get an education? What might happen to them? Also talk about what people do when they interact with someone with a disability.

Questions

1. Why couldn't Treena go to school?
2. What is Blissymbol?
3. What is one word that means numbers work?
4. What subjects was Treena studying at Fisher High School?
5. What is an aide?
6. How do you think having Blissymbol helped Treena?
7. How long has Treena been waiting to go to Algonquin?
8. What is the Y?
9. What do people do to Treena that she does not like?
10. Why do you think people act this way?

Other Activities: many people are uncomfortable around persons with disabilities, persons of another colour, religion or anything that makes them a little different from each other. Write about someone who made you uncomfortable. If you can't think of anything, write a story about what it might be like to have a Christmas party and one of your friends brings someone who is of another religion (say Jewish - don't believe in Jesus Christ). How would you act toward this person? Would you be comfortable with them during your party?

My Hand

by Barinder Johal

On Oct. the 9th my friends came from out of town. It was the Thanksgiving Holiday long weekend. We had so much fun on Saturday, Sunday, and Monday. I went to work on Tuesday afternoon. We started working at three o'clock. We started work the way we usually do. I was working as a trimmer man. We worked there two hours with no problems. At half past five there was a twenty foot long piece I was supposed to cut. First I cut six feet from that twenty foot length. After that I was supposed to cut an eight foot long piece. I was moving the piece with my hand up to the eight foot length when the air pressure cylinder that pushed the saw out broke. The saw got free



then came out by itself and cut my hand completely off. I didn't know what had happened. When I looked I saw it in the conveyor. I saw my hand sitting there and I started yelling, then other workers heard me crying and they were wondering what had happened to me. Then they saw me holding my arm with no hand on it.

It was bad luck because there was no one with a first aid kit. They didn't even have a foreman there. I didn't know what to do. Then I told my friend who was working with me to take me to the hospital. I told the other guy to get my hand. I told him to get my hand because a few months before

my accident a guy cut his two fingers off. They didn't take his fingers when they took him to the hospital. When they reached the hospital the doctors asked them where were the fingers. The doctors told them to get his fingers from the mill. Then they went back and it took them so long to come back in. By the time they came back it was too late. The doctors tried to put them back on, but it didn't work. This was the reason I told the guy to bring my hand.

Then I told my friend to get the car keys from my pocket. He got the keys and he told me to wait for a minute. I was thinking about what he was going to do. He brought on old shirt and told me to put it on my arm, otherwise he couldn't drive. He was very nervous. He started the car and put the emergency lights on. My friend was from Vancouver. He didn't know the way to Surrey Hospital, he told me. I showed him the way. We got there and we went to the emergency department. When the nurse saw my arm, she right away took me to the emergency room. Doctors put the bandage on my arm. I don't know what they did with my hand. I had so much pain. They told me they were going to take me to VGH and they put me in the ambulance. I was getting more pain. I asked the nurse if I could have some sleeping pills. She told me they were going to operate on my hand and they couldn't give me any medicine. At times I was thinking this was a bad dream, but I looked around and then I knew it was true. We reached the Vancouver Hospital.

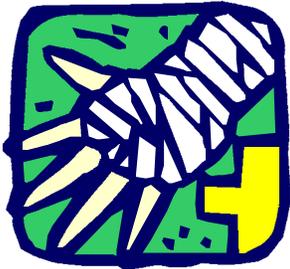
Doctors came up to me and told me they were going to try to put my hand back on. They put me to sleep. After that I don't know what happened.

Two days afterwards when I woke up I was in the recovery room. I saw my hand. It was attached on my arm. I was a little happy. I asked the nurse if my hand would stay on my arm. She said the chances are fifty- fifty. The doctor came on the third day and I asked him about my hand. He said, "We are about seventy- percent sure". Nurses were checking the temperature every two hours and comparing it with my normal hand. Every time they came I asked them about my hand. After a few days the doctors opened my cast and they told me they were sure my hand would stay on my arm.

I have good movement in my hand, but I have no feeling in my hand. I am very happy with it. I am very, very thankful to the doctors who did this great job on my hand. Especially I am thankful to doctor Fitzpatrick and my physiotherapist, Grace.

Background Information

This story is about a man who has an accident. Talk about how people handle stressful situations. How do you handle stress? What happens if a person panics? What do you think it would be like to lose a hand or a foot, or even a finger? Do you think doctors can reattach limbs that have been cut off?



Questions

1. When did Barinder go back to work?
2. What was he doing?
3. What happened to Barinder?
4. What is a conveyor?
5. Why did Barinder have his friend get his hand?
6. Why did his friend have him put on a shirt?
7. What do you think Barinder was feeling at this time?
8. Why didn't Barinder's friend know the way to the hospital?
9. What's a shorter way to say emergency room?
10. Why do you think Barinder couldn't have any medication if they had to operate on his hand?

Jackie



My name is Jackie Lapierre. I was born in Montmartre Saskatchewan, on July 16, 1959 in the Montmartre hospital. When I was three months old they found out I had meningitis. They also found out I had fluid on the brain. So, they had to put a shunt in to drain the fluid. But, they had to do it three times before one would work.

When I was a little girl the only way I could get around was by crawling on my bum because I didn't have a wheelchair of my own until I was 10 years old. I was sent to Wascana for therapy so I could learn how to walk. I also went to school there until I was 14. Then, I went home and took schooling by correspondence.



When I was 13, I was told by a doctor that I could possibly die by the time I was 30 because my lungs and my heart were being crushed. So, when I was 18 I decided to go to Toronto to have an operation. My mom came with me but she could only stay for a week because we lived on a farm, as my dad needed her at home. I was in Toronto for three months. When I came back one of my aunts came with me because they did not want me to travel alone.

When I got home I could only sit up for a couple of hours because my back would get really sore. I finally got into Wascana for therapy so I could learn how to transfer again.

My dad died in 1984 of a heart attack so my sisters talked my Mom into moving to Weyburn. But, when they were looking for an apartment they could not find one with an elevator. But, there was one being built and it wasn't going to be finished until spring. So, my mom and I spent the winter on the farm. I lived with her for three years.



Then, I moved to Cheshire homes in Regina, where I have lived for almost 10 years. After I moved I decided I wanted to go back to school to get my grade 12. I started going to Robertson Career College but the classes were only on Saturdays and it was a very long day.

Then, I ended up in the hospital with an ulcer on my back, which I ended up having to have plastic surgery on. But for some reason the skin graft disappeared so they had to do another one. I went home just two weeks before Christmas. When I went home I had to lie down in the afternoon because my back wasn't quite healed yet. The day I went into the hospital I found out that Robertson Career College was closing. I was not happy because that was where I was trying to get my grade 12.

I ended up in the hospital about a year later with another ulcer on my back. This time I was in the hospital for three months. When I got out I had to lie down because my sore was not healed yet. Then I got some help and found a SIAST that had a program called the Learning Centre where you can learn at your own pace. I have been going there for about four years. But, now they charge \$1.20 an hour. So now I only go on Saturdays because they don't charge any money. It probably will take a long time to get my grade 12.

Last May I found out I had contracted hepatitis C. I had

been getting a needle for something else when the nurse was taking the needle out. She accidentally poked herself with it so the doctor asked me to go and get a blood test to make sure I did not have AIDS or hepatitis C. I was really scared at first, because after I found out all I heard on TV was that people die from it.

I live with seven other people, six of them are men. Their names are Gary, David, Ken, Darren & Nick. The girl's name is Nicole. I get along with them all. Nick is my boyfriend. We broke up on March 9th. Sometimes, it still hurts, because we went out with each other for almost 5 years. It might not hurt so badly if he hadn't decided to go out with Nicole shortly after we broke up. Sometimes, I don't think they think I have any feelings. And, for some stupid reason I still care what happens to both of them because they are my friends. I hope it stays that way. But, most of the time they act like I don't exist, because they are in their own little world.

This is my life to date.

Jackie.

Background Information

This story is about a woman's life. It's about her struggle with illness and disability and how she made a life for herself. Talk about what living with a disability means to

you. Talk about what it might be (or is) like living in constant pain and under the threat of death. How would you live your life?

Questions

1. What disease did Jackie have as a baby?
2. What did doctors have to do to remove fluid from Jackie's brain?
3. How old was Jackie when she got a wheelchair?
4. What is a correspondence school?
5. What did doctors tell Jackie when she was 13?
6. Do you think her mother should have stayed with Jackie while she was in the hospital? Why or why not?
7. What does transfer mean in this story?
8. Why did Jackie have surgery on her back?
9. How did Jackie find out she had Hepatitis C?
10. Why do you think Nick and Jackie broke up?

Laura's Story

by Laura Laurencelle

It was one of those days you could never imagine happening.

It was April 24, 1989. My husband, Trevor, had not arrived home from work. It was eleven thirty a m. He worked night shift. I started to get concerned so I called his boss. He seemed surprised at my call. He asked if Buddy had called me. I told him he hadn't, and he continued to tell me that Trevor had been in an accident.

Through searching of my own, I found out he must be at Lion's Gate Hospital. I called there and they told me they had nobody there by that name. I told the receptionist that he had to be there, I'd checked the other hospitals. She then told me there was an unknown man in I C U. I said that had to be him. I talked to the head nurse and I had to identify him. The only way to do that was to describe a tattoo he had on his left shoulder. I finally found him. The nurse said he was pretty bad. I was hysterical by this time and all the nurse could do was to try to keep me calm. My daughter at this time was only six months old. The nurse asked me to get someone to watch my daughter and get down there right away. He had been in a head on collision and they didn't know if he would make it. I tried to get myself together enough to call his parents. His father came right away.

Within an hour or so the whole family was at the hospital. All that kept running through my head was that he wasn't going to make it. We arrived at the hospital. The doctors and nurses took us into a room to explain his condition. They said that he had multiple fractures on his skull. He was bleeding on the brain and also fluid on the brain. His frontal lobes were damaged quite badly. His jaws were broken and his face was cut up quite badly. The doctors said he'd need a lot of plastic surgery. Trevor was in a coma. The doctors told us they were hoping he'd wake up within nine days. If not, it could be a long time.

I finally went in to see him. My heart just fell. This person did not look at all like the handsome man I loved so much. His head had expanded tremendously. All the life support systems were on him. He did not look at all alive.

I knew I had to be strong for Trevor and my daughter. I tried so hard to keep a positive attitude, but deep down inside I knew he was going to die. The days ahead were very hard for me. I was at the hospital day and night, spending as much time with him as I was allowed. We



started to see some progress. He was completely off the drugs. I would talk to him continually and finally he started to move around. If you touched any of his injuries he would move that part of his body. The nurses would try to suction the tubes in his mouth and he would try to push them away. It was quite apparent that he could feel pain and hear. I talked to him one night for 45 minutes about our daughter and how much I loved him. He had tears come from his eyes. I was so excited. I really began to believe he would be okay.

I went up one night to see him. As I was talking to him, I asked him to squeeze my hand if he could hear me. Within seconds he did. The doctors explained to me that if he did come out of the coma, he was going to be a totally different person. There was a good chance that he wouldn't know who any of us were. At this point I didn't care how he would be. The doctors wanted me to try and

prepare myself. The chances were that he would be like a child again, having to learn all over. The extent of the brain damage would not be visible for some time later on.

Trevor stayed stable for six days. On May 1st his mother and I went up to visit. The doctors explained that Trevor was in trouble. They were not sure exactly what was happening. We had to wait one hour for the results of the CAT scan. That was the longest hour of my life. I knew this was it. I finally spoke to the doctors again. They told us Trevor was brain dead. At that point I felt I'd died along with him or at least, wished I had. That special person I'd waited all my life for was now taken away from me. It wasn't fair. I couldn't figure out why or how this had happened. We had just brought a new life into the world, we were so happy. The family and I had to decide whether to take the life support off of him. That was the hardest decision I had to make in my life.

I knew in my heart that he wouldn't want to live as a vegetable. I went in to say my last words to him. I could not believe he was gone. He seemed to be the same as he'd been for the last six days. It was hard to accept that this was the last time I'd ever see him again.

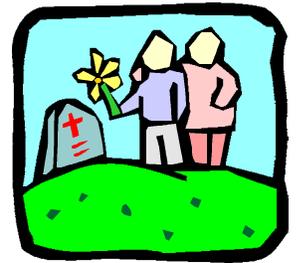
Well, it's been five months now and I often wonder if I made the right choice. I miss him so much.

Background Information

This story is about a terrible tragedy. Talk about car accidents and how easy it is for someone to be hurt very badly or even die. Also talk about the decisions family have to make when a person is close to death. Have you had someone close to you die because of an accident? If you can, describe what you felt and how you reacted.

Questions

1. Who did Linda call to check on her husband?
2. Why do you think Linda had to call all the hospitals herself?
3. What ~~was the condition of Trevor?~~
4. What was Trevor's condition?
5. What is the frontal lobe?
6. How did Linda know that Trevor was making progress?
7. Why do you think the after effects of the brain damage would take so long to become visible?
8. How many days did Trevor stay stable?
9. What does brain dead mean?
10. Do you think she made the right decision to take her husband off of life support? Why or why not?



A Slice of Life

by C.G.

My biggest fears were while I was in Elementary School; my biggest problem was paying attention. I was afraid. Nearly everyone and everything affected me in a negative manner. I was chosen to be the one to pick on by other class mates about anything I did or didn't do. I was always afraid of the teacher asking me any kind of questions. I could never pay attention long enough to understand the question, or to know the answer. I would let people get to me so much that my feelings would be hurt constantly because of the mocking and teasing. When I was being talked to by the teacher whether in front of the others, or not, I could feel myself turning a hot red. I used to cry a lot in my school, and I didn't like going.

One time really comes to mind. Our class had a film on war and as usual I was daydreaming and not paying attention. When the film was over we went back to our class and Mr. Handcheroff our school teacher asked questions on the film. He planned a game to go with these questions. Those who couldn't answer that question given to them would have to stand in the corner of the Principal's classroom while his class was in session. I thought for sure he'd ask me, and the more I thought about it the more I couldn't control myself, and as I had before I started to cry. Then out of embarrassment I put my head on top on my desk. I wrapped my arms around my head tightly and over my ears so that the talking of the teacher



and the laughter of the others sounded as distorted as they always did to me in the first place. I thought I hated them, I'm almost sure I did. I never did go stand in the corner of the Principal's class. I was not even asked a question, not even about why I was crying. I guess my crying was so regular that it was well known and associated with my actions and reactions.

