

The Sea & Me Manual

INTRODUCTION

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County Learning
Network*

Stories and exercises written
by:
Rhonda Tufts-Blades, B.A.,
M.A.
and Lisette Jones

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Except where noted, all stories and exercises were written by Rhonda Tufts-Blades, B.A., M.A., and Lisette Jones, Human Services Worker.

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*Front cover design by Simone Meuse
Pencil sketches throughout by Dawn Dugandzic, Simone Meuse, and Lisette Jones. Bold drawings by Shelley O'Connor.
Some graphics provided by WordPerfect 7/8 clip art, and the Internet.*

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ACKNOWLEDGEMENTS

The creation of this manual has been a community effort from the beginning, when the recognition of its need was first noted. Since that time, many people from within our local community, and from beyond, have contributed their time, energy, talents, and efforts to help make this manual a reality.

Our sincere thanks go to the members of the Shelburne County Learning Network for their support throughout; the tutors and learners of the Second Chance Learning Group in Shelburne, Nova Scotia, for their learner-written contributions; the tutors and learners of the Digby District Learning Network in Digby, Nova Scotia, for their information about Digby; the tutors and learners of the P.A. Best Educational Centre, Levels 1 and 2 Adult Learning, in Yarmouth, Nova Scotia, for their learner-written contributions; the tutors and learners of the Pubnico Acadian region; and the review of the materials written by authors/editors by the above-noted groups and by the Queens Learning Network in Liverpool, Nova Scotia.

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To anyone we may have overlooked, and to those who did not wish to be acknowledged, we extend our appreciation and gratitude.

GET TO KNOW OUR ARTISTS

Simone Meuse

Our front cover design is by Simone Meuse. Simone has been doing artwork for many years. She is a self-taught artist and began using coloured pencils, water colours, and oils in her early teens. Over the years she has worked on many projects, as well as personal endeavours. She has recently completed an angel book containing over 150 full color illustrations.

Simone has lived in the Acadian village of West Pubnico for the majority of her life. She and her husband have two daughters and a grandson.

Dawn Dugandzic

Dawn Dugandzic lives on the South Shore of Nova Scotia with her husband and three sons. She says the pencil sketches she did for this project have inspired her to consider doing more work, perhaps professionally.

Shelley O'Connor

The bold graphics seen throughout this manual were provided by Shelley O'Connor. Shelley lives in Shelburne, Nova Scotia, with her husband and two young sons. She works as a tutor and learning program co-ordinator.

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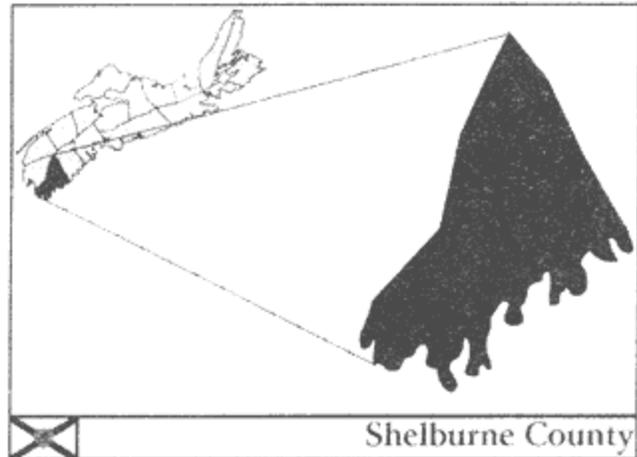
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INTRODUCTION

The need for this manual was first identified by members of the Shelburne County Learning Network in 1996. The Network, located in Shelburne County, on Nova Scotia's South Shore, enjoys an active membership and oversees a number of learning groups throughout the county.

Most of the Network's members work as volunteer tutors within their communities. Through their work they have come to recognize the need for learning materials that would be of interest to people who live and work in rural areas like Shelburne

County. Although the resources available to tutors and their learners are multiplying each year, there still seems to be a shortage of materials written with a rural tone.



The Shelburne County Learning Network hopes to eliminate this shortage by offering the following stories, poems, exercises, and activities that have as their subject matter events and concerns of interest to people who live in small coastal communities, both here in Nova Scotia, and hopefully beyond. The title of this manual, *Sea and Me*, acknowledges the fact that the main industry in Shelburne County is fishing. It also reflects the idiom of the people who live here.

The exercises, which focus on reading, writing, grammar, and math, have been adapted for Levels 1 and 2 of the Nova Scotia Academic Upgrading Curriculum Levels. These levels represent the following grade levels: Level 1 (A) includes 0-1-2-3; Level 1 (B) includes 4-5-6; and Level 2 includes 7-8. We have attempted to provide a variety of exercises within each of these levels. We have selected 13 topics or themes, all of which address some aspect of rural life. Each theme acts as a separate section in the manual, and has exercises in reading, writing, grammar, and math that make use of that central idea or chapter theme.

While providing stories and exercises that will be of interest to learners living in rural areas, we have also attempted to choose topics that are informative, providing useful information that may not have been known before, or that has been forgotten over the years.

Answer keys are provided at the end of each section for use primarily by tutors, but learners may find them useful if they wish to do some independent work or study. We urge both tutors and learners to feel free to adapt the exercises whenever possible to meet their individual needs. For example, many written exercises can be done orally, and vice versa. Feel free, as well, to go beyond the scope of what is presented. For instance, we offer several "common bonds" exercises, in which the learner will be asked to look at several

words and choose which ones either do or do not belong. Going a step farther, learners could explain their choices.

Whenever a new exercise is first introduced, such as synonyms, compound words, and so on, we have included a brief explanation of the term and usually an example of its use. To avoid repetition, whenever that exercise occurs in later pages, we have asked the learner to refer back to the original definition. Each section, and really each story and its accompanying exercises, is intended to function independently of the rest of the manual. In some cases, however, as in the one just explained, it will be necessary to cross reference.

We have provided both footnotes and a bibliography for reference material used throughout, and in so doing, we have attempted to give a brief description of certain community groups or resource materials that we have found especially useful or entertaining. Also, an index is offered as a means of easily locating information or exercises relating to a particular topic. The following materials are intended to be photocopied for distribution and use within learning groups. Therefore, we have presented them in binder form to make copying the pages easier.

Any errors, omissions, or typographical mistakes are the responsibility of the authors/editors; they are in no way attributable to the tutors and learners who so kindly offered their work for inclusion in this manual.

We hope you enjoy the following materials. Comments would be most welcome. Please direct all correspondence to the address listed on the [page](#) that follows the cover.

FISHING

Words to Preview

foreign	freighter	Pioneer
fairly	conserve	drastic

coincidence -	when something happens that seems related to something else, but really isn't
groundfish -	fish usually caught near the bottom of the ocean, such as cod, haddock, pollock, and redfish
fixed gear -	fishing gear that stays in one place, such as lobster pots and hook-and-line

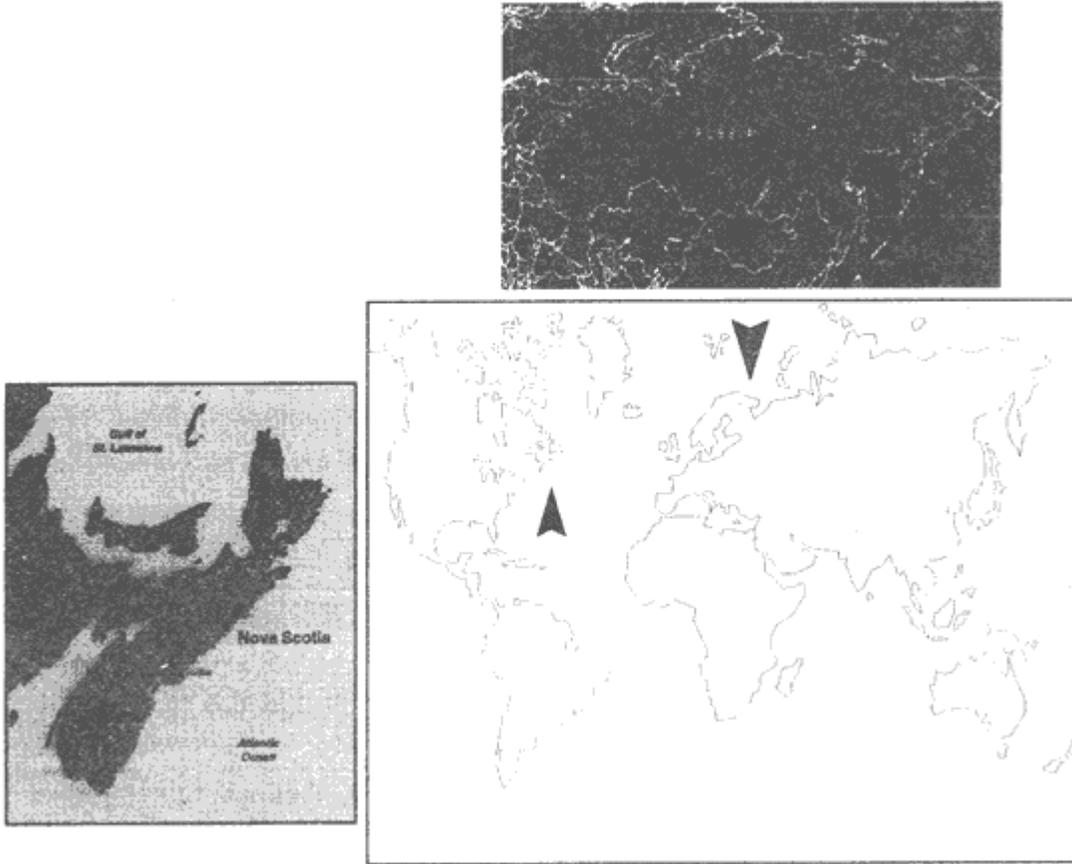
EIGHT DAYS IN JULY

The Canadian singing group Blue Rodeo has an album called "Five Days in July." It came out in 1993. And even though it's just a coincidence, something happened in Shelburne, Nova Scotia, in July 1993 that has become known as "Eight Days in July." It was the Shelburne Blockade.

In 1993 the downturn in the groundfishery was still fairly new. But everyone, especially the fixed gear fishermen, knew something had to be done. Quotas were being slashed. Men had to keep their boats tied up because it wasn't worthwhile taking them out. The government didn't seem to be listening to anything the fishermen said about how to make things better. The fishermen had their own ideas about how to conserve the groundfish still in the water. They didn't think they should have to stay home while foreign boats fished in their waters.

Everything reached the boiling point in July 1993 for the fixed gear fishermen in Shelburne County. Within one week, three things happened. They learned their haddock bycatch quota was almost gone. Next, a Cuban fishing vessel stopped in Shelburne to offload its cargo of silver hake, and undersize haddock was found mixed with squid. Finally, on Friday, July 23, 1993, a Russian freighter came to Shelburne to offload its cargo of cod and haddock. The Russians said they caught the fish in the Barents Sea. But local fishermen were sure the fish had come from Canadian waters. And they were going to do something about it.

The ship was called the *Pioneer Murmana*, and it planned to offload 787 metric tonnes of frozen cod and haddock at Continental Seafoods. The fishermen had talked about blockading a Cuban ship two weeks earlier. But when the Russian ship came into port at the end of a very bad week, they decided to blockade it. They wanted to make the government listen to what they had to say about their fishery, and something as drastic as a blockade seemed to be the only way to do it.

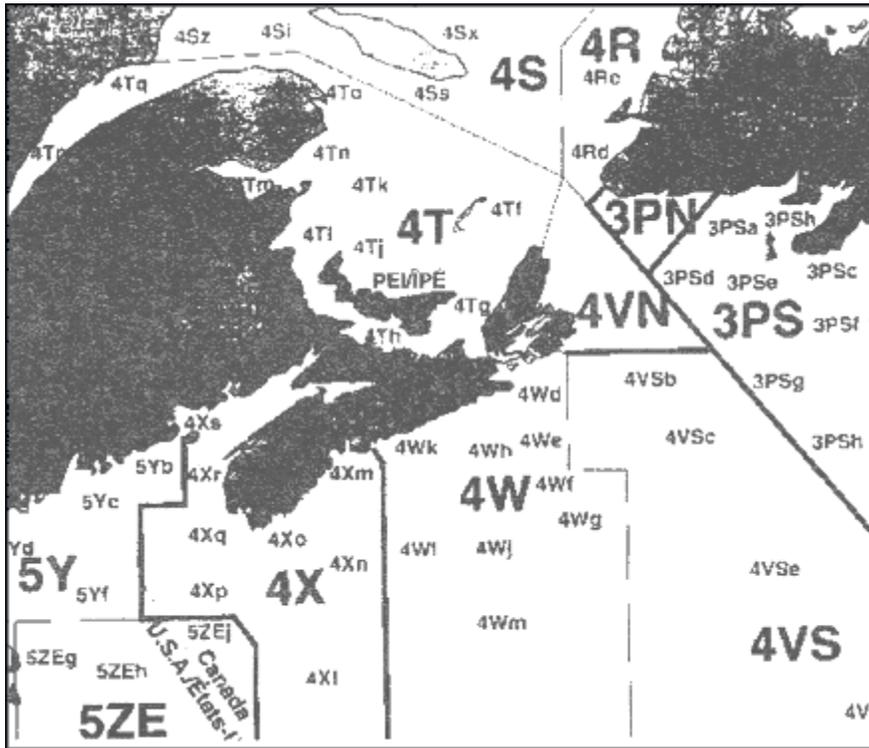


At 3 : 30 Friday afternoon, between four and six fishing boats from Shelburne, Sandy Point, and Jordan Bay surrounded the water side of the *Pioneer Murmana*. Within three hours, about 15 more boats had joined them. In all, more than 100 boats surrounded the ship. On the dock side of the ship, pickup trucks surrounded the vessel. They made sure no fish left the freighter. Word spread quickly that something big was happening in Shelburne. There was a CBC TV news crew in town to cover Founder's Days. They started covering the story of the blockade.

Families and friends of the fishermen came to the government wharf in Shelburne to lend their support. By Friday night, hundreds of people crowded the wharf. They stayed through the weekend. They set up canteens, and businesses donated money, food, and vehicles. for the protest. Fishermen came from Yarmouth and Queen's Counties, too, to add their boats to the blockade.

A fishermen's group called the South West Nova Fixed Gear Association led the protest. They met with people from the provincial and federal Departments of Fisheries and Oceans to try to reach an agreement. When the federal minister of fisheries at the time, Ross Reid, refused to come to Shelburne to talk with the fishermen, some put up Christmas trees on their boats. It was their way of saying they would keep the blockade going until Christmas if they had to.

Finally, on Wednesday, July 28, Ross Reid sent his acting deputy minister to Bridgewater to meet with the fishermen. They negotiated from Wednesday until Friday, July 30. They went all



through the night at times. They did not eat or sleep very much. At one point, the fishermen's leader, Gary Dedrck, stormed out of the meeting. But finally DFO agreed to give the fishermen what they wanted. They would continue to be able to catch haddock as a bycatch. A new way of monitoring how much fish was caught by local fishermen would be set up. And the foreign fishing boats would leave Canadian waters for the rest of the year. They also promised to stay clear of gear set by fixed gear fishermen in the future.

By this time, people from all over Canada and beyond knew about the Shelburne Blockade. The story was on national TV and radio, and every newspaper was covering the event. Letters and phone calls poured in. People wanted the fishermen to know they believed in what they were doing.

By Saturday, July 31, when Gary Dedrck came back home from Bridgewater with good news, there were over 500 people on the wharf in Shelburne to cheer him and the rest of his team. People all over the country cheered, too. It seemed as if fishermen had finally taken on the government and won.

Even the Russian crew on board the *Pioneer Murmana* were happy. They understood what the fishermen were trying to do. All through the week of the Blockade, they had let people tour their ship. When Gary Dedrck spoke to the cheering crowd on Friday, he included the Russian crew in his speech. He said a collection of food and clothes would be taken up to help the crew and their families back home. It was Shelburne County's way of saying thank you to the Russians for being so patient and understanding. By Sunday, August 1, three truckloads of food and clothes had been brought to the Russian ship.

Even now, years later, people still remember the Shelburne Blockade and all that it stood for. They say there will never be anything like it again. There is pride in their voices when they talk about it. The Blockade didn't solve all the problems in the fishery. But for awhile it made things seem a little better. Who knows? Maybe Blue Rodeo would consider doing a follow-up album called "Eight Days in July," in honour of this piece of Shelburne County history.

"Eight Days in July" Comprehension Questions

1. Where did the Blockade take place?
2. When did it take place?
3. What fishermen's group led the protest?
4. Name one of the things that happened during the week before the blockade.
5. What was the name of the boat that was blockaded and where was it from?
6. About how many boats were involved in the Blockade?
7. Why did some fishermen put Christmas trees on their boats?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe the people of Shelburne County supported the Blockade? Why or why not?
2. Do you think the Russian crew of the *Pioneer Murmana* supported the Blockade? Why or why not?
3. Do you think the fishermen accomplished what they wanted to do? Why or why not?

Eight Days in July" Compound Words

Compound words are formed by two separate words.
For example, *something* is made up of *some* and *thing*.

Select one word from Column 1 and another word from Column 2 to make one new compound word.

Column 1	Column 2	New words
down	load	_____
worth	stood	_____
ground	fish	_____
every	turn	_____
by	size	_____
under	catch	_____
week	while	_____
news	thing	_____
under	end	_____
truck	paper	_____

[\[View answers\]](#)

"Eight Days in July"
The, they, their

Fill in the blanks with *the, they, or their*.

1. In 1993 there was a downturn in _____ groundfishery.
2. The fishermen found out _____ quota was slashed.
3. Foreign fishermen were fishing in _____ waters.
4. _____ wanted the government to listen.
5. _____ made sure no fish was unloaded from Russian ship.
6. CBC TV started to cover _____ story of _____ Blockade.
7. Many people came to _____ wharf.
8. The fishermen put Christmas trees on _____ boats.
9. _____ negotiated with _____ government.
10. DFO agreed to give _____ fishermen what _____ wanted.
11. Three truckloads of food and clothes were brought to _____ Russian ship.
12. _____ Blockade ended on July 31.

[\[View answers\]](#)

"Eight Days in July" Spelling

Circle the correct spelling of each word.

1. boat baot boet boath
2. beter better bether bettir
3. fesh fich fiss fish
4. vessal vessel vesel vassel
5. listen listhen listan lissen
6. spread spead spread spreid
7. wharph wharp wharf werf
8. Christmas Cristmas Chrismas Christmass
9. Wednasday Wenesday Wednisdya Wednesday
10. catsh catch cach katch
11. forein foraign foreign fereign
12. fishermen fichermen fisermen fishirmen
13. government goverment governmant government
14. country contry counrty countrie
15. people peaple people peopul
16. Fryday Friday Fiday Firday
17. Saturday Sathurday Saterday Satruday
18. Cannada Cadana Canada Canida

[\[View answers\]](#)

LOBSTER CLOZE

Words to Preview

lobster

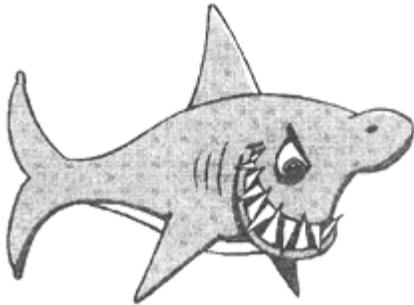
community

fishermen

creature

THE BIG FISH

One _____ day I went to the lake. I decided I wanted to catch a _____ fish. I had brought bait, my fishing rod, and lunch. I was not going to _____ until I caught a big fish.



I sat on the _____ for a long time. Finally I felt a _____. There was a fish on my hook! I started to reel him in. He was very big. He was at least two feet long with sharp _____. I think I caught the biggest fish in the lake.

Sadly, the big fish got away. When I was taking the hook out of his mouth, he slid from my _____. The big fish also stole my lunch. He knocked it into the _____ when he got away.

I was very _____ that I lost the big fish. Nobody believes my _____.

[\[View answers\]](#)

"Digby," "Nicknames," and "Local Expressions" were submitted by the Digby District Learning Network in Digby, Nova Scotia. The exercises were added by the editors.

Words to Preview			
admiral	commissioned	Digby	established
incorporated	scallop	tourism	registered
decorated	heritage	celebrate	festival
United Empire Loyalists		Annapolis Basin	

DIGBY

Digby was founded in 1783 by Sir Robert Digby, a rear admiral in the British Navy. He was commissioned by Britain to remove United Empire Loyalists from America and bring them to Nova Scotia. Admiral Digby sailed approximately 1,500 Loyalists, via his ship "Atlanta," into the Annapolis Basin, landing them in a port at the western end of the Basin. Here, they established a settlement that later was named Digby in the Admiral's honour.

In the year 1900, Digby was incorporated as a town. Today, it has a population of about 2,300 people. The main industry here is scallop fishing and the growth industry is tourism.



Digby has been officially designated as "Home of the World Famous Digby Scallops." With more than one hundred boats registered at this port, we have the largest inshore scallop fleet in the world. Our scallops are second to none.

During the first week of August each year, we celebrate the Scallop Days Festival with a street parade and many activities. We end the last day of the festival at dusk with the Parade of Driggers; the scallop boats are all decorated with colourful lights. A fireworks display over the water closes the festival.

We are proud of our heritage and invite you to take Exit 26 off Highway 101 and visit our waterfront town.

"Digby" Comprehension Questions

1. When was Digby founded? Who founded it?
2. How many Loyalists were landed at the port in the Annapolis Basin? What is Digby's population today?
3. What makes Digby famous today?
4. What do they celebrate in August each year?
5. How do they end the festival?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe the scallop industry is important to Digby? Why or why not?

"Digby" Select the Correct Word

Select the correct word in each sentence.

1. Sir Robert Digby was an _____ (admire or admiral) in the British Navy.
2. They landed 1,500 _____ (Loyalists or Loyal) in the Annapolis Basin.
3. They established a _____ (settlement or settle) later named Digby.
4. Today, Digby's _____ (population or populate) is 2,300.
5. Their _____ (grow or growth) industry is _____ (tourism or tourists).
6. Digby is _____ (officially or official) known as "Home of the Famous Digby Scallop."
7. Digby has the largest inshore scallop _____ (fleece or fleet) in the world.
8. The _____ (festive or festival) takes place the first week of August.
9. There are many _____ (activities or active) taking place during the festival.
10. The Parade of Dragners takes place at _____ (dusk or dust).
11. The boats are _____ (decor or decorated) with lights.
12. The people of Digby are proud of their _____ (inherit or heritage).

[\[View answers\]](#)

"Digby"
Change the Last Letter

Switch the last letter of each word with one of the given letters to make a new word.

- Example: rear readd (d, w, k, n)
1. was wa__ (l, b, r, t)
 2. our ou__ (s, t, w, n)
 3. by b__ (e, o, a, i)
 4. and an__ (t, b, m, p)
 5. his hi__ (l, m, n, b)
 6. here her__ (n, m, b, g)
 7. them the__ (y, b, c, k)
 8. main mai__ (g, h, p, l)
 9. at a__ (r, b, w, s)
 10. is i__ (t, c, p, g)
 11. of o__ (b, v, r, t)
 12. been bee__ (g, d, k, t)
 13. has ha__ (n, m, b, c)
 14. week wee__ (g, b, d, r)
 15. are ar__ (b, d, m, p)
 16. dusk dus__ (t, l, c, r)
 17. last las__ (c, h, p, e)
 18. day da__ (p, c, b, w)

[\[View answers\]](#)

"Digby"
Change the First Letter

Switch the first letter of each word with one of the given letters to make a new word.

- Example: been seen (s, w, c, n)
1. was ___as (h, f, c, b)
 2. rear ___ear (c, m, p, z)
 3. port ___oft (l, s, g, h)
 4. town ___own (h, b, n, d)
 5. main ___ain (p, k, h, c)
 6. more ___ore (v, w, n, j)
 7. at ___t (e, o, u, i)
 8. none ___one (j, k, c, m)
 9. week ___eek (v, p, b, n)
 10. end ___nd (o, i, a, u)
 11. last ___ast (k, p, h, r)
 12. day ___ay (v, c, w, u)
 13. by ___y (m, n, c, l)
 14. dusk ___usk (p, n, m, f)
 15. of ___f (i, e, a, u)
 16. take ___ake (d, p, k, b)
 17. is ___s (o, y, e, a)
 18. light ___ight (f, g, b, w)

[\[View answers\]](#)

Words to Preview

personalities	remember	example	wiener
practice	community	offended	twenty

NICKNAMES

Some nicknames suit people's personalities and are easier to remember than their real names. Most nicknames stem from childhood and have remained with these people all their lives. Also, nicknames have sometimes come from CB handles, fishermen, and from the work place. Here are some examples of nicknames in the Digby area:



1. Spanky
2. Flipper
3. Slipknot
4. Wiener
5. Pigeye
6. Raccoon
7. Peeker
8. Mayflower
9. Slingshot
10. Spoon
11. Lightbulb
12. Slink
13. Moonbeam
14. Rusty

In some areas less than twenty miles away from Digby, you wouldn't call a person by a nickname because they would most likely be offended by the practice.

Can you think of some nicknames used in your community? Do you know why the people came to have such nicknames?

"Nicknames " Comprehension Questions

1. Where do some of the nicknames in Digby come from?
2. A "stem" can be part of a plant, but in the story, "stem" means something different. What does "stem" mean in the following sentence: "Most nicknames *stem* from childhood and have remained with these people all their lives"?
3. Why wouldn't you use nicknames in some areas around Digby?

[\[View answers\]](#)

Compound Words

Circle all the compound words you see in the lists below.

(See a [definition of compound words](#).)

Example: *Nickname* is a compound word. It is made up of *nick* and *name*.

childhood	slingshot	rusty
personality	community	sometimes
remember	handle	practice
mayflower	lightbulb	moonbeam
because	likely	fishermen

[\[View answers\]](#)

Words to Preview

explanatory	difficult	interpret	expressions
common	involved	possible	unique
language	mackerel	versatile	imagination

LOCAL EXPRESSIONS

In any area of the world that you visit, you will find that people have their own sayings. Some are self explanatory; others may be more difficult to interpret.

The following is a list of sayings that you may have heard elsewhere but are most common in Digby:

- "That is the note the cow died on" is what we might say if someone hits a bad note when singing.
- "Don't get your feathers in a dither" is a way of telling someone not to get upset.



"THAT'S THE NOTE THE COW DIED ON."