Today I still don't really understand my fear of others, or why I was like that. There it is, 17 years later and I'm full of questions and answers; I'm not afraid of being wrong in my answers; I know I won't be punished if I'm not correct.

Another thing I don't clearly understand is why wasn't I helped to get out of the shell, that trap? Perhaps if I would have had help then I could have been a happier, better, freer person a lot sooner.

Background Information

Sometimes something that happens to you as a child stays with you as you become an adult. Did you get teased a lot in school? Do you know someone who did? How did you handle it and would you do anything differently now? Also, talk about something in your life that has made you the kind of person you are now.

Questions

1. What was C.G.'s biggest problem in school?
2. What's another word for pick on?
3. What is the opposite of negative?
4. Why would C.G.'s feelings be hurt constantly?
5. Why did C.G. turn a hot red?
6. Why do you think the other children teased C.G.?
7. What was the name of C.G.'s school teacher?
8. Why do you think C.G. started to cry during the war film questions?
9. What does distorted mean?
10. How could someone have helped C.G.?



Finding My Real Voice

by Linda Calahan

Expressing myself has never been easy. Sometime between childhood and adulthood, I lost the spontaneity of meaningful and honest expression of feelings. Growing up in a household where one's emotions were not to be let loose, explored or talked about, I soon learned to shove down all the bad feelings far down into my body's inner depths, then stuff tons of food on top to keep them down under control.

Years went by when I did not shed a tear, since I had been told as a child to "Shut up or I'll give you something to cry about". I recall many times during my teens when I felt that I would go crazy from all the disturbing feelings that were tumbling around in my body, begging to be heard. There was no one willing to listen, so obviously I thought these feelings were unimportant and stupid. I would stuff more food into myself, temporarily relieving the pain. I came to believe that I was an insignificant person.

At an early age I learned to smile and say what I thought people wanted to hear, but as time passed and more feelings went unexpressed, more swallowed, I began to experience a lump blocking my throat, choking off my voice, whenever I was put in a conversational setting. I couldn't share myself. I felt what I had to say was boring and trivial.

Abused as a child and teenager, I could never chance exposing what was happening in my life. This caused more denial of feelings. I built a shell around myself to keep feelings inside and the hurt and pain out.

Years went by and I was unable to free myself from this shell. This fear that would overtake me when I was placed in a room with people: parents, family, friends or strangers, and expected to talk. I always projected the attitude that no one could hurt me, although I was in extreme pain from holding my emotions tightly in control.



Marrying and raising children served as a distraction from my pain for many years, but my inability to show and express my tried emotions caused problems in my relationship with my husband and children. Many times when I was alone with my children I would want to have a conversation with them to see how they were feeling about things. Since I had few skills in this area because of my own childhood, I often found myself at a loss for words. I don't think the kids noticed, but I felt uncomfortable and I felt something was wrong with me because of my lack of words. I couldn't understand why the words wouldn't come out. It felt as if there was a tight wire around my throat cutting off everything except my breath.

Parents should be careful when expressing the well worn phrase that "children should be seen and not heard" because it may truly be the last time that small voice, with its honest need to express itself, may be heard out loud.

Growing up in my house meant there was never an exchange of conversation. My parents weren't interested in how my day had gone. We never discussed whether the day was good or bad, or if I had learned anything of interest or had met any interesting people. When my family sat at the dinner table, only my father spoke. He would express his anger at his job, would give us our orders for the next day, or criticize what we had done on that particular day. There was no chance for me to experience a normal give and take conversation. There was also a great fear of speaking up and saying how I felt. My father had a quick hand that I would feel on my face if I spoke out. It was very restricting and out of those experiences grew my reluctance to express myself, and the feeling that what I thought and felt were wrong and of no importance.

I've found it very difficult to discover and understand many things about myself because I have never had a means to examine my life and feelings. Everything went in and nothing came out.

Presently, I have nothing left to distract me from the emotional

turmoil that has left me voiceless for so long. I refuse to let my feelings go unheard; they are screaming to be released from the bondage of my constricted body. How can I free myself from the emotional shackle that was placed on me so early in life? How does one let that inner self out to "test the waters", to check out the safety of exposing one's feelings?

I feel strongly that for my own physical and mental well being these feelings need to be set free. I went to a therapy group for one and a half years, and the therapist kept telling us to write our feelings down. I could hardly bring myself to write a letter but my desire to get healthy was so strong that I tried writing. Writing only sporadically, mostly when feeling disturbed, I felt inadequate and this added to my hesitation. As I went further into therapy and as my life seemed to fall apart, I realized my need to seriously write about my feelings. There were so many emotions inside of me, fighting to get out.

Finally, I decided to take an evening writing class to increase my writing skills and to see if I had an ability, or if I'd be wasting my time. I soon discovered that a person does not learn how to write, necessarily. It only takes a little courage to be honest and a willingness to put your pen on the paper and let your feelings rush through your arm, down the pen and onto the paper. It also demands a teacher willing to let you write about what you know best: yourself!

Sometimes I get so excited when I write that my mind is way ahead of my pen. I write furiously not wanting to

lose my important thoughts.

This is an exciting time in my life. I have gained self esteem and self confidence at a very crucial time. I'm still not a great conversationalist, but through writing I am examining feelings that have been tucked away and kept secret all these years and I feel a new sense of freedom in mind and body as I put it all down on paper, read it out loud and shed these important pieces of myself with the class as they share their writing and feelings with me.



At last, my inner self has a voice by which to be heard.

Background Information

When children are not allowed to express feelings or participate in conversations, they do not learn to communicate or to deal with their feelings. Talk about experiences you or someone you know had. What does it feel like to hold emotions inside? How well do you hold a conversation? How do you deal with: anger, stress, sadness?

Questions

1. What does spontaneity mean?
2. How did Linda keep her feelings under control?
3. What happened to Linda as time passed and more feelings went unexpressed?
4. What served as a distraction for Linda?
5. Do you think it's healthy to hold in your feelings? Why?
6. Use constricted in a sentence.
7. Do you think therapy is helpful?
8. What did Linda do to get her emotions out?
9. Do you think writing can be helpful for everyone?

DECTalk Engineer Continues Research

Digital Equipment Corporation's Tony Vitale has ALS, Amyotrophic Lateral Sclerosis, which most of us know as Lou Gehrig's Disease. It is a degenerative disease that affects the central nervous system, giving its victims an average life expectancy of one-to-five years.

Vitale was diagnosed in July 1993. Until then he was living a vigorous, active life: running four miles a day, lifting weights at night, playing a lot of tennis.



Today, little more than two years later, he cannot walk. He is in a wheelchair.

Vitale works for Digital's Assistive Technology Group. He rejected an option to stop working and receive a long-term disability pension. He works at the office two days a week and at home the other three.

For the last 24 years, Vitale has been developing speech synthesizer technology, which he may become dependent upon in order to communicate, as his disease takes its course.

He is currently in the process of teaching computers to speak not only English, but German, French, Spanish and some Japanese. "I am the teacher, the computer is the student", said Vitale.

Vitale is fluent in French, German,

Polish, Italian and Swahili; he has written two books about Swahili. And now, while continuing to publish technical papers on text-to-speech synthesis, he is writing a book about his life's experiences.

Always driven by adventure, Vitale has trekked through East Africa, spent time in the Peace Corps in Kenya, and worked with the U.S. Government in Somalia and Zaire. He also worked with the U.S. Information Agency in Poland, Czechoslovakia, Morocco and Hungary, and taught under a senior Fulbright professorship in Tanzania and Poland.

Many years ago, he and his wife Jeanine sat on the floor of an apartment in Tanzania eating dessert while bullets screamed overhead, smashing through windows across the street. Vitale promised her that the next assignment would be "someplace peaceful." The next assignment turned out to be Poland during a state of unrest.



He spent one evening with Cambridge University Professor Stephen Hawking, the noted physicist who also has ALS, and who uses DECTalk to communicate. When the subject of winning the lottery came up in conversation, Vitale said he would spend the rest of his life drinking rum on a beautiful island in the Caribbean.

"No you wouldn't," said Hawking. "You'd keep working on speech, just as I've kept working on theoretical physics, because we owe it to mankind, and it's a much more useful endeavor than the one you just spoke about".

"Hawking was right," says Vitale. "I'm much happier now than I used to be," he says. "I no longer sweat the small stuff. The most important things are family, friends and doing something useful. In that order".

Background Information

This story is about a man who has lived a full life both without and with a disability. He is living proof that all a person really needs is determination and love to make it in life. He is the designer of the voice synthesizer that you may use with the SARAW program.



Questions

1. What does ALS stand for?
2. What does life expectancy mean?
3. What kinds of things did Tony Vitale do before being diagnosed with ALS?
4. Why do you think Vitale rejected the idea of quitting work and going on permanent disability?
5. What does the word synthesizer mean?
6. What languages is Vitale fluent in?
7. What is a book about someone's life experiences called?
8. What countries has Vitale been in?
9. Use the word endeavor in a sentence.
10. Why does Hawking continue to do his work?
11. According to the last line of the story, what is most important to Vitale?

Lou Gehrig's Day

Lou Gehrig was a baseball player for the New York Yankees from 1925 to 1939. He was known as the "Iron Horse", and set a record by playing in 2,130 consecutive league games. In 1941, at the age of 37, Lou Gehrig died of Amyotrophic Lateral Sclerosis.



Tony Vitale is one of the principal designers of the DECTalk speech synthesizer. The following is part of a speech Vitale gave on Lou Gehrig's Day, July 23rd, 1995, at Fenway Park.

I am honored to have been chosen as Honorary Chairman of Gehrig's Day at Fenway Park. I have ALS. This day is dedicated to Lou Gehrig. He also had ALS. I would like this audience to know that I am neither angry nor depressed nor sad. The soul seems to create situations for itself in life so that it can learn from them and grow. Sometimes, illness can be just the situation that enables us to make changes in our lives. It provides the needed space, the emptiness, the silence that, it seems, must occur before creativity is free to operate. The emptiness seems to act like a vacuum, pulling the needed experience to it.

Illness can be a magnificent opportunity to become a whole person. I always felt I needed to learn certain skills in order to become a happier and more complete and fulfilled individual. Skills like patience, greater trust of my fellow man, humility, understanding and acceptance of my own imperfection. I have begun to learn and to practice these skills since my

diagnosis in the summer of 1993. There is nothing like tragedy or destruction to quickly push one along to learn something new when everything is taken away. You can start all over again. The slate is wiped clean.

My wife Jeanine does a lot of gardening. She loves to watch things grow. However, by late summer, she becomes somewhat weary of her mistakes: mistakes in the placement of plants, the plague of insects, or the constant watering of plants. I notice that she seems to be relieved to see autumn arrive, the first frost wiping out all of her mistakes.

Then comes the empty winter, a time for dreaming, dreaming anew of beautiful colors and exciting flowers which my wife has never had the chance to grow. If winter never came, as happens in warmer climates, she would never have the chance to start from the beginning. She would always be trying to add the new while simultaneously dealing with the old, a much more difficult process. But living in New England as we do, she greets each spring with joy, relief, surprise and wonder as nature unfolds her beauty yet again. She feels sorry in a way, for those with no winters in their lives. No chance to rest, no chance to start again, unfettered, no hope of spring to sustain them. I've always wanted to move to a warmer climate, one in which there is no winter. But now I'm beginning to understand my wife's reluctance. There is no change, no new beginning.



This horrible disease called ALS is like the winter. It is in one sense a death, but in another a hope of renewal. Now that I have only perhaps a few more years to live, I've been working harder than ever before. And I intend to keep working hard until it's impossible to lift my hands. And then I will use a speech recognizer to do my work until I can't speak. And then I will use a speech synthesizer to communicate with my co-workers, family and friends. So the reason why this day is so important, Ladies and Gentleman, is that if we are able, in the process of making money and gaining fame, to help one person like myself, then all our lives will have been worth it. John Donne said, No man is an island, entire of itself; every man is a piece of the continent, a part of the main". We are all connected.

I'd like to end by repeating a sentence from a famous individual. I use this sentence because due to this illness, I have met the most wonderful people: compassionate physicians, acquaintances who turned out to be close friends, family members who have been extremely supportive. The sentence is from Lou Gehrig at his final address in Yankee Stadium on July 4, 1939: I consider myself "the luckiest man on the face of the earth".



Background Information

Do you know what Lou Gehrig's Disease is? Talk about what you know about the disease. Also talk about or find out about Lou Gehrig the man. What did he do? Why was he famous? Finally, talk about what your disability has meant to you. What has it taught you about life? What is important to you?

Questions

1. Who was Lou Gehrig?
2. Why was he known as the "Iron Horse"?
3. How do you think he was able to set the record for most consecutive games played when he had ALS?
4. When was his record broken?
5. Why is Tony Vitale neither angry, or depressed or sad?
6. What is the root word of imperfection?
7. What do you think Vitale means by "the slate is wiped clean"?
8. What metaphor does Vitale use to describe having ALS?
9. Why does Vitale say Lou Gehrig's day is so important?
10. Why does Vitale say he's the "luckiest man on the face of the earth"?

Chapter Two

Grammar Activities



Learning about reading and writing couldn't be complete without learning something about grammar. However, there's no way that we can possibly cover everything a person might need to learn about grammar. Therefore, we've decided to include grammar exercises related to material that has given participants in the Regina SARAW program some difficulty. Exercises will include:

- Basic sentence structure
 - ▶ S+V pattern
 - ▶ compound sentences
 - ▶ building better sentences
- Capitalization and Punctuation
- Verb Agreement

Sentence Structure

The sentence is the base of the English language. We need to know how to build a strong base and what we can and cannot add to it. Grammar is the study of sentence structure and how words relate to one another in a sentence.

The Sentence

Everyone has thoughts. When we speak, we speak what we are thinking. When we write, we are also communicating our thoughts.

Γ Each complete thought that we write is a sentence.

A sentence can be a statement.

The sun sets in the evening.

A sentence can be a question.

When do you go to work in the morning?

A sentence can be a command or an exclamation.