- "I don't need your bull, my cow died" will be heard when someone is giving you a hard time or telling you a tall tale.
- "Homely as a hedge fence" - this is self-explanatory, or is it? (How homely is a hedge fence?)
- "Some people get hit with the ugly stick, others get hit with the whole tree," Again, this is self-explanatory.
- "In for a penny, in for a pound" means if you're going to get involved, never go halfway.
- "Wash up as far as possible, down as far as possible, but don't forget to wash possible." This is a polite way of telling someone to wash their whole body.
- "Colder than a mother-in-law's kiss." When you hear this, you can expect cold weather.

Digby fishermen are a colourful bunch. They have a very unique way of talking; it is a language of their own. Here are just a few things that you may hear them say:

- "Don't pound nails on Sunday or it will blow all week."
- A "mug up" means going for a coffee or tea and a biscuit.
- A "mackerel sky" means a sign of a storm brewing.
- "Sail with the whale and you'll fill your pail" means fish where the whales are and you'll find a lot of fish.
- "Air'n up" means the wind is picking up.

Hopefully, this gives you some idea of how versatile and colourful the English language can be when the imagination is put to use. If you are ever in the area, maybe you could drop in for a "mug up."

"Local Expressions" Comprehension Exercise

Match the following sayings with their meanings.

(The first one is done for you.)

Sayings

- A. That is the note the cow died on. **3**_____
- B. Don't get your feathers in a dither. _____
- C. Sail with the whale and you'll fill your pail. _____
- D. In for a penny, in for a pound. _____
- E. Wash up as far as possible, down as far as possible, but don't forget to wash possible. _____
- F. Colder than a mother-in-law's kiss. _____
- G. Mug up. _____
- H. Air'n up. _____

Meanings

- 1. Go for a coffee or tea and a biscuit.
- 2. Expect cold weather.
- 3. Someone hit a bad note when singing.
- 4. If you are going to get involved, never go halfway.
- 5. The wind is picking up.
- 6. Wash your whole body.
- 7. Don't get upset.
- 8. Fish where the whales are and you'll find a lot of fish.

[\[View answers\]](#)

Discussion Question

- 1. Do you know any expressions from your area?

"Local Expressions" Find the Words

Find the following words in the story.

(There is sometimes more than one right answer.)

1. Find one of the animals. _____
2. Find the antonym for *short*.
(See the [definition of antonyms](#).) _____
3. Find a contraction.
(See the [definition of contractions](#).) _____
4. Find the synonym for *ugly*.
(See the [definition of synonyms](#).) _____
5. Find a word that rhymes with *pay*.
(See the [definition of rhyming](#).) _____
6. Find a word that rhymes with *mail*. _____
7. Find another word for *midway*. _____
8. Find the word that is a weight measurement. _____
9. Find the word that means *entire*. _____
10. Find the word that is the opposite of *out*. _____
11. Find the plural form of *person*. _____
12. Find the plural form of *fisherman*. _____

[\[View answers\]](#)

The following information was taken from *The Coast Guard* Newspaper, Tuesday, June 17, 1997 issue.

Words to Preview

linseed oil -	linseed is the seed that comes from the flax plant, and linseed oil is the oil that comes from linseed
flammable -	something that can catch fire easily
heritage -	an area's or group's history that is worth saving
wholesalers -	businesses that sell large amounts of things to other businesses, that in turn sell them at higher prices (retail)
rubberized -	something that is coated with rubber

IN THE DAYS BEFORE HELLY HANSEN®

Imagine this: you're aboard the boat and it starts to rain. But you still have 25 more lobster pots to check before you can head for shore. As you slip into your oil clothes, you probably don't even think about how light they are, or how dry they keep you. Unless they get tom, they're always there for you, hanging on the hook where you left them.

There was a time, not so many years ago, when fishermen didn't have it this easy. Up until about the 1930's, the only way of keeping dry was to wear heavy, smelly jackets and pants called oilskins. And they were really just that: raw, heavy cotton clothes soaked in linseed oil. They did keep the water out, but they had to be re-oiled often. They froze in very cold weather, and they were very flammable. Many fires started because oilskins were hung too close to a burning lamp or candle.



In Barrington, Nova Scotia, an old oilskin factory still stands. It is believed to be the last one of its kind in Nova Scotia. It is called the MacMullen Oilskin Factory, and it stands just across the road from the Barrington Municipal Building on Highway 3. Benjamin and Margaret Doane now own the property, and they run a bed-and-breakfast in the house beside the factory.

The factory was built for James F. MacMullen around 1883. After he died, his son, James Harvard MacMullen, took over and ran the business until the 1930's.

In June 1997, the factory was made a provincial heritage property. This means the outside of the building can never be changed, and it will always look like it did when it was first built. Protecting the old factory is important because it is the only one of its kind left in Nova Scotia, and because it played such an important role in our local history.

James Harvey MacMullen worked hard to supply the local fishing industry with much-needed oilskins. He would cut out the jackets and pants in his own house. Sometimes he would cut as many as 10 layers of cloth at once, using huge shears that were very sharp. Then, several women who worked for him would sew the clothing, either at the factory or at home.

Next, the garments were soaked for three days in raw linseed oil. Colour was added by using lamp black or yellow dye. After they soaked long enough, the clothes went through a hand-cranked wringer and were hung up to dry. This was the messiest job of all, because the coloured oil from the clothes would drip on the person hanging them up.

James Harvard MacMullen sold his oilskins all along the coast of Nova Scotia. Fishermen, wholesalers, fishing outfitters, and fish and lobster plants all bought his oilskins. But when rubberized clothing came on the market in the 1930's, Mr. MacMullen's business started to shrink, and he was forced to close his factory in Barrington. The building was used as a barn and then a garage. The machinery was sold or thrown out over time.

Luckily, the MacMullen Oilskin Factory survived. And because it's now a heritage property, it will be there for our grandchildren to learn about. Oilskins are a big part of our fishing heritage. But aren't you glad we don't have to wear them anymore?

"In the Days Before Helly Hansen®" Comprehension Questions

1. What did fishermen wear to keep dry before they had oil clothes?
2. How did oilskins get their name?
3. What are some differences between oil clothes and oilskins?
4. Are there any oilskin factories still standing in Nova Scotia? If so, where?
5. What was the name of the family that built and ran the Barrington oilskin factory until it closed? When did the factory close?
6. How were oilskins made?
7. Who bought the MacMullen oilskins?
8. Why did the MacMullen factory close?

[\[View answers\]](#)

Reading Between the Lines

1. Which do you think fishermen would take better care of: oil clothes of today or oilskins of the past? Why?
2. Why do you think rubberized clothing became more popular than oilskins?
3. Do you think historical buildings should be protected so their owners cannot change their outside appearance? Why or why not?

"In the Days Before Helly Hansen®"
It, Is, In

Fill in the blanks with *it, is or in.*

1. Heritage ____ an area's history that ____ worth saving.
2. Years ago, fishermen did not have ____ that easy.
3. ____ started to rain.
4. Oilskins were soaked ____ linseed oil.
5. They froze ____ cold weather.
6. The oilskin factory is ____ Barrington.
7. It ____ the last oilskin factory of its kind ____ Nova Scotia.
8. ____ is called the MacMullen Oilskin Factory.
9. ____ played an important role ____ our local history.
10. They run a bed-and-breakfast ____ their house.
11. It will always look like ____ did when ____ was first built.
12. Protecting the old factory ____ important.
13. James MacMullen would cut out jackets and pants ____ his house.
14. It ____ now a heritage property.
15. ____ will be there for our grandchildren to learn about.

[\[View answers\]](#)

"In the Days Before Helly Hansen®" Adjectives

Adjectives are words used to describe people, places, or things.
Example: They wore heavy, smelly jackets.

Underline the adjectives in each sentence.

1. They froze in very cold weather.
2. There is an old factory in Barrington.
3. The factory played an important role in our local history.
4. They used huge, sharp shears.
5. Colour was added by using black or yellow dye.
6. The coloured oil from the clothes would drip on the person hanging them up.
7. Oil skins are a big part of our heritage.

[\[View answers\]](#)

"In the Days Before Helly Hansen®" Spelling

**Circle the two words that are spelled incorrectly
in each sentence.**

1. Oil clothes keep you dri and ar very light.
2. Oilskins wer heavy cotton clothes sooked in linseed oil.
3. They frooze in very kold weather.
4. Fires started when oilskins were hung too cloose to a burning camdle or lamp.
5. The old oilskin factory in Barrington is the last of its kinde in Nova Soctia.
6. The otside of the billding can never be changed.
7. The factory played an important rolle in our locol history.
8. James MacMullen worked hard to supplie the fiching industry.
9. They used huje, sharp shears to cutt the cloth.
10. Severel women woold sew the clothing.
11. The colourred oil from the clothes would dripe on the person hanging them up.
12. Rubberized clohing came on the marcket in the 1930's.
13. The building was used as a barne and then a gararage.
14. The factory is a herritage porperty and will be there for our grandchildren.

[\[View answers\]](#)

"In the Days Before Helly Hansen®" Root Words

Give the root word of each of the following.

(A root word is a smaller word that has something added to it to make it bigger.)

Example: hanging hang

keeping	_____	added	_____
smelly	_____	messiest	_____
called	_____	coloured	_____
soaked	_____	used	_____
oiled	_____	rubberized	_____
burning	_____	started	_____
believed	_____	forced	_____
luckily	_____	building	_____
died	_____	machinery	_____
changed	_____	survived	_____
played	_____	fishing	_____
worked	_____	outfitter	_____

[\[View answers\]](#)

Fill in the blanks with some of the root words.

1. The oilskins were soaked in linseed_____.
2. The oilskins had a strong _____.
3. The coloured oil made a _____.
4. The outside of the factory will not _____.
5. The oilskin business failed to _____ because of the new rubberized clothing.
6. The garments had to _____ in linseed oil for three days.
7. _____was added by using lamp black or yellow, dye.
8. I _____ the factory is important to our heritage.

[\[View answers\]](#)

The following recipe is from *Traditional and Contemporary Acadian Cuisine* by Virginia d'Eon.

PUBNICO SEAFOOD CHOWDER

2 tablespoons butter or margarine
3 medium potatoes, diced
1 large onion, chopped
1/2 lb. fresh haddock fillets

Fried together:

1/2 lb. scallop
1/2 lb. lobster
1 cup fresh shelled clams

1/2 can lobster paste
seafood seasoning
salt and pepper
1/2 cup evaporated milk or cream

Place butter in saucepan to melt. Add onions and seasoning, then sauté until soft. Add enough water to cover. Add diced potatoes and cook. Then add seafood and cook ten minutes. Before serving, add 1/2 cup evaporated milk or cream. Add lobster paste. Heat through. Serves four.



"Pubnico Seafood Chowder"

Conversions

Math Questions

Conversion table

one pound = 454 grams
one cup = 250 ml (millilitres)
one tablespoon = 15 ml

1. If one pound is equal to 454 grams, how many grams of scallops are needed?
 - a. 227 grams
 - b. 220 grams
 - c. 908 grams
 - d. 225 grams

2. If one cup is equal to 250 millilitres (ml), how many millilitres of cream are needed?
 - a. 130 ml
 - b. 120 ml
 - c. 160 ml
 - d. 125 ml

3. If you were using 681 grams of lobster, you would be:
 - a. following the recipe as is
 - b. tripling the recipe
 - c. doubling the recipe
 - d. halving the recipe

4. If one tablespoon is equal to 15 ml, how many millilitres of butter do you need?
 - a. 25 ml
 - b. 32 ml
 - c. 35 ml
 - d. 30 ml

5. Which is the most?
- a. $\frac{1}{3}$ cup of cream
 - b. 70 ml of cream
 - c. 6 tablespoons of cream
6. Which is the least?
- a. $\frac{1}{4}$ cup of water
 - b. 3 tablespoons of water
 - c. 40 ml of water
7. Which is the most?
- a. $\frac{3}{4}$ pound of haddock
 - b. 330 grams of haddock

[\[View answers\]](#)

"Pubnico Seafood Chowder" Common Bonds

Circle the word in each line that does not belong.

- | | | | | |
|-----|-----------|---------|-----------|---------------|
| 1. | flour | butter | margarine | shortening |
| 2. | scallop | clam | haddock | oyster |
| 3. | seasoning | salt | pepper | cream |
| 4. | milk | cream | yogurt | peanut butter |
| 5. | onion | potato | apple | carrot |
| 6. | mashed | diced | sliced | chopped |
| 7. | cook | sauté | pan | fry |
| 8. | cup | can | pound | tablespoon |
| 9. | soup | lobster | haddock | seafood |
| 10. | chowder | soup | casserole | broth |

[\[View answers\]](#)

Switch the first letter of each word with a letter from the end of each line to make a new word.

- | | | | |
|----------|--------|--------------|-----------|
| Example: | cup | p _up | (w,r,b,p) |
| 1. | paste | ___aste | (r,t,d,m) |
| 2. | butter | ___utter | (g,h,d,l) |
| 3. | milk | ___ilk | (h,d,n,s) |
| 4. | ten | ___en | (w,s,h,l) |
| 5. | melt | ___elt | (n,g,b,r) |
| 6. | can | ___an | (l,p,g,h) |
| 7. | heat | ___eat | (s,w,r,c) |
| 8. | four | ___our | (r,h,w,b) |
| 9. | cook | ___ook | (p,d,f,l) |
| 10. | salt | ___alt | (p,d,h,b) |

[\[View answers\]](#)

The information for the following story was taken from *Seal Island - An Echo From The Past* by Sonia Wickens.

Words to Preview				
passenger	brig	Amaranth	Shelburne	December
vessel	captain	Campobello	surprise	disturbing

MARGARET FLYNN

The story of Margaret Flynn has been told for many years. She was a passenger on the brig *Amaranth* in 1837. On December 18, 1837, the *Amaranth* left Shelburne with a load of granite to go to New York. Captain George Card of Campobello was in command of the vessel.

Sadly, the brig ran ashore on Mud Island, near Seal Island. Seal Island is 18 miles west of Cape Sable Island in Shelburne County. Five passengers on the *Amaranth* died and they were buried on Mud Island. Margaret Flynn was one of them.

Thirty years later, someone unburied Margaret Flynn's body. To their surprise, her body, all but her head, had turned to stone. When people heard this story, many of them visited the island to see her body.

Captain George Kenney was bothered that so many people were disturbing Margaret's grave. He decided to put an end to it by moving her body to another location known only to him. Since then, Margaret Flynn has rested in peace.



"Margaret Flynn" Comprehension Questions

1. On which boat was Margaret Flynn a passenger and where was it going?
2. How many passengers died and where were they buried?
3. What had happened to Margaret's body?

[\[View answers\]](#)

Reading Between the Lines

1. Why do you think that Captain George Kenney was bothered by so many people disturbing Margaret's grave?

True or False

Circle the correct answer - true or false.

- | | | |
|----|---|---------------|
| 1. | The <i>Amaranth</i> was carrying a load of quartz. | True or False |
| 2. | Captain Card George was in command of the <i>Amaranth</i> . | True or False |
| 3. | The brig ran ashore on Seal Island. | True or False |
| 4. | Five passengers of the <i>Amaranth</i> died. | True or False |
| 5. | Margaret's body was unburied thirty years later. | True or False |
| 6. | All the passengers' bodies had turned to stone. | True or False |
| 7. | Captain George Kenney moved the body to a secret location. | True or False |
| 8. | Nobody has disturbed Margaret's body since it was moved. | True or False |

[\[View answers\]](#)

"Margaret Flynn"
Long "O" and Long "E"

The letter "O" can have a long and short vowel sound. It has a long vowel sound in words like "over" and "obey." It has a short vowel sound in words like "olive" and "office."

Circle the words with the long "O" vowel sound.

to	told	load	so
Campobelo	one	of	body
stone	another	story	ashore
on	only	location	moving

The letter "e" can have a long and short vowel sound. It has a long vowel sound in words like "easy" and "sea." It has a short vowel sound in words like "egg" and "men."

Circle the words with the long "e" vowel sound.

December	been	left	peace
vessel	seal	west	year
see	end	them	rested

[\[View answers\]](#)

"Margaret Flynn" Common Bonds

1. granite rock mud stone
2. eighteen thirty five many
3. their they she he
4. Margaret people passenger captain
5. New York Shelburne location Cape Sable Island
6. the and an this
7. end middle beginning first
8. story tale book fable

[\[View answers\]](#)

Verbs

Select the correct verb.

1. Margaret's story _____ (has or have) been told many times.
2. The brig _____ (was or were) leaving for New York.
3. The brig left to _____ (goes or go) to New York.
4. The brig _____ (running or ran) ashore.
5. Seal Island _____ (is or are) near Mud Island.
6. Five passengers _____ (died or dyed).
7. The passengers _____ (was or were) buried.
8. Margaret's body _____ (had or have) turned to stone.
9. Captain George Kenney _____ (moved or moving) her body.
10. Since then, Margaret _____ (has or have) rested in peace.

[\[View answers\]](#)

"Margaret Flynn" Spelling

Circle the word that is spelled correctly.

1. storie story strory storry
2. pasenger passegger passenger passger
3. December Desember Deccember Decenber
4. comand commamd kommand command
5. iland islland island islan
6. eigheen eihteen eighteen eightheen
7. thirty tirty thirtie threety
8. somone someone someon somewon
9. surprise surprize surpise surprise
10. distub disturb desturb dissturb
11. grawe gray grave garve
12. location lokation lacotion locashion
13. peece peice peasce peace
14. sheel sheal seal seall
15. menny many meny manie
16. lood loed lod load
17. granit granite ganite garnite
18. captain captin catain capain
19. burred burried buried beried
20. boder bother boter bohter
21. visited visted visitied visitted
22. annother anoder anotter another

[\[View answers\]](#)

The information for this story is from the following: *Seal Island - An Echo From The Past* by Sonia Wickens; *Mary Hichens and Her Namesake* by Hattie Perry; and the Internet site:
<http://www2ardenneinternational.com/nova-scotia/shoreweb/welcome.html>

Words to Preview

island	surrounding	Champlain	impossible
uninhabited	governor	Sir James	petitioned
House of	successful	Kempt	beacon
Assembly	operated	construction	replica
descendants	donated	automated	Municipality

THE HICHENSES' LIFE ON SEAL ISLAND

A Bit of Seal Island's History

Seal Island is located 18 miles west of Cape Sable Island in Shelburne County. Seal Island is about three miles long and half a mile wide at its widest point.

At first there were four islands called the Seal Islands. They were named this because of the many seals living on them. Three of the islands were later named Mud Island, Flat Island, and Noddy Island, while the largest remained known as Seal Island.

The rocks surrounding Seal Island were very dangerous. Champlain called them "The Sea Wolves." Many ships were wrecked on Seal Island and many people died. Every spring, fishermen would gather and bury the dead from the winter's shipwrecks. On one day, 21 bodies were found and buried.

In the spring of 1823, one man was found frozen solid leaning over a bunch of unburned branches. Some sailors managed to get to the island, but they met a wall of ice along the shoreline, making it impossible to get to land. Sometimes a sailor would survive. He would be taken in by families in Cape Sable Island or Barrington. Richard Hichens was one of these sailors. He was the captain of the brig named the Friendship that was wrecked in January of 1816.

While living in Barrington, Richard met Mary Crowell and fell in love. They later married and moved to Seal Island.

Mary Hichens

Mary Hichens heard many of the stories of the shipwrecked sailors. It broke her heart that so many died. She convinced her husband, Richard, to move to Seal Island. The Hichens family and the Crowell family moved to Seal Island to fish and to help stranded sailors. Every night, the Hichenses would place a burning candle in the window.

Many sailors came ashore to what they believed to be an uninhabited island. Instead, they would find safety with the Hichenses and the Crowells. Not one sailor who reached the island died after that.

The Hichenses kept a record of the shipwrecks and how many had died and survived. Richard wrote a letter to the governor, Sir James Kempt, to tell him how important it was for Seal Island to have a lighthouse. The governor visited the island and petitioned the House of Assembly.

The governor was successful and the construction of the lighthouse was started in 1827. On November 28, 1831, the lighthouse's beacon was lit for the first time. On that same night, Mary Hichens gave birth to her daughter, Sarah.



Richard Hichens and Edmund Crowell tended the lighthouse for 6 months at a time over 24 years. The lighthouse has saved many lives. Many of Mary Hichens' descendants operated the lighthouse until it became automated in 1990.

In 1978, the old lantern in the lighthouse was replaced with a newer model. Because of local petitions, the lantern was donated to the Municipality of Barrington where there is now a replica of the lighthouse.

"The Hichenses' Life on Seal Island" Comprehension Questions

1. Where is Seal Island located and how big is it?
2. What would the fishermen do every spring?
3. What happened to the sailors who survived?
4. Why did the Hichenses and the Crowells move to Seal Island?
5. Why did Richard write to the governor?
6. What happened the night that the lighthouse's beacon was lit for the first time? What year was it?
7. When did the lighthouse become automated?

[\[View answers\]](#)

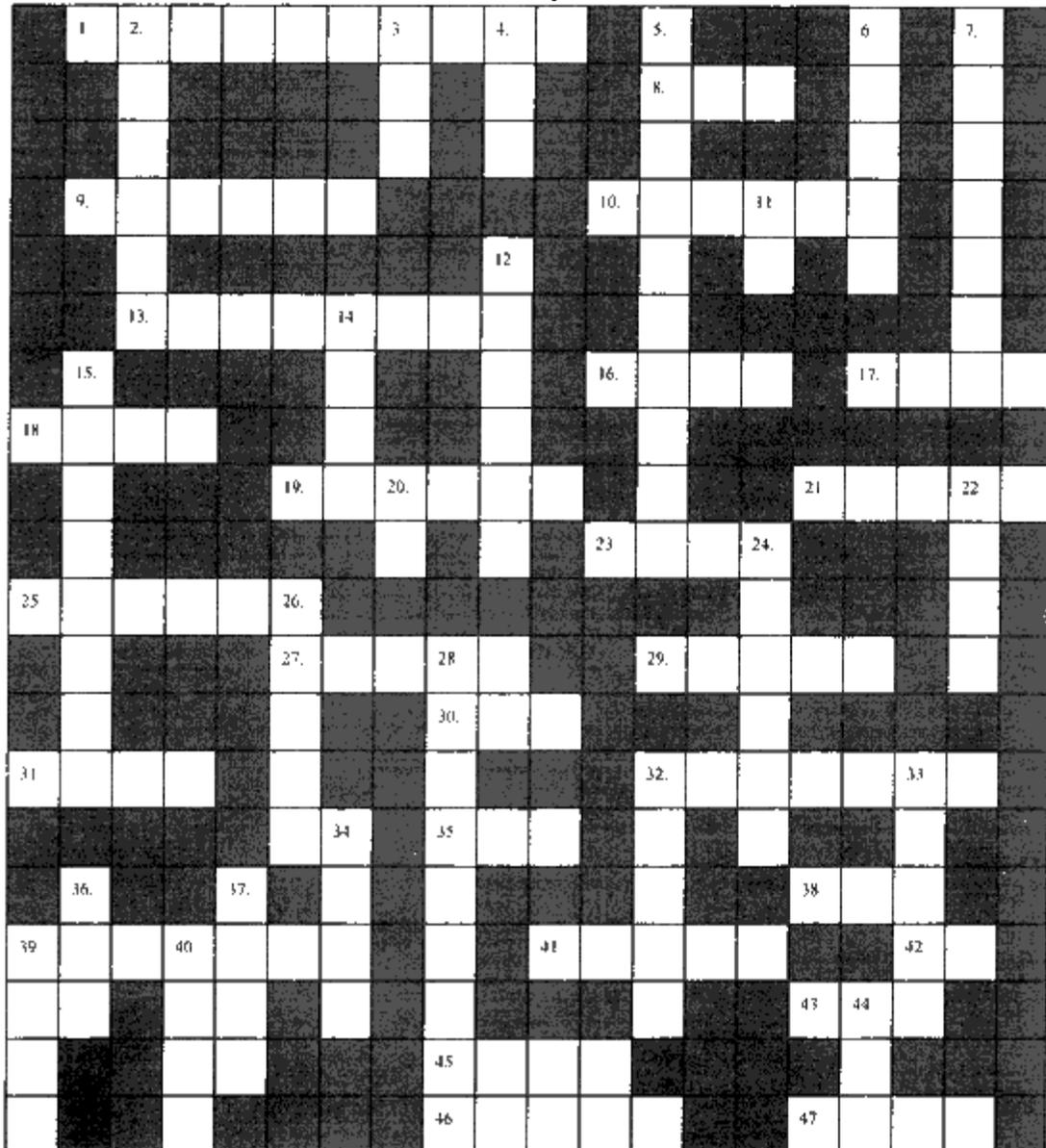
Reading Between The Lines

1. Why do you think Champlain called the rocks around Seal Island "The Sea Wolves"?
2. Do you believe the Hichenses played an important role in getting a lighthouse on Seal Island? Why or why not?

"The Hichenses' Life on Seal Island" Crossword Puzzle

Use the clues to fill in the words across and down.

Note: All these words were seen in the story "The Hichenses' Life on Seal Island."



The Hichenses' Life on Seal Island" Crossword Puzzle Clues

Across	Down
1. Tower with a light to guide ships	2. Land surrounded by water
8. Not a woman, but a _____	3. Opposite of new
9. _____ pin on a diaper	4. Forty minus thirty-four equals?
10. To give	5. Not possible
13. Female offspring	6. Not now.
16. Haddock is a _____	7. Wife's spouse
17. Broad	11. He looked _____ the boat.
18. Adore	12. Ice is _____ water.
19. Written note	14. He/she has, they
21. Past tense of "break"	15. Persuade
23. Twelve months	20. Sounds like "two"
25. _____ pane	22. Past tense of "keep"
27. Extend one's arms	24. Keep track of
29. The ship wrecked on the _____ .	26. Ship _____, rhymes with deck
30. Five plus six minus ten equals?	28. To build
31. A marine animal	32. A tale
32. Remain alive	33. To go see
35. Opposite of "he"	34. Not a few
38. They have, he/she _____	36. Opposite of night
39. Type of light	37. To assist
41. Opposite of "last"	39. Ground
42. Rhymes with "fin"	40. A clock tells you the _____
43. Past tense of "light"	44. Frozen water
45. Past tense of "come"	
46. One, two,	
47. "I cannot a lie."	