Get out of my kitchen!

Γ A sentence always starts with a capital letter and ends with some kind of punctuation mark (period, question mark, exclamation point)

See the section on capitalization and punctuation for more information.

Subjects

Whenever you have a thought, it's about something or someone. When you communicate that thought in speech or writing, that something or someone is the **subject** of your speech or writing.

The subject of a sentence can be a thing, a person or an idea. Look at the sentences below. The subject of each sentence is underlined.

Thing

The car rolled to a stop.

Person

Derek rode his bike to work.

Idea

Hating others is the easiest way to limit your experiences.

All of this looks fairly easy, but what happens when you have a sentence that is one word? What is the subject? Sometimes the subject is a part of the sentence without actually showing up in it. For example, if you write, "Stop!" the sentence is correct but the subject does not appear in the sentence. The subject is **You**. Usually, in English, you don't see the subject **You** when you're asking someone to do something or when you're giving a command.

Sometimes a subject is a group of words or phrase instead of just one word. Look at the example above under *Idea*. Look at these sentences. The subject is underlined.

Riding a bus is not much fun.

To type fifty words a minute is my goal.

Seeing him healthy and full of life made me happy.

Sometimes, the subject of the sentence is not even at the beginning of the sentence. Look at these examples.

In the classroom, students were typing.

Around the world, the Internet keeps us connected.

Exercise 1

Type these sentences. Put a * before and after the subject of the sentence.

Example

The ball game was canceled because of rain.

1. Retirement is what you work all your life for.
2. Frank was an old prospector.
3. Dad creamed my hands with Deep Heat.
4. My friends and my family cried too.
5. Who went to the movies?
6. A birthday comes once a year.
7. Listening to the judge made him cry.
8. Reading that book was interesting.
9. Lifting weights is good exercise.
10. The Chinese New Year is in February.

Verbs

The other part of the sentence that helps to make it complete is the verb. The verb can be one word or many. Verbs may show action:

- ! Jerry plays wheelchair basketball on Friday nights.
- ! I read a book while I'm waiting for the bus.
- ! Heather thinks her teacher is a little weird.
- ! The snow drifted across the highway..
- ! The icicles dripped from the eaves.

or they may not show action, but a relationship or condition of the subject

- ! Cathy has Cerebral Palsy.
- ! Linda is beautiful.
- ! I am feeling much better.
- ! I have a cold.
- ! You and your friends were late yesterday.

Verbs also help the reader to understand if the sentence is about something that happened in the past (past tense), something that is happening right now (present tense) or something that will happen in the future (future tense). We will look at verb tenses a little later in this chapter.

Exercise 2

Type out these sentences. Put a * before and after the verb.

Example: Glen *forgot* his coat.

1. Frank was an old prospector.
2. I asked if the new choppers really worked.
3. He ate the deer with his own teeth.
4. An old cat lived in the mine.

5. The wind blew off the open Pacific Ocean.
6. The valley was narrow and the walls steep.
7. The biggest egg in the world is in Vegreville.
8. I made banana and yoghurt cheesecake with Norman.
9. The red syrup ran off the pancakes.
10. Jesse has a blue van.

Verbs may also be more than one word. If a verb is more than one word, it is a verb phrase. Verb phrases contain words that help describe what's going on in the sentence.

- ! Melissa has written a letter today.
- ! Melissa is writing a letter.
- ! Melissa will be writing a letter tomorrow.
- ! Melissa had already written the letter before I got to work.
- ! Melissa will have written the letter before the end of the day.

In the above sentences, the word write is a verb. But the words before the verb that are also underlined are part of the verb too. These words help with the meaning of the verb. A verb may have two, three or four words in it.

However, the words that form the verb may not be right beside it. Often when "not" is in a sentence, it separates the parts of the verb. For example:
He could not eat the worm.

Following is a list of words that may be used as helping verbs.

be	is	have	do	may	could
been	was	has	does	might	should
can	were	had	did	must	would
		shall			

Exercise 3

Type these sentences. Put a * before and after the action verb in the sentence.

1. An old cat lives in the mine.
2. My dad drove me to work yesterday.
3. I cut chicken breasts for eight long, tiring hours.
4. Lord Stanley gave the Cup to the best hockey team in Canada.
5. The tender leaves give us oxygen.
6. The sun rises early in the morning.

Exercise 4

Type these sentences. Put a * before and after the non-action verb in the sentence.

1. The summer is a mixture of rain, heat and breeze.
2. Autumn has a romantic side.
3. Seeing the tall mountains and trees was a special part of my trip.
4. Justin has a good watch.
5. Baisaikhi is a Sikh holiday.
6. Many groups have special days in April.

Exercise 5

Type three sentences using action verbs (make sure you put a * before and after the verb in the sentence).

Type three sentences using non-action verbs (again, put a * before and after the verb in the sentence).

Exercise 6

Type these sentences. Put a * before and after the verb phrase. Remember that some parts of the phrase may not be right beside the verb.

1. The snow is falling in Central Park.
2. Your dentist will check your teeth and gums.
3. The dentist may tell you to see a hygienist.
4. The doctor had already checked Dad's blood pressure before I arrived.
5. The librarian may not know where the book is.
6. My aunt may have been smoking when the fire started.

A sentence may have more than one subject and more than one verb. The sentences you've already looked at had one subject and one verb. For example, look at this sentence:

Leslie lives in an apartment in Saskatoon.

"Leslie" is the subject.

"Lives" is the verb.

Now look at this sentence:

Leslie and Tom live in an apartment in Saskatoon.

The two subjects in this sentence are "Leslie and Tom".

"Live" is still the verb.

Finally, look at this sentence:

Leslie and Tom live in an apartment in Saskatoon and work for the government.

"Leslie" and "Tom" are the two subjects of the sentence.

"Live" and "work" are the two verbs of the sentence.

Exercise 7

Type the following sentences. Put a * before and after the subjects in the sentences.

1. Tony and Pat sell packages of seeds to gardeners.
2. Herbs and spices are easy to grow.
3. My friend and I worked underground for nine and a half years.
4. Jack and Bob looked for the cook.
5. The boat and the canoe were out on the lake.

Exercise 8

Type the following sentences. Put a * before and after the verbs in the sentence.

1. The snow melted and flooded the streets.
2. Three men saw a deer and caught it.
3. I walked to the closest desk and asked for help.
4. She stepped up and pushed herself between two other ladies.
5. She lit a smoke and fell asleep.

Exercise 9

Find a short story in the READ section of SARAW (or a longer one if finding subjects and verbs is easy for you). Print it out (or look at the story in Chapter 1 of this workbook). Retype the story but type the subjects and verbs (verb phrases too) in all capital letters. See below for an example.

In June, I WENT on a holiday with seven other people. WE TRAVELED by van west across Canada to Vancouver Island. The VAN WAS very FULL with so many bodies, tents, sleeping bags, food and other things.

Capitalization and Punctuation

Every good sentence contains both capitalization and punctuation. The first word of a sentence must be capitalized and the end of the sentence must have some type of punctuation after it. The capital letter at the beginning of a sentence tells the reader that a new sentence is starting. The punctuation at the end of a sentence tells you that one thought is ending. However, we need to know that we use capital letters for more than just the beginning of a sentence and punctuation more than at the end. In this section we will learn where to use a capital letter and where to use the proper punctuation.

Capital Letters

Many words in the English language need to have capital letters. The following is a list of where you should use capital letters:

Use capital letters to mark the start of:

- the first word in a sentence.
The man walked to work.
- the word “I”
He and I ran to the store.
- names of people or important things
Donna, Martin Luther King, the Stanley Cup
- names of organizations (or businesses)
Walmart, Neil Squire Foundation, Royal Bank
- names of towns/cities/streets
Kindersley, Ottawa, Elm Street
- names of countries
Canada, United States, Venezuela, Kenya
- names of the days of the week and months of the year
Saturday, February
- the important words in the title of a book, movie, play
Phantom of the Opera, Gone with the Wind
- abbreviations of titles that come before names
Dr., Mr., Ms, Rev. etc.

Exercise 1

Type these sentences. Put capital letters at the beginning of each sentence.

1. the dog chased the ball.
2. frank knew how to take care of his simple needs.
3. chris made breakfast.
4. the nurse took me to my room.
5. herbs are the most popular seeds.

Exercise 2

Type these sentences. Put capital letters where they are needed.

1. the national hockey league has 26 teams.
2. the stanley cup gets its name from lord stanley.
3. we drove to sault saint marie and stopped for a submarine sandwich.
4. we went to big nickel park and went underground.
5. tomorrow i will go and see dr. jones.
6. did you see the movie called there's something about mary?
7. on saturday, paratransit will take me to the northgate mall.
8. april is a beautiful month.
9. black mike agreed to go to diamond gertie's with me.
10. tony ziegler's shop is in vancouver british columbia.

Exercise 3

Type these paragraphs on your computer. Put the capital letters in where they are needed.

passover is a jewish holiday. it lasts for eight days. during passover, families have a special meal called a seder. they tell the story of how the jews escaped from egypt 3000 years ago.

wayne gretzky broke a hockey record on october 15, 1989. he scored an important goal in a game against the edmonton oilers. gordie howe was at the game between the edmonton oilers and the los angeles kings. he said, "there's no end to gretzky's brilliance."

Punctuation

We need to use good punctuation when we're writing. Why? Because good punctuation tells us when one sentence ends and another is beginning. It also tells us whether the sentence is a statement, a question or a command. Punctuation also tells us where to pause when we're reading out loud. Look at the paragraph below. How easy is it to read this paragraph without the punctuation?

I don't have any fun just work straight work from morning to night My work is construction My upbringing is that if you're occupied day and night you don't get into any trouble What do you think about that I like my work Do you like your work Good It's hard to go to work if you don't like it

Now look at the paragraph with the right punctuation. Notice how much easier it is to figure out when one thought ends and another begins. Also notice how punctuation gives the paragraph emotion and feeling.

I don't have any fun. Just work, straight work from morning to night! My work is construction. My upbringing is that if you're occupied day and night, you don't get into any trouble. What do you think about that? I like my work. Do you like your work? Good! It's hard to go to work if you don't like it.

In this section, we will learn where to use:

a period •

a comma ,

a question mark ?

an exclamation point !

Period

Using a period is easy. Use a period at the end of a sentence that is not asking a question or commanding an action. Remember, a sentence is a complete thought. Look at these two sentences. One is a sentence and one isn't.

We drove up to Merritt and had a milkshake. Because they have the best milkshakes.

The underlined sentence is not a sentence. It is not a complete sentence because there is no subject. This is called a sentence fragment. You will learn more about fragments later. For now, just remember that your sentence must have a subject and a verb before you put a period at the end of it.

Exercise 4

Type these sentences. Put the periods in the right places. If the sentence is not really a sentence, or is a question or command, do not type it on your computer. Go on to the next one.

1. I like my work
2. Canada has a two dollar coin
3. The government counts the people who live in Canada
4. Because the coin has a loon on it
5. Is the information in your form confidential

Question Marks

You use a question mark when you write a question. There are some special words at the beginning of a sentence that tell us that a question is being asked. They are:

!	What	!	Who
!	Why	!	Is
!	Do	!	May I
!	Did	!	Can I
!	When	!	Are you/Am I
!	Where		

Exercise 5

Type three questions. Remember to use the question mark at the end of each.

Example:

Where do you want to go today?

Exercise 6

Please make up questions to go with the answer below. Example:

I don't like cheese.

Do you like cheese?

1. I know how to make a cheesecake.
2. The time is 2 o'clock.
3. The baby's name is Jake.
4. You don't need a stamp to mail that envelope.
5. Your dog is in my yard.
6. The car is out of gas.

Exclamation Points



Exclamation points are not used very often. They are used to give emphasis. Think of it this way, if you use an exclamation point, you are yelling at your reader, but you don't want to yell at him or her too often or the exclamation loses its force. You don't want to use these punctuation marks too often. You could be yelling for joy, anger, fear, surprise or impatience For example:

Don't walk on the grass!

You are commanding the person not to walk on the grass. If you were talking to a person, you might be yelling at them.

Happy Birthday!

This would also be yelling, but you would be happy if you were shouting this to someone.

Exercise 7

Type each of the following sentences, but make them more forceful.

1. Watch out for that deer.
2. Don't touch that hot stove.
3. Write soon.
4. You're the best.
5. You're going the wrong way.

Exercise 8

Type each sentence on your computer. Put the right punctuation at the end of the sentence.

1. Can you imagine living all your life underground because you had no schooling
2. Some days I go to school and feel I haven't learned anything
3. Ouch
4. I dragged my sore body to the front door
5. Dad creamed my hands with Deep Heat and put gloves on them
6. Duck
7. How old was Jill when she decided to get a summer job
8. When you're trying to raise a family you live payday to payday
9. On Monday, we woke up late to hear the seagulls
10. Norman and I went for a small walk to Trout Lake

The Comma ,

To know when to use a comma, you must know a couple of things. First, the comma tells you when you should pause if you're reading out loud. If you can figure out where a natural pause would come in reading, then you know most of the time where the comma should go. If you aren't able to figure out where the natural pause comes, the following information may help you learn to use a comma in the right place:

1. If a sentence has two ideas but only the second idea can stand alone as a sentence, you need to separate the two ideas with a comma

When I saw the cake, I was surprised.

If you wrote the sentence with the partial idea at the end of the sentence, you wouldn't need a comma.

I was surprised when I saw the cake.

2. You also use a comma if you want to add more words to describe the subject. If you don't use the comma, the meaning of your sentence changes.

The woman, who was our teacher, was very nice.

This words surrounded by commas tell us that the teacher was a nice woman. They are not necessary to understand the sentence, they just give the reader more information. Look at the same sentence without commas.

The woman who was our teacher was nice.

This sentence seems to say that there is more than one woman and that only the teacher is nice.

3. You also use a comma to separate things in a list.

I went to the store to buy milk, eggs, and butter.

4. You need a comma if you're writing to a specific person.

Justin, how was your trip to Vancouver?

Remember, these are not all the rules for using commas. Ask your instructor or tutor for more information if you're interested.

Exercise 9

Type each sentence on your computer. Put the commas in the right places.