[\[View answers\]](#)

"The Hichenses' Life on Seal Island"
Crossword Puzzle Answers

Across	Down
1. lighthouse	2. island
8. man	3. old
9. safety	4. six
10. donate	5. impossible
13. daughter	6. later
16. fish	7. husband
17. wide	11. at
18. love	12. frozen
19. letter	14. have
21. broke	15. convince
23. year	20. to
25. window	22. kept
27. reach	24. record
29. rocks	26. wreck
30. one	28. construct
31. seal	32. story
32. survive	33. visit
35. she	34. many
38. has	36. day
39. lantern	37. help
41. first	39. land
42. in	40. time
43. lit	44. ice
45. came	
46. three	
47. tell	

"The Hichenses' Life on Seal Island" Long "A" and Long "I"

Long "a"

The letter "a" can have a long and short vowel sound. It has a long vowel sound in words like "able" and "same." It has a short vowel sound in words like "ago" and "apple."

Circle all the words with the long "a" vowel sound.

automated	about	man	cape	have
later	named	wall	replica	became
captain	day	half	replaced	land
ashore	gave	same	donated	at
sable	place	sailor	many	safety

[\[View answers\]](#)

Long "i"

The letter "i" can have a long and short vowel sound. It has a long vowel sound in words like "idea" and "Friday." It has a short vowel sound in words like "it" and "fish."

Circle all the words with the long "i" vowel sound.

island	him	family	time	lighthouse
replica	night	life	lit	six
mile	first	survive	brig	is
in	died	impossible	solid	ice

[\[View answers\]](#)

"The Hichenses' Life on Seal Island" Insert a Letter

Insert the correct letter.

Exercise A

1. Every ___ight they lit a candle.
2. Did you ___ight the candle tonight?
3. Mary held Sarah very ___ight.
4. The shipwrecked sailor ___ight survive.
5. Mary thought it was not ___ight that so many died.
6. Did they have to ___ight to get the lighthouse?

Exercise B

1. One ___ay I will visit Seal Island.
2. The boats were tied up in the ___ay.
3. The governor ___ay help to get the lighthouse.
4. I will ___ay you for operating the lighthouse.
5. Did you ___ay something?
6. I will show you the ___ay to the Hichenses' home.

Exercise C

1. Edmund is ___ot very old.
2. The water in the sea was not ___ot in the winter.
3. He ___ot a new ship.
4. He hauled his lobster ___ot.
5. Richard loves Mary a ___ot.
6. Sarah slept on the ___ot.

Exercise D

1. Mary hung the picture on the ___all.
2. Richard threw a ___all to his daughter.
3. He is not short; he is very ___all.
4. I hope he does not ___all on the rocks and hurt himself.
5. I will ___all him on the phone.
6. The bathroom is down the ___all.

[\[View answers\]](#)

"The Hichenses' Life on Seal Island" Plurals

Most of the time, we form plurals by adding *s*. However, there are some exceptions.

For words that end in *s, x, z, ch, sh*, we add *es*.

Examples:

Hichens → Hichenses mix → mixes buzz → buzzes
church → churches push → pushes

With words that end in *y* and have a consonant in front of the *y*, we change the *y* to *i* and add *es*.

Examples: berry → berries city → cities

If the *y* has a vowel in front of it, we just add *s*.

Examples: ray → rays key → keys

For words ending in *f* or *fe*, we change the *f* to *v* and add *es*.

Example: wife → wives

Write the plural form of the following words.

All the words were seen in "The Hichenses' Life on Seal Island."

- | | | | |
|--------------|---------|-------------------|---------|
| 1. mile | → _____ | 10. sailor | → _____ |
| 2. island | → _____ | 11. story | → _____ |
| 3. seal | → _____ | 12. shipwreck | → _____ |
| 4. rock | → _____ | 13. month | → _____ |
| 5. wolf | → _____ | 14. year | → _____ |
| 6. ship | → _____ | 15. life | → _____ |
| 7. body | → _____ | 16. descendant | → _____ |
| 8. branch | → _____ | 17. petition | → _____ |
| 9. family | → _____ | | |

[\[View answers\]](#)

The information for this story was taken from the following sources: *The Lockeport Lockout* by Sue Calhoun; and *Lockeport Lockout Bitter Struggle* by Lewis M. Jackson, published in *The Coast Guard* Newspaper, September 16, 1997.

Words to Preview

population	conditions	processing	communities
historical	terrible	concern	decided
Angus L. MacDonald	L. D. Currie representative	communities ignored	processed violence
recognize	assistant	disperse	petition
provincial	manager	injured	Attorney- General
communist	renovated	solutions	unemployed
violence	telegram	additional	
partially	announced	discriminate	

THE LOCKEPORT LOCKOUT

Lockeport is a small town on the South Shore of Nova Scotia. It has a population of about 2,000 people and its main industry is fishing. In 1939, something historical happened in Lockeport because of this industry. It was the Lockeport Lockout.

In 1939, working conditions and wages were terrible at Lockeport's two seafood processing plants, the Lockeport Company Ltd. and Swim Brothers Ltd. The fish plant workers decided to approach the companies with their concerns, with the help of the Canadian Seamen's Union. They formed two locals of this union, Local 1 and Local 2. Local 1 was made up of the fishermen, while Local 2 was for the fish plant workers.

On October 9, 1939, Local 1 and Local 2 met and decided to approach the Lockeport Company Ltd. and Swim Brothers Ltd. They wanted the companies to recognize the union. A meeting was set for October 18, but the companies refused to discuss the topic and said they would close their plants if they were forced to do so. On October 21, 1939, both companies shut their plants and the Lockeport Lockout began.

Two days after the lockout began, about 700 people met to listen to their union leaders. It was decided that they would send a representative to Halifax to ask Premier Angus L. MacDonald and Labour Minister L. D. Currie to help. This meeting took place October 25. The Premier and Labour Minister ignored the issues and accused the leaders of the two locals of being communists.

Picket lines were set up so the companies could not ship the frozen fish left in storage. People from other communities came to help.

On October 26 the Lockeport union co-op was formed. Lewis Thorburne was the president. In November, the union bought an old fish plant. Some men cut lumber for a wharf and others repaired the plant. By November 14, the fisherman were fishing again and their catches were being processed at the renovated plant. Up to 25,000 pounds of fish were being landed each day and 50 to 60 men were working in the plant.

The provincial government tried many times to get the companies and the union to meet. The companies wouldn't meet unless the picket lines were removed and the union wouldn't unless they stayed.



On November 16 an assistant manager at one of the plants injured two people in the picket line when he drove his vehicle through it. Local police did not do anything about it, but finally half a dozen RCMP came on the scene. The picket lines remained.

On November 22 town council held an emergency meeting. They decided to ask the Attorney-General if the picketing was legal. Within 24 hours, the Attorney-General ruled that the picketing was illegal. However, the unions refused to stop picketing, so town council asked the Attorney-General for enough RCMP officers to break up the picket line.

The companies announced that they were reopening their plants on December 11. On that day, about 50 RCMP officers led the train to the Lockeport Company Ltd. plant. The police tried to disperse the picket line without using their batons but were unsuccessful. Several people were hurt, including a couple of the RCMP officers. As a result, a petition was given to the mayor asking that the police be removed. The women in Lockeport also sent a telegram to the Attorney-General requesting the same. Instead of removing the RCMP, 100 additional officers were sent to Lockeport.

Local 2 held a meeting on December 14. The companies had said that they would recognize a union of fish plant workers. The union members decided that the picket lines would be removed, people would return to work, and peaceful solutions would be found.

On December 15 people returned to work. The companies had promised that they would not discriminate when they rehired, but many of the key union members didn't get jobs. Some of them went to war because they were unemployed. Many of the fishermen continued to sell their fish to the co-op.

Nobody knows why the lockout ended so suddenly. It may have been because they believed they had partially won. It could be they feared further violence.

Today, the people of Locke port still remember the lockout. It is an event that will continue to play an important role in Lockeport's history.

"The Lockeport Lockout" Comprehension Questions

1. Where and when did the lockout take place?
2. What were the two companies in Lockeport at that time?
3. What did the Lockeport union co-op do?
4. What did the assistant manager at one of the plants do?
5. What did town council do about the picket line?
6. What did Local 2 decide at their meeting on December 14?
7. When had the companies shut their plants and when did they reopen?

[\[View answers\]](#)

Reading Between The Lines

1. Why do you believe the lockout ended so suddenly?
2. Who do you believe "won" - the companies or the fish plant workers? Explain.

"The Lockport Lockout" Long "E" and Long "U"

Long "e"

The letter "e" can have a long and short vowel sound. It has a long vowel sound in words like "easy" and "sea." It has a short vowel sound in words like "egg" and "went."

Circle all the words with the long "e" vowel sound.

people	terrible	picket	meet	men
because	requesting	break	repaired	led
president	help	be	seafood	sent
decided	they	ended	premier	refused
began	legal	petition	role	sell
result	key	event	removed	were
being	vehicle	worker	enough	met
emergency	been	scene	unless	the

[\[View answers\]](#)

Long "u"

The letter "u" can have a long and short vowel sound. It has a long vowel sound in words like "music" and "use." It has a short vowel sound in words like "until" and "under."

Circle all the words with the long "u" vowel sound.

union	up	shut	refused	issue
community	using	hurt	unemployed	ruled
solution	unless	including	lumber	population
cut	communist	continue	unsuccessful	accused

[\[View answers\]](#)

"The Lockport Lockout" Lexicon

Find the correct words by using the clues.

The words may appear forward, backwards, sideways,
or upside down.

All the words were seen in *The Lockport Lockout*.

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

CLUES

- | | | |
|---------------------------|-------------------------------|-----------------------|
| 1. One of the poles | 9. Seventy-five minus fifteen | 15. Alike |
| 2. To talk something over | 10. Twelve | 16. Come back |
| 3. Opposite of open | 11. Locomotive | 17. Sounds like cent |
| 4. Planks of wood | 12. Within the law | 18. Past tense of win |
| 5. Car or truck | 13. Two | 19. Occurrence |
| 6. $10 \times 10 = ?$ | 14. Answer | 20. Employment |
| 7. Past tense of buy | | |
| 8. Pier | | |

[\[View answers\]](#)

"The Lockeport Lockout"
Lexicon - Answers

- | | |
|-------------|--------------|
| 1. south | 11. train |
| 2. discuss | 12. legal |
| 3. close | 13. couple |
| 4. lumber | 14. solution |
| 5. vehicle | 15. same |
| 6. thousand | 16. return |
| 7. bought | 17. sent |
| 8. wharf | 18. won |
| 9. sixty | 19. event |
| 10. dozen | 20. job |

"The Lockeport Lockout" The, they, their, that

Fill in the blanks with *the, they, their, or that*.

1. Lockeport is on _____ South Shore of Nova Scotia.
2. The fish plant workers thought _____ working conditions were terrible.
3. _____ wanted to talk to _____ two companies.
4. The companies said _____ would close _____ plants.
5. About 700 people met to listen to _____ union leader.
6. _____ decided to send a representative to Halifax.
7. The Premier said _____ the union leaders were communists.
8. _____ fishermen were fishing again and _____ catches were being processed at the union co-op.
9. _____ companies wouldn't meet with the union unless _____ picket lines were removed and the union wouldn't unless _____ stayed.
10. _____ assistant manager drove his vehicle through _____ picket line.
11. The Attorney-General ruled _____ the picketing was illegal.
12. The companies said _____ they would recognize a union.
13. The union decided _____ peaceful solutions would be found.
14. _____ returned to work and the fishermen kept selling _____ fish to the co-op.
15. The Lockeport Lockout is an event _____ will continue to play an important role in Lockeport's history.

[\[View answers\]](#)

"The Lockport Lockout" The -ing Ending

★ Remember this rule: You drop the final silent e and then add -ing to words like *live, love, move*, etc.
Examples: live → living love → loving move → moving

Add the -ing ending to the following words.

1. fish → _____
2. work → _____
3. process → _____
4. reopen → _____
5. use → _____
6. include → _____
7. ask → _____
8. request → _____
9. remove → _____

[\[View answers\]](#)

Fill in the blanks with the new words you formed.

Example: The fishermen were fishing again.

1. I am _____ at the fish plant.
2. The fish plant workers were _____ the fish.
3. The wives wrote a letter _____ that the officers be removed.
4. Council _____ was more officers.
5. The officers were _____ people from the picket line.
6. They were not _____ their batons.
7. The managers said they were _____ their plants.
8. Some people were hurt, _____ two officers.

[\[View answers\]](#)

Words to Preview

scallop	Massachusetts	Saulnierville	cautious	previous
Norfolk	approximately	d'Entremont	Virginia	bomb

MY FIRST EXPERIENCE AT SEA (by D. d'Eon)

The year was 1964 and I was only seventeen years old. I was a deck hand on the *M.V. Lady Anna*. The *M.V. Lady Anna* was a scallop dragger that was owned by Comeau Sea Foods Limited in Saulnierville, Nova Scotia. The Captain of the *Lady Anna* was Guy d'Entremont, who lived in Lower West Pubnico.

We left Yarmouth for a scalloping trip off of Norfolk, Virginia. It took approximately 3 1/2 days. The reason we were fishing off of Norfolk was because Georges Bank had been overfished. Norfolk was a naval base during the Second World War and lots of bombs were dropped that missed their target. They didn't explode and ended up on the bottom of the ocean.

When we arrived we started fishing. In the same area as we were in, a boat had picked up a bomb and it had blown up. We had a call from the U.S. Coast Guard. They told our captain the location of the boat. We were a few miles from it. The Coast Guard Station told our captain the name of the boat was the *M.V. Snoopy* and it was from New Bedford, Massachusetts. He said there were 14 people on board. There were three survivors.

We started going through the wreckage, but we did not find any survivors. Therefore, there were still 11 people missing. We searched for bodies the rest of the day but found nothing.

When we started fishing again, we dragged up one body on the first tow. The body we picked up was not in very good shape. He had a broken leg and a broken arm. Our captain called the Norfolk Coast Guard Station. The man told the captain to ice up the body and bring him to port. After taking the body in, we went back fishing to finish our trip, and then we left for home.

A few trips later, we picked up a bomb. Because of our previous experience, we were cautious with this bomb. Our captain called the naval base in Norfolk and they told our captain to steam towards there. They said there would be bomb experts there to dismantle the bomb.

When the bomb experts arrived on board, they had a big book. Before touching the bomb, they found the bomb in a book and then they dismantled it. They told us the bomb had been there 20 years. They told our captain that we had done the right thing.



"My First Experience at Sea" Comprehension Questions

1. What was the name of the scallop dragger the writer went out on and who owned it?
2. Why were they fishing off of Norfolk?
3. What did they drag up their first tow after they had looked for survivors?
4. What did they do when they picked up a bomb on their next trip?

[\[View answers\]](#)

Reading Between The Lines

1. Why do you think they continued fishing where there were so many bombs?
2. Do you believe there were any regulations at that time as to where Canadians could fish? Why or why not?

"My First Experience at Sea" Which Paragraph?

Find the paragraphs which tell us the following:

Example:

Norfolk was a naval base during the Second World War. Paragraph 2

1. He was seventeen years old during his first fishing trip. Paragraph ____
2. It took 3 ½ days to get to Norfolk. Paragraph ____
3. The bomb experts dismantled the bomb. Paragraph ____
4. They dragged up a body during their first tow. Paragraph ____
5. A bomb had blown up on the *M.V. Snoopy*. Paragraph ____
6. They searched the wreckage for survivors. Paragraph ____
7. Georges Banks had been overfished. Paragraph ____
8. A few trips later, they picked up a bomb also. Paragraph ____
9. There were still 11 people missing. Paragraph ____
10. The bomb had been there 20 years. Paragraph ____
11. The captain of the *M.V. Lady Anna* was Guy d'Entremont. Paragraph ____
12. There were three survivors from the *M.V. Snoopy*. Paragraph ____

[\[View answers\]](#)

FISHING

"Eight Days in July" Comprehension Questions

1. The Blockade took place at the wharf in Shelburne.
2. The Blockade took place from July 23 to July 31, 1993.
3. The South West Nova Fixed Gear Association led the protest.
4. In the week before the Blockade, these things took place:
#1 The fishermen's haddock bycatch quota was almost gone. #2 A Cuban fishing vessel stopped in Shelburne to unload its cargo of silver hake and undersize haddock was found. #3 On July 23, a Russian freighter came to Shelburne to unload its cargo of cod and haddock.
5. The boat that was blockaded was the Pioneer Murmana and it was from Russia.
6. More than 100 boats were involved in the Blockade.
7. Some fishermen put Christmas trees on their boats to symbolize the fact that they were prepared to continue the Blockade until Christmas.

"Eight Days in July" Compound Words

- | | |
|---------------|---------------|
| 1. downturn | 6. undersize |
| 2. worthwhile | 7. weekend |
| 3. groundfish | 8. newspaper |
| 4. everything | 9. understood |
| 5. bycatch | 10. truckload |

"Eight Days in July" Cloze

- | | | | |
|----------|--------------|--------------|---------------|
| 1. the | 4. They | 7. the | 10. the, they |
| 2. their | 5. They, the | 8. their | 11. the |
| 3. their | 6. the, the | 9. They, the | 12. The |

"Eight Days in July" Spelling

- | | | | |
|-----------|--------------|----------------|--------------|
| 1. boat | 6. spread | 11. foreign | 15. people |
| 2. better | 7. wharf | 12. fishermen | 16. Friday |
| 3. fish | 8. Christmas | 13. government | 17. Saturday |
| 4. vessel | 9. Wednesday | 14. country | 18. Canada |
| 5. listen | 10. catch | | |

Lobster Cloze

→Note to tutors: This exercise is a simple cloze exercise that can be used with a Level One learner.

(Although other words may be substituted, these are suggested answers):

important, haul, sharp, sold, good

"The Big Fish" Cloze

→Note to tutors: This exercise is a simple cloze exercise that can be used with a Level One learner.

(Although other words may be substituted, these are suggested answers):

sunny, big, leave, shore, tug, teeth, hands, lake, sad, story

"Digby" Comprehension Questions

1. Digby was founded by Sir Robert Digby in 1783.
2. Fifteen hundred Loyalists were landed in the Annapolis Basin by Sir Robert Digby. Today there are 2,300 people in Digby.
3. Digby is famous for its scallops.
4. They celebrate Scallop Days in August of each year.
5. They end the festival with the Parade of Draggars at dusk. The boats are decorated with colourful lights. Then they have a fireworks display over the water.

"Digby"

Select the Correct Word

- | | | | |
|-----------------------|---------------|---------------|---------------|
| 1. admiral | 2. Loyalists | 3. settlement | 4. population |
| 5. growth,
tourism | 6. officially | 7. fleet | 8. festival |
| 9. activities | 10. dusk | 11. decorated | 12. heritage |

"Digby"

Change the Last Letter

- | | | | | | |
|---------|----------|---------|----------|----------|----------|
| 1. war | 2. out | 3. be | 4. ant | 5. him | 6. herb |
| 7. they | 8. mail | 9. as | 10. it | 11. or | 12. beef |
| 13. ham | 14. weed | 15. arm | 16. dust | 17. lash | 18. dab |

"Digby"

Change the First Letter

- | | | | | | |
|--------|----------|---------|----------|----------|-----------|
| 1. has | 2. pear | 3. sort | 4. down | 5. pain | 6. wore |
| 7. it | 8. cone | 9. peek | 10. and | 11. past | 12. way |
| 13. my | 14. musk | 15. if | 16. bake | 17. as | 18. fight |

"Nicknames"

Comprehension Questions

1. Some nicknames in Digby stem from childhood and have remained with the people all their lives. Some have come from CB handles, fishermen, and from the work place.
2. In the story, stem means they *arise* from childhood.
3. You would not use nicknames in some areas around Digby since some people may get offended.

Compound words

- | | | |
|-----------|-----------|-----------|
| childhood | slingshot | sometimes |
| mayflower | lightbulb | moonbeam |
| because | fishermen | |

"Local Expressions" Comprehension Exercise

A. 3 B. 7 C. 8 D. 4 E. 6 F. 2
G. 1 H. 5

"Local Expressions" Find the Words

1. cow, bull, whale, fish	5. say, way, may	9. whole
2. tall	6. pail, sail, tale	10. in
3. don't, you're, you'll	7. halfway	11. people
4. homely	8. pound	12. fishermen

"In the Days Before Helly Hansen®" Comprehension Questions

1. Fishermen wore oilskins before they had modern oil clothes.
2. Oilskins were heavy cotton rain clothes that were soaked in linseed oil to make them waterproof.
3. Oil clothes are light and maintenance-free. Oilskins were heavy, smelly, and had to be re-oiled often. They froze in very cold weather, and they caught fire easily.
4. Yes, one oilskin factory still stands in Barrington, Nova Scotia, on Highway 3, across from the Municipal Building.
5. The MacMullen family built and ran the factory until it closed in the 1930's.
6. Oilskins were made as follows: The cloth was cut out and sewn into jackets and pants, and then soaked for three days in linseed oil and dye. Next, the jackets and pants were wrung out and hung up to dry.
7. Fishermen, fish and lobster plants, and wholesalers and fishing outfitters bought the MacMullen oilskins.
8. The MacMullen factory closed because people started buying rubberized clothing instead.

"In the Days Before Reily Ransen®"
It, is, in

- | | | | | | |
|-----------|--------|-----------|--------|------------|--------|
| 1. is, is | 2. it | 3. It | 4. in | 5. in | 6. in |
| 7. is, in | 8. it | 9. It, in | 10. in | 11. it, it | 12. is |
| 13. in | 14. is | 15. It | | | |

"In the Days Before Reily Ransen®"
Adjectives

- | | | | |
|------------------|-------------|---------------------|----------|
| 1. cold | 2. old | 3. important, local | 4. huge, |
| 5. black, yellow | 6. coloured | 7. big | sharp |

"In the Days Before Helly Hansen®"
Spelling

- | | |
|--|---|
| 1. dri (dry), ar (are) | 2. wer (were), sooked (soaked) |
| 3. frooze (froze), kold (cold) | 4. cloose (close), camdle (candle) |
| 5. kinde (kind), Soctia (Scotia) | 6. otside (outside), billding (building) |
| 7. rolle (role), locol (local) | 8. supplie (supply), fiching (fishing) |
| 9. huje (huge), cutt (cut) | 10. Severel (Several), woold (would) |
| 11. colourred (coloured), dripe (drip) | 12. clohing (clothing), marcket (market) |
| 13. barne (barn), gararage (garage) | 14. herritage (heritage), porperty (property) |

"In the Days Before Helly Hansen®"
Root Words

keep, smell, call, soak, oil, bum, believe, luck, die, change, play,
work, add, mess, colour, use, rubber, start, force, build, machine,
survive, fish, outfit

-
1. oil 2. smell 3. mess 4. change 5. survive 6. soak
7. Colour 8. believe

"Pubnico Seafood Chowder"
Math Questions

- a) 227 grams: $1 \text{ lb} = 454 \text{ g}$; $454 \times \frac{1}{2} = 227 \text{ g}$
- d) $1 \text{ c} = 250 \text{ ml}$; $250 \times \frac{1}{2} = 125 \text{ ml}$
- b) recipe uses $\frac{1}{2} \text{ lb}$ lobster; $1 \text{ lb} = 454 \text{ g}$; $\frac{1}{2} \text{ lb} = 227 \text{ grams}$, $227 \times 3 = 681 \text{ g}$

[Continued on the next page]

4. d) 1 tbsp = 15 ml; $15 \times 2 = 30$ ml
5. c) 6 tablespoons: $250 \times \frac{1}{3} = 83.33$ ml; 1 tbsp = 15 ml,
 $15 \times 6 = 90$ ml
6. c) 30 ml of water, $\frac{1}{4}$ cup of water: $250 \times \frac{1}{4} = 62.5$ ml;
 $3 \text{ tbsp} \times 15 = 45$ ml
7. a) $\frac{3}{4}$ lb of haddock: $454 \times \frac{3}{4} = 340.5$ g

"Pubnico Seafood Chowder"

Common Bonds

- | | |
|------------------|---------------|
| 1. flour | 6. mashed |
| 2. haddock | 7. pan |
| 3. cream | 8. can |
| 4. peanut butter | 9. soup |
| 5. apple | 10. casserole |

Pick a Letter

- | | |
|-----------|----------|
| 1. taste | 6. pan |
| 2. gutter | 7. seat |
| 3. silk | 8. hour |
| 4. hen | 9. look |
| 5. belt | 10. halt |

"Margaret Flynn"

Comprehension Questions

1. Margaret Flynn was a passenger on the *Amaranth* and it was going to New York.
2. Five passengers died and they were buried on Mud Island.
3. All but her head had turned to stone.

"Margaret Flynn"

True or False

- | | |
|----------|----------|
| 1. False | 5. True |
| 2. False | 6. False |
| 3. False | 7. True |
| 4. True | 8. True |

"Margaret Flynn" Long "O" and Long "E"

Long "O" Words: told, load, so, Campobello, stone, only, location

Long "E" Words: peace, seal, year, see, December, been (*December* and *been* have the long "e" sound according to pronunciation)

"Margaret Flynn" Common Bonds

- | | | |
|----------|-------------|----------|
| 1. mud | 4. Margaret | 7. first |
| 2. many | 5. location | 8. book |
| 3. their | 6. and | |

"Margaret Flynn" Verbs

- | | |
|--------|----------|
| 1. has | 6. died |
| 2. was | 7. were |
| 3. go | 8. had |
| 4. ran | 9. moved |
| 5. is | 10. has |

"Margaret Flynn" Spelling

- | | | | |
|--------------|--------------|-------------|-------------|
| 1. story | 7. thirty | 13. peace | 19. buried |
| 2. passenger | 8. someone | 14. seal | 20. bother |
| 3. December | 9. surprise | 15. many | 21. visited |
| 4. command | 10. disturb | 16. load | 22. another |
| 5. island | 11. grave | 17. granite | |
| 6. eighteen | 12. location | 18. captain | |

"The Hichenses' Life on Seal Island" Comprehension Questions

1. Seal Island is located 18 miles west of Cape Sable Island in Shelburne County. It is three miles long and half a mile wide at its widest point.
2. The fishermen would bury the dead of the winter's shipwrecks each spring.

3. Families in Cape Sable Island and Barrington would take care of the fishermen who survived.
4. The Hichenses and Crowells moved to Seal Island to help stranded sailors and to fish.
5. Richard wrote to the governor to tell him how important it was for Seal Island to have a lighthouse.
6. On the night the lighthouse's beacon was lit for the first time, Mary gave birth to her daughter, Sarah. It was in 1831.
7. The lighthouse became automated in 1990.