1. The van was full with so many bodies tents sleeping bags and food.
2. Norman I'd like to go for a walk.
3. After we waited for hours we went home.
4. Justin a friend of mine drives a wheelchair.
5. Most libraries have magazines tapes records compact discs and videos.
6. If you go to the library you must have a library card.
7. Wayne the class is full for today.
8. This fall Frank shot a deer and froze it for the winter.
9. During the summer the last of his diseased teeth had fallen out.

Exercise 10

Look at the sentences below. If the sentence is correct, type it on your computer. If the punctuation (period, comma, question mark, exclamation point) is wrong, type the sentence with the right punctuation.

1. Frank, an old prospector, lived in a cabin in the bush.
2. An old woman named Jane lived at the nursing home.
3. My dream was about Aunt Sandy her three year old boy and her two girls.
4. Why do you want to drive to Rosetown for a milkshake.
5. When I woke up I was sitting on my bed?
6. The clearing, about fifty feet by fifty feet, now boasted picnic tables, chairs, swings and benches.
7. Stop thief.
8. When the ambulance got there the girls were fine.
9. I like reading books about murder crime and prisons.
10. Do you have a job yet!

Exercise 11

Read the paragraph below. Type the paragraph onto your computer and put the punctuation in the right place.

Last night I had a dream It was about my Aunt Sandy her three year old boy and two girls aged eight and nine respectively My aunt was drinking in her home She lit a smoke then fell asleep When the smoke hit the floor the house quickly caught fire My aunt was on the couch when Adam her son came crawling out of his room He tried to wake her but she wouldn't wake up Do you think he was able to get her out The two girls woke up and felt the door It was so hot they jumped out of their bedroom window When the ambulance got there the girls were fine. However their mom brother and two cats died in the fire.

Other Kinds of Sentences

At the beginning of this chapter, you learned that a simple sentence is one complete thought and has a subject (or subjects) and a verb (or verbs). Now you will learn other types of sentences and how to write them.

Compound Sentence

A compound sentence is like a compound word. A compound word is two separate words that are put together to make one.

cross + walk = crosswalk

A compound sentence is like that. It takes two or more complete sentences and puts them together. Remember, you have to use a comma before a connecting word like “and”, “but” or “or” if you’re making a compound sentence.

The grass is green. + The flowers are beautiful. =

The grass is green and the flowers are beautiful.

Complex Sentence

A complex sentence has a simple sentence and an idea or ideas that won’t stand alone.

Simple sentence = The dog buries a bone.

Idea that can’t stand alone = that wears a red collar.

Complex sentence:

The dog, that wears a red collar, buries the bone.

Review Sentence Types

The sentences below will give you a better idea of simple, compound and complex sentences.

Simple

Justin went to Vancouver.

Subject = Justin

Verb = went

Justin and Norman went to Vancouver.

Subjects = Justin, Norman

Verb = went

Justin went to Vancouver and visited his aunt.

Subject = Justin

Verbs = went, visited

Justin and Norman went to Vancouver and visited their aunt.

Subjects = Justin, Norman

Verbs = went, visited

Compound Sentences

Justin went to Vancouver, but he did not see his friends.

Two simple sentences connected by the word “but”.

Justin and Norman went to Vancouver and they visited their aunt.

Two simple sentences connected by the word “and”. Notice the difference between this sentence and the one similar to it in the Simple sentence section. There are two separate sentences in this sentence.

Complex Sentences

Justin and Norman went to Vancouver where their aunt lives.

The simple sentence = Justin and Norman went to Vancouver.

The idea that isn't a sentence on its own = where their aunt lives.

Exercise 1

Look at these sentences. Decide whether the sentence is: **simple, compound or complex**. Write down your answers on the computer.

1.

2. The wheelchair is electric.

3. I like to go to work, but my boss hates me.

4. When fall comes, we will go to the coast.

5. Austin threw the snowball, but Janice caught it.
6. The cheese looks moldy.
7. The social worker, who is my mother's friend, was assigned my case.
8. Hanukkah is a Jewish holiday.

Exercise 2

Make the simple sentences below into compound sentences.

1. Fred went swimming. He had a great time.
2. Angela likes to walk to work. Today it is raining.
3. This computer crashes all the time. That computer works fine.
4. Jackie is in love with George. She doesn't want to marry him.

Exercise 3

What do you and your family (or house-mates) like to do for fun? Do you like to do the same things or different things? Type 3 compound sentences on your computer that answer these questions.

Exercise 4

Look back at Exercise 1. Type each sentence and put a - before and after the subject(s) and a * before and after the verb(s).

Exercise 5

Practice combining simple sentences with ideas that aren't sentences on their own. Try to make two complex sentences for each pair.

Example

Julie listened to the radio while she did her homework.

Julie listened to the radio while she did her homework.

While Julie did her homework, she listened to the radio.

1. Jordan slipped in quietly after the class started.
2. The dog chewed his bone while the baby pulled his ears.
3. The boys sleep in the basement when it gets very hot outside.
4. The psycho stalked the woman as she walked through the park.

Exercise 6

Add a simple sentence to the following unfinished ideas to make complex sentences.

1. when David fell in love
2. before I get a job
3. while I am on holidays
4. after I finish this class.

Agreement

When you write a good sentence, you need to make sure that everything agrees with everything else. Your sentence will agree if

1. the number of the subject and verb agree
If you use a singular (one) subject, your verb must also be singular or
If you use a plural (more than one) subject, your verb must also be plural.
2. if there is more than one verb in a sentence, they all agree.

Subject - Verb Agreement

In any good sentence, the subject and verb must agree in number and person. Singular subjects need singular verbs and plural subjects need plural verbs. This can be confusing because we usually think about adding an “s” to make something plural. This may be true of subjects. The opposite is true for most verbs. The singular form of many verbs ends in “s”. For example:

The kid runs to the store. (singular)

The kids run to the store. (plural)

Sometimes it’s hard to know exactly what the subject of the sentence is. You need to know this to know what kind of verb to use. Look at the following sentences. The subjects and verbs are in underlined.

My boss, who is a great speaker, gave a speech at lunch yesterday.

The problem of high unemployment in the disabled community and what to do about it was discussed at the last meeting.

If you are having trouble finding the subject in the sentence, try getting rid of all the words that you don’t really need in the sentence. If you look at the first sentence, you

can see that you don't really need the words "who is a great speaker" to understand the sentence. If you get rid of "of high employment in the disabled community and what to do about it" you still have a strong simple sentence. So what you should try to do when figuring out the subjects and verbs in a long sentence is to find the simple sentence within the longer one.

More things to remember about subjects:

- lists within a subject that are joined by "and" make the subject plural.

My best friend, her sister and I are going to the movies.

- lists within a subject that are joined by "or" have the same number (singular or plural) as the part of the subject closest to the verb.

I don't know if my best friend's brothers or her sister is home.

I don't know if my best friend's sister or her brothers are home.

The following words need a singular verb because they describe one person, place or thing.

each	either	someone	somebody	something
that	neither	everyone	everybody	everything
this	whoever	no one	nobody	everybody

Everything on the menu tastes great.

Each of the books has a dustjacket.

Everyone hates the snow.

These words need a plural verb because they describe many things.

few	some	several	these	they
many	both	others	those	we

He has many ties, but most are old and few are good enough for the wedding.

Sometimes it's hard to know if a word is singular or plural. For example, the words below look plural because they end in "s" but they're really singular.

- | | |
|-----------|--|
| news | The news is on TV. |
| aerobics | Aerobics is good exercise. |
| economics | Economics is the study of the economy. |
| politics | Politics is his passion. |

Exercise 1

In these sentences, the subjects and verbs do not agree. Rewrite the sentences, making them agree.

1. The first snowfall of the season were a day before Thanksgiving.
2. The sun rise early in the morning.
3. A birthday come once a year.
4. Murray and his brother-in-law goes to see the water.
5. Every year on New Year's Day some people in Vancouver swims in the ocean.
6. The new clothes is uncomfortable.
7. Each of the traditions are interesting.

Exercise 2

Use some of these words and phrases to write five sentences about friends, classmates, house-mates or family:

- many people in this class
- something in this room
- nobody in this room
- someone I just met
- everybody I know
- politics

Using the Same Verb Tense

When you are writing, you want to be clear. You want to write what you mean and that means staying within the time-frame you set for yourself. If you're writing about what's going on now (present tense) you need to try to keep all the verbs in the present tense. If you're writing about what happened yesterday, last week, last year, etc. (past) you need to try to keep all of the verbs in the past tense

Look at these sentences:

Hard to understand: We go to church on Sunday and then we drove around

Is this sentence written in the **present tense - go** or the **past tense - drove**?

This sentence is good: We went to church on Sunday and then we drove around.
Past Tense

This sentence is also right: We go to church and then we drive around.
Present Tense

So is this sentence: We will go to church and then we will drive around.
Future Tense

Sometimes, you need to change tense for the sentence to make better sense. If you do, be careful to be really clear about past, present and future.

Hard to understand

Justin is in a special school all his life. When he was little, the doctors tell his family that he wasn't smart enough to go to the regular school. Today his teachers will tell him that he could go to a regular school. He hopes someday he went to a regular school.

Easy to understand

Justin has gone to a special school all his life. When he was little, the doctors told his family that he wasn't smart enough to go to the regular school. Today, his teachers tell him that he should go to a regular school. Someday, he hopes to go to a regular school.

Some verb phrases don't change tense. Phrases like: "to study", "to eat", "to sleep" don't change. Only the main verb changes.

I started to ate before supper. (Hard to understand)

I started to eat before supper. (Better)

Exercise 3

Fix the verb tense problems in these sentences. Type out the correct sentence on your computer.

1. Justin eats hamburgers and Norman ate ice-cream.
2. When you mix Kraft Dinner with ketchup, you got a great meal.
3. Last year, the team tries to win the championship.
4. Kim wrote a story and corrects his mistakes.
5. Eating right is good for your health and helped you lose weight.
6. Trudy knew that it will be a good class.
7. Before, Jim hated going to class, but later he starts to like it.

Exercise 4

Use these opening words to write a short paragraph (at least 4 sentences long):

On the first day of my vacation,

In the future I will go back there and

The Possessive Case

The possessive case shows ownership. You make a word possessive by adding an apostrophe ‘ and **S** in the singular and just a ‘ in the plural. Sometimes, it gets a bit confusing where to use the apostrophe and “s” and where to use just the apostrophe. Also, some people get confused with the possessive form of a word and a contraction. We will look at both here.

Making a singular word possessive

To make a singular word possessive, add apostrophe and “s”.

Neil’s wheelchair blew a tire.
The doctor’s stethoscope was cold.
The dog’s tail was wagging all the time.

To form the possessive of a singular word that ends in “s”, you use the same rule as above. It might look a little funny, but just add an apostrophe and an “s” to the end:

Mr. Blevins’s car

Doris’s book

The singular form of a compound word is still an apostrophe and “s”.

My mother-in-law’s retirement is near.

Making a plural word ending in “s” possessive

You make a plural word that ends in “s” possessive by putting an apostrophe after the “s”.

The dogs’ bones were scattered all over the yard.
The residents’ rooms were searched for drugs.

Making a plural word that doesn't end in "s" possessive

You make this type of plural word possessive by adding an apostrophe and an "s".

The women's work-boots were smaller than the men's.
The mice's hole was boarded shut.

If two or more words are showing possession, you only add apostrophe and "s" to the last name.

Wendy, Kathleen and Kalyna's business.

If both names own the thing, add apostrophe and "s" to both names.

Wendy's and Kathleen's brushes.

Exercise 1

Type the possessive form of each.

Example

The office of the doctor.

The doctor's office.

1. The offices of the doctors.
2. The baby belonging to Maria.
3. The dog team belonging to my family.
4. Ochapowace, the Reserve belonging to the Cree First Nation.
5. The diary of Lois.
6. The car of the Jones family.

Exercise 2

Correct these sentences.

1. The dentists' office was very fancy.
2. The dogs bone was filthy.
3. It's bone was buried in the backyard.
4. Jame's and Doris's home is very clean.
5. The dentists and doctor's offices were in the same building.

Contractions

Even though contractions use an apostrophe, they do not show possession. They are the shorter, more informal form of two words.

who is = who's
did not = didn't
you are = you're
it is = it's

It is easy to confuse words like:

who's with whose
you're with your
it's with its

Who's means **who is** while **whose** is possessive.

You're means **you are** while **your** is possessive.

It's means **it is** while **its** is possessive.

Exercise 1

Make the following words contractions

1. who is
2. they are
3. can not
4. do not
5. will not
6. they will

Exercise 4

Put the following contractions back into their original form.

1. won't
2. can't
3. he's
4. it's
5. I'm
6. you'll
7. she'd
8. weren't

Other uses of the Apostrophe

As you have seen, you can use the apostrophe to show possession of something, or to make a shorter form of two words. You can also use an apostrophe for the following:

- To shorten a year

summer of '69
'63 Mustang
Flood of '97

- To form the plural of letters and numbers.

The teacher made sure we crossed our t's and dotted our i's.

The child learned his ABC's before he was three years old.

World War II was still going on in the 1940's.

Remember: don't make regular words plural by adding an apostrophe and "s", only use the apostrophe and "s" to make numbers and letters.

Writing a Good Sentence

It doesn't matter how much you learn about the rules of grammar if you don't use them. When you try to learn grammar, your goal should be to improve your writing to make it easier for others to understand the idea you're trying to get across. When you change the structure of a sentence, pile too much information into a sentence, use only parts of a sentence or jam two different sentences together, you make it hard for the reader to understand you. In this section, we will look at mistakes that everyone makes from time to time and how to correct them.

Keeping Structure the Same when Ideas are Similar

When you write a sentence, you should try to keep things equal. If you use one form of a verb in one part of a sentence, you should use the same form of the verb in the other part of the sentence if the ideas are similar. This usually happens in longer sentences, but can also happen in short ones.

He likes reading and to write on the computer.

If you look at the first underlined word, you see that it ends in "ing". The second underlined word is similar to the first (they are both things that he does using a computer). But the second words are written differently than the first. The sentence should look like this:

He likes reading and writing on the computer.

Or

He likes to read and to write on the computer.

It can be hard to see this problem in a longer sentence. Look at the sentence below. Can you find the problem with it?

We should do these things to improve living conditions, increasing volunteer work and for keeping our community spirit stronger.

You may understand the sentence, but it just seems clumsy to you. Look at the underlined words. Could they be written in the same way? This would be a better way to write the sentence:

We should do these things to improve living conditions, to increase volunteerism, and to keep our community spirit strong.

We fixed the sentence by making the structure of the ideas the same.

Exercise 1

Fix the following sentences

1. They had dog teams to travel to town and back in the winter which often makes it difficult to get things you needed.
2. At suppertime, Dad came in with sawdust all over his clothes and face and grinning from ear to ear.
3. He made the crow a cage which had all the comforts of home: light bulb to keep warm, drinking water and food.
4. When I was young and in school, I was never able to have friends because we are moving from place to place.
5. When he comes home, he was very tired.
6. I enjoy watching my friend eat because he had such a good appetite.
7. When I was about five years old, I am put in a boarding school for a short time.

Exercise 3

The following sentences are in the passive voice. Type them on your computer and make them active.

1. The hammock was jumped into by Dad.
2. Room and board were worked for by me.
3. Good dinners are made by me.
4. First the children would come to the afternoon service, then they would be given a gift by Santa.
5. The advice was taken by Johnny and his wife.
6. I gave the woman my resume and my hand was shaken by her.

Exercise 4

Some of these sentences are in the active voice and some are in the passive voice. Look at each sentence. Decide if the sentence is active or passive. If the sentence is active, type the word “active” on your computer. If the sentence is passive, make the sentence active and type it on your computer.

1. The United States built the Alaska Highway during World War II.
2. Peace River Country was settled by Canadian and American homesteaders.
3. A great summer show is staged by the locals.
4. An Eskimo camp was visited by a ship.
5. An Eskimo bought the gun with good skins.
6. The little port town of Tuktoyuktut was strongly considered as the site for the new university.
7. I was sent to a doctor in Toronto by my doctor here.
8. I learned how to use the computer and I found a friend.

Common Mistakes to Watch For

There are so many things to watch for when you're writing that it's hard to think of them all. It's easy to forget to put everything into your sentence. It's also easy to put too much in your sentence. Every writer makes mistakes, but a good writer looks back at his or her writing and corrects the mistakes. In this section, you will learn how to find and correct common writing mistakes like sentence fragments, run-on sentences and comma splices.

Sentence Fragments

Sentence Fragments are thoughts that are not complete. A fragment could be missing a verb or a subject, or it should be a part of another sentence. Fragments do not make sense by themselves. Look at these sentences:

I went to school last night. But I don't like the teacher.

The fragment is underlined. When it comes after the first sentence, you can make sense of it, but if you take the first sentence away, you can't figure out what the sentence means. It makes you ask questions like:

- But what?
- Where is the teacher?

The sentence should look like this:

I went to school last night but I don't like the teacher.

By joining the sentences you answer the questions about the fragment.

Exercise 1

Each set of sentences has a sentence fragment. Join the set of sentences to make one complete sentence.

1. Every weekend we would hound dad to drive us somewhere. But he wouldn't because he drives a lot for his job.
2. By the end of Sunday, we were very suspicious. But no one went into the forest.
3. I don't know what a good life is like. Because I have only a robot.
4. The people who bought our home had a problem with the sale of their house. So they couldn't pay us.

Exercise 2

Look at these sentences. If they are sentences, type correct on your computer. If they are fragments, make them into full sentences and type them onto your computer.

1. Remembering Invergarry School.
2. My husband has to sleep in a van to watch over things.
3. Because we were forced to move.
4. Frank grinned and showed me his new teeth.
5. Having a drink on the beach.

Run-on Sentences

Run-on sentences are more than one sentence jammed together. Usually a run-on sentence has two ideas that are related, but they should be in separate sentences. Look at this sentence.

The captain wanted some white fox furs all he had to trade for them was a gun and a coat.

Even though these ideas are related, they are not the same. They have to be joined by a connecting word. To fix this sentence, you need to add a connecting word:

The captain wanted some white fox furs, but all he had to trade for them was a gun and a coat.

Or even better, make them two sentences:

The captain wanted some white fox furs. All he had to trade for them was a gun and a coat.

Exercise 3

The following sentences are run-on sentences. Correct them and type them on your computer.

1. Elaine Mills is a telephone operator she helps more than 700 people every day.
2. Sometimes people call her in an emergency she says most emergency calls are from children or seniors.
3. Tony is a tailor he makes robes for British Columbia judges.
4. Tony worked as a tailor in one shop for 19 years now he owns the shop.
5. The mine was on an island and faced the west the wind blew off the open Pacific Ocean.

Exercise 4

Look at these sentences. Are they correct or are they run-on sentences? If they are correct, type “correct”. If they are run-on sentences, correct them and type them on your computer.

1. We worked hard because jobs were hard to get.
2. It was a hot day for June and walking was very difficult.
3. I cut chicken breasts for eight hours and my legs were stiff and sore, my back ached and my head hurt but my arms and hands got the worst treatment of all.
4. The bell went off and back to work we went for another two hours finally we came to the end of the day.
5. The first snowfall of the season was a day before Thanksgiving Day.
6. The wind blows the trees' leaves they are gone until the spring comes again.

Comma Splices

A comma splice is like a run-on sentence. When you make a comma splice, you make two complete sentences into one by putting a comma between them without a connector word. Look at this sentence:

Canada Day came on Thursday this year, next year it will be on Saturday because of the Leap Year.

This sentence is wrong because there is no connecting word to connect the two ideas. The sentence would be correct if it was written like this:

Canada Day came on Thursday this year, and next year it will be on Saturday because of the Leap Year.

Or

Canada Day came on Thursday this year. Next year it will be on Saturday because of the Leap Year.

If you're not listing things or describing someone or something and you're not sure whether or not to use a comma, be safe and make your sentence into two shorter sentences.

Exercise 5

Look at these comma splices. Fix the sentences and rewrite them on your computer. Remember, there are two ways to fix each sentence.

1. I roomed with a man that was tough, he was short but very strong.
2. A cavity is a hole in the tooth, it starts small.
3. I liked seeing the tall mountains and trees, this was a special part of my trip.
4. Bernie made pancakes, we went swimming behind the dam.
5. Bernie's sister's name is Theresa, she made us a beautiful dinner.

Writing Strong Paragraphs

If a sentence expresses a complete thought, a paragraph groups the sentences or related thoughts together. A paragraph usually has three or more sentences, but this doesn't have to be the case. Some paragraphs have but one sentence and that one sentence may have only two or three words.

Each paragraph should start with an opening sentence that gives the reader a general idea of what the paragraph will be about. For example, if you are writing about dogs, you may write a paragraph on each breed. To help the reader understand your paragraphs better, the first sentence of each should introduce the breed.

Example:

The border collie comes from Great Britain, where for centuries it has worked herding sheep. The border collie is a medium shaped dog, with long black and white hair...

Note how the first sentence of the paragraph **generally** lets the reader know that the paragraph is about, in this case border collies. The second sentence continues the thought with more detail – the dog's size and color.

Paragraphs also need a concluding sentence that lets the reader know that you are finished with the group of related thoughts. This sentence is as important as the opening sentence.

Example:

The border collie is a beautiful, intelligent dog and makes a wonderful pet.

Some paragraphs are so short that they have only one sentence. The one sentence is both an opening and a closing sentence, strongly relating one specific thought. It is often used to give extra emphasis to the paragraph.

Example:

Because the end of the year is approaching, we would like to know the head office's plans for us next year. We have our own budget to plan. We need to know how many people can be hired and what our office expenses will be. Some advice from the head office in these matters would be greatly appreciated.

I hope you will send this information as soon as possible.

The first paragraph is a normal paragraph, with different opening and closing sentences. The second paragraph is just one sentence, relating one complete thought: the writer would like the information as soon as possible. If the second paragraph was added to the end of the first paragraph, it would not convey the thought as strongly as the writer would like it too. But on its own, the one-sentence paragraph makes the writer's thoughts very clear.

Paragraphs are used in all types of writing. They are very necessary because they put sentences into logical groups, making the writer's thoughts easier to understand. A writer who uses paragraphs correctly is understood much better. His or her work is organized and easy to read.

Exercise 1 _____

Write a paragraph about something you are interested in. Make sure your paragraph has at least 3 sentences and has a strong first and last sentence.

Exercise 2 _____

Look at the following paragraph. Use the WRITE function of the SARAW program to list the problems with this paragraph. Underneath that list, rewrite the paragraph, making it better.

It was raining cats and dogs last night. I will go to visit my friend in Edmonton this weekend. She has CP too and lives alone. It will be nice to get away from my parents. Her house is close to the West Edmonton Mall. I don't have class on Thursday. The trip will be too short.

Exercise 3

Write a paragraph that describes one thing. It could be anything: a piece of fruit, a place, a person...anything. Remember to write an introductory sentence and a closing sentence.

Exercise 4

Use this list of words to write a paragraph. You don't have to use all the words. Pick words that are related in some way.

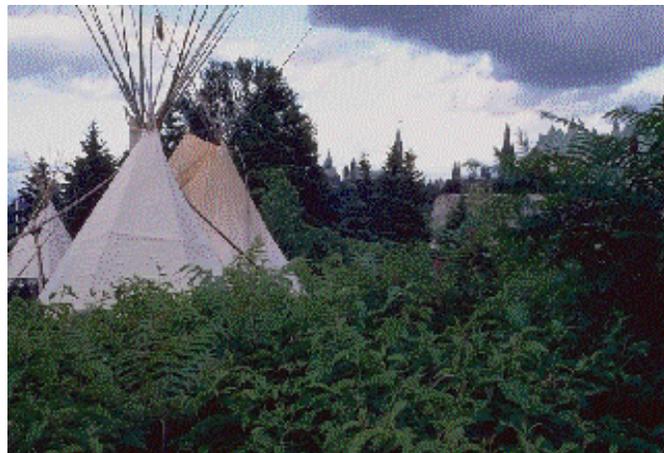
sun
grass
wind
prairie
cold

wheelchair
pool
bed
table
airplane
car

Exercise 5

Look at the following picture. Use it to write a paragraph. You can describe what's in the picture or write about what you think might be going on in the picture, or even what you don't like about the picture. Be creative.

Note to Tutor/Instructor: Bring other pictures to class to use for this exercise. You could bring magazine pictures, newspaper pictures, pictures off of the Internet etc.



Chapter Three

Tutor/Instructor Activities



There are many ways you can assist a participant in the SARAW program enhance their literacy skills. Skills that are relevant to the participant and help him or her in daily life are skills that will remain for life. In this chapter, we will explore some real-life activities that can aid a SARAW participant in becoming more literate. We will examine some teaching techniques, how to use the newspaper, and how to write letters, lists and messages.

In this section, we will look at other teaching techniques you may use to help improve literacy skills. Some of the following techniques have become the cornerstones of other literacy programs. You can try each one using the WRITE program in SARAW.

Language Experience Story



The Language Experience story is just what the name says - a story that uses the participant's own language and his or her experiences. Sounds simple and it is. Language Experience quickly demonstrates the connections between thoughts, spoken words and written language. Many non-readers or unsuccessful readers have trouble making this connection so you can help them do so by using Language Experience. It also helps you learn more about the participants when you use material and language that are relevant to them. Using the Language Experience approach, you can also help the learner to read things that are already in his or her environment like: church bulletins, raffle tickets, prescriptions, letters, birthday or other cards etc. Language Experience means using anything that is meaningful to the learner. The following is an outline of how to use Language Experience with SARAW participants. Note: this method is adapted from:

Tutor: A Collaborative Approach to Literacy Instruction, Literacy Volunteers of America (LVA), Follet Publishing Co., 1993.

Pre-writing Discussion

Talk with the participant before the writing begins. Talk about anything of interest to the participant. You might talk about their home life, what happened the day before, what their thoughts are on a subject, a favorite pet, anything. If you and the participant have trouble deciding what to talk about, don't hesitate to suggest something. Bring a magazine article, a picture, a newspaper story. Or talk about what was on the news the night before, what the government is doing or even the weather.

Give the participant time to talk. If he or she is hesitant, don't worry about some quiet time. Ask open-ended questions and give plenty of quiet time before you ask another.

Writing

Now the task of writing begins. If you're working with a beginning student, you may type their words directly onto the WRITE program of SARAW. However, be sure to encourage even the lowest level reader to try writing themselves. If you have a participant who recognizes letters but has trouble forming words, talk about something of interest and then work on a story sentence by sentence. You might even want to write the story down on a piece of paper and then use that to assist the participant to write by calling the words, then sounding them out letter by letter. Be sure to use the language of the participant. If he/she says, "we're gonna go to work today." make sure you use the word "gonna" instead of "going to". Remember the connection between spoken and written language comes from the recognition that they are one and the same. So, please keep the language the same, even if it's grammatically incorrect. As the participant progresses, he or she may ask for help making writing more grammatically correct. This would be the time to correct grammar.



Read the Story

Read the story back to the participant telling them that what you are reading is what they have just said. Ask them if the story says what they want it to say. Read the whole story. (You may want to print a copy for yourself and the student and then read from the screen) Point to each word as you read. It is also important for you to read naturally using phrases instead of single words.



Reread the first sentence, then ask the participant to read the sentence with you. Continue to point out each word. If the participant gets stuck on a word, supply it. Read the sentence until the participant feels comfortable with it.

If learning goes quickly, use as much of the story as possible. Because the sentences will be in context, the participant will be able to relate them to one another and therefore learn them quickly.

Words to Learn

Ask the participant to choose three words that mean something to him or her (i.e. stay away from articles, and other words that don't evoke an image). Write these words on separate pieces of paper or cards or have the participant write them if possible.

Have the participant look at each card. You say the word and ask the participant to repeat it. Ask the student to point to each word (from the cards) on the screen and say the word. Then mix up the cards and ask the participant to do it again.

Reread the story

By rereading the story, you return the words that you've taken out of the context of the story back to it. Both you and the participant can read the story together, or you can read it or the participant can read it.

If possible, give the participant a copy of the story and the word cards to practice at home. You could ask them to think of other words from the story that they'd like to learn.



Teaching Sight Words

It is useful to teach sight words in a language experience exercise. However, you can teach sight words using anything including a newspaper article, brochure, etc. As long as there is a context to place the word in. Here is a quick and easy way to teach sight words.