"The Hichenses' Life on Seal Island"

Long "A" and Long "I"

Long "A" Words: automated, cape, later, named, became,
 day, replaced, gave, same, donated, sable,
 place, sailor, safety

Long "I" Words: island, time, lighthouse, night, life, mile,
 survive, died, ice

"The Hichenses' Life on Seal Island"

Exercise A

- | | | |
|----------------------|----------------------|----------------------|
| 1. <u>n</u> ight | 3. t <u>i</u> ght | 5. r <u>i</u> ght |
| 2. l <u>i</u> ght | 4. m <u>i</u> ght | 6. f <u>i</u> ght |

Exercise B

- | | | |
|----------------|----------------|--------------------|
| 1. <u>d</u> ay | 3. <u>m</u> ay | 5. s <u>a</u> y |
| 2. <u>b</u> ay | 4. <u>p</u> ay | 6. <u>w</u> ay |

Exercise C

- | | | |
|----------------|--------------------|--------------------|
| 1. <u>n</u> ot | 3. g <u>o</u> t | 5. l <u>o</u> t |
| 2. <u>h</u> ot | 4. p <u>o</u> t | 6. c <u>o</u> t |

Exercise D

- | | | |
|-----------------|---------------------|---------------------|
| 1. <u>w</u> all | 3. t <u>a</u> ll | 5. c <u>a</u> ll |
| 2. <u>b</u> all | 4. f <u>a</u> ll | 6. h <u>a</u> ll |

"The Hichenses' Life on Seal Island"

Plurals

- | | | | |
|------------|-------------|----------------|-----------------|
| 1. miles | 6. ships | 11. stories | 16. descendants |
| 2. islands | 7. bodies | 12. shipwrecks | 17. petitions |
| 3. seals | 8. branches | 13. months | |
| 4. rocks | 9. families | 14. years | |
| 5. wolves | 10. sailors | 15. lives | |

"The Lockeport Lockout"

Comprehension Questions

1. The Lockout took place in Lockeport in 1939.
2. The two companies were the Lockeport Company Ltd. and Swim Brothers Ltd.
3. The Lockeport Union Co-op bought an old fish plant, renovated it, and started to process fish.
4. The assistant manager drove his vehicle through the picket line and injured two people.
5. When the Attorney-General told town council that the picket line was illegal, they asked for enough RCMP officers to break it up.
6. On December 14, Local 2 decided that the picket lines would be removed, people would return to work, and peaceful solutions would be found.
7. The companies closed October 21 and reopened December 11.

"The Lockeport Lockout"

Long "E" and Long "U"

Long "E" Words: people, meet, because, requesting, repaired, be, seafood, decided, premier, refused, began, legal, result, key, event, removed, being, vehicle, enough, emergency, been, scene, the (the last three depending upon pronunciation)

Long "U" Words: union, refused, issue, community, using, ruled, solution, including, population, communist, continue, accused

"The Lockeport Lockout"
The, they, their, that

- | | | |
|--------------|-------------------|-----------------|
| 1. the | 6. They | 11. That |
| 2. their | 7. that | 12. that |
| 3. They, the | 8. The, their | 13. that |
| 4. they, the | 9. The, the, they | 14. They, their |
| 5. their | 10. The, the | 15. that |

"The Lockeport Lockout"
The -ing Ending

- | | | |
|---------------|--------------|---------------|
| 1. fishing | 4. reopening | 7. asking |
| 2. working | 5. using | 8. requesting |
| 3. processing | 6. including | 9. removing |

Fill in the Blanks

- | | |
|---------------|--------------|
| 1. working | 5. removing |
| 2. processing | 6. using |
| 3. asking | 7. reopening |
| 4. requesting | 8. including |

"My First Experience at Sea"
Comprehension Questions

1. The name of the scallop dragger was the *M.V. Lady Anna* and Comeau Sea Foods Limited owned it.
2. They were fishing off of Norfolk because Georges Banks had been overfished.
3. They dragged up a body the first tow.
4. They called the naval base in Norfolk when they picked up a bomb on their next trip.

"My First Experience at Sea"
Which Paragraph?

- | | | |
|----------------|----------------|-----------------|
| 1. Paragraph 1 | 5. Paragraph 3 | 9. Paragraph 4 |
| 2. Paragraph 2 | 6. Paragraph 4 | 10. Paragraph 7 |
| 3. Paragraph 7 | 7. Paragraph 2 | 11. Paragraph 1 |
| 4. Paragraph 5 | 8. Paragraph 6 | 12. Paragraph 3 |

HOLIDAYS

Words to Preview

Belsnickle German disguise Culloden recognizing
Epiphany Handspiker Bay of Fundy New Brunswick disappointed
sacrifices recognizing trudged especially disguise
mortified

THE GREAT BELSNICKLER

It was the night of January 5, 1928. I was ten years old and very excited. Not because Santa had brought me a china tea set. And not even because I had found an orange in my stocking. What really made me happy was that this year, I was going Belsnickling for the very first time.

Belsnickling was how everyone I knew celebrated the night before Old Christmas, which was January 6. I knew from church that Old Christmas was really Epiphany, or the day the Three Wise Men found the Baby Jesus so long ago. But I figured everyone called it Old Christmas because that was easier than saying Epiphany all the time. And I knew that Belsnickle was the German word for Father Christmas or Santa Claus. My grandfather Handspiker had taught me that. But no one I asked seemed to know how Old Christmas and a German Santa Claus came to be connected.

This year, I didn't really care about the history of Belsnickling. All I could think about was being the best Belsnickler in the whole world. This was the year I would finally go from house to house, after dark, dressed up in old clothes, and get treats like fruitcake or candy. I could be a complete stranger to people I saw every day. And that was what I wanted most. I wanted to fool everyone, but especially nosy old Miss Mae. I planned to walk up to her house, knock on her door, come into her hot, bright kitchen, and not say a word while she tried to figure out who I was.

I had been planning my disguise for weeks. I had my father's old wool hunting jacket, and a pair of his bib overalls. I had to roll up the sleeves and legs so many times it looked like I had balls for hands and feet. But I needed something big enough to stuff a pillow in. I wanted to look as fat as possible. That way, no one would guess I was just the skinny little Ross girl.





My secret weapon, though, was the mask I had made. It had taken me hours and hours, but it was worth every minute. I had used my big doll, Susie, as a model. I laid strips of newspaper soaked in homemade glue on her face. I trimmed around the edges and at the last minute remembered to make two holes for eyes. Then, when it dried, I peeled it off and had a mask for myself. The bad part was, Suzie wasn't very pretty afterwards. I couldn't get all the glue out of her shiny blonde hair, which was so much like mine. Suzie's face was spotted with ink, too. I felt badly about that, but I knew I had to make sacrifices to be a good Belsnickler. So did Suzie.

The night of January 5 finally arrived, and my brothers and I set out. It was a bright, moonlit night. The frost sparkled on the grass in the fields, and our breath floated on the cold air as we walked. I breathed deeply and smelled the salt in the air. It was always there. We lived right on the Bay of Fundy, in Culloden, outside Digby. Far across the water I could see the lights of New Brunswick, twinkling like the stars overhead.

The first house we decided to visit was Miss Mae's. She lived alone in a small house by the shore. I figured she was alone because she was too nosy for anyone to like her. Whenever I went by her house, I always saw her peeking through the curtains at me. I didn't think anyone got past her house without being seen. Well, tonight would be different. She wouldn't know who I was tonight. I grinned under my sticky mask as I trudged along behind my brothers.

As we came up to the kitchen door, I decided to put my plan into action. "Look, you guys," I said to my three brothers. "Why don't you let me go in first, alone? I'll see if Miss Mae has anything good to eat. If she does, I'll stand in front of the window. And if she doesn't, you won't have to bother wasting your time on her. We'll go on to the next house." I knew my brothers cared more about the sweets they hoped to get than anything else. So they agreed to my plan. I simply wanted to go in alone so Miss Mae would have less chance of recognizing me.

My brothers went around the corner of the house as I stepped up to the wooden storm door and knocked. I quickly fixed my mask, which had started to slip, and pulled my pillow back up around my middle. Then the door opened, and there stood Miss Mae.

"Well who have we got here? Oh, our first Belsnickler! And a fine-looking one, at that," she said in her high-pitched voice. I said nothing behind my mask, and I stood on tiptoe to seem taller.

"You're a shy one, aren't you? Why don't you come in out of the cold, young man, and have something to eat." Miss Mae was smiling and looking at my face. I quickly put my hand to my mask, and that was when I realized some of my long hair had fallen out of my cap. My bright blonde hair that everyone in Culloden would recognize because it was so light. I had ruined my own disguise!

I was mortified. But I came through Miss Mae's back porch and into her warm kitchen. It was then that I realized Miss Mae wasn't spending a quiet Old Christmas Eve all alone. Her kitchen was full of people. Half of Culloden was sitting around the table and in the rocking

chairs by the stove. I could see more neighbours through the doorway that led to the front parlour. Miss Mae was having a party! Miss Mae had friends!

There were cookies and fruitcake and candy and hot apple cider on the table, and the room was filled with wonderful smells. Everyone was laughing and having a good time.

Just then Miss Mae turned to me. She said, with a twinkle in her eyes, "Why don't you invite your brothers in out of the cold? I'm sure they would like something to eat, too." To the rest of her guests she said, with a secret wink to me, "We have a young man here who would like to join our little party. Maybe he can help us." She looked at me again as she explained, "We were thinking of rolling back the carpet in the next room and having a little dance. I'm sure a strong young man like you can help us move a few chairs. Am I right?"

I couldn't believe it! Miss Mae had seen through my disguise as soon as I walked through the door. I should have been disappointed, after all my hard work. But I wasn't. I knew she would never let on to the others. She wasn't the mean old lady I had thought she was.

As I went back outside to call in my brothers, I realized that the joke I had planned to play on Miss Mae had backfired. But in a good way. And from then on, Old Christmas always included a visit to Miss Mae's for some cider and a laugh about the Great Belsnickler.

"The Great Belsnickler" Comprehension Questions

1. When was the narrator of the story born? (A narrator is the person who tells a story.)
2. What do the words "Epiphany" and "Belsnickle" mean?
3. What did people do when they went Belsnickling? What custom do we have today that is like Belsnickling?
4. What did the narrator use as a Belsnickling disguise?
5. Who did the narrator want to fool with her disguise? Why?
6. Whose house did the narrator and her brothers visit first?
7. What was on the kitchen table?
8. What made Miss Mae recognize the narrator right away?
9. Was the narrator disappointed that her disguise did not work? Why?
10. How did the Belsnicklers and Miss Mae spend Old Christmas Eve?

[\[View answers\]](#)

Reading Between the Lines

1. Why do you think the narrator wanted to be "the best Belsnickler in the whole world"?
2. What do you think was the lesson the narrator learned on Old Christmas Eve, 1928?

"The Great Belsnickler" No, know, not

Fill in the blanks with the correct word: *no, know, or not.*

1. I was _____ excited because Santa had brought me a tea set.
2. _____ one seemed to _____ how Old Christmas and a German Santa Claus came to be connected.
3. I was _____ going to say a word to Miss Mae.
4. Did Miss Mae _____ who I was?
5. I was hoping that Miss Mae would _____ recognize me.
6. You will _____ have to come in if she has good food to eat.
7. Miss Mae was _____ spending Old Christmas Eve alone.
8. I _____ the joke was on me.
9. There was _____ food left.
10. The other people did not _____ who I was.
11. Suzie was _____ pretty afterwards.
12. There was _____ ink on her face.
13. She would not _____ who I was tonight.
14. There was _____ snow that night.

[\[View answers\]](#)

"The Great Beisnickier" Compound Words

(Refer to a [definition of compound words](#).)

Match each word in List 1 with a word in List 2 to form a compound word.

<i>List 1</i>	<i>List 2</i>	<i>Compound words</i>
grand	hind	_____
fruit	thing	_____
some	night	_____
news	out	_____
home	one	_____
moon	head	_____
out	father	_____
tip	cake	_____
door	toe	_____
be	way	_____
no	side	_____
to	lit	_____
with	thing	_____
any	paper	_____
over	made	_____

[\[View answers\]](#)

"The Great Belsnickler" Contractions

Contractions are shortcuts - they let us use one word in the place of two separate words. An apostrophe (') replaces letters we leave out when we join the two words together.

Examples: he's → he is I'd → I would you've → you have

Write the two words that each contraction is made from.

1. didn't _____ _____
2. wasn't _____ _____
3. I'll _____ _____
4. couldn't _____ _____
5. wouldn't _____ _____
6. we'll _____ _____
7. don't _____ _____
8. I'm _____ _____
9. doesn't _____ _____
10. you're _____ _____

[\[View answers\]](#)

"The Great Belsnickler"
This, then, there, that, than

Fill in the blanks with the correct word: *this, then, there, that or than.*

1. What made me happy was that _____ year I was going Belsnickling.
2. I knew _____ Old Christmas was really Epiphany.
3. Old Christmas was easier to say _____ Epiphany all the time.
4. My grandfather had taught me _____ Belsnickle was the German word for Father Christmas.
5. _____ was the year I would finally go Belsnickling.
6. It dried, and _____ I peeled it off.
7. _____ was always the smell of salt in the air.
8. My brothers cared more about sweets _____ anything else.
9. _____ the door opened and _____ stood Miss Mae.
10. I put my hand to my mask and _____ was when my hair fell out of my cap.
11. It was _____ that I realized Miss Mae was not alone.
12. _____ were cookies and fruitcake and candy and hot apple cider on the table.
13. Your brothers would rather come in _____ stay out in the cold.
14. From _____ on, I always visited Miss Mae.

[\[View answers\]](#)

"The Great Belsnickler"
What, where, who, why, when

Fill in the blanks with the correct word: *what, where, who, why* or *when*.

(There is sometimes more than one right answer.)

1. _____ did Santa bring me for Christmas?
2. _____ was at Miss Mae's house?
3. _____ was I making a disguise?
4. _____ did I go to Miss Mae's?
5. Then, _____ the mask dried, I peeled it off.
6. She wouldn't know _____ I was.
7. _____ don't you come in?
8. That was _____ my long hair fell out of my cap.
9. _____ did Miss Mae live?
10. _____ did Miss Mae do?
11. _____ were my brothers?
12. I don't know _____ Miss Mae didn't tell the others.
13. We have a young man _____ would like to join our little party.
14. _____ were they having the dance?
15. _____ was on the table?

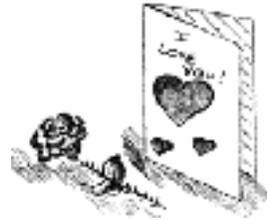
[\[View answers\]](#)

♡ A VALENTINE'S DAY CARD

Following Instructions

Make a Valentine's Day card for yourself or someone you love by carefully following the instructions. Make sure to read all the instructions before you begin.

1. Fold a piece of paper in half.
2. With the folded edge to your left, fold the paper again, downward.
3. The side of the paper facing you now is the cover of the card. Draw a heart in the center of the cover of the card.
4. Outline the heart in red.
5. Write the words "I LOVE YOU" in the upper left hand corner of the heart.
6. Write the person's name in the center of the heart.
7. Draw a smaller heart beside the bigger heart.
8. Draw an arrow going through the small heart.
9. Open up the card and write, "ROSES ARE RED, VIOLETS ARE BLUE, I AM SENDING THIS CARD, BECAUSE I LOVE YOU" or a message of your choice.



10. Sign it, "LOVE _____" (your name)
11. Don't forget to put "XOXO"
12. On the back of the card, write today's date.

The information for this story was found on the following Internet site: A Wee Bit O' Fun, <http://www.nando.net/toys/stpaddy/stpaddy.html> [Not accessible - Feb 2003]

Words to Preview			
missionary	Scottish		
		kidnapped	pirates
Ireland	shepherd		
		captivity	evident
eventually	Christianity		
		priest	Blarney Stone
shamrock	Trinity		

A FEW FACTS ABOUT SAINT PATRICK'S DAY

Saint Patrick's Day is on March 17. It is an Irish holiday honouring Saint Patrick. However, Saint Patrick was not Irish - he was either Scottish or British. He was a missionary born around 373 A.D. His real name was Maewyn Succat, but he changed it to Patrick when he became a priest. When he was sixteen, he was kidnapped by pirates and sold as a slave in Ireland. He worked as a shepherd during his six years in captivity. During that time his religious faith became evident. He escaped, went to France, became a priest, and eventually a bishop.

Saint Patrick travelled through Ireland to talk about Christianity. Many people converted because of him. He used the shamrock to explain the Trinity - Father, Son, Holy Spirit.

Today, people celebrate Saint Patrick's Day by wearing green. Green is the colour we wear on this day because it is the colour of spring, Ireland, and the shamrock.

What is good luck on Saint Patrick's Day? Finding a four-leaf clover, which is double the good luck, wearing green, and kissing the Blarney Stone.

The Blarney Stone is a stone in the wall of the Blarney Castle in Ireland. The castle was built in 1446 and has walls that are 18 feet thick! Kissing the Blarney Stone is considered good luck, but it is difficult to reach the stone. People have to lie on their backs and bend backwards while holding onto bars so they won't fall.

So this Saint Patrick's Day, don't forget to say, "Kiss me, I'm Irish!"



" A Few Facts About Saint Patrick's Day" Comprehension Questions

1. When is Saint Patrick's Day?
2. Who was Saint Patrick? What did he do?
3. What did Saint Patrick use the shamrock for?
4. What does the colour green symbolize on Saint Patrick's Day?
5. What is considered good luck on Saint Patrick's Day?
6. Where is the Blarney Stone?

[\[View answers\]](#)

Reading Between The Lines

1. What does the A.D. in 373 A.D. mean?

[\[View answer\]](#)

Circle the correct answer - True or False

1. Saint Patrick was either Scottish or British. True or False
2. When Saint Patrick escaped captivity, he went to England. True or False
3. We wear green on this day because it is the colour of spring, Ireland, and the shamrock. True or False
4. Finding a four-leaf clover on Saint Patrick's Day is double the good luck. True or False
5. The walls of the Blarney Castle are 8 feet thick. True or False
6. People have to stand on a platform and reach upward to kiss the Blarney Stone. True or False

[\[View answers\]](#)

"A Few Facts About Saint Patrick's Day"
Spelling

Circle the word that is spelled incorrectly in each line.

1. Irich holiday missionary priest
2. pirates slave sheperd captivity
3. faith evident bishop escapped
4. during explane father spirit
5. people celebrat wearing green
6. sixteen strong ither British
7. abowt when Ireland real
8. around saint fact becauce
9. spring collor luck clover
10. fall forget doubel reach
11. holding kiss castle buildt
12. considered backward difficult bend
13. eihteen good stone which
14. thick lie leef onto
15. say wear finding throw

[\[View answers\]](#)

" A Few Facts About Saint Patrick's Day" Consonants

A consonant is any letter of the alphabet except the vowels a, e, i, o, u and sometimes y.

Fill in the blank with the correct consonant.

1. Saint Patrick's Day is on __arch 17.
2. He was __orn around 373 A.D.
3. His real n__ame was Maewyn Succat.
4. He was sold as a sla__e in Ireland.
5. He worked as a shepher__.
6. Saint Patrick became a __ishop.
7. Saint Patrick travelled through Ireland to tal__ about Christianity.
8. People wear the colour __reen on Saint Patrick's Day.
9. Green is the colour of __pring, Ireland, and the shamrock.
10. Finding a four-leaf clover is good __uck.
11. The Blamey Stone is in the __all of the Blarney Castle.
12. The Blarney __astle was built in 1446.
13. It is difficul__ for people to kiss the Blamey Stone.
14. People have to hold onto ba__s so they won't fall.
15. __iss me, I'm Irish.

[\[View answers\]](#)

Words to Preview				
strange	horizon	tissue	interesting	collected
remembered	determined	secretly	muttered	crunched
custom	screwed	actually	scissors	mould
ached	pickling	Golden Retriever		

EASTER WATER

Edward woke up feeling strange. He knew something was wrong, but he just couldn't remember. And then it hit him. It was Easter morning, and the sun was already up.

"Oh, no!" he shouted as he leaped out of bed. He hardly even noticed the cold bare floor. He ran barefoot to the window and looked out. Sure enough, the sun was up above the horizon. Duke, his Golden Retriever who always slept by his bed, jumped up, too.

It was Easter Sunday, 1956. Edward was living with his grandmother in Red Islands, in Cape Breton. His grandfather had just died a few months ago. Edward's grandmother needed help around the house, so his mother had asked him to stay with Gran.

During the long winter nights, Edward's grandmother told him stories about her childhood. One story that he found really interesting was about how she always collected Easter water on Easter Sunday.



Collecting Easter water was something that had to be done very carefully. First of all, you had to get up well before sunrise. Next, you had to collect the water from an east-running brook. And you had to do it on Easter Sunday. If you did all these things, you could keep the water in bottles for years. It would never go bad. Edward's grandmother said she remembered drinking Easter water that was six years old. It tasted as good as it had the morning she had collected it.

Edward had been determined to get Easter water for his grandmother. Secretly, he also wanted to see for himself if what his grandmother said was really true. Now it seemed as if he had already ruined everything by oversleeping.

"Well, maybe it won't matter if the sun is already up. I'm going, anyway," Edward muttered to himself. He pulled on his pants and shirt over his red long johns, and then a thick sweater. Then he tiptoed out of his room and down the stairs. Duke followed him, and his nails clicked on the wooden stairs. Edward didn't want to wake up his grandmother, so he

carried his boots in his hand until he got to the kitchen. Then he quietly started a fire in the stove. He pulled on his jacket and cap and gloves and let himself and Duke out the back door.

It had snowed a bit through the night. The snow crunched under Edward's boots as he walked through the trees towards the brook that ran behind his grandmother's house. When he reached the small, clear brook, he pulled off his gloves and put his hands in the icy water. It was so cold his hands ached. But he splashed some on his face, anyway. His grandmother had said that was part of the custom.

Then Edward put one of the jars he had brought into the brook. The water was clear as it filled the glass jar. Edward smiled. "I think this is going to work, after all. Gran sure will be surprised, won't she, Duke?" The dog barked and ran off again. He was too busy enjoying the snow.

After Edward filled the other jar he had brought, he screwed on the lids tightly. Then he whistled to Duke and they headed back to the house. The heat from the fire he had lit felt good as he opened the kitchen door. Gran was already up. She was busy cooking bacon and eggs for breakfast.

"Good morning, Gran," Edward said. He put the jars on the kitchen table so he could pull off his gloves. "I bet you'll never guess what I have here."

Gran turned from the stove. She wiped her right hand across the big brown apron she always wore. She looked over her small round glasses at her grandson and smiled. "Well, let me see. Since it's Easter morning, and those are two jars of water, I'll guess it's Easter water you've got there. You must have been up really early." Gran turned back to the stove to tend the spitting bacon. She didn't notice Edward's face turn red as she kept on talking. "I didn't hear a thing. But I sure am glad you decided to get some water. It doesn't seem like Easter without it."

"Well, actually, I kind of overslept. I meant to be up before the sun, but... ." Edward's words faded as he looked down at his wet boots.

Gran turned again and looked at Edward. One look at his bent head was enough to keep her from saying anything other than, "Oh, well, that's too bad. But why don't you take those jars down to the cellar, anyway. We'll try them in a few weeks and see what they're like." Gran gave Edward a big smile before turning back to the stove. "Now hurry and wash up. The bacon and eggs are ready."

As Edward went down the dark stairs to the cold room in the cellar, he thought about how glad he was his grandmother wasn't mad at him. He hadn't told her about the Easter water, so she wasn't expecting it. But he knew how much it meant to her to have some. He really hoped that it would turn out to be alright when they tested it.

Three weeks later, after the supper things were cleared away, Gran said, "I think it's time to check on our Easter water. What do you think, Ed? Would you bring a jar up for me?"

"Sure, Gran. Do you really think it will be okay?" Edward asked as he headed for the cellar door.

"There's only one way to find out. Hurry up now." Gran settled in her rocking chair by the stove and pulled out her knitting.

Edward was both excited and scared as he went into the cellar. He opened the cold room and reached overhead to pull on the light. There, on the shelf in front of him, were the two jars. But the water in them didn't look like the water he had collected on Easter morning. It was cloudy, and mould was growing on the surface.

"Oh no," Edward said to himself. "It's no good! I ruined it." He felt like smashing the glass jars against the stone walls of the cellar. He was so mad at himself. Getting Easter water had seemed so simple. But he hadn't even done that right.

Edward climbed the cellar stairs slowly. Gran didn't look up from her knitting until he placed the jars on the kitchen table. Then she got up, went to the table, and held up one jar to the overhead light.

"Oh, dear. Now that's too bad. It didn't keep," she said as she put the jar back down. "Well, maybe the lids were no good. That happens sometimes, you know. Oh well," Gran said as she settled back down in her chair. "There's always next year. Edward, would you get me my scissors from the drawer over there?"

As Edward went to the drawer by the kitchen sink, he wondered why Gran wasn't upset about the spoiled Easter water. He didn't think she really believed the lids were no good. After all, he had used her good pickling jars. The lids would have to be good on them, or she wouldn't keep them.

Edward pulled out the drawer and reached in for the scissors. But instead of scissors, he found a small box, wrapped in brown paper. It had his name on it.

"What's this, Gran?" Edward asked as he pulled out the box to show it to his grandmother.

"Well, I don't know. You'd better open it and find out." Gran lowered her knitting to her lap as she watched Edward tear off the wrapping on the box.

Edward loved surprises. And this was a big surprise. It wasn't even his birthday for another two months. He couldn't imagine what was inside. He lifted the lid of the box and pulled out the tissue paper. Inside was a shiny blue alarm clock. It had bells on top and big black numbers on the front.

"Wow! Thanks, Gran! But why...?" Edward stopping speaking and started grinning as he realized what the gift meant. He really did have the best Gran ever. Edward looked up at his grandmother and found her smiling.

"For next Easter," she said, and then she started knitting again.

"Easter Water" Comprehension Questions

1. Why did Edward wake up feeling strange on Easter morning?
2. What kind of dog did Edward have? What was his name?
3. Where did Edward's grandmother live?
4. What is Easter water?
5. Why did Edward want to collect Easter water?
6. At the brook, what did Edward do that made his hands ache?
7. What was Gran cooking when Edward got back home?
8. Where did Edward store the Easter water?
9. How long did Edward and Gran wait before they tested the Easter water?
10. Which line tells us how mad Edward was when he found the water spoiled?
11. Was Gran upset that the water had spoiled?
12. What did Edward find in the drawer instead of scissors?

[\[View answers\]](#)

Reading Between the Lines

1. Easter can fall anywhere between late March and late April. When do you think it was in this story? Why?
2. Do you think Gran knew all along the water would be no good? Why?
3. What do you think Gran meant when she said the alarm clock was "for next Easter"?