- Ask the participant to pick out words that he/she would like to learn from appropriate material (language experience story, or other meaningful material).
- Type (or have the participant type) the material onto the SARAW WRITE program.
- Type each word underneath the material using a column list format. You may want to write the words on cards to reinforce kinesthetic learning.
- Read the entire selection.
- Ask the participant to pick a word card, read the word (you can assist if he/she has trouble doing this) and point to the correct word in the context material. If the participant has trouble doing this, assist him/her then ask that it be performed again.
- Repeat this with each word until the participant can recognize each word without the context of the material, and can place it within the context of the material.
- Read the entire selection.

Example

When I was a young boy, I used to go the store for my mother and buy groceries. In the winter I would take them home on the toboggan.

young
groceries
would

store
winter
toboggan

Journals

Journals can be useful for many levels of writers. By giving participants the opportunity to write in a “safe, protected” place, you make them more comfortable with the writing process. Participants in the SARAW program can use the WRITE section to write their journal entries. For a more beginning writer, each entry can be saved as one document. A more experienced writer may want to save each day’s journal entry as a separate document.

Treat the journal like a diary. Participants should be encouraged to write anything they want in the journal without fear of correction or judgement on your part. Journals can also be private havens for participants to express feelings and secrets. In no way should a journal be corrected, unless the participant invites you to look at his/her work and assist in editing etc. But even this should be discouraged. The journal’s focus should be on thoughts and emotions not spelling and grammar. The goal here is to get the participant comfortable with the transfer of his/her thoughts onto the screen. Encourage the participant to write in his/her journal often and to record the date with each entry.

Dialogue Journals

Dialogue journals are a little different from journals because your participation is necessary for the exercise to work. A dialogue journal is a conversation on the computer. Both you and the participant write questions and answers to each other on the WRITE program. Remember to write about topics that are relevant and meaningful to the participant. Even here you do not want to edit the participant’s work, however, you can model a correct usage in your next message to the participant.

Variation

A variation you can use to the dialogue journal is the story telling activity that most of us remember from childhood. One person begins telling a story. After a few sentences, the next person continues with the story and so on... You can end up with an extremely entertaining story. This activity can be modified for the SARAW program. Both you and the participant can write a story together. One of you starts by writing one or two sentences. The other person writes the next sentence and so on. This exercise can be fun for both instructor and participant because you can be as creative and goofy as you like. For a more challenging variation, you can write a story together where the person writing the sentence has to use the last word of the previous sentence as the first word in his/her sentence.

Scrambled Language Experience Stories (or Stories from READ)



A good way to learn how to sequence using context is to use scrambled stories. You can scramble language experience stories, short stories from the newspaper (that have been read before), or even the READ stories that you've used in previous lessons can be scrambled. Just remember to only scramble the word order, not the letter order.

See example below, taken from a story in the READ section:



**holiday Jewish a Hanukkah is. called Hanukkah is
Lights the of Festival. Each together families night,
get. the menorah candle light They a on. They food
exchange gifts and special eat.**

Here is the original:

Hanukkah is a Jewish holiday. Hanukkah is called the Festival of Lights. Each night, families get together. They light a candle on the menorah. They exchange gifts and eat special food.

As you may notice, in the above example, we scrambled words within sentences. We kept the punctuation and capitalization true to the original passage.



You could also scramble sentence order within a longer passage.



Each night, families get together. Hanukkah is a Jewish holiday. They light a candle on the menorah. They exchange gifts and eat special food. Hanukkah is called the Festival of Lights.

To use this exercise with a low-level reader, use sentences from their language experience stories, or sentences with words in them that they would understand. For instance, make up sentences about the town or city you live in, teach the sentence to the participant, then scramble the sentence and have them unscramble it.

Animal Idioms

This is a fun word activity that can be used with almost any SARAW participant. These idioms are easily recognizable, but can be challenging too. Be sure the participant knows that the words he or she is looking for have to do with animals and that these are sayings that they use everyday. You can modify the activity by asking the participant to think of a few animal idioms that he or she may use, writing them down, then moving on to the activity.

Easy

holy ____
 lone ____
 lame ____
 hush _____
 _____ love
 cool ____
 top ____
 _____ up
 bum _____
 black _____

dead _____
 ____ house
 ____ fink
 white _____
 talk _____
 _____ song
 _____ feed
 _____ bumps
 can of _____
 high _____

Advanced

_____ tears
 holy _____
 quiet as _____
 red _____
 guinea ____
 cook your _____
 _____ seat
 _____ eye
 quick as a ____
 cold _____

Medium

Map Reading

A good skill to have is map-reading. Whether the participant is interested in just knowing better where things are in his or her city, or he/she wants to be able to plan a vacation across the country or abroad, map reading can come in handy.



The SARAW participant can learn many skills from map-reading including:

- alphabetization
- directions
- calculating distances
- recognizing bodies of water and other landmarks
- navigating from point A to point B
- understanding symbols

You might want to start with a city or provincial map because many of the street names or community names will be familiar to the participant. You could also create maps of a familiar place like a:



- shopping mall
- library
- museum
- park

Following are some possible activities. Use your creativity to come up with more.

Possible Activities

1. Write your street name on the WRITE Program. Find your street on a city map. Write down the five street names closest to your street. In the WRITE program, alphabetize the street names.
2. Using the WRITE program and a city map, figure out how to get from your house to your favorite shopping mall. Use direction words like North, South, East and West in your directions.
3. Using a map of the province, find three places that you recognize besides your home-town. Calculate the distances from your home-town to each of the three places using the distance calculator on the map.
4. Using a map of the province, find a town that is close to: mountains (or hills), a river, a lake, a National Park. Write down the name of each town or city and the name what it is close to.

Family Trees

Another activity that uses information that might be of interest to the SARAW participant is a family tree. A low-level participant might begin with a family tree that includes only the immediate family, while a more advanced participant might create a family tree that includes the extended family for 3 or more generations by talking to family members and researching family history.

The information needed for a family tree is:

- names (first name & last)
- date of birth
- marriage date
- date of death

How to Collect Information

Participants may not know this, but they already have a wealth of information about their family trees. Personal memories and stories they've heard from others have created a collection of genealogical information. This information probably already includes names, birthdates and birthplaces of close relatives along with other information. To start growing a family tree, all participants need to do is record the facts they already know. It doesn't matter how few or how many facts they start off with, because even the smallest amount of information can eventually grow the largest tree if this sort of exercise piques their interest.

In addition to memories, participants may have or know about photo albums, scrapbooks, family Bibles and other family keepsakes and memorabilia. These are excellent places to look for information about their families. Other places may include:

autograph books	letters
books (look for inscriptions)	newspaper clippings
certificates (from schools or jobs)	pictures (look at the back)
Clothing and hats	resumes
cookbooks	school papers (report cards may have parent's signatures)
diaries and day books	scrapbooks
photo albums	sewing samplers, quilts and other handmade items
important papers (wills, titles, deeds)	trunks and chests
jewelry (anything that may have an inscription or indicate membership in an organization)	yearbooks

Collecting Family Memories

Collecting information on a person's ancestors can seem like a huge job. It can be as big or small a job as the participant would like it to be. It all depends how far back the participant wants to go.

The first thing the participant should do is to record the basic genealogical information about close relatives. The best place to start is the most recent generation. This may be the participant, their children (or nieces and nephews) or grandchildren. The participant needs to collect facts like:

- full names
- birth dates and places
- marriage dates and places
- death dates and places

When the participants have collected information about their own and younger generations, then they'll start working backwards with parents, grandparents etc. as far back as they can remember.

Participants may need to talk to family members for additional information that they can remember. When they talk (or write) to family members, participants should verify information with relatives about themselves and other relatives. For example, if grandparents are deceased, participants can talk to their parents about them. Another source of information about family members could be close family friends.

Recording Information

SARAW Write program

Participants can use the SARAW Write program to record their information. Using the TAB key, they can move information over within a line and therefore make the tree. For example (Please note this example doesn't include birth or marriage places for simplicity sake)

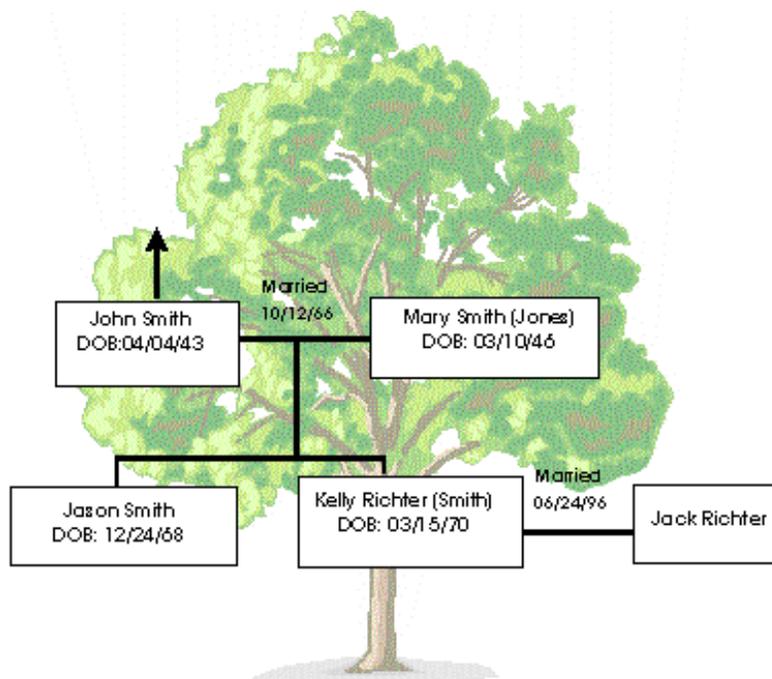
Smith Family Tree

John Smith - Mary Smith (Jones)
DOB: 04/04/43
Marriage: 10/12/66

Jason Smith Kelly Richter (Smith) - Jack Richter
DOB: 10/24/68 DOB: 03/15/70
Marriage: 06/24/96

Other Materials/or computer programs

If the participants have the proper materials, or computer programs, they can construct a family tree that looks like this:



Because family trees need information that is mostly familiar to the participant, this exercise can be most effective. Participants learn how to place information in a certain order, they may learn the spellings of other family member's names and by researching older generations, they can learn more about their family history. This leads us into the next section of this chapter, Family Histories.

Family History

Family histories tell the story of a family from the beginning (or as far back as a person can find information). A family history can even be about one generation if that is the level that the participant is working from. By using the information gathered in the family tree, the participant can now begin working on a family history. It should include information that is already recorded on the family tree such as birth dates, marriage dates and death dates, but it should also include personal information about a person, special events that happened in their lives, work a person might have done; anything that tells the "story" of the family.

Instead of just places and dates, family histories give details to make people real. For example, a family history could include a story about an uncle who was a moonshiner in the 1920's, a relative who fought and was decorated in a World War, a grandmother who was active in the suffragette movement or even a great aunt who chewed tobacco and had spittoons all over the house!

Here are some reminders for participants. Family Histories should include:

**Date information: birth dates,
marriage dates, death dates**

**personal information: what the
person looked like, what kind of
person he or she is, what might
have been special about that
person, what type of work he or
she did or what made that
person unique**

**special events, descriptions of
weddings, how people died**

A family history should:

**follow date order: go back as far
as you're able and start from
their stories**

**follow logical order: if you're
writing about one person, finish
writing about him/her before
moving on to the next**

In order to be comfortable reading and writing, one must read and write. Use whatever is of interest to the learner. There are great sources of printed material out in the world, what we have to figure out is how to use them.

In this section we will demonstrate how to use such printed material as: newspapers, magazines, flyers, and even song lyrics in your lesson plans. Please note that the actual exercises will be directed to the learner, while the notes will be directed to you, the instructor or tutor.

Newspapers

Newspapers give us a wealth of information. Because they include stories on a variety of topics, there will surely be something of interest to participants in a literacy program. The obvious choice for teaching reading and writing skills is the stories themselves. But the newspaper has many other useful tools. Try using the flyers, the classified ads, pictures, sports stats, letters to the editor, the horoscopes, or even the obituaries. One of these is sure to pique the interest of a literacy learner. Just make sure the newspapers are current. In the next few pages, we will give you tips on how to use each section of the newspaper and some sample exercises you may want to try or modify.



Please note: some of the activities in this chapter are adapted from Newsable: Adult Basic Literacy Experience, written by Ruth Cairns, M.A. and Harvey Robson, M.Ed. This resource is available through the National Adult Literacy Database (NALD).

Stories

Newspaper stories are useful because they are written on a variety of topics, they vary in length, they sometimes come with pictures and always come with a headline making it easier to figure out what the story is about. Also, newspaper stories are written for approximately a Grade 8 to a Grade 9 reading level. You may have to adapt, or rewrite a story in plain language, but for the most part, any level of learner can get some learning from a newspaper story.

Exercise 1

Directed Reading and Thinking Activity

Look through the newspaper for a picture that interests you or a headline you can read. Talk about what you think the story will be about from the picture and/or headline. The instructor or tutor can add a short story to the computer while you are thinking about the story. If it's a longer story, it's probably necessary for you to choose a story in one lesson, and the instructor should add it to the SARAW program for the next lesson.

Read (or have SARAW read) the story. Pick out three words you don't know. Look them up in the dictionary or have the tutor explain them to you.

Note to the tutor/instructor: give the learner 10 questions to answer about the story, including the three vocabulary questions, fact and inference questions. (*Please see chapter 1 for more information on the DRTA*)

Exercise 2

1. Choose a story from the newspaper. Read the story and look up any words you don't know (tutor can help with this). Rewrite the story in your own words using the SARAW WRITE program.
2. Choose an opinion column that you disagree with. Write a column from the opposite point of view.
3. Read some book, music and movie reviews. Notice the words the writers use. Notice how each review is organized. Write a review of a CD you liked (or hated), a book you liked (or hated) or a movie you liked (or hated). Remember to give reasons why you feel the way you do.
4. Find a headline that you like. Don't look at the story. Write the story you think should go with the headline. Go back and compare.
5. Write a new headline for a story.
6. Choose a story. Find the five w's in the story (who, what, where, when and why). Write them down using SARAW's WRITE program.

Exercise 3

1. Become a reporter. Write a story about the SARAW class. Think about why you're in the class and what you hope to get from it. Use these ideas to write the story.
2. Interview your tutor, instructor or someone in the class. Ask them questions about their background, why they're in the class, how they heard about it and what they hope to learn. Use this information to write a story.

Photographs

Pictures are an important part of the newspaper. They give us a better understanding of the people and events happening in the news. Photographs can help us understand what a story is about too. Even if a person can't read, they can usually use the picture to discover meaning. In that way, photographs can be even more powerful than words. The following exercise uses photographs found in the newspaper.

Exercise 1

1. Find a picture in the newspaper that interests you. Talk with your tutor about what is happening in the picture and why you find it so interesting. Make a list of reasons why you chose this picture using the WRITE program. Finally, write a caption for the picture and compare it to the original caption.
2. Choose a picture from the newspaper that has people in it. Think about what you think they might be saying. Write a conversation for your picture.
3. Find a picture that has a community or political leader in it. Read the story that goes along with it. Write down four questions that you have from your reading.
4. Choose a picture of a person that you might want to meet. Write down the reasons why you want to meet this person.

The Sports Section

The sports section can be the “hook” for a student who may hate reading, but loves sports. Sports sections usually use a lot of pictures and smaller stories making it easier for the reader to understand. They also usually include some opinion columns that may elicit an instant emotional reaction. The following exercises use the sports section of the newspaper.

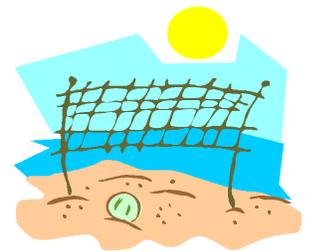
Exercise 1

Find a sports picture. Read the caption under the picture. Talk about what is going on in the picture. Write a story to go with the picture.

1. Choose a sports story. Read the story (or have the tutor read it). Write down the following:



the sport
the main players
the winner
where the game was played
when it was played



2. Choose two sports that interest you. Write a list of words that you identify with the sports. From this list, write a story about the sports.
3. What sports figure do you admire the most. Write a paragraph telling why you admire that person.
4. Choose a story that interests you. Write a new headline for that story.
5. Look at the Sports pages. Make a list of the sports you see mentioned on each page.

Classified Ads

The Classified Ads section of the newspaper contains a diverse amount of information. There are things to buy and sell, employment opportunities, sales, obituaries, real estate and birthdays. All parts of the Classified Section of the newspaper are short, using fairly plain language and short phrases. Each ad can be used on its own, or they can be used together.

Exercise 1

1.

Note to tutor/instructor: prepare a chart with a list of headings found in the Classified Ads (kinds of merchandise for sale and services available). Help the participant look through the Classified Ads and find examples of each heading (add new ones if you need to).

Write the examples of each heading on the WRITE program using a new page for each heading.

2. Look through the Classified ads for something that you would love to have. Imagine you bought it. Write about what happened after you took it home.

Exercise 2

Car Ads and other things for Sale

1996 Intrepid, 3.3L, loaded, very good shape,
clean, 87,000 km, \$15,000, taxes paid.
Call 555-1212.



1.

Note to Tutor/Instructor: prepare in advance a chart with scrambled parts of two car ads (including: make of the cars, prices, year made, number of kilometres etc.).

You and the tutor discuss and decide which fact goes with which car. Write each ad out as you think it would go.

2. Write a classified ad to sell a car. Remember to include the make of car, price, year made, number of kilometers and a brief description. Please use good punctuation and capitalization, but write in phrases.
3. Write an ad to sell your tutor or instructor's car.
4. Think of something you'd like to sell. Write a for sale ad for it. Each word will cost you 25 cents. Figure out how much your ad will cost and write the cost underneath it.
5. Go through the classified ads and find words that help sell the item (words like: cheap, mint condition, beautiful, etc.). Make a list using the WRITE program.
6. You have \$2000.00 to spend. Go through the Classified Ads and find things that would furnish your new house. Copy each ad onto the WRITE program. Try to spend as close to the \$2000.00 as possible.



Exercise 3

Employment Opportunities

Office Clerk Required. Retail. Must be willing to work Thursday nights and Saturdays. Must be polite, neat, and clean. Must be able to work with the public. Previous office experience an asset. Apply in person with resume. NO PHONE CALLS. Apply to Art's Furniture, 1000 Jones Rd, Ottawa.

1. Choose an ad for a job you might like to have. Write a list of all the skills and qualities you think would be necessary for this job.
2. Write an Employment ad to hire someone to do attendant care or to tutor you in reading and writing.
3. Write a list of all the qualities you think you have that an employer would be looking for.
4. Find a job you think you could do. Write a cover letter to the employer describing why you think you could do the job.
5. Write a resume. Your tutor or instructor can help you with the words and format of a resume.

Exercise 4

Garage Sales

Elm View Yard Sale. Many antiques and Coke collectibles.
Sat. noon - 4 and Sun. noon - 5pm. 2202 Robinson Street.

1. Using a map of your community, look through the list of garage sales, decide which you would like to attend, write each address on the WRITE program, then plot your course on the map (writing directions from place to place on the WRITE program).
2. Think of some things you have at home that you would like to sell. Write an ad for your garage sale.
3. Write down all the garage sales in your area. Then write down what kinds of things they're selling at these sales.

Exercise 5

Real Estate

Lakegarden. Character home for sale, AAA condition, gleaming hardwood floors, original woodwork, eat-in kitchen and sunroom. Vendor anxious. Priced to sell.



1. Use a map of the community and the real estate ads to find out which area of the city offers what type of accommodation. Where are the most apartments? Where are the most expensive homes? Where are the cheapest houses? Which areas are commercial and which are residential. Make a list of what area has what type of accommodations.
2. Look at some real estate ads. Notice what kind of words they use to describe the home for sale. Create an ad to sell the home of your dreams.

Food Flyers

Food flyers include a wealth of learning opportunities for literacy students. Even if they don't do their own shopping, everyone needs to know the cost of food. Following are activities using food flyers.

Exercise 1

1. Create a shopping list of 5 items. Look through the flyers and find the lowest prices for each item. On the WRITE program, write your list of 5 items, the lowest price for each item and the name of the store selling the item.
2. Find an ad for food. Think about why you chose this ad: colour, logo, picture, layout, etc. Write down what information you think should be in a food ad (store name, location, hours, products, prices).
3. Pick a flyer and write a list of all the things in the flyer that you think that no home should be without. Then write a list of items in the flyer that you think are luxury items.
4. Name as many products as possible using the pictures from the food ads writing them down in the WRITE program, then match the picture with the key word.
5. You have \$100 to spend for a two person family for one week. Create a shopping list on WRITE. Look through the flyers and pick out the products you need. Compare the prices between name brands and store brands. Put



the price for each item beside it on your list. Add up your total purchases and see how close you come to \$100.00.

Magazines

Using magazines would be a lot like using newspapers. Magazines have many pictures and advertising that could help generate writing ideas. They have opinion columns that could be used, longer stories that might be useful for a more advanced reader. You can choose almost any exercise from the newspaper section and adapt it for magazines.

Cartoons

Cartoons can also be used for learning literacy skills. You can find cartoons in newspapers (strip and editorial cartoons), in magazines, in books, comics, etc.

Exercise 1

1. The tutor will find a cartoon strip and cut out the words. Discuss what you think is happening in the cartoon. Number each box. For each number write a part of a conversation using the WRITE program. Look back at the original words and compare them to the new ones you made up.
2. Find an editorial cartoon that interests you. Write down your ideas about what makes the cartoon funny. Finally, write down the issue you think the cartoon is about.
3. Choose a cartoon. Describe what is happening in each part of the cartoon. Write down what you think would happen in the “next” frame.

Song Lyrics

Song lyrics can also stimulate learning. By taking something the learner is familiar with, you make learning easier and a whole lot more fun.

Exercise 1



1. Listen to the words of your favorite song. Write down the words to the song if you can. If not, your tutor can look at the CD or cassette cover and write the words for you.
Find the words that rhyme and write them out using the WRITE program.
You and your tutor can look up any words you don't know. Write the definition of the words and then write a sentence using each word.
Write a paragraph about what the song is about.
Write down the chorus of the song (ask if you don't know what the chorus is).

Other Activities

There are many other activities that you can use to make learning more enjoyable. Following is a list of these activities. Each one can be modified to use the WRITE program of SARAW:

Crossword puzzles:

there are many crossword puzzle books on the market catering to every level of reader. Find one that matches the level of the participant in the program. You may have to modify the clues if necessary. The participant can list the clue on the WRITE program, then write the correct answer beside it. You would have to write the word into the actual puzzle if the learner couldn't perform this task.

Word Find games:

same principle of the crossword puzzle. When the words are found, they can be written in a list using the WRITE program.

Boggle and other word games:

some libraries carry word games like Boggle. Play the game as the rules say. You may play with the participant, or two or more participants can play together. You may want to allow for extra time (i.e. ten minutes) instead of what the game calls for and each participant can write their words on the WRITE program. Hint: you may want to turn down the volume of SARAW while playing this game.

Scrabble (or Scrabble Junior):

could be played as the rules suggest. Modification: the participant could spell out his or her word on the WRITE program and the tutor could place the letter tiles. For low level readers, you could limit the game to two, three and four letter words.

As we become an electronic society, writing seems to become less important. But knowing how to write things like lists, letters and messages is still necessary.

Lists help you remember things, organize your days and even your thoughts. For example, lists may help you remember what you need at the store. They may help you remember things you may need to finish in a day. They may help you plan for a vacation. If you can use lists effectively, you will remember most of what you need to.



Letters are also very important. You might want to write a letter to a friend or family member who lives far away. It sounds easy, but unless you know how to write with a purpose, write clearly, format and edit your work, your friend may not be able to understand what you have written. Letters are also important for another reason. You might want to write a letter to order merchandise, to complain when something you bought doesn't work, to raise an important issue in a newspaper, or even to compliment someone who has given you good service. It is important to know how to write a formal letter so that you will be taken seriously.

Finally, writing messages sounds simple enough, but if you can't write a clear and understandable message, the person you're writing it for may not be able to understand what you are trying to say. Writing messages is important in the workplace and at home. If someone counts on you to remember to tell something to someone else, writing a message is the most effective way to remember.

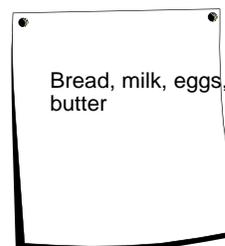
Lists

Lists are groups of things people write down to help them remember and organize their lives. You might make a list of the foods you need to buy when you go grocery shopping, or a list of appointments you have during the day, a list of questions to ask during a job interview or while hiring someone to do a job, or even a list to help you get ready for a trip. Finally, you might make a list of directions to help you or someone else find a location or to help someone do a job.

There are two kinds of lists: column lists and line lists. In a column list, you write the words one underneath the other. In a line list, you write the words on the same line using a comma to separate them. Look at the two lists below:



Column list



Line list

Exercise 1

1. Using the WRITE program in SARAW, write a column list of your favorite foods.
2. Write a column list of things you do every day.
3. Write a line list of your friends.
4. Write a line list of restaurants you like to eat in.

Exercise 2

1. Write a shopping list for the grocery store.
2. Write a list of your job duties at work.
3. Write a list of things you would need to take to go away for a week.
4. Write a list of ingredients you would need to make spaghetti with meat sauce.

Exercise 3

1. You're organizing a going away party for a friend. Make the following lists:
 - Write a list of all the people you would invite.
 - Write a list of all the food, drinks and decorations you would buy.
2. Two of your friends offer to help. Write a list of things you want each of them to do.

A list of directions is helpful when someone doesn't know the city very well. Here is a list of helpful hints when writing directions:

- A. Start your directions where the person will be starting from.
- B. Make your list a series of steps. Make sure they're short and easy to understand.
- C. Each time you change direction, write on a new line.
- D. Make sure your directions are written in the order they should be followed.
- E. Use landmarks in your directions like: a well known place or a building that is unusual.
- F. Once you're done writing, re-read your directions to make sure they're easy to understand.

Example

Pat invited Kevin over for coffee. He lives in the south part of town on Gordon Road and she lives downtown on Scarth Street. Pat gives Kevin directions to her apartment.

First, turn left on Albert Street. Drive until you see Victoria Avenue.
Turn right on Victoria Avenue. You'll pass city hall and a park.
Scarth Street is right after the park. Turn left on Scarth Street and park your car.
Walk across 12th Avenue at the lights and you'll come to a no-traffic street. My apartment is directly above a store called the Bookend on your right.. Look for a door marked 9C.

Exercise 4

1. You have a friend coming in from out of town, but she doesn't know how to get to your house. She's coming into town from the east. Write a list of directions that would help her find your house.
2. Write a set of directions from your home to your doctor's office.
3. Write a set of directions from your favourite shopping mall to your home.

Letters

Even though the telephone and computers are easier and faster to use than a letter, sometimes letters are still the most effective way to communicate with someone else. You may send Christmas and birthday cards to friends and family. Isn't it nicer to get a card that has a letter in it? Writing friendly letters helps us keep in touch with family and friends who may live far away and people feel special when they receive mail.

Business or formal letters are also important. Sometimes a business you may be dealing with does not have a telephone number that you can call if you have a complaint. How do you get your complaint to the company? You have to write a letter. Also, sending a letter can be better than phoning when you want to have a record of what you've written to a company, a boss, a newspaper editor or wherever you write the letter.

Friendly Letters

Friendly letters are just that: letters to friends and family. However, friendly letters can have more than one purpose. You write friendly letters to let people know what is going on in your life and to ask questions about other's lives. You can also write letters of thank-you for gifts and letters of acceptance or regret if you're invited to something.

One thing to remember about writing friendly letters is just that: they are friendly. Write a friendly letter as if you were speaking to the person. Use language that you would use in speech. Ask questions like you would if you were talking to the person. Here is a list of things to remember when you're writing a friendly letter:

- *Think about what you want to write about.* Pick a few things to write about and focus on them. Give the person news about yourself. Write about anything that's been going on in your life or what's been going on in the place where you live. You may give specific news of events or a funny situation or some more general information about yourself and your family.
- *Ask questions about the person you're writing to.* This will help them reply quickly if they have something specific to write about.
- If the person has written to you before, *answer any questions* that they may have asked in the last letter.