"Easter Water"
From, for, of, off

Fill in the blanks with *from, for, of, or off*.
(Sometimes more than one word will fit.)

1. Edward leaped out _____ bed.
2. First _____ all, you had to get up well before sunrise.
3. You can keep the water _____ many years.
4. You have to collect water _____ an east-running brook.
5. Edward was collecting the water _____ his grandmother.
6. He wanted to see _____ himself if the water would stay good.
7. He tiptoed out _____ his room.
8. He took the cover _____ the jar.
9. He pulled his gloves _____ his hands.
10. Gran turned _____ the stove.
11. The dog barked and ran _____ again.
12. One look at him kept her _____ saying anything else.
13. Gran asked Edward to get the scissors _____ the drawer.
14. Gran watched Edward tear the wrapping _____ the gift.
15. Edward lifted the lid _____ the box.
16. The alarm clock was _____ next Easter.

[\[View answers\]](#)

"Easter Water" -er Ending

Add the -er ending to the following words.

 Remember, when a vowel with a short sound comes before the final consonant in a word, you double the consonant before adding -er.

Example: big" -> bigger

- | | | | |
|------------|-------|-------------|-------|
| 1. strange | _____ | 8. knit | _____ |
| 2. hit | _____ | 9. settle | _____ |
| 3. help | _____ | 10. climb | _____ |
| 4. run | _____ | 11. keep | _____ |
| 5. follow | _____ | 12. believe | _____ |
| 6. work | _____ | 13. love | _____ |
| 7. sleep | _____ | 14. tell | _____ |

Fill in the blanks with the new words that you formed.

1. Gran is making a sweater. She is an excellent _____.
2. She is a wonderful story-_____.
3. He was not lazy; he was a very hard _____.
4. Edward knew him; he was not a _____.
5. The _____ was in the race.
6. She doesn't wake up very easily; she is a very sound _____.
7. He is a strong _____ in chicken soup for a cold.
8. Edward washes dishes for his grandmother. He is a great _____.
9. He was the first _____ in Nova Scotia.

[\[View answers\]](#)

"Easter Water" -ness Ending

Add the -ness ending to the following words.

- | | | | | | |
|----|-------|-------|----|-------|-------|
| 1. | cold | _____ | 6. | good | _____ |
| 2. | tight | _____ | 7. | red | _____ |
| 3. | open | _____ | 8. | wet | _____ |
| 4. | dark | _____ | 9. | black | _____ |
| 5. | bare | _____ | | | |

Fill in the blanks with the new words that you formed.

1. The _____ of the cellar scared Edward.
2. Thank _____ that he was home!
3. The doctor looked at the _____ on his arm caused by the insect bite.
4. He was surprised at the _____ in her voice.
5. Gran spoke her mind and Edward liked her _____.
6. He realized he had stepped in water when he felt the _____ on his socks.
7. She feels _____ in her chest when she gets nervous.
8. The _____ of the dog's nose on his skin made him jump.

[\[View answers\]](#)

"Easter Water" Adjectives

(Refer to a [definition of adjectives](#).)

The following underlined words are adjectives. Replace these words with another adjective of your choice. (There are many correct answers.)

1. the cold floor → the _____ floor
2. a long night → a _____ night
3. a thick sweater → a _____ sweater
4. the small brook → the _____ brook
5. the icy water → the _____ water
6. a big apron → a _____ apron
7. the wet boots → the _____ boots
8. the dark stairs → the _____ stairs
9. a small box → a _____ box
10. the brown paper → the _____ paper
11. a blue clock → a _____ clock
12. the black numbers → the _____ numbers

[\[View answers\]](#)

"Easter Water"
un- and re- Prefixes

**Add the un- or re- prefix (beginning) to the following words.
(In some cases both prefixes fit the word.)**

Example: opened reopened or unopened

- | | | | |
|----------------|-------|----------|-------|
| 1. interesting | _____ | 8. fill | _____ |
| 2. run | _____ | 9. place | _____ |
| 3. turn | _____ | 10. true | _____ |
| 4. clear | _____ | 11. well | _____ |
| 5. screw | _____ | 12. used | _____ |
| 6. collect | _____ | 13. told | _____ |
| 7. done | _____ | | |

**Fill in the blanks with the new words that you formed.
(There is sometimes more than one right answer.)**

1. He didn't know what to do; the solution was _____.
2. Edward was going to _____ the clock's battery.
3. That television program was a _____.
4. Edward had to _____ the cover of the jar for the little girl.
5. He had to _____ the money he had stolen.
6. Grandma wanted to _____ her cup of coffee.
7. The class was boring and _____.

[\[View answers\]](#)

MOTHER'S DAY (by Patty Broughm)

Mother's Day is a celebration for mothers everywhere. Some get cards or candy or flowers. Sometimes, they are taken out to dinner or get breakfast in bed.

What I enjoy about Mother's Day is spending it with my two children. This year my son, who is seven, gave me peanut butter cookies that he made himself. He was very proud that he made the cookies, and also a card. He really put his heart into it.

I really like getting things that my children make themselves. Sure, they could just buy a card from the store. But home made cards are better because more thought is put into them.

My daughter made me a hat for Mother's Day this year. This is the first time she made anything, because she is only 3 1/2. I proudly display the hat she made on my living room wall, where everyone can see it. It may not be perfect, but that is what makes it special.

When my son came to see me the day before Mother's Day, he walked through the door with a large potted mum plant. He had the biggest smile on his face. I was taken completely by surprise.

This was the best Mother's Day I ever had. I will always remember this one.



"Mother's Day" Comprehension Questions

1. What are three things Patty says mothers get on Mother's Day?
2. What does Patty enjoy about Mother's Day?
3. Which does Patty like best - home made gifts or gifts that come from a store? Why?
4. Why was Patty so proud of her daughter's gift?
5. What did Patty's son do that surprised her?

[\[View answers\]](#)

Reading Between the Lines

1. Which do you think Patty would like the most - dinner in a fancy restaurant, or a home made meal that her children helped to make?

"Mother's Day" A Bit of This and That

Review the story and find the following.

1. Find a verb in the past tense. _____
2. Find an antonym for *smallest*.
(See the [definition of antonyms.](#)) _____
3. Find a number spelled out. _____
4. Find a word that rhymes with *cat*.
(See the [definition of rhyming.](#)) _____
5. Find a word that rhymes with *fall*. _____
6. Find the plural form of *child*. _____
7. Find a homonym for sun.
(See the [definition of homonyms.](#)) _____
8. Find a synonym for *grin*.
(See the [definition of synonyms.](#)) _____
9. Find an adjective.
(See: [definition of adjectives.](#)) _____
10. Which word does not belong: he, she, I,
or his _____
11. Find the missing word: _____, second,
third _____
12. Find an antonym for *worse*. _____
13. Find a verb in the present tense. _____
14. Find the word that means "never forget." _____

[\[View answers\]](#)

"Mother's Day" Fill in the Blanks

Fill in the blanks with an appropriate word.

1. Some mothers get _____ on Mother's Day.
2. My son gave me a _____ that he had made himself.
3. I _____ getting things from my children.
4. My daughter made me a _____ card.
5. I hung the hat that I got on the wall so _____ can see it.
6. My son was _____ when he gave me my gift.
7. My son made _____ cookies.
8. I put the card on the _____.
9. Homemade cards _____ better.
10. I was _____ to get the gifts.
11. It was the _____ Mother's Day that I ever had.
12. I am very _____ of my children.

[\[View answers\]](#)

"Mother's Day" Missing Vowels/Verbs

Fill in the blanks with the correct vowel - a, e, i, o, u

d__y	bec__use	h__mself	childr__n
d__nner	m__ther	re__lly	h__art
tak__n	thro__gh	int__	th__ng
__njoy	sp__cial	ye__r	da__ghter
tw__	s__rprise	h__lf	pro__dly
s__ven	c__ __kies	c__mplete	sm__le

[\[View answers\]](#)

Fill in the blanks with the correct verb.

1. Mother's Day _____ (is or are) a celebration for mothers everywhere.
2. He _____ (was or were) very proud.
3. Homemade cards _____ (is or are) better.
4. This _____ (is or are) the first time she made anything.
5. She _____ (is or are) only 3 ½ years old.
6. He _____ (had or have) the biggest smile on his face.
7. I _____ (was or were) surprised.
8. It is not perfect but that _____ (make or makes) it special.
9. Some mothers _____ (is or are) taken out to dinner.
10. That _____ (was or were) the best Mother's Day ever.

[\[View answers\]](#)

Words to Preview

allowance	household	calculations	collecting	deposit
sulking	dozen	grocery	gathering	hardware
unwrapped	problem	responded	searching	encouraged

PETER'S SPECIAL FATHER'S DAY GIFT

Peter knew that Father's Day was just a month away. He wanted to buy his father a new hammer and was trying to figure out how to get the money for it. But when you are nine years old, earning money is not always easy. He got an allowance every week for helping with the household chores, but he had done some calculations and knew that he would not have enough for the hammer by Father's Day.



It was his grandmother who gave him the idea of collecting bottles and getting the deposit money back. *That should be easy enough*, Peter thought. He searched the woods, the ditches, and around the park for a week, but he found very few bottles. *People must be saving them/or themselves*, Peter thought. He was sulking about this when his father peeked into his bedroom.

"Why so glum, chum?" asked Peter's father, Ralph.

"I was trying to collect bottles to buy something really special, but I can't seem to find a lot, Dad," replied Peter. "I've looked everywhere - the woods, ditches, around the park, but I only found a dozen bottles."

"Something really special, eh? Something like a new baseball glove?"

"Ah....yeah, something like that, Dad."

"Well, I bet if you work really hard, you'll find more bottles and be able to buy that glove."

Later that night, when he was lying in bed, Ralph started to think about Peter's problem. "It's a shame that he can't find more bottles to buy what he wants. He's working so hard, Ellen. It's not fair that he doesn't get a little something for his hard work," Ralph said to his wife. "Maybe I can help him out. But I don't want to just give him the money; that's too easy. I want him to know that you need to work for your money."

"I'm sure you'll think of something, honey," Ellen responded.

The next day, Ralph was at the wharf. His buddies were getting ready to go fishing. "Sure is hot," said Michael as he threw his pop bottle on the wharf.

That gave Ralph an idea. "Hey, Michael, do you want this bottle?" asked Ralph as he picked it up. Michael shook his head no. "You fellas wouldn't mind keeping these for me? My son is collecting them." They all agreed to keep their bottles for Ralph.

That night, Ralph left the wharf with a grocery bag full of pop cans and bottles. He didn't want to just give them to Peter, since that was too easy as well. That night, when it was dark and Peter had gone to bed, Ralph sneaked out of the house and threw the bottles and cans into his ditch. That way, Peter would find them and be able to get his money.

The next day, Ralph asked Peter if he was going to go searching for bottles. Peter said he didn't think he would bother, but his father encouraged him to try again.

Ten minutes later, Peter came running into the house. "Look! Look Dad! I got 14 bottles just in our ditch!" he yelled.

Ralph just smiled and said, "That's great son! I knew you would have better luck today."

And every night, Ralph would throw pop cans and bottles into his ditch. Each day, when Peter collected them, he would say to Peter, "Thank goodness you're out there gathering those bottles. My ditch would be a mess."

Soon Peter had enough to buy his father his new hammer. His grandmother took him to the hardware store and he picked out a shiny new hammer. Father's Day was the next day, so he wrapped it up and hid it in his bedroom.

The next day, Peter ran up to his father and gave him his gift. Ralph was surprised; he didn't expect anything. "Why thank you, son," he said. He unwrapped the gift to find the shiny new hammer. "Wow, son, this is wonderful! I really needed a new hammer. But how could you afford this?"

"That was the something special I was saving for, Dad," said Peter.

"Huh? But I thought that you were saving for a baseball glove. I went and bought you one because you were working so hard." He went into his bedroom and came back with a stiff new baseball glove.

"Gee, Dad, this is wonderful! Thanks a lot!"

Later that night, Ralph said to his wife, "You know, Ellen, Peter worked awfully hard to get me that hammer. I have a great son who made this a Father's Day I will never forget."

"And you worked awfully hard for him to get his something special. You're a great dad," she whispered.

And Ralph never did forget that special hammer and that very special Father's Day.



"Peter's Special Father's Day Gift" Comprehension Questions

1. Why was Peter trying to make money?
2. What idea did Peter's grandmother give him?
3. Why was Peter sulking in his room?
4. How did Peter's father help him?
5. Was Peter's father surprised to get the hammer or did he suspect it all along?

[\[View answers\]](#)

Reading Between the Lines

1. Do you believe that Peter and his father have a good relationship? Why or why not?
2. What did Peter's mother mean when she said to her husband, "And you worked awfully hard for him to get his something special"?
3. Why do you think Peter's father never forgot that Father's Day?

"Peter's Special Father's Day Gift" Insert the Correct Letter

Fill in the blanks to make words that will complete the following sentences.

1. Ask for your deposit money __ack.
 2. Don't forget to __ack your suitcase.
 3. He stepped on a __ack from the bulletin board.
 4. Put the groceries in a __ack.
-

1. Earning money is __ot always easy.
 2. Peter's mother was cooking soup in a big __ot.
 3. Peter slept on a __ot.
 4. He looked around the parking __ot.
-

1. He was trying to figure out __ow to make money.
 2. Peter was going to __ow the lawn.
 3. He looked high and __ow.
 4. Peter __ow had enough money for the hammer.
-

1. People __ust be saving the bottles for themselves.
2. There was __ust on the dirty bottles.
3. There was some __ust on the old car.
4. There was a big ___ust of wind.

[\[View answers\]](#)

"Peter's Special Father's Day Gift" Sequencing

Put the following sentences in the order they occurred in the story.

Peter gave his father the gift. _____

Peter searched the woods, ditches, and around the park, but found very few bottles. _____

Peter's father asked him what was wrong. _____

Peter was trying to figure out how to raise money to buy his father a Father's Day gift. _____

Peter was excited when he found a lot of bottles in their ditch. _____

Ralph said to Ellen that he would like to help Peter. _____

Ralph gave Peter a new baseball glove. _____

Ralph brought home the bottles from the wharf and put them in his ditch. _____

Ralph asked the men at the wharf to save their bottles and cans. _____

Peter bought a shiny new hammer. _____

It was a very special Father's Day for Ralph. _____

Peter's grandmother told him to look for bottles and get the deposit money back. _____

[\[View answers\]](#)

"Peter's Special Father's Day Gift" Synonyms

Circle the two words in each line that are synonyms.

Synonyms are words that have the same meaning.

1. buy purchase sell save
2. collect search peek gather
3. find save keep sulk
4. new easy hard simple
5. shout reply ask question
6. lazy work toil throw
7. hard difficult easy special
8. big little small hard
9. wharf dock ditch road
10. respond lay think reply
11. new hot cold warm
12. pick work idea thought
13. bottle bag sack store
14. smile grin sulk cry
15. buy aid help luck
16. gift glove hammer present
17. wife father mother dad
18. bother search annoy buy
19. leave yell depart run
20. look catch toss throw

[\[View answers\]](#)

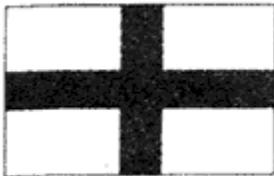
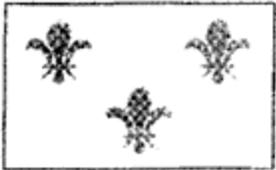
The following information was taken from a fact sheet distributed by the Department of Canadian Heritage. In 1997, the government of Canada challenged all Canadians to fly one million more Canadian flags. The Department sent out free flags to anyone who applied for one. The campaign was called the "One in a Million Flag Challenge."

Words to Preview				
English	explorer	Cabot	territory	symbols
fleur-de-lis	regained	Royal Union	Red Ensign	British
national	official	province	decorations	Jacques Cartier

THE HISTORY OF THE FLAGS OF CANADA

In 1497, an English explorer named John Cabot reached the east coast of Canada. He flew the English flag, the St. George's Cross, over this land that he claimed for England.

In 1534, Jacques Cartier, a French explorer, landed here and claimed this land for France. The French flag, the fleur-de-lis, flew over Canada until the early 1760's. Then Canada was given back to England.

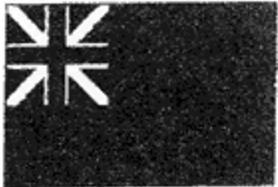


When England regained control over our country, the Royal Union Flag became our flag. It combined the Crosses of St. George and St. Andrew. The St. George's Cross is + shaped, and the St. Andrew's Cross is X shaped.



After 1801, the Cross of St. Patrick was added to the Royal Union Flag, and this new flag became known as the Union Jack.

The Red Ensign was the flag of the British Navy in the 1700's. The Canadian Red Ensign was like the British Red Ensign, except it also had the arms of the provinces of Canada on it. This flag flew over Canada, in different forms, from about 1870 until 1965.



Our modern flag, the maple leaf, became our national flag on February 15, 1965. It is red and white, which are the official colours of Canada. There is a red maple leaf with 11 points in the centre. The 11 points stood for each province and territory that made up Canada in 1965.

Many people like to fly flags, especially on Canada Day, or July 1. There are rules to follow when flying flags. When three flags are flown, the Canadian flag

should be in the middle. When only two flags are flown, the Canadian flag should be on the left to the person looking at it. The same is true if more than three flags are flown together. The Canadian flag should always be above flags from other countries when it is flown in Canada. A flag should not touch the ground, and it should be taken in at night.

Flags are meant to be treated with respect. Many people believe they are more than pieces of cloth used as decorations. They see flags as symbols of their country, and they fly them to show how much they love their county.

"The History of the Flags of Canada" True or False

Answer true or false to each of the following statements.

- | | | |
|-----|---|---------------|
| 1. | Jacques Cartier landed in Canada in 1497. | True or False |
| 2. | The French flag was the fleur-de-lis. | True or False |
| 3. | Jacques Cartier claimed Canada for Spain. | True or False |
| 4. | The Red Ensign was the flag of the British Navy. | True or False |
| 5. | When the Cross of St. Edward was added to the Royal Union flag, it became the Union Jack. | True or False |
| 6. | The official colours of Canada are red and white. | True or False |
| 7. | The red maple leaf on the Canadian flag has ten points. | True or False |
| 8. | The points stand for each province and territory in Canada in 1965. | True or False |
| 9. | The maple leaf became our national flag on February 15, 1965. | True or False |
| 10. | When two flags are flown, the Canadian flag should be to the right of the person looking at it. | True or False |
| 11. | The Canadian flag should always be above other flags when flown in Canada. | True or False |
| 12. | A flag should not touch the ground. | True or False |

[\[View answers\]](#)

"The History of the Flags of Canada" Capitalization

These are some rules for capitalizing words. Capitalize

- the first word in a sentence.
- proper nouns such as specific names of people, places, and things.
- days of the week or months of the year.
- nationalities or their languages.

Circle the words in the following sentences that should be capitalized.

1. john cabot was an english explorer.
2. he claimed the land for england.
3. the french flag, the fleur-de-lis, flew over canada until the early 1760's.
4. jacques cartier was a french explorer.
5. then canada was given back to england.
6. the maple leaf became our flag on february 15, 1965.
7. the canadian flag should always be above other flags from other countries when flown in canada.
8. many people fly flags on canada day or july 1.

[\[View answers\]](#)

"The History of the Flags of Canada"
b, p, g, d

**Fill in the blanks with h, p, g, or d.
(There is sometimes more than one right answer.)**

ex__lorer	u__	__eople	lookin__
fla__	__e	to__ether	groun__
En__land	__ecame	com__ine	sha__e
lan__	re__	__ritish	ha__
__iven	__rovince	__ifferent	a__out
__ack	mo__ern	ma__le	__oint
re__ain	ma__e		

[\[View answers\]](#)

The letter "c" can have two sounds. It can have a hard sound (k) like in "cat" and "cod." It can have a soft sound (s) like in "cell" and "cent."

Circle all the words that have the hard "c" sound.

coast	cross	Canada
claim	French	France
piece	reach	control
country	became	province
official	colour	centre
touch	cloth	decoration

[\[View answers\]](#)

The following is a ghost story based on a true story in the "Supernatural Tales" section of *The Chestnut Pipe* by Marion Robertson.(1)

Words to Preview			
haunted	nudged	stumbled	tomorrow
reassured	churn	sturdy	swung

THREE BUMPS IN THE NIGHT A Tale for Hallowe' en

THUMP, THUMP, THUMP. That was what Carol had been hearing for three nights now in the attic of her house. Carol and her husband, Robert, had recently bought an old home in Shelburne. They had been told that the house was haunted but didn't believe it. Now Carol was beginning to wonder if they were wrong.



THUMP, THUMP, THUMP. "Did you hear that?" Carol asked as she nudged Robert and woke him from a deep sleep.

"Huh.....yeah.....hear what?" Robert asked as he rubbed his eyes.

"It's coming from the attic. Go see what it is, Robert."

"Yeah, yeah.....OK," said Robert as he stumbled out of bed.

Robert was gone for a few minutes and then he returned and hopped back into bed. "What was it?" Carol asked.

"Nothing, honey. It's nothing. Maybe it's the wind blowing against the attic window. I'll check things out tomorrow morning."

Every night, Carol heard three bumps on the wall in the attic. The sound always came from the same spot. What Carol didn't know was that behind that wall, there was an old cradle. Many years before, the great-aunt of the people who lived in that house had given birth. The baby had died and so had her husband, so she had gone to live with relatives. The cradle, which belonged to her, had remained stored in the attic of the old home that Carol and Robert had bought. Carol had heard the story, but she hadn't been in the attic yet, and she didn't know if there really was a cradle or not.

The next morning, Robert went into the attic and tried to find out what could be making the noise that Carol spoke about. He couldn't find anything, but he reassured Carol that it was

1 Marion Robertson, *The Chronicle Pipe* (Halifax: Nimbus Publishing, 1991) 5



nothing as he left for work. Carol was not satisfied with Robert's search, so she decided to look in the attic as well. She climbed the steps to the attic. THUMP, THUMP, THUMP. There was that noise again! Shivers ran up and down her spine. The stairs creaked as she stepped on each one. She felt something on her face and she let out a scream! Phew, it was only a cobweb. Carol finally reached the top of the stairs.

She looked around. There was a butter chum in one corner and old skates hanging from a nail. She thought she saw something. No, it was only a shadow. What caught Carol's eye next was the old cradle. An old rocking chair was in front of it. A little braver now, Carol went over to look at the cradle. It was beautiful and so was the rocking chair. *This must be the cradle that belonged to the woman who lived in this house years ago, she thought. I wonder if the rocking chair belonged to her, too? I should really bring that rocking chair downstairs and put it in our living room. It is such a beautiful chair. I wonder if it's sturdy,* she thought as she sat down on it. She rocked a little and decided that she would get Robert to bring it downstairs. She got up slowly out of the chair. It swung back and hit the cradle, three times.

THUMP, THUMP, THUMP. Her three bumps in the night.

"Three Bumps in the Night" Comprehension Exercise

 **Cut out the following words and arrange them to form complete sentences to answer Comprehension Questions 1-6.**

Carol	a	in	to	out	Robert's
old	the	that	and	house	so
Robert	it	found	were	bought	up
decided	lived	check	no	not	heard
noise	they	ago	she	with	belonged
satisfied	woke	look	an	he	herself
cradle	wanted	saw	of	skates	people
who	haunted	was	years	told	yes
what	search	hitting	Carol's	his	her
making	since	after	walked	before	soon
rocking chair	great-aunt	butter churn	because		

Comprehension Questions

1. What had Carol and Robert been told about the house that they bought?
2. Why did Carol wake Robert up during the night?
3. Was Carol satisfied with Robert's search? If no, what did she do about it?
4. What did Carol find in the attic?
5. To whom did the cradle belong? 6. Did Carol find out what was making the noise? If yes, what was it?

[\[View answers\]](#)

Reading Between The Lines

1. What do you think was making the rocking chair hit the cradle during the night?
2. Do you think that Carol thought the house was haunted after she found out what made the noise?

"Three Bumps in the Night"
Multiple Choice

Circle the correct answer.

1. Carol and Robert had bought:
 - a. an old home
 - b. a new home
 - c. an old car
 - d. an old barn

2. Carol was hearing:
 - a. birds singing
 - b. someone crying
 - c. screams
 - d. a thumping noise

3. Her husband said maybe it was:
 - a. a bird in the attic
 - b. the wind
 - c. a cat
 - d. a leak in the roof

4. Behind the wall where the noise was coming from there was:
 - a. a cradle
 - b. a baby
 - c. piano
 - d. bed

5. The great-aunt's had died.
 - a. grandmother
 - b. uncle
 - c. baby and husband
 - d. sister

6. After they had died, the great-aunt had:
 - a. died herself
 - b. gone to live with relatives
 - c. remained in the house
 - d. went to work

7. Carol searched the attic herself because:
 - a. she heard a noise
 - b. she thought it would be fun
 - c. she was looking for pictures
 - d. she wasn't satisfied with Robert's search

8. In the attic, were hanging from a nail.
 - a. hats
 - b. saws
 - c. skates
 - d. boots

9. She felt on her face.
 - a. dust
 - b. a cobweb
 - c. a spider
 - d. water

10. The noise was:
 - a. the rocking chair hitting the cradle
 - b. the rocking chair hitting the wall
 - c. the cradle hitting the butter churn
 - d. the wind hitting the window

[\[View answers\]](#)

"Three Bumps in the Night" Fill in the Blanks

Word Bank				
hear	sleep	spine	climbed	live
relatives	years	search	ran	noise
bought	attic	people	sold	wind
beautiful	looked	skates	next	husband

Fill in the blanks with words from the word bank.

1. Carol and her husband had _____ an old home.
2. Did you _____ that?
3. Carol woke Robert from a deep _____.
4. Robert said maybe it was the _____ blowing against the window.
5. Many _____ before, the great-aunt of the _____ who lived in the house had a baby.
6. Her husband and baby had both died so she went to live with _____.
7. The cradle had been stored in the _____ of the house.
8. Robert couldn't find out what made the _____, but he reassured Carol that it was nothing.
9. Carol _____ the steps to the attic.
10. Shivers ran up and down her _____.
11. There were old _____ hanging from a nail in the attic.
12. The rocking chair was very _____.

[\[View answers\]](#)

"Three Bumps in the Night" Lexicon

Use the clues to find the words in the lexicon.

The words may appear forward, backward, sideways, or upside down. All the words were seen in "Three Bumps in the Night."

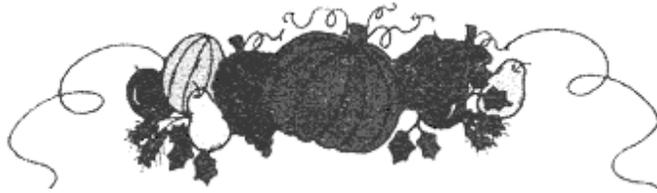
l	m	w	o	r	r	o	m	o	t	b	t	i	e
d	e	e	p	r	t	u	l	n	a	v	l	y	w
n	o	f	e	a	b	d	q	r	h	k	e	l	e
i	r	g	o	b	b	e	a	u	t	i	f	u	l
w	c	r	p	h	g	t	n	h	v	n	e	n	y
y	o	p	l	d	l	u	f	c	o	b	w	e	b
f	e	b	e	g	i	n	n	i	n	g	s	v	a
s	e	m	n	w	d	i	t	t	c	f	u	e	b
d	v	w	a	h	c	m	u	t	f	e	l	r	y
a	m	r	o	s	e	l	d	a	r	c	w	u	e

Clues:

- | | |
|-------------------------------|-------------------------------|
| 1. Opposite of shallow | 11. Storage area in a home |
| 2. Plural of person | 12. What spiders make |
| 3. Not many | 13. Opposite of ugly |
| 4. Moving air | 14. Used to make butter in it |
| 5. Day after today | 15. Past tense of leave |
| 6. Opposite of ending | 16. Young child |
| 7. Not new | 17. Where #16 sleeps |
| 8. "Don't let the bugs bite." | 18. Not ever |
| 9. Sixty of these in an hour | 19. Past tense of feel |
| 10. Alike | 20. Homonym for I |

"Three Bumps in the Night" Lexicon - Answers

1. deep 2. people 3. few 4. wind 5. tomorrow 6. beginning 7. old 8. bed 9. minute 10. same 11. attic 12. cobweb 13. beautiful 14. churn 15. left 16. baby 17. cradle 18. never 19. felt 20. eye



THANKSGIVING Word Search

T	S	W	E	E	T	P	O	T	A	T	O
H	A	B	C	H	O	L	I	D	A	Y	I
A	D	C	R	A	N	B	E	R	R	Y	P
N	E	R	E	B	O	T	C	O	M	F	N
K	G	G	H	T	I	J	K	A	L	M	I
S	N	S	Q	U	A	S	H	N	O	P	K
G	I	Q	R	R	S	R	T	U	V	D	P
I	F	W	X	K	Y	Z	B	A	B	I	M
V	F	C	N	E	D	E	F	E	G	N	U
I	U	H	R	Y	I	J	K	L	L	N	P
N	T	F	O	O	T	B	A	L	L	E	M
G	S	N	C	Y	L	I	M	A	F	R	C

celebrate
corn
cranberry
dinner
family

football
ham
holiday
pumpkin
October

sweet potato
squash
stuffing
Thanksgiving
turkey



THE LONE SOLDIER

The lone soldier lies in a
field,
Eyes full of dust,
And feet sore and
swollen.
Symbol of hope for his
country.
Guns boom,
And yells and screams of
horror
Float to his ears.
When will it all end?
Will the birds ever sing
Their cheerful songs
again?
Will the flowers bloom
In all their joyful
colours?
He will not live
To see his dream come
true
For now he lies
In Flanders Field.



"The Lone Soldier" Comprehension Questions

1. Where is the soldier in the poem?
2. What does the soldier hear?
3. What does the soldier wonder?
4. Did the soldier in the poem live or die? What line(s) tells us this?

[\[View answers\]](#)

Reading Between The Lines

1. What does the line "symbol of hope for his country" mean?
2. Do you know where Flanders Fields is? If yes, where?

The following math exercises use this recipe for a Christmas Pudding.

FRACTIONS & PERCENTAGES

CHRISTMAS PUDDING

1 cup grated carrots	$\frac{1}{2}$ cup butter (or 1 cup suet)
$\frac{1}{2}$ cup grated potatoes	$\frac{1}{2}$ tsp. cloves
$\frac{1}{2}$ cup grated apples	$\frac{1}{2}$ tsp. nutmeg
1 cup flour	$\frac{1}{2}$ tsp. cinnamon
1 cup brown sugar	1 tsp. soda in $\frac{1}{2}$ cup of grated potatoes
$\frac{1}{2}$ cup raisins	

Mix all ingredients well. Put mixture in a greased mould. (A large apple juice can with the paper and both ends removed works well.) Grease the inside and put can upright in a pot. Pour pudding into mould. Pour water half way up in pot around mould. Put foil on top of mould and cover the pot. Steam pudding by boiling water for about three hours. Slice pudding and serve warm with whipped cream. It will be a Christmas favourite!



Math Questions

1. If you doubled this recipe, how much nutmeg would you need? What math operation would you perform?
2. If you tripled this recipe, how many raisins would you need? What math operation would you perform?

3. If you halved this recipe, how much of the grated apples would you need? What math operation would you perform?
4. If you cut the pudding into 12 pieces and 3 pieces were eaten, what percentage was eaten? What percentage is left?
5. If the pudding was cut into 15 pieces and $\frac{1}{3}$ was eaten, how many pieces were eaten?
6. If the pudding was cut into 16 pieces and 75% of the pudding was eaten, how many pieces were eaten?

[\[View answers\]](#)

HOLIDAYS

"The Great Belsnickler" Comprehension Questions

1. The narrator was born in 1918.
2. "Epiphany" is also called Old Christmas and is the day the Three Wise Men found Baby Jesus. "Belsnickle" is the German word for Father Christmas or Santa Claus.
3. People got dressed up in old clothes and went to their neighbours' homes for treats when they went Belsnickling. Halloween is a similar custom we have today.
4. The narrator used her father's old hunting jacket and bib overalls as her costume. She also made a paper mache mask.
5. The narrator hoped to fool Miss Mae because she thought Miss Mae was too nosy.
6. Miss Mae's was the first house the narrator and her brothers visited.
7. There was fruitcake, cookies, candy, and hot apple cider on Miss Mae's kitchen table.
8. The narrator's long blonde hair was showing, and that's how Miss Mae recognized her right away.
9. No, the narrator was not disappointed that Miss Mae recognized her. She realized Miss Mae wasn't as nosy as she had thought she was.
10. The Belsnicklers and Miss Mae spent Old Christmas Eve dancing in Miss Mae's front parlour.

"The Great Belsnickler" No, know, or not

- | | | | | | |
|----------|-------------|--------|----------|---------|------------|
| 1. not | 2. No, know | 3. not | 4. know | 5. not | 6. not, no |
| 7. not | 8. know | 9. no | 10. know | 11. not | 12. no |
| 13. know | 14. no | | | | |

"The Great Belsnickler"

Compound Words

grandfather, fruitcake, something, newspaper, homemade, moonlit, outside, tiptoe, doorway, beside, nothing, tonight, without, anyone, overhead

"The Great Belsnickler"

Contractions

1. did not 2. was not 3. I will 4. could not 5. would not
6. we will 7. do not 8. I am 9. does not 10. you are

"The Great Belsnickler"

This, then, there, that, or than

1. this 2. that 3. than 4. that 5. This
6. then 7. There 8. than 9. Then, there 10. that
11. then 12. There 13. than 14. then

"The Great Belsnickler"

What, where, who, why, or when

1. What 5. when 9. Where 13. who
2. Who 6. who 10. What 14. Why/Where/When
3. Why/When 7. Why 11. Where/Who 15. What
4. When/Why 8. when 12. why

"A Few Facts About Saint Patrick's Day"

Comprehension Questions

1. Saint Patrick's Day is on March 17.
2. Saint Patrick was a missionary. He travelled through Ireland to talk about Christianity.
3. Saint Patrick used the shamrock to explain the Trinity - Father, Son, and Holy Spirit.
4. The colour green symbolizes the colour of spring, Ireland, and the shamrock.
5. It is good luck on Saint Patrick's Day to find a four-leaf clover, to wear green, and to kiss the Blarney Stone.

6. The Blarney Stone is in a wall of the Blarney Castle in Ireland.

Reading Between the Lines

1. A.D. stands for "Anno Domini," which is Latin for "after Christ." It refers to the years after Christ's birth. (B.C. means "before Christ," referring to the years before Christ's birth.)

True or False

1. True 2. False 3. True 4. True 5. False 6. False

"A Few Facts About Saint Patrick's Day"

Spelling

- | | |
|-------------------------|-------------------------|
| 1. Irich (Irish) | 9. collor (colour) |
| 2. sheperd (shepherd) | 10. doubel (double) |
| 3. escapedd (escaped) | 11. buildt (built) |
| 4. explane (explain) | 12. backword (backward) |
| 5. celebrat (celebrate) | 13. eihteen (eighteen) |
| 6. ither (either) | 14. leef(leaf) |
| 7. abowt (about) | 15. throuw (throw) |
| 8. becauce (because) | |

"A Few Facts About Saint Patrick's Day"

Consonants

1. March 2. born 3. name 4. slave 5. shepherd 6. bishop
7. talk 8. green 9. spring 10. luck 11. wall 12. Castle
13. difficult 14. bars 15. Kiss

"Easter Water"

Comprehension Questions

1. Edward woke up feeling strange on Easter morning because it took him a few minutes to realize that he had meant to be up before the sun to collect Easter water, but the sun was shining when he woke up.
2. Edward had a Golden Retriever named Duke.

3. Edward's grandmother lived in Red Islands, in Cape Breton.
4. Easter water is pure water collected on Easter Sunday morning, before the sun is up, from an east-running brook. It can be kept for years without spoiling.
5. Edward wanted to collect Easter water for his grandmother because she used to collect it when she was young. He also wanted to see for himself if her story was really true.
6. Edward put his hands in the icy brook water and splashed some on his face. The water was so cold it made his hands ache.
7. Gran was cooking bacon and eggs when Edward got back home.
8. Edward stored the Easter water in the cold room of his grandmother's cellar.
9. Edward and his grandmother waited three weeks before testing the water.
10. The line that tells us how mad Edward was is, "He felt like smashing the glass jars against the stone walls of the cellar."
11. No, Gran wasn't upset that the water had spoiled.
12. Edward found an alarm clock in the drawer instead of scissors.

"Easter Water"
From, for, of, off

- | | | | | | |
|----------|--------------|--------------|--------------|---------|----------|
| 1. of | 2. of | 3. for | 4. from | 5. for | 6. for |
| 7. of | 8. off | 9. off | 10. off/from | 11. off | 12. from |
| 13. from | 14. off/from | 15. off/from | 16. for | | |

"Easter Water"
-er Ending

- | | | | |
|-------------|-------------|-------------|--------------|
| 1. stranger | 5. follower | 9. settler | 12. believer |
| 2. hitter | 6. worker | 10. climber | 13. lover |
| 3. helper | 7. sleeper | 11. keeper | 14. teller |
| 4. runner | 8. knitter | | |

- | | | | |
|------------|-------------|-------------|------------|
| 1. knitter | 4. stranger | 6. sleeper | 8. helper |
| 2. teller | 5. runner | 7. believer | 9. settler |
| 3. worker | | | |

"Easter Water" -ness Ending

- | | | | |
|--------------|-------------|-------------|--------------|
| 1. coldness | 4. darkness | 6. goodness | 8. wetness |
| 2. tightness | 5. bareness | 7. redness | 9. blackness |
| 3. openness | | | |

-
- | | | | |
|-------------|-------------|--------------|---------------------------|
| 1. darkness | 4. coldness | 6. wetness | 8. coldness or
wetness |
| 2. goodness | 5. openness | 7. tightness | |
| 3. redness | | | |

"Easter Water" Adjectives

Note to Tutors: Check the adjectives that the learner chose to see if they are appropriate.

"Easter Water" un- and re- Prefixes

- | | | |
|------------------|-------------------|--------------------|
| 1. uninteresting | 6. recollect | 10. untrue |
| 2. rerun | 7. undone/ redone | 11. unwell |
| 3. return | 8. refill | 12. reused/ unused |
| 4. unclear | 9. replace | 13. retold/untold |
| 5. unscrew | | |

-
- | | | |
|------------|----------------------|------------------|
| 1. unclear | 4. unscrew | 6. refill |
| 2. replace | 5. return or replace | 7. uninteresting |
| 3. rerun | | |

"Mother's Day" Comprehension Questions

1. The things Patty lists as possible Mother's Day gifts are cards, candy, flowers, dinner, or breakfast in bed.
2. Patty enjoys spending time with her children.
3. Patty likes home made gifts best because more thought is put into them.

4. Patty's daughter is only 3 1/2 and this was the first time she made a gift for her mother.
5. Patty's son brought her a large potted mum plant.

"Mother's Day"
A Bit of This and That

- | | |
|----------------------------------|-------------------------------|
| 1. gave, made, was, walked, etc. | 8. smile |
| 2. biggest | 9. large, two, homemade, etc. |
| 3. two, seven, one | 10. his |
| 4. hat | 11. first |
| 5. wall | 12. better |
| 6. children | 13. is, like, get, are, etc. |
| 7. son | 14. remember |

"Mother's Day"
Fill in the Blanks

Note to tutors: Make sure that the words inserted are appropriate.

"Mother's Day"
Missing Vowels/Verbs

Vowels

day, dinner, taken, enjoy, two, seven, because, mother, through, special, surprise, cookies, himself, really, into, year, just, complete, children, heart, thing, daughter, proudly, smile

Verbs

- | | | | | |
|--------|--------|----------|--------|---------|
| 1. is | 2. was | 3. are | 4. is | 5. is |
| 6. had | 7. was | 8. makes | 9. are | 10. was |

"Peter's Special Father's Day Gift"
Comprehension Questions

1. Peter wanted to buy his father a new hammer for Father's Day.
2. Peter's grandmother told him he should collect bottles to get the deposit money back.

3. Peter had been looking for bottles everywhere for a week and only found a few.
4. Peter's father collected bottles from the wharf and put them in his ditch for Peter to find.
5. Peter's father was surprised to get the hammer.

"Peter's Special Father's Day Gift"
Insert the Correct Letter

- | | | | |
|-----------------|-----------------|-----------------|-----------------|
| 1. <u>b</u> ack | 2. <u>p</u> ack | 3. <u>t</u> ack | 4. <u>s</u> ack |
| 1. <u>n</u> ot | 2. <u>p</u> ot | 3. <u>c</u> ot | 4. <u>l</u> ot |
| 1. <u>h</u> ow | 2. <u>m</u> ow | 3. <u>l</u> ow | 4. <u>n</u> ow |
| 1. <u>m</u> ust | 2. <u>d</u> ust | 3. <u>r</u> ust | 4. <u>g</u> ust |

"Peter's Special Father's Day Gift"
Sequencing

- Peter gave his father the gift. 10 _____
- Peter searched the woods, ditches, around the park, but found very few bottles. 3 _____
- Peter's father asked him what was wrong. 4 _____
- Peter was trying to figure out how to raise money to buy his father a Father's Day gift. 1 _____
- Peter was excited when he found a lot of bottles in their ditch. 8 _____
- Ralph said to Ellen that he would like to help Peter. 5 _____
- Ralph gave Peter a new baseball glove. 11 _____
- Ralph brought home the bottles from the wharf and put them in his ditch 7 _____
- Ralph asked the men at the wharf to save their bottles and cans. 6 _____
- Peter bought a new shiny hammer. 9 _____
- It was a very special Father's Day for Ralph. 12 _____
- Peter's grand-mother told him to look for bottles and get the deposit money back. 2 _____

"Peter's Special Father's Day Gift"

Synonyms

- | | | |
|--------------------|--------------------|-------------------|
| 1. buy, purchase | 8. little, small | 15. aid, help |
| 2. collect, gather | 9. wharf, dock | 16. gift, present |
| 3. save, keep | 10. respond, reply | 17. father, dad |
| 4. easy, simple | 11. hot, warm | 18. bother, annoy |
| 5. ask, question | 12. idea, thought | 19. leave, depart |
| 6. work, toil | 13. bag, sack | 20. toss, throw |
| 7. hard, difficult | 14. smile, grin | |

"The History of the Flags of Canada"

True or False

- | | | | | |
|----------|----------|----------|---------|-----------|
| 1. False | 2. True | 3. False | 4. True | 5. False |
| 6. True | 7. False | 8. True | 9. True | 10. False |
| 11. True | 12. True | | | |

"The History of the Flags of Canada"

Capitalization

- | | |
|-----------------------------|---------------------------|
| 1. John, Cabot, English | 5. Then, Canada, England |
| 2. He, England | 6. The, February |
| 3. The, French, Canada | 7. The, Canadian, Canada |
| 4. Jacques, Cartier, French | 8. Many, Canada Day, July |

"The History of the Flags of Canada"

b, p, g, d

explorer, flag (or flap), England, land, given, back (or pack),
regain, up, be, became, red, province, modern, made, people,
together, combine, British, different, maple, looking, ground, shape
(or shade), had (or hag), about, point

Hard and Soft "c"

Hard c: coast, claim, country, cross, became, colour, cloth, Canada,
control, decoration

"Three Bumps in the Night" Comprehension Questions

1. Carol and Robert were told that the house they bought was haunted.
2. Carol heard a noise and she woke Robert up to check it out.
3. No, she was not satisfied with Robert's search so she decided to look herself.
4. Carol saw a butter chum, old skates, a cradle, and an old rocking chair.
5. The cradle belonged to the great-aunt of the people who lived in that house.
6. Yes, Carol found out what was making the noise. It was the rocking chair hitting the cradle.

"Three Bumps in the Night" Multiple Choice

1. a) an old home
2. d) a thumping noise
3. b) the wind
4. a) a cradle
5. c) baby and husband
6. b) gone to live with relatives
7. d) she wasn't satisfied with Robert's search
8. c) skates
9. b) a cobweb
10. a) the rocking chair hitting the cradle

"Three Bumps in the Night" Fill in the Blanks

- | | | | |
|-----------|------------------|------------|---------------|
| 1. bought | 4. wind | 7. attic | 10. spine |
| 2. hear | 5. years, people | 8. noise | 11. skates |
| 3. sleep | 6. relatives | 9. climbed | 12. beautiful |

"The Lone Soldier" Comprehension Questions

1. The soldier is in a field.
2. The soldier hears guns boom and yells and screams of horror.
3. The soldier wonders when it will end, if the birds will sing again, and if the flowers will bloom.
4. The soldier dies. "He will not live to see his dream come true, for now he lies in Flanders Field" tells us this.

"Christmas Pudding" Math Questions

1. $\frac{1}{2} \times \frac{2}{1} = \frac{2}{2} = 1$ tsp. of nutmeg (Multiplication)

2. $\frac{1}{2} \times \frac{3}{1} = \frac{3}{2}$ $3 \div 2 = 1 \frac{1}{2}$ cups of raisins
(Multiplication and then division to change improper fraction to mixed fraction.)

Note to tutors: explain mixed fractions and improper fractions - how fractions must be improper to be multiplied.

3. $\frac{1}{2} \div \frac{2}{1} = \frac{1}{2} \times \frac{1}{2} = \frac{1}{4}$ cup of apples (division)

Note to tutors: explain that dividing a fraction is the same as multiplying by its reciprocal.

4. $\frac{3}{12}$ was eaten which equals $\frac{1}{4}$ $1 \div 4 = .25 = 25\%$ eaten and 75% left.

5. $\frac{15}{1} \times \frac{1}{3} = \frac{15}{3} = 15 \div 3 = 5$ pieces eaten.

6. $75\% = \frac{75}{100} = \frac{3}{4}$ $\frac{16}{1} \times \frac{3}{4} = \frac{48}{4} = 48 \div 4 = 12$ pieces eaten.

PARENTING

READING TO YOUR CHILDREN (by Patty Broughm)

My favourite thing to do is to sit down and read a book. To me, reading gives me a chance to escape everyday life. I find other lives more interesting than my own. When I am reading a good book, I get so involved that I am unable to put it down. I find reading very relaxing. I am able to forget about my problems, and it also helps cheer me up at times. When I feel sad or alone I will sit in a quiet place and read.

When I was little, my grandfather used to sit me on his lap and read to me. Reading brings back the feelings of warmth and comfort that I shared with my grandfather. Also, reading is very important to children. They can learn so much, and they can have fun doing it. I find that children today watch too much T.V. I find they hardly ever pick up a book, much less read it, unless they have to. Half the time it is to do homework.

What I would like to see is children spending more time with a book than in front of the T.V. like zombies. I find that T.V. brainwashes them. Granted, there are some good programs on T.V. for them, but you can't sit with a T. V. and cuddle, like you can with a book. Having a child on your lap while you read them a story is one way of giving them a great start on life.

So, reading a book is something that you should do for your children *and* yourself.



"Reading to Your Children" Comprehension Questions

1. What is Patricia's favourite thing to do? Why does she enjoy it?
2. How did Patricia feel when her grandfather read to her?
3. What does she feel T.V. does to children? What does she think is a better activity?

[\[View answers\]](#)

Reading Between The Lines

1. Do you agree with Patricia's views on T.V.? Why or why not?
2. How does reading make you feel?

Circle true or false for each statement.

- | | | |
|----|--|---------------|
| 1. | Reading makes the author feel sad. | True or False |
| 2. | The author says other lives in books are more interesting than hers. | True or False |
| 3. | The author believes children don't watch enough T.V. | True or False |
| 4. | The author's grandmother used to read to her. | True or False |
| 5. | The author believes reading is important to children. | True or False |

[\[View answers\]](#)

"Reading to Your Children" Find the Correct Word

Answer the following by giving the correct word(s).

1. Find three compound words in the story.
(See [definition of compound words.](#))

2. Find an antonym for *bad*.
(See [definition of antonyms.](#)) _____
3. Find a word that rhymes with *cup*.
(See [definition of rhyming.](#)) _____
4. Find the homonym for *wood*.
(See [definition of homonyms.](#)) _____
5. Find the contraction for *cannot*.
(See [definition of contractions.](#)) _____
6. Find an antonym for *stand*. _____
7. Find a word that shows possession. _____
8. Find a word that is plural. _____
9. Find a synonym for *small*.
(See [definition of synonyms.](#)) _____
10. Find a word that has the -ly ending. _____
11. Find an antonym for *loud*. _____
12. Find a word that rhymes with *eye*. _____
13. Find an adjective.
(See [definition of adjectives.](#)) _____
14. Find the word that sounds like the letter c. _____

[\[View answers\]](#)

"Reading to Your Children"
d, g, t

Fill in the blanks with *d, g, or t.*
(Sometimes there is more than one answer.)

____randfather	to____ay
favouri____e	wa____ch
si____	____hey
feelin____	for____et
every____ay	____han
pu____	fron____
rea____	____et
____oing	tha____
fin____	gran__ed
____ood	goo____
____here	s____ory
wi____h	____ives
star____	grea____
readin____	gran__father
cu____le	relaxing____
use____	share____
chil____ren	har____ly
____reat	doin____

[\[View answers\]](#)

Words to Preview

incorrectly sterilize temperature expensive
concentrated powdered millilitre refrigerated
Carnation

INFANT FORMULAS

It is very important to mix infant formula carefully, since mixing it incorrectly can make your baby ill. You must also sterilize your bottles and nipples by boiling them before using them each time. Formula must be warmed to body temperature before being fed to your baby.

There are three kinds of formula. One is ready-to-serve, which is easy, but expensive. All you need to do with this formula is put it in a bottle and heat it.



A second type is concentrated. This formula is in liquid form, but must have water added to it before it is served. Equal amounts of this formula and boiled, cooled water are mixed together.

A third type is powdered formula. This is the least expensive type. Powdered formula is mixed with boiled, cooled water. On the label of Carnation Good Start®, it says to mix one level scoop of powder with 60 millilitres of boiled, cooled water in a bottle and shake well. This formula must be refrigerated and used within 24 hours.

"Infant Formulas" Comprehension Questions

1. Why is it important to mix infant formulas correctly?
2. How do you sterilize your bottles and nipples?
3. What are the three kinds of formula? Which is the most expensive? Which is the least expensive?
4. What do you have to do with the concentrated and powdered formulas that you do not have to do with the ready-to-serve?
5. How quickly does the formula made with the powder need to be used?

[\[View answers\]](#)

Reading Between The Lines

1. Why do you believe the ready-to-serve formula is more expensive?
2. What does "formula must be warmed to body temperature" mean?
3. What kind of formula do you think is most difficult to prepare and why?

"Infant Formulas" Math Questions

1. One scoop of powdered formula has to be mixed with 60 millilitres of water. Sixty millilitres is about 2 ounces. Assuming that one scoop of powder mixed with 60 millilitres of water makes 2 ounces of formula, how many scoops of powder would you have to use to prepare four 6 ounce bottles?
- 2.a) If each scoop is 8.7 grams and the container holds 340 grams, about how many scoops are in the container?
- 2.b) How many ounces will the container make?
- 2.c) If your baby drinks five 6 ounce bottles a day, about how long will the container last?
- 2.d) If a container cost \$10.00, about how much would it cost per week for formula? How much per month (4 week month)?

[\[View answers\]](#)

Words to Preview

sterilize	laxative	constipation	uterus	diarrhea
infection	convenient	temperature	advanced	positive
aspects	especially	digested	colicky	allergic
diaper	antibodies	advantages	calories	

BREASTFEEDING VERSUS THE BOTTLE

There are many pros and cons for both breastfeeding and bottle feeding. Some people believe that bottle feeding is easier, while some say that breastfeeding is more convenient. Some say that no matter how advanced infant formulas are, nature does it better.

Here are some positive aspects of breast feeding. A mother's breast milk is made especially for her baby. Also, breast milk changes to meet a baby's needs as the baby grows. Breast milk is easily digested, which means that babies are less likely to be colicky, have gas, or spit up a lot. Babies are rarely allergic to their mother's breast milk.

Breastfed babies also tend to have fewer problems with constipation and diarrhea, since breast milk acts as a natural laxative. They also tend to have less diaper rash.

A big plus for babies is the antibodies that they get through their mother's breast milk. This protects babies against sickness. Usually they have fewer ear infections and colds and recover quickly when they are ill.



There are many positive aspects for the baby, but there are also some important advantages for the mother, too. The breastfeeding mother's uterus shrinks back to its normal size quicker. The calories that her body burns producing milk help get rid of extra pounds. Producing milk burns 500 calories per day. It is believed that breastfeeding also reduces the risk of breast cancer.

Breast milk is always at the right temperature. It can be frozen for up to three months in the freezer. You don't have to sterilize bottles or mix and heat formula. And of course, breast milk is free.

There are advantages to bottle feeding, as well. Babies are usually full longer with formula than breast milk, since formula is harder to digest.

Because of this, the time between feedings becomes longer, even early on. A mother does not need to worry about whether the baby is getting enough to eat, since she can easily watch this with bottle feeding.

A mother has more freedom with bottle feeding, because anyone can feed the baby. She can go out for long amounts of time without having to worry about getting home to feed the baby. This is also wonderful for night feedings, which can be shared with someone else. Also, the mother does not have to worry about her diet, unlike a nursing mother whose baby's tummy can be upset by what she eats.

"Breastfeeding Versus the Bottle" Comprehension Questions

1. List three advantages of breastfeeding.
2. List three advantages of bottle feeding.
3. Why does a bottle feeding mother have more freedom?

[\[View answers\]](#)

Reading Between The Lines

1. In your opinion, what is the greatest advantage of breastfeeding?
2. In your opinion, what is the greatest advantage of bottle feeding?
3. In your opinion, is the fact that formula is more difficult to digest positive or negative?
4. Can we tell if the author prefers breastfeeding or bottle feeding? Explain.
5. Does "nature does it better" mean that breastfeeding or bottle feeding is better? Explain.

"Breastfeeding Versus the Bottle" Spelling

Circle the correct spelling of each word.

These words were seen in "Breastfeeding Versus the Bottle."

1. convenient convenient conveniemt convinient
2. fromula formula formula formela
3. natural nathurel naturalle naturrel
4. dijested diggested digested digisted
5. babys babbies badies babies
6. problem porblem probem prodlem
7. diper daiper diapper diaper
8. sicknes sickness sicness sickness
9. infetion infection infecsion enfection
10. avantage advantige advantage advantaje
11. canser canccer canncer cancer
12. temperature temperture temperatur temperiture
13. steralize steriliz sterilize sterrilize
14. bottle botle bawtle bottel
15. matter mothar mother mothre
16. wary worrie werry worry

[\[View answers\]](#)

"Breastfeeding Versus the Bottle"
b, p, d, g

Fill in the blanks with *b, p, d* or *g*.
(Sometimes there is more than one answer.)

___ottle	s___it	ten___
___aby	aller___ic	___roblem
dia___er	bi___	___lus
___elieve	feedin___	lon___er
___oes	___ecause	___ecome
___etter	___iet	fee___
ma___e	___rotect	col___
nee___	___ack	___ody
___e	___urn	___ound
___as	___er	___ay
u___	re___uce	ri___ht

1. List two words that begin with p.

2. List two words that begin with g.

3. List two words that begin with b.

4. List two words that begin with d.

[\[View answers\]](#)

"Breastfeeding Versus the Bottle" Fill in the Blanks

Fill in the blanks with the correct word.

1. Some believe that using infant _____ (formula or formula) is easier.
2. Some say that breastfeeding is more _____ (convenient or convenience).
3. Breast milk acts as a _____ (nature or natural) laxative.
4. Breast milk _____ (changes or changing) to meet a baby's needs.
5. Breast milk is easily _____ (digested or digestion).
6. Babies are rarely _____ (allergic or allergy) to breast milk.
7. Breast milk contains antibodies that protect babies against _____ (sickness or sick).
8. Breastfed babies have fewer ear _____ (infects or infections).
9. Breastfeeding _____ (reductions or reduces) the risk of breast cancer.
10. There are many positive _____ (expects or aspects) of bottle feeding.

[\[View answers\]](#)

MY CHILD CLOZE EXERCISE

My child's name is _____.

My child is a _____.

My child is very _____.

My child is best at _____.

My child's eyes are _____.

My child's hair is _____.

My child's favourite food is _____.

My child's favourite toy is _____.

My child loves to _____.

What I enjoy doing the most with my child is _____

I love my child because _____



[\[View answers\]](#)

THE ARGUMENT

Sally and her son, Mark, had a fight. Sally is very upset with Mark because she found cigarettes in his pocket. Mark claims that they are not his. This is the way their dispute went.

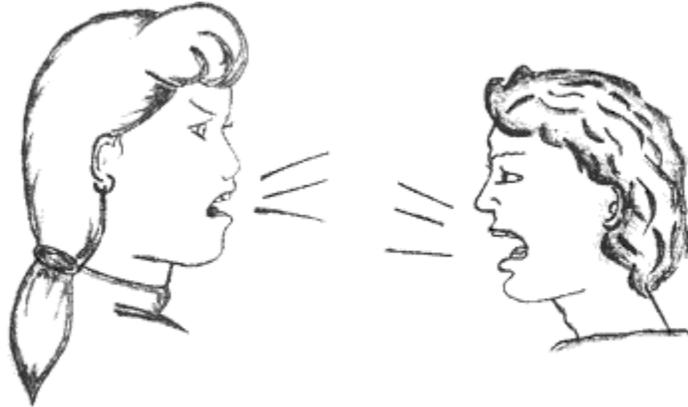
SALLY: *(barging into Mark's room)* "I found these cigarettes in your jacket! Don't you tell me you've been smoking!"

MARK: "They're not mine."

SALLY: *(turning red in the face)* "WHOSE are they then?"

MARK: "They're Peter's. His mother picked him up at school and he didn't want his parents to find them, so he stuck them in my pocket."

SALLY: *(her voice rising)* "I don't believe you. Let me look at your fingers...they look yellow. Let me smell your breath...breathe on me. I can tell you've been smoking!"



MARK: *(raising his voice as well)* "I HAVEN'T been smoking, and even if I was, how can YOU tell ME not to smoke... YOU smoke!"

SALLY: "It doesn't matter if I smoke or not. That's MY business, not YOURS! You are not allowed to smoke. You're ONLY fifteen years old! I'm an adult; I'm thirty-seven. Don't you tell me what to do, young man. Now tell me the TRUTH. You're smoking, aren't you?"

MARK: "No, Mom, I'm telling you the truth. Get off my case."

Mark stomps out of the room.

SALLY: *(chasing and yelling at Mark)* "We're not done talking! I want you to admit they are yours."

MARK: *(yelling)* "They are NOT mine, now leave me ALONE!"

Mark starts to leave the house.

SALLY: *(yelling)* "Don't you leave this house, Mark! Mark!"

Mark leaves the house, slamming the door behind him.

Discussion Topic

Sally has calmed down now and thinks she should have handled the situation differently. She wonders if Mark is telling the truth. How do you think Sally should have handled the situation?

The following recipe is from *What to Expect the First Year* by Arlene Eisenberg, Heidi E. Murkoff, and Sandee E. Hathaway, B.S.N.

This is a healthy snack for your growing toddler.

BANANA-ORANGE GEL

Makes 4 toddler portions

1 tablespoon unflavoured gelatin

1/2 cup water

1 cup fresh orange juice

1/2 cup banana-orange juice concentrate

1 small banana, sliced

1. In a small saucepan, stir the gelatin into the water; let stand to soften, 1 minute. Heat over medium-high heat just to boiling.
2. Stir in the juice and juice concentrate until the gelatin is thoroughly dissolved.
3. Pour half the mixture into an 8-inch-square baking tin and freeze until thickened, about 10 minutes. Add a layer of sliced banana and cover with the remaining gel mixture. Refrigerate until firm.
4. To serve, cut into four squares.



Conversion Table

3 teaspoons = one tablespoon

4 tablespoons = $\frac{1}{4}$ cup

60 seconds = 1 minute

**Banana-Orange Gel
Math Questions**

1. If you wanted to triple the recipe, how much water would you need?
 - A. $1 \frac{1}{4}$ cup
 - B. $1 \frac{3}{4}$ cup
 - C. $1 \frac{1}{2}$ cup

2. If one tablespoon is equal to three teaspoons, how many teaspoons of unflavoured gelatin would you need if you doubled the recipe?
 - A. 3 teaspoons
 - B. 6 teaspoons
 - C. 9 teaspoons

3. How many tablespoons of banana-orange juice concentrate do you need for the recipe?
 - A. 10 tablespoons
 - B. 6 tablespoons
 - C. 8 tablespoons

4. If you doubled the recipe, what portion of a cup would you need of unflavoured gelatin?
 - A. $\frac{1}{8}$ cup
 - B. $\frac{1}{3}$ cup
 - C. $\frac{1}{4}$ cup

5. If there are 60 seconds in one minute, how many seconds do you need to freeze the first half of the mixture according to the recipe?
 - A. 60 seconds
 - B. 600 seconds
 - C. 6000 seconds

[\[View answers\]](#)

The information for the following story came from the Internet site, Why Should You Read To Your Baby?, <http://www.babytalk.org/whyread.html>

Words to Preview			
wonderful	experience	comfortable	complex
sentences	imagination	problem	solution
encourage	thoughtfully	hippopotamus	technique

READING TO BABY

There are many reasons why parents should read to their babies. Reading is a wonderful learning experience for babies as well as adults. The following are reasons why reading is very important to all children.

Children learn about the world through reading. Reading about different experiences to your children lets them learn about what surrounds them. A story about a child's first day of school may help your child feel more comfortable when she goes to school for the first time.

Parent and child bond through reading. Reading to a child on your lap is a way to develop a closeness and to bond.

It's enjoyable. Children and parents can enjoy reading a new story and looking at the colourful pictures in books.



Reading helps children learn language. By reading, your children learn new words and complex sentences. They learn how a story unfolds and how to develop an idea.

It encourages baby to use his imagination. Many books deal with different problems and solutions. When baby hears these stories, it encourages him to create his own problem-solving techniques.

A wonderful example of a book using problem-solving techniques is *Buster Has the Hiccups!* (2)

Read *Buster Has the Hiccups!* and discover what the problem was and the different solutions that were tried! Read it to your child!

Buster Has the Hiccups!

When Buster the Lion woke up today and called to his friends, this was all he could say: "Hiccup."

"Jump up and down," Leopard said with a smile. "It's sure to cure hiccups in just a short while."

But jumping didn't work. "Hiccup," said Buster.

"Dance on your toes," Hippopotamus said. "And if that doesn't work, try to stand on your head."

But dancing and headstands didn't work. "Hiccup," said Buster.

"Try laughing," said Monkey. "It's easy to do." And then he told Buster a joke that he knew. But laughing didn't work. "Hiccup," said Buster.

"Take a cold shower," was Emma's advice. She thoughtfully sprayed him, first once and then twice! But a cold shower didn't work. "Hiccup, hiccup," said Buster.

"I never get hiccups," said Parrot with glee. "So just keep on talking, and you'll be like me."

But talking didn't work. "Hiccup," said Buster.

Then Mouse, who'd been watching, knew just what to do. The friends crept up to Buster and shouted out **"BOO!"**

"My hiccups are gone!" Buster roared. "Hip hooray!" Mouse knew that the trick was to SCARE them away!

As you can see, there are many wonderful things that your child can learn and there are many things you can learn about your child from reading. Pick up a book today and read to your child!

"Reading to Baby" Comprehension Questions

1. Name one of the reasons why reading is important to children.
2. How can parents and their children bond through reading?
3. How does reading encourage children to use their imagination?
4. What was the problem that Buster the Lion had? What were some of the things he tried to solve the problem? What finally worked?

[\[View answers\]](#)

Reading Between The Lines

1. Can you think of any other reasons why reading is important to children? If yes, what are they?
2. The story says that children learn about the world through reading. Adults learn about the world as well through reading. Can you think of something you've learned lately by reading?
3. *A question for you to discuss with your child:* In the story *Buster Has the Hiccups!*, the author doesn't tell us what kind of animal Emma is. By reading what she does to Buster, what kind of animal do you believe she is?

"Reading to Baby"
Who Said That?

In the story, *Buster Has the Hiccups!*, different animals suggested different solutions for Buster's hiccups. Match the animal with the solution they suggested.

Animal

- A. Leopard _____
- B. Hippopotamus _____
- C. Monkey _____
- D. Parrot _____
- E. Mouse _____
- F. Emma _____

Suggested Solutions

- 1. Scare him by shouting BOO!
- 2. Dancing and headstands
- 3. Cold shower
- 4. Jumping
- 5. Laughing
- 6. Talking

[\[View answers\]](#)

Questions to discuss with your child:

If there were a horse in the story, what do you think he would give for a solution? _____

What would a pig suggest? _____

What would a frog suggest? _____

"Reading to Baby" Root Words

Give the root word of the following:

(Refer to a review of [root words](#).)

1. reading _____
2. learning _____
3. comfortable _____
4. closeness _____
5. colourful _____
6. looking _____
7. jumping _____
8. thoughtfully _____
9. sprayed _____
10. roared _____

Circle the correct plural form of each word.

1. baby babies or babys
2. story storys or stories
3. child childs or children
4. day daies or days
5. solution solutions or solutionies

[\[View answers\]](#)

"Reading to Baby" Lexicon

Use the clues to find the correct words in the lexicon.

The words can be found forwards, backwards, sideways, and upside down. All the words were seen in "Reading to Baby."

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

Clues:

- | | |
|----------------------------|----------------------------------|
| 1. Place where you learn | 9. Magazines, novels, _____, etc |
| 2. Mom or Dad is a _____ | 10. Two times |
| 3. A drawing | 11. Not a bath, but a _____ |
| 4. Young child | 12. Yell |
| 5. Not the same, but _____ | 13. Yesterday, _____, tomorrow |
| 6. Grin | 14. Past tense of say |
| 7. Leap | 15. Answer to a problem |
| 8. Opposite of warm | |

"Reading to Baby" Lexicon - Answers

- | | |
|--------------|--------------|
| 1. school | 9. books |
| 2. parent | 10. twice |
| 3. picture | 11. shower |
| 4. baby | 12. shout |
| 5. different | 13. today |
| 6. smile | 14. said |
| 7. jump | 15. solution |
| 8. cold | |

Words to Preview			
celebrating	diaper	repeated	frustrated
understand	attention	whined	stomped
Vaseline	bottom	unwrapping	third

KAITLYN AND THE NEW BABY BROTHER

Kaitlyn was celebrating her third birthday. Her friends were eating ice cream and cake, she was unwrapping gifts, and her baby brother, Daniel, was crying. "Mommy, why is Daniel crying all the time?" she asked her mother, Jane.

"Honey, go play with your friends. Mommy is busy," Jane replied as she heated up Daniel's bottle. Kaitlyn thought that Daniel didn't like her because he was crying at her party.

When the party was over and Kaitlyn had finished playing with her new toys, she sneaked into Daniel's bedroom to see if he was sleeping. She looked at all of his things, but it was his diapers that caught her eye. *I would like to have one for my doll*, she thought. She reached up on the change table and grabbed one of Daniel's diapers. She looked at it closely. What was inside of it? YANK! PULL! TUGGGG! Some of the cottony lining came off. It was so much fun she decided to take another one and do the same thing. She went through six diapers and piled up the little balls of fluff and threw them into the air. *Just like snow*, she thought. She repeated this little game until her mother entered the room.

Jane was really frustrated when she saw what Kaitlyn had done. Just yesterday, Jane had found Kaitlyn wiping the coffee table with two handfuls of baby wipes. And a few days before that, Kaitlyn had used half a jar of Vaseline on her dollies' little bottoms. Jane had yelled, "Go to your room! You are a very bad girl!" Kaitlyn stomped her feet and said, "I am not a bad girl!" Jane couldn't understand why Kaitlyn was acting this way. She never used to before.



What Jane didn't know was that Kaitlyn felt her new baby brother was getting too much of everybody's attention. Mommy was always feeding him, Daddy was working, and when he came home he would hold the baby while Mommy got supper ready. Even Grandma and Grandpa were always talking to the new baby. "Mommy, can you play with me?" she would whine to her mother. But Mommy didn't seem to have the time to play with Kaitlyn. She wondered if everybody still loved her.

Of course, everybody still loved Kaitlyn and Daniel too. But Kaitlyn was used to

getting a lot of attention, and now everybody was looking after Daniel. That made her very sad and sometimes angry.

Do you believe that Kaitlyn is misbehaving because she is jealous and getting less attention? How should Jane and her husband explain to Kaitlyn that she is still very important? Write an appropriate ending to the story where Jane is explaining this to three-year-old Kaitlyn.

"Kaitlyn and the New Baby Brother" True or False

Circle the correct answer - True or False

1. It was Kaitlyn's fourth birthday party. True or False
2. Kaitlyn thought that Daniel was crying at her party because he was hungry. True or False
3. Kaitlyn wanted one of Daniel's diapers for her doll. True or False
4. Kaitlyn made a mess with the diapers. True or False
5. Jane laughed when she saw the mess that Kaitlyn had made. True or False
6. Kaitlyn never used to act this badly before. True or False
7. Kaitlyn' s dad would always play with her when he got home from work. True or False
8. Kaitlyn felt that Daniel was getting too much of everybody's attention. True or False
9. Kaitlyn wondered if everybody still loved her. True or False
10. Kaitlyn was very sad and sometimes angry because of all the attention that Daniel was getting. True or False

[\[View answers\]](#)

Kaitlyn and the New Baby Brother" Past Tense of Verbs

Circle the correct past tense of each verb.

	<u>Present Tense</u>	<u>Past Tense</u>
1.	is	ised or was
2.	reply	replied or replied
3.	think	thought or thinked
4.	finish	finished or finash
5.	whine	whined or whinned
6.	look	looke or looked
7.	catch	catched or caught
8.	reach	reached or reaght
9.	grab	grabed or grabbed
10.	come	comed or came
11.	decide	decided or decidedd
12.	go	goed or went
13.	enter	enterred or entered
14.	has	hased or had
15.	find	found or finded
16.	yell	yelled or yeled
17.	stomp	stomped or stompped
18.	love	loved or lovved
19.	make	maked or made
20.	use	ussed or used

[\[View answers\]](#)

"Kaitlyn and the New Baby Brother"
Common Bonds

Circle the word that does not belong.

1. birthday party cake table
2. friend mother father grandmother
3. toy bottle doll ball
4. one six third two
5. yank pull tug reach
6. sleep over play eat
7. reply stomp ask explain
8. bedroom sleep play crib
9. thought sad angry frustrated
10. feet eye girl hand
11. jar gift can bottle
12. sometimes never always all
13. is said was were
14. Jane Kaitlyn grandpa Daniel
15. eat think wonder believe

[\[View answers\]](#)

PARENTING ANSWER KEY

"Reading to Your Children" Comprehension Questions

1. Patricia's favourite thing to do is to sit and read books. She enjoys it since it gives her a chance to escape from her problems and relax.
2. She had feelings of warmth and comfort when her grandfather read to her.
3. She believes that T.V. turns children into zombies and brainwashes them. A better activity is reading to your child. It is a way to give children a great start on life. They learn a lot and have fun doing it.

True or False

1. False 2. True 3. False 4. False 5. True

"Reading to Your Children" Find the Correct Word

1. everyday/ grandfather/ homework! brainwashes/ something/ yourself
2. good 3. up 4. would 5. can't 6. sit
7. his/my 8. children/lives/programs/zombies, etc.
9. little 10. hardly 11. quiet 12. my
13. good/quiet/etc. 14. see

"Reading to Your Children" d, g, t

grandfather, favourite, sit, feeling, everyday, put, read, doing/going, find, good, there, with, startt, reading, cuddle, used, children, great/treat, today, watch, they, forget, than, front/frond, get, that, granted, good, story, gives/dives, great, grandfather, relaxing, shared, hardly, doing

"Breastfeeding Versus the Bottle"

Comprehension Questions

1. Advantages of breastfeeding:
more convenient (always right temperature, no bottles)
mother's milk is made especially for the baby
breast milk changes to meet baby's needs as it grows
breast milk is easily digested, and therefore the baby is less likely to be colicky, have gas, or spit up a lot
babies are rarely allergic to mother's milk
babies have fewer problems with constipation and diarrhea, and they have less diaper rash
babies get antibodies through the breast milk that protect them against illness
babies have fewer inner ear infections, and they recover quickly when they are ill
breastfeeding is beneficial to the mother
2. Advantages of bottle feeding:
formula takes longer to digest, and so the baby doesn't get hungry as quickly
mother knows how much the baby is getting to eat
more freedom for the mother
mother doesn't have to watch her diet as closely
3. The bottle feeding mother has more freedom because others can feed her baby, thereby allowing her to do other things like stay away from home for greater lengths of time. Night feedings can be shared, and she can eat without worrying if what she eats will upset her baby.

"Breastfeeding Versus the Bottle"

Spelling

- | | | | |
|---------------|-------------|-----------------|---------------|
| 1. convenient | 5. babies | 9. infection | 13. sterilize |
| 2. formula | 6. problem | 10. advantage | 14. bottle |
| 3. natural | 7. diaper | 11. cancer | 15. mother |
| 4. digested | 8. sickness | 12. temperature | 16. worry |

"Breastfeeding Versus the Bottle"

b, p, d, g

reading from left to right:

<u>b</u> ottle	s <u>p</u> it	t <u>e</u> nd
<u>b</u> aby	all <u>e</u> rgic	<u>p</u> roblem
di <u>a</u> per	bi <u>g</u> /bi <u>b</u> /bi <u>d</u>	<u>p</u> lus
<u>b</u> elieve	fe <u>e</u> d <u>i</u> ng	long <u>e</u> r
go <u>e</u> s/ <u>d</u> oes	<u>b</u> ec <u>a</u> use	<u>b</u> ec <u>o</u> me

<u>b</u> etter	<u>d</u> iet	fee <u>d</u>
ma <u>d</u> e	<u>p</u> rotect	col <u>d</u>
nee <u>d</u>	<u>b</u> ack/ <u>p</u> ack	<u>b</u> ody
<u>b</u> e	<u>b</u> urn	p <u>o</u> und/ <u>b</u> ound
g <u>a</u> s	<u>p</u> er	<u>d</u> ay/ <u>p</u> ay/ <u>b</u> ay/ <u>g</u> ay
<u>u</u> p	re <u>d</u> uce	ri <u>g</u> ht

1. "P" Words: plus, protect, pound, problem, pack, per, pay
2. "G" Words: gas, goes, gay
3. "B" Words: bottle, baby, big, believe, because, become, better, back, body, be, bum, bib, bid, bound, bay
4. "D" Words: diaper, diet, day, does

"Breastfeeding Versus the Bottle"

Fill in the Blanks

- | | | |
|---------------|---------------|-------------|
| 1. formula | 5. digested | 9. reduces |
| 2. convenient | 6. allergic | 10. aspects |
| 3. natural | 7. sickness | |
| 4. changes | 8. infections | |

"My Child"

Cloze Exercise

Note to tutors: This is a simple cloze exercise. Let the learner fill in the blanks according to each of their children.

"Banana-Orange Gel"
[Math Questions](#)

1. C) $1 \frac{1}{2}$ cup of water $\frac{1}{2}$ cup \times 3 = $1 \frac{1}{2}$ cup of water

2. B) 6 teaspoons

$$\frac{1 \text{ tbsp}}{3 \text{ tsp.}} = \frac{2 \text{ tbsp}}{X}$$

$$2 \times 3 = 6 \div 1 = 6 \text{ teaspoons of gelatin}$$

3. C) 8 tablespoons

$$\frac{4 \text{ tbsp.}}{\frac{1}{2} \text{ cup}} = \frac{X}{\frac{1}{2} \text{ cup}}$$

$$4 \times \frac{1}{2} = 2 \quad 2 \div \frac{1}{4} = 2 \times \frac{4}{1} = 8 \text{ tbsp. of juice concentrate}$$

4. A) $\frac{1}{8}$ cup

To double the recipe, you would need two tablespoons of gelatin.

4 tablespoons = $\frac{1}{2}$ cup; therefore, two tablespoons equal half of $\frac{1}{2}$ cup.

$$\frac{1}{2} \div 2 = \frac{1}{2} \times \frac{1}{2} = \frac{1}{8} \text{ cup}$$

5. B) 600 seconds

$$\frac{60 \text{ seconds}}{1 \text{ minute}} = \frac{X}{10 \text{ minutes}}$$

$$60 \times 10 \div 1 = 600 \text{ seconds}$$

"Reading to Baby" Comprehension Questions

1. -Children learn about the world through reading.
-Parents and children bond through reading.
-Reading is enjoyable.
-Reading helps children learn language.
-Reading encourages baby to use his imagination.
2. Parents and children bond through the closeness they have while reading.
3. Many books are about problems and solutions. This encourages children to find solutions to their own problems.
4. Buster the Lion had the hiccups. To try to get rid of them, he jumped up and down, danced, did headstands, laughed, took a cold shower, and talked. He finally got rid of his hiccups when his friends scared him by shouting BOO!

"Reading to Baby" Who Said That?

A. 4 B. 2 C. 5 D. 6 E. 1 F. 3

"Reading to Baby" Root Words

1. read 2. learn 3. comfort 4. close 5. colour
6. look 7. jump 8. thought 9. spray 10. roar

1. babies 2. stories 3. children 4. days 5. solutions

"Kaitlyn and the New Baby Brother" True or False

1. False 2. False 3. True 4. True 5. False
6. True 7. False 8. True 9. True 10. True

"Kaitlyn and the New Baby Brother"
Past Tense of Verbs

- | | | | | |
|-------------|-------------|-------------|-------------|-----------|
| 1. was | 2. replied | 3. thought | 4. finished | 5. whined |
| 6. looked | 7. caught | 8. reached | 9. grabbed | 10. came |
| 11. decided | 12. went | 13. entered | 14. had | 15. found |
| 16. yelled | 17. stomped | 18. loved | 19. made | 20. used |

"Kaitlyn and the New Baby Brother"
Common Bonds

- | | | | | |
|----------|-----------|-----------|-------------|----------|
| 1. table | 2. friend | 3. bottle | 4. third | 5. reach |
| 6. over | 7. stomp | 8. play | 9. thought | 10. girl |
| 11. gift | 12. all | 13. said | 14. grandpa | 15. eat |

BLACK LOYALIST HISTORY

The following information is provided thanks in part to the Shelburne County Cultural Awareness Society, a group responsible for bringing about an important archaeological dig in Birchtown, just outside Shelburne, Nova Scotia, in 1994. The Society has also erected a monument to the Black Loyalist settlers of Birchtown, located in Birchtown, and they continue to work towards increasing the public's awareness of the important role Black Loyalists played in the settlement of Port Roseway (later renamed Shelburne) in the 1780's. To learn more about the Shelburne County Cultural Awareness Society, please contact Elizabeth Cromwell, who is a resident of Birchtown and president of the group. The Shelburne County Cultural Awareness Society is located at PO Box 1194 Shelburne, NS BOT 1WO, or 902-875-2114 (telephone).

The research for this section was also gathered from the Internet, at the following address: <http://www.ednet.ns.ca/educ/museum/arch/sites/birch/>
Another valuable source of information on this topic was Marion Robertson's *King's Bounty*⁽³⁾, still considered the authoritative voice on the history to Shelburne County. (See Rural ABC's for a brief history of Marion Robertson and her work.)

For an understanding of the broader picture of the history of the Black Loyalists of Nova Scotia, some excellent sources were *Beneath the Clouds... of the Promised Land - The Survival of Nova Scotia's Blacks, 1600-1800* by Bridglal Pachai, and *The Black Loyalists - The Search for a Promised Land in Nova Scotia and Sierra Leone, 1783-1870* by James W. St. G. Walker. Both these books offer a great deal more information on the often painful history of Blacks from ancient times to the last century than we can give within the scope of these exercises.

³ Marion Robertson, *King's Bounty* (Halifax: Nova Scotia Museum, 1983 83-106.

Words to Preview			
American revolution	Birchtown	Rebel	Loyalist
Sierra Leone	Commandant	Patriot	

SEARCHING FOR FREEDOM

Birchtown is a very small community three miles west of Shelburne. About 130 people live there today. But in 1784, there were 1,531 people living there. What happened to bring on this change?

All these people came to Birchtown because of the way the American Revolution ended in 1782. The Revolution happened because some Americans wanted to break free from British rule. They were called Rebels or Patriots. But there were other Americans who wanted to stay under British rule. They were the Loyalists. The Rebels won the Revolution, and many Loyalists left America because it was not safe.

During the war, the Loyalists had offered freedom to any Rebels' slaves if the slaves would run away from their owners to fight and work for the Loyalists. This was too good an offer to pass up, and hundreds of slaves risked death to escape their masters.

When the war ended, many of the masters came looking for their slaves. In some cases, they grabbed the Blacks right off the streets. With others, they tore them from their beds at night. But the Loyalists wanted to honour their promise to the Free Blacks, even though the war was over. They arranged to send any Free Blacks to the safety of Nova Scotia. Many white Loyalists had already come to Shelburne, or Port Roseway as it was called first. In the late 1700's, Nova Scotia was mostly still wilderness. The British, who still owned Nova Scotia, wanted to send people here to help settle the land.

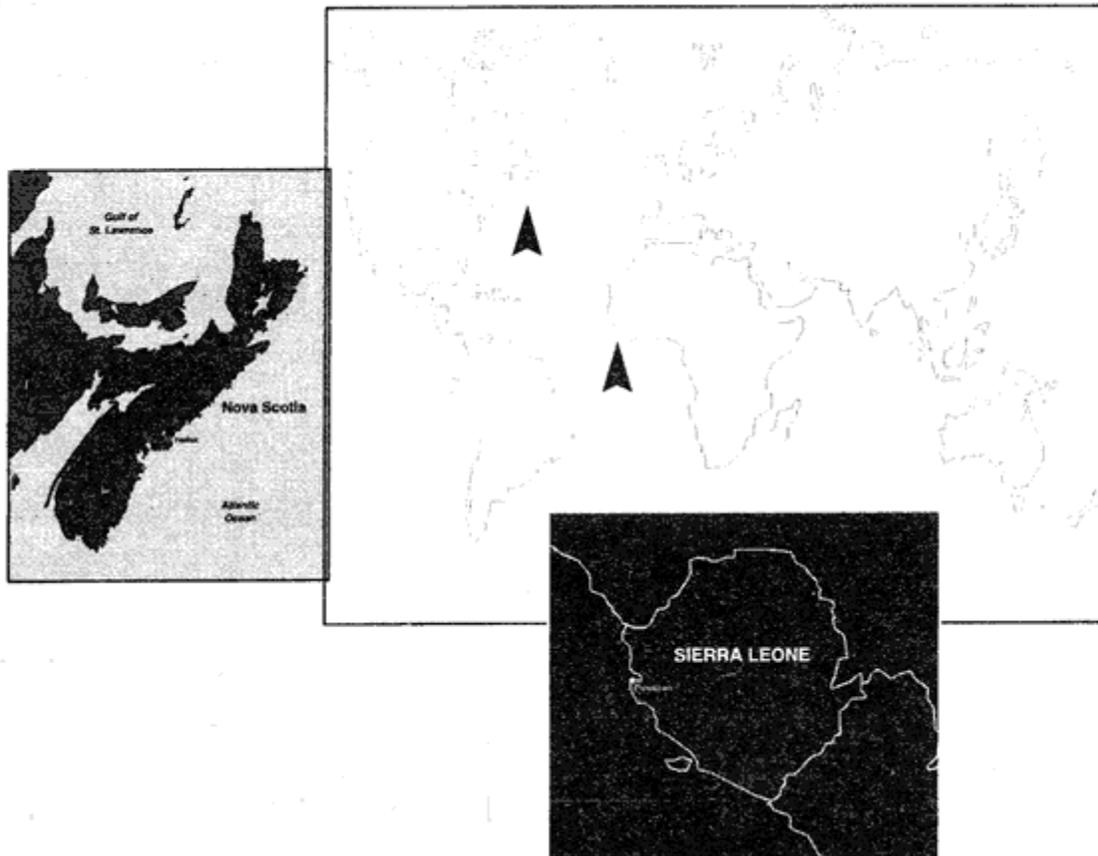
The Free Blacks were promised land, food, and help in building a new life. This was a reward for helping the Loyalists during the war. They were sent to an area on the northwest side of Port Roseway Harbour. They named it Birchtown, after General Samuel Birch. Birch had been commandant of New York City during the last part of the Revolution. He had helped the Free Blacks get to Nova Scotia. Birchtown became the first major settlement of Freed Blacks in all of North America.

The Black Loyalists came to Birchtown in September 1783. They did not have much time to build huts and gather enough food to see them through the hard winter. Many of these people came from warmer places, like Carolina, Georgia, and Florida. They were not used to hard winters, and many died.

To make matters worse, Birchtown was a very rocky piece of land. The Black Loyalists could not grow much on it. The farm lots promised to them were not granted until 1787, three years after they came. Worse still, these lots were five miles from Birchtown, near what is now Beaverdam and Clyde River. Some Black Loyalists tried to work in Port Roseway, but too many other people needed jobs. They soon learned that life was not as good as they had hoped it would be. They were supposed to be free, but many people still treated them

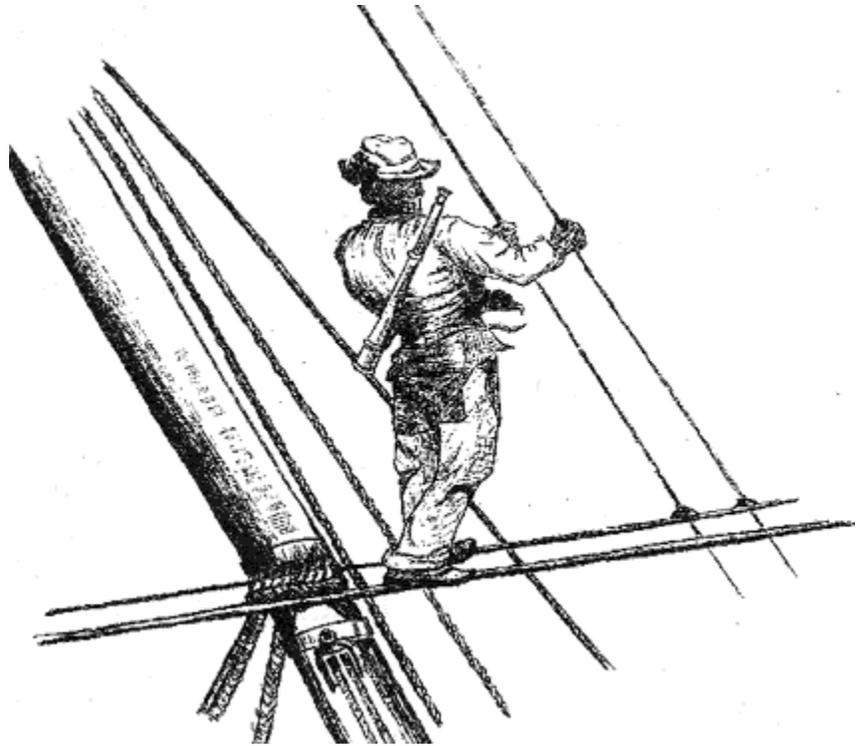
like slaves. They were not treated as equals by many white people. But many Black Loyalists said they would rather starve than become slaves again.

Just when things were at their worst, the Black Loyalists were given new hope. There was a place in West Africa, called Sierra Leone, that needed settlers.



They would get free passage to Africa, and free land. They had very little here. Some had nothing to eat and only rags to wear. They could not help but jump at the chance for something better. Through all their years of pain and fear, they had never given up on the hope of someday being really free. In all, 1,190 Blacks from around the province set sail for Africa in 1792, and 544 of them were from Shelburne and Birchtown. This was half the area's black population.

The voyage across the Atlantic Ocean was not easy. The ships carrying the Free Blacks were overcrowded. Many people died along the way. But those who survived the voyage to Sierra Leone helped settle the town called Freetown. Many of them were very successful. And they were happy. Some of them had been born in Africa. They had been captured there when they were young and sent to America to be slaves. One man who decided to leave Birchtown to return to Africa said he would rather die in his own country than in "this cold place."



The Black Loyalists who decided not to go to Africa struggled for many years to build decent lives for themselves and their families here in Nova Scotia. But their descendants are living proof of their strength and determination. They should remind us all of what can be done if we believe in something and fight hard to get it.

"Searching for Freedom" Comprehension Questions

1. What was the American Revolution?
2. How did so many Black Loyalists end up in Birchtown?
3. When did the Black Loyalists arrive in Birchtown?
4. Name three problems the Black Loyalists met with in Birchtown.
5. Where is Sierra Leone and why did so many Birchtown Blacks go there?

[\[View answers\]](#)

Reading Between the Lines

1. Why do you think the British wanted to get the Rebels' slaves on their side during the Revolution?
2. Why do you think the Black Loyalists did not get everything they were promised when they came to Nova Scotia?
3. What made the Black Loyalists move from America to Nova Scotia, and from Nova Scotia to Sierra Leone?
4. Why do you think the Black Loyalists named their new home in Africa "Freetown"?

"Searching for Freedom" Spelling

Circle the correct spelling of each word in each row.

1. Brichtown Birshstown Birchtown Birchtowne
2. Americian Amirican Ammerican American
3. Revulotion Revolution Reevolution Revolusion
4. Rebel Reble Rebbel Rebel
5. Loyilist Loyalist Loilist Loyolist
6. slave slav slafe slaeve
7. Bluck Blacke Blak Black
8. fre frea free frae
9. Rosway Roseway Rooseway Roseweigh
10. Africa Afrika Atrica Afreca
11. voyege voyge voiage voyage
12. Freatown Freetowne Freetown Fritown

[\[View answers\]](#)

"Searching for Freedom" Word Search

AFRICA
AMERICAN
BIRCHTOWN
BLACK

FREE
FREETOWN
LOYALIST
REBEL

REVOLUTION
ROSEWAY
SLAVE
VOYAGE

B	L	A	C	K	A	B	C	D	E	R	F	G	R
H	I	F	R	E	E	J	K	L	M	O	N	E	E
O	P	R	Q	R	S	T	U	V	W	S	B	X	V
Y	Z	I	A	B	C	D	E	F	G	E	H	I	O
J	K	C	L	M	N	O	P	Q	L	W	R	S	L
N	T	A	E	U	V	W	X	Y	O	A	Z	A	U
W	B	C	V	D	N	N	E	F	Y	Y	G	H	T
O	I	J	A	K	W	L	A	M	A	N	O	P	I
T	Q	R	L	S	O	T	U	C	L	V	W	X	O
H	Y	Z	S	A	T	B	C	D	I	E	F	G	N
C	H	I	J	K	E	L	M	N	S	R	O	P	Q
R	R	S	T	U	E	V	W	X	T	Y	E	Z	A
I	B	C	D	E	R	F	G	H	I	J	K	M	L
B	M	N	O	P	F	V	O	Y	A	G	E	Q	A

BLACK LOYALIST HISTORY ANSWER KEY

—> "Searching for Freedom" is suitable for Level Two learners who are fairly comfortable with attempting more difficult material. It will provide them with an interesting history lesson, as well as introduce them to many new words. It may be necessary to read it over more than one session.

"Searching for Freedom" Comprehension Questions

1. The American Revolution was a war between people who wanted to live in America under British rule (Loyalists) and people who wanted to become independent (Rebels).
2. The Black Loyalists had fought for the British during the war, and the British had promised them freedom in Nova Scotia in return.
3. The Black Loyalists arrived in Birchtown in 1783.
4. The problems the Black Loyalists met with in Birchtown were as follows: Winter was almost upon them when they got here and they hadn't had much time to build huts or gather food; they weren't used to the cold; Birchtown was very rocky and not good for farming; the farm lots they were promised weren't granted until three years after they got here, and they were five miles away; there was a lot of competition for jobs in Shelburne; they were often still treated like slaves.
5. Sierra Leone is in West Africa. The Black Loyalists went there because there was little for them in Nova Scotia, and they were offered free passage to Africa and free land once they got there. Africa was home to many of them.

"Searching for Freedom" Spelling

—> Note to tutors: have your learner try to identify the correct spelling of each word without referring to the story for guidance.

- | | | |
|---------------|-------------|--------------|
| 1. Birchtown | 5. Loyalist | 9. Roseway |
| 2. American | 6. slave | 10. Africa |
| 3. Revolution | 7. Black | 11. voyage |
| 4. Rebel | 8. free | 12. Freetown |

NATIVE HISTORY

The information for this story was taken from the following sources: Internet sites (Note: neither site was valid on March 1, 2003)

<http://dickshovel.netgate.net/mic.html>, by Lee Sultzman;

<http://fox.nstn.ca/~mtsack/history.html>, by Michael Sack; and *Someone Before Us - Our Maritime Indians* by George Frederick Clarke.

Words to Preview

New Brunswick	attention	settlements	sharpened
English	French	explorers	occupied
Indians	India	First Nations	Alaska
North America	Siberia	Russia	Amherst Shore
Debert	Maritimes	Dartmouth	Micmac
Quaco Head	Kingsclear	Hogan-Mullin	Souris
scientists	Mi'kmaq	ancestors	Yarmouth
Algonkian	Quebec	Newfoundland	allies
John Cabot	Europeans	Vikings	Basque
Spanish	Jacques Cartier	British	Irish
Roman Catholics	Rebels	wilderness	Port Royal
Acadia	luxury	warriors	advantage
successful	Abenaki	rivalry	Carolinas
New Scotland	Grand Pre	generous	Bay of Fundy
Mohawk	population	government	firearms
treaty	smallpox	deliberately	infected
bounty	scalps	prisoners	threatening
deport	heritage		
American Revolution	Native arrowhead	Sir Humphrey Gilbert	
St. Lawrence Valley	Annapolis Basin	Sir William Alexander	

BETWEEN TWO WORLDS



In the early 1900's, two men were walking by a lake in New Brunswick. Something lying on the ground caught one man's attention. He stopped and picked it up. It was a Native arrowhead. As he turned the piece of sharpened stone over in his hands, he began to realize what it meant, finding it there in the mud. He looked up at his friend. His voice was filled with wonder as he whispered, "Someone has been here before us!"⁽⁴⁾

⁴ George Frederick Clarke, *Someone Before Us - Our Maritime Indians* (Fredericton: Unipress, 1968) 13.

Four hundred years earlier, English and French explorers were just as surprised to learn someone was here before them. They came to Canada in search of new lands to claim as theirs. They soon learned that the land they wanted was already occupied, by strangers they called "Indians" because they thought they had reached India.

Ancient Heritage

The history of these "strangers," or the First Nations people of Canada, goes back further than the early explorers could ever have imagined. Between 30,000 and 40,000 years ago, scientists believe a land bridge connected modern Alaska and Siberia, in Russia. At some point, hunters started crossing this bridge into North America. They were following herds of animals. Then, over the years, they travelled farther south and east until they reached what we now call eastern Canada.

One of the oldest First Nations sites in Nova Scotia is 10,600 years old. This is in Debert. There are seven others in the Maritimes. They are at Dartmouth, Yarmouth, and the Amherst Shore in Nova Scotia. In New Brunswick, they are in Quaco Head, Kingsclear, and Hogan-Mullin. And in PEI, there is a site at Souris. Scientists disagree on who lived at these sites. But some Mi'kmaq people believe it was their ancestors.



The Mi'kmaq ("Micmac" has been the more commonly used name) are part of the Algonkian tribe of First Nations people. They lived all over Nova Scotia. They also lived in parts of Quebec, PEI, and eastern New Brunswick. After 1630, one Mi'kmaq band had also reached southern Newfoundland. "Mi'kmaq" comes from a word in the Mi'kmaq language that means "allies" or friends.

European Discoveries

No one knows for sure who were the first Europeans to "discover" the Mi'kmaq. Some think it was the Vikings in the 11th century. In any case, the first known contact was made by the English explorer, John Cabot, in 1497. After this, Basque (people from the French/Spanish border area), Spanish, French, British, and Irish fishermen started coming to the Grand Banks off Newfoundland each summer because they had heard of the plentiful fish there. By 1519, these fishermen had started coming ashore to dry their fish. They began trading with the Mi'kmaq, mostly for furs.

In 1534, the French explorer Jacques Cartier "discovered" the Mi'kmaq, too. Because of his explorations, France claimed the Canadian Maritimes as its land. They tried to start

settlements in this new land, but they couldn't because they weren't used to living in the wilderness.

A British explorer named Sir Humphrey Gilbert tried to settle Newfoundland in 1583. He failed, like the French, because he wasn't used to wilderness living and our harsh winters. So now the problem was that both France and England were claiming the Maritimes, or Acadia, because they both said they had discovered this new world. If each country laid claim to the land, they could claim the resources, too.

The Struggle for Power Begins

The French were interested in Acadia because of the fur trade. Furs were a luxury in Europe. Many French fur trading companies became very rich. The Mi'kmaq they traded with were just as eager to get European goods, especially metal weapons. The Mi'kmaq were known to be great warriors, but metal weapons gave them a huge advantage over their enemies.

The French presence in Acadia led to many problems for the Mi'kmaq. The first successful French settlement in North America was at Port Royal, on the Annapolis Basin, in 1605. The fort was in Mi'kmaq territory, but the French were trading with a rival tribe of the Mi'kmaq, the Abenaki. This meant that the Mi'kmaq had to compete for the French fur trade. And this rivalry led to war between the Mi'kmaq and the Abenaki.

The Europeans also brought diseases with them. These were diseases that the Mi'kmaq had no defences against. By 1617, disease had killed almost 3/4 of the native population. By then, the French had also found a better source of furs, in the St. Lawrence Valley.

Meanwhile, the English were claiming the entire eastern seaboard, north of the Carolinas in America, as theirs. They were interested in controlling the fishing grounds. In 1613 they began trying to remove the French from "their" territory. The Mi'kmaq were on the side of the French, though. This was because many Mi'kmaq had become Roman Catholics, the main religion in France at the time. Many Mi'kmaq women had also married French men.

The king of England gave Acadia to Sir William Alexander around 1620. Alexander renamed this land Nova Scotia, which is Scottish for New Scotland. The English defeated the French at Port Royal and then captured Quebec. They held Canada for the next four years.

In 1632, Quebec and the Maritimes went back to the French. Then France sent 300 people over to help settle Acadia. They drove out the English, and the Mi'kmaq welcomed them. They built their settlements in Port Royal and Grand Pre. They settled near the water, so they didn't have to clear away the forests as the English did. This did not disturb the Mi'kmaq, who depended on the forests for hunting.

Soon the French population was so large that the English became afraid of their power. They attacked Port Royal and other French settlements on the Bay of Fundy in 1654. England held Acadia for the next 13 years.

The ongoing struggle for power between France and England pulled in rival Native groups. Some supported England, like the Mohawk, and some supported France, like the Mi'kmaq and the Abenaki. This caused years and years of fighting between the different tribes. Often, France and England encouraged this fighting. France wanted the Mi'kmaq to hate the

British, and England wanted the Mohawk to hate the French. Even when Britain and France stopped fighting, the rival tribes often continued fighting.

In 1713 Nova Scotia and Newfoundland came under British rule. The British were mainly concerned with guarding their fishing rights, so they let France continue to trade with the Mi'kmaq. The trouble was that the French were able to give generous gifts to the Mi'kmaq, along with the things they traded. The English could not do this because the British government only allowed gifts for allies. The Mi'kmaq were certainly not allies of the English. France's gifts to the Mi'kmaq were often firearms, and this made England very nervous.

The struggle for control of the Canadian Maritimes continued on through the 1700's. In 1747 the British signed a peace treaty with two allied groups of the Mi'kmaq. The Mi'kmaq didn't sign because they were suffering from a smallpox outbreak. The French told them the English had deliberately infected them. No one knows if this was really true, but the Mi'kmaq believed it was and refused to sign the peace treaty. They continued their raids of British settlements. In return, the British sent out bounty hunters, offering money for Mi'kmaq scalps or prisoners.

Famous Events Affect the Mi'kmaq

Britain had been threatening to deport the French Acadians for many years. As the French continued to destroy British settlements, the British decided it was time to carry out its threats. In 1755, 7,000 Acadians were deported.⁽⁵⁾ This was almost as hard on the Mi'kmaq as it was on the Acadians. Many Mi'kmaq were Roman Catholic and had married French people. So it was their relatives who were being deported. The Mi'kmaq were furious, and they began raiding even more British settlements. In return, the British once again offered bounties for Mi'kmaq scalps.



The British slowly won out over the French, and peace was finally signed in 1763. Some Mi'kmaq bands didn't make peace until 1779. Even during the American Revolution, many Mi'kmaq sided with the Rebels. They hoped the Rebels would defeat the British, and the French would rule once more. More peace treaties were signed in the early 1800's. These set up the reserves which the Mi'kmaq still hold today.

The lives of the Mi'kmaq were changed forever when Europeans "discovered" this land on the other side of the ocean. The Mi'kmaq people became caught in a struggle between two powerful countries. The struggle gave Maritimers of European descent their heritage, for better or worse. It also nearly wiped out 10,000 years of Mi'kmaq history.

⁵ See "A Bit of Acadian History", page 379, for a closer look at the Acadian deportation.

"Between Two Worlds" Comprehension Questions

1. Why were First Nations people called "Indians" by the early English and French explorers?
2. Where was the land bridge located that scientists think early hunters used to reach North America?
3. Where is one of the oldest First Nations sites in Nova Scotia? How old is it?
4. What does the word "Mi'kmaq" mean?
5. Was the first known explorer to make contact with the Mi'kmaq French or English? What was his name?
6. Why did both the English and the French say they had discovered the Maritimes?
7. What were two problems European settlement caused among the Mi'kmaq?
8. Why did the Mi'kmaq feel closer to the French than to the English?
9. How did the English/French rivalry affect the different Native tribes?
10. The deportation of the Acadians and the American Revolution were two historical events that had a direct impact on the Mi'kmaq. How?

[\[View answers\]](#)

Reading Between the Lines

1. What do you think the title of this story means?
2. How do you think modern science has helped us understand the history of the Mi'kmaq people?
3. Why do you think England and France fought over the Canadian Maritimes for so many years?

"Between Two Worlds" There, that, they, their, the

Fill in the blanks with *there, that, they, their* or *the*.

1. In _____ early 1900s, two men were walking and _____ found an arrowhead.
2. _____ found it in that field over _____.
3. _____ are seven other sites in the Maritimes.
4. The Mi'kmaq believe it was _____ ancestors who lived on these sites.
5. "Mi'kmaq" comes from the word _____ means "allies" or friends.
6. _____ heard that _____ fish were plentiful _____.
7. _____ fishermen came ashore to dry _____ fish.
8. _____ problem was _____ both France and England were claiming Acadia as _____ own.
9. Metal weapons gave them a huge advantage over _____ enemies.
10. _____ were trying to remove _____ French from _____ territory.
11. _____ defeated the French.
12. _____ was a smallpox outbreak.
13. _____ hoped _____ the Rebels would defeat the British.
14. _____ were bounties offered for Mi'kmaq scalps.

[\[View answers\]](#)

"Between Two Worlds" Was or Were

Fill in the blanks with *was* or *were*.

1. Two men _____ walking.
2. Something _____ lying on the ground.
3. His voice _____ filled with wonder.
4. Someone _____ here before us.
5. The explorers _____ surprised that people _____ there before them.
6. The land _____ already occupied.
7. They _____ following herds of animals.
8. The first known contact _____ made by John Cabot.
9. The fish _____ plentiful.
10. He _____ not used to the harsh winters.
11. The French fur trading companies _____ rich.
12. The French _____ trading furs with a rival tribe of the Mi'kmaq.
13. These _____ diseases that the Mi'kmaq had no defences against.
14. The population _____ very large.
15. The trouble _____ that the French _____ able to give generous gifts to the Mi'kmaq.
16. This _____ a rival tribe.

[\[View answers\]](#)

"Between Two Worlds" -ing or -ed Endings

Insert the correct verb.

1. He _____(stopped or stopping) and picked it up.
2. He _____(looked or looking) at his friend.
3. He _____(whispered or whispering), "Someone was here before us."
4. Hunters started _____(crossed or crossing) the bridge.
5. They were _____(followed or following) animals.
6. They _____(lived or living) all over Nova Scotia.
7. They began _____(traded or trading) furs.
8. They weren't _____(used or using) to _____(lived or living) in the wilderness.
9. Both France and England were _____(claimed or claiming) Acadia.
10. Many Mi'kmaq women _____(married or marrying) French men.
11. Sir William Alexander _____(renamed or renaming) Acadia.
12. The British were _____(concerned or concerning) about _____(guarded or guarding) their fishing rights.
13. The British government only _____(allowed or allowing) gifts for allies.
14. The Mi'kmaq were _____(suffered or suffering) from a smallpox outbreak.
15. They began _____(raided or raiding) the British settlements.

[\[View answers\]](#)

The following recipe was taken from the March 1998 issue of the *Coastal Communities News*, a newsletter from a Nova Scotian organization called the Coastal Communities Network. The CCN is a non-profit group whose mandate is to encourage dialogue, share information, and create strategies and actions to promote the survival and development of coastal communities.

MI'KMAQ EEL SOUP

Take 2 medium size eels (about 2 feet long and 2 inches in diameter) pre-skinned and cleaned. Dice into 1.5 inch long chunks. Put eels into an 8-litre pot filled 3/4 full with water. Add 1.5 tsp salt, about