Now that you know what kinds of things to write in your friendly letter, here is a list of things you have to have in your letter:

- ✓ Date
- ✓ Heading (your return address)
- ✓ Greeting: In a friendly letter, you usually use *Dear...* but you could use *Hello...* or *Hi...*
- ✓ Body: this is the meat of your letter. It includes the purpose of your letter.
- ✓ Use good sentences (both short and long for variation). Each separate thought should be in its own paragraph.

Closing: this is where you tell your friend that you're saying good-bye. The closing may include:

Affectionately yours,
Fondly,
Yours truly,
Signature: your name

Examples

January 27, 1999	(Date)
2213 Hill Avenue Regina, Saskatchewan S4S 2V4	(Heading)
Dear Melissa,	(Greeting)
I was excited to receive your letter last week. How are you enjoying living in Vancouver? Regina is still the same, snow, snow snow. But we did have some warmer weather than we did last year, thank goodness.	
There's nothing much new here but I finally got a new wheelchair. You should see it. Does it ever go!	
Your two cats are doing fine at my place. They seem to miss you though. Marty stopped eating for awhile, but now he's settled right down. He even caught a mouse last week!	
Sorry, I have to run now. Please write soon.	
Affectionately yours,	(Closing)
Neil	(Signature)

(Date)	January 27, 1999
(Heading)	2213 Hill Avenue Regina, Saskatchewan S4S 2V4
Dear Melissa,	(Greeting)
I was excited to receive your letter last week. How are you enjoying living in Vancouver? Regina is still the same, snow, snow snow. But we did have some warmer weather than we did last year, thank goodness.	
There's nothing much new here but I finally got a new wheelchair. You should see it. Does it ever go!	
Your two cats are doing fine at my place. They seem to miss you though. Marty stopped eating for awhile, but now he's settled right down. He even caught a mouse last week!	
Sorry, I have to run now. Please write soon.	
(Closing)	Affectionately yours,
(Signature)	Neil

As you can see, both letters are the same in content. They are only formatted a little differently. The one on the left is a block style letter with everything lining up on the left hand side and no paragraph indents. The one on the right is the indented style of letter with the date, heading, closing and signature on the right hand side of the page and the paragraphs indented. Either kind is acceptable.

Punctuation and Capitalization

Both punctuation and capitalization are very important. Each makes your letter easier to understand. Here are some rules to follow when you are writing a friendly letter.

<p>Heading</p> <ul style="list-style-type: none">✎ Capitalize street names Cameron Street✎ Put a comma between the city and the province Regina, Saskatchewan <p>Greeting</p> <ul style="list-style-type: none">✎ Capitalize each word in the greeting Dear Melissa✎ Use a comma after the greeting Dear Melissa, <p>Closing</p> <ul style="list-style-type: none">✎ Capitalize only the first word in the closing Yours truly✎ Use a comma after the closing Yours truly, <p>Remember to use proper punctuation and sentence structure in the body of your letter. If you don't, the reader may not be able to understand what you are trying to say.</p>
--

Exercise 1

Make corrections to this letter. Corrections include punctuation, capitalization .

June 24 1999

3244 baron street
rosetown sk
s0r 3k3

dear Julie

thank you for your recent letter. I received it last week I'm glad to hear you've started to get out of the house an injury like yours might make it very hard to get out and do things. It's also hard to live in a small town with a disability most of the buildings are old and hard to make accessible everything is okay here I've been working a lot of hours so i find it hard to find time to do anything fun but the money is great on a bit of a sad note though, we had to put down my dog Fuzzy. He was 17 years old and had gotten cancer so the vet suggested he be put down to end his suffering it was hard to do, but i didn't want him to suffer any longer. How's your cat
i hate to say goodbye so quickly but I'm writing on a break at work and want to mail it before my break ends. Take care and write soon

love

Jeremy

Exercise 2

1. Write a letter to a friend about work or a hobby.
2. Write a thank-you letter to an aunt for a birthday present.
3. You've been invited to a party. Write an acceptance letter.

Formal or Business Letters

Formal letters are written to people you don't know personally. You may use a formal letter to write to a doctor if you have questions about an illness, or a company if you have a complaint about their product or you want to order something from them. The most important thing to remember about writing a formal letter is that you must be clear and brief. Writing with a purpose is very important when writing a formal letter. Get to the point in the first two or three sentences of the letter.



The format of the formal letter is the block style. Everything runs down the left hand side of the page. The only information you need to include in a formal letter that does not go into a friendly letter is an inside address (where you're sending the letter), a colon (:) after the greeting and room for your signature with your full printed name underneath. See the sample letter below:

	(Date)	January 29, 1999
	(Heading)	Suite 100, 2445 13 th Avenue Regina, Saskatchewan S4P 0W2
Dr. Brown Medical and Dental Building 1223 Rose Street Regina, Saskatchewan S4T 2K2	(Inside Address)	
Dear Dr. Brown:	(Greeting)	
Thank you for your advice regarding Muscular Dystrophy. It was very informative. You suggested I contact you again if I was interested in learning more about the disease. I have decided to do some further research on the subject. Could you please send me some additional information, or a list of titles that I could find on my own?		
I appreciate any assistance you could give me and I thank you for your time.		
Sincerely,	(Closing)	
R.Eber	(Signature)	
Roger Eber	(Name)	

Exercise 1

1. Write a letter to a company asking for information about a product.
2. Write a letter to the editor of a newspaper, complaining about something in the news.
3. Write a letter to your MLA about disabilities issues.

Exercise 2

100% Money Back Guarantee

If Glean does not whiten your teeth like the ad says,
we'll refund your money, no questions asked.

Send inquiries to:

Glean
Box 1402
Ottawa, ON
K2A 5B4

Write a letter to the above company, asking for a full refund. Remember to include the reason why the product didn't work for you, a request for a full refund, the purchase price plus shipping.

Messages

A message is something written to someone about something. You might write a note to someone you live with, a memo to someone at work or an announcement if you're looking for something or wanting to sell something.

The most important thing to remember about messages is that the person you're writing them for has to understand what you're trying to say. You want to keep a message short, but you also need to have all the necessary information. For a message to do its job, it must explain the four W's:

Who: who is the message written to?

What: what is the message about?

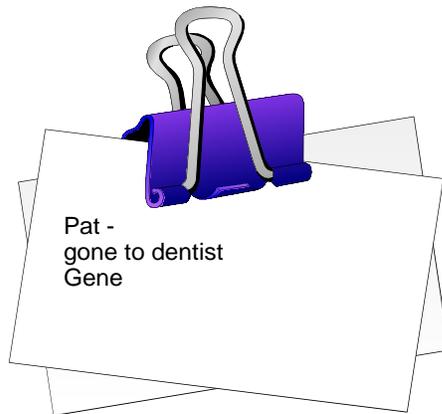
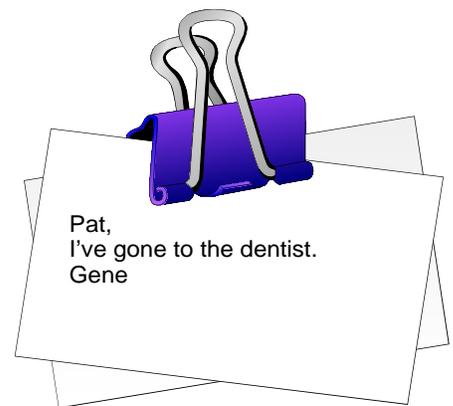
When: time and date (sometimes this isn't necessary)

Where: location (sometimes this isn't necessary)

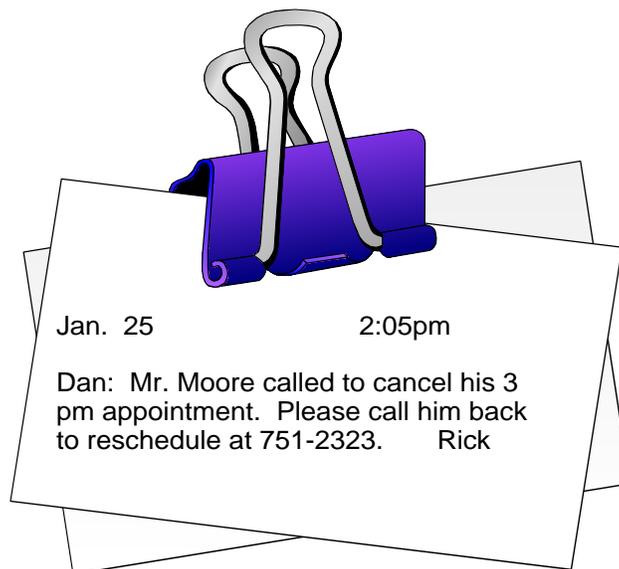
Example



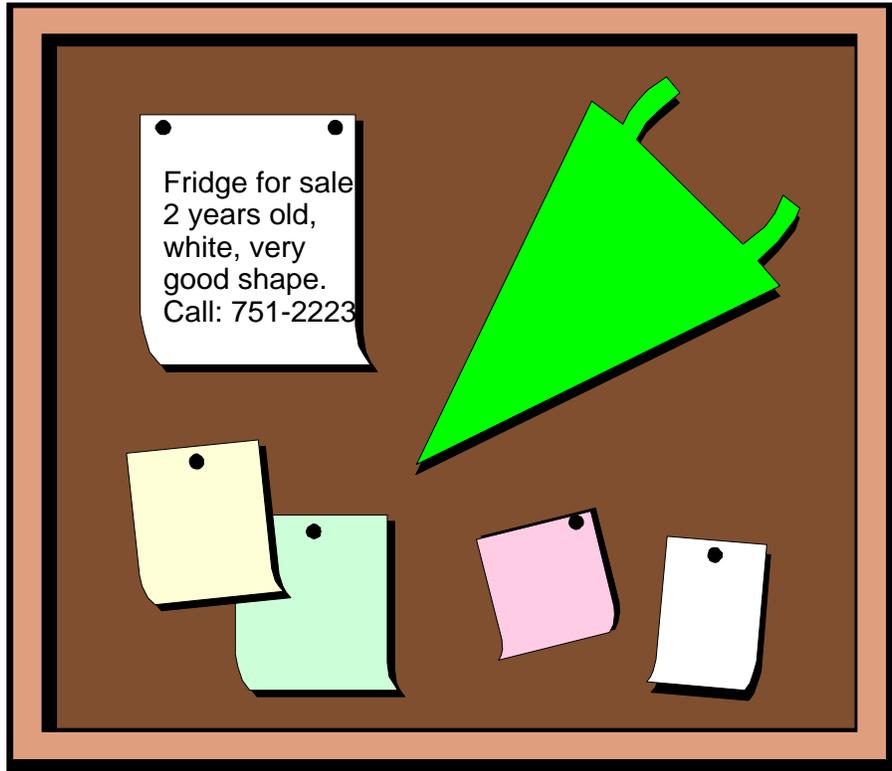
When writing a message, you don't have to use a full sentence, you can use a phrase to make the message short. However, you should still use capitalization and punctuation marks to make the message easier to understand.

Phrase*Sentence*

A message written at work may need to include some more information. The time and date of the message are important because they let the person know when the message was written. If you're taking a telephone message, the name of the caller and the telephone number are also important.

Example

An announcement or notice is a message written for many people to see. You might write a notice if you're looking for something you lost or you might write a want ad for a newspaper to sell something. Remember that announcements are written using phrases not sentences. A notice is very short and only contains important information. For example:



Exercise 1

1. Write a telephone message for a friend.
2. You want your partner to make supper while you're out. Write a message telling him/her what you want prepared for supper.
3. Write a note for your worker, telling her why you must cancel an appointment.

Exercise 2

Are the following messages easy to understand? If the answer is no to any of them, make the necessary corrections.

1. All staff: call me with any complaints you've taken today.
2. Found! Set of keys in the Sherwood Mall Parking Lot. Describe please. Call: 777-3334.
3. Julie, pick me up. Cathy
4. Bob: don't forget your doctor's appointment today at 1:30. Love Jill.

Exercise 3

Write messages for the following:

1. Faye wants to sell her dining room set. It has eight pieces and she'd like to sell it for \$900. Her phone number is: 777-4443.
2. Jackie wants to sell her diamond ring. It is a pear shaped diamond solitaire with a white gold band. She's selling it for \$1400. Her phone number is : 522-4444.
3. A client phones your boss to set an appointment for a meeting. Her name is Claire Jervais, she called at 9am on June 24th, and would like to meet with your boss on Tuesday at 4:30 pm.
4. You are on the board of an organization. You need to call an emergency meeting.

Thoughts about SAWAR...

"It is a very worthwhile program and without the generous contribution of all those involved, most, if not all, individuals benefiting from the system would never have had the opportunity otherwise." West Prince Health Authority, Prince Edward Island



"As an instructor I have witnessed the students, self-esteem grow, and sense of empowerment increase as a result of using your equipment."

Ottawa Board of Education

"..loves the adult feeling of being a computer-user, the chance to communicate successfully, and the chance to 'show' people in his past who thought he couldn't learn."

East York Learning Experience, Toronto, Ontario



"I thank you for the opportunity you have given these ladies for it is by no means small in their eyes."

Kelowna, British Columbia

Clearly, the SARAW program has benefited the clients we serve. The experience with the program and client responses have given us inspiration for ways to expand usage of the program." The Stan Cassidy Centre for Rehabilitation, Fredericton, NB

"We believe that quality of life for adults lacking basic literacy skills will be improved immeasurably as a result of their exposure to SARAW." New Brunswick Advanced Education and Labour



"It will be difficult to capture on paper the enthusiasm of our students. This program is proving to be a tremendous boost in their learning process." Central Newfoundland Regional College

"...is severely disabled, cannot feed or dress herself and only has mobility in one hand. She is frequently depressed, except when she comes to the literacy class. Last week, while I was on the phone, she started to play Mystery Word by herself, and she got the answer. She laughed and laughed until tears rolled down her cheeks. In Write, she wrote 'I'm the boss now.' I shall never forget the joy on her face, Thank you for this freedom to those who are prisoners of their bodies."

Conestoga College, Cambridge, Ontario

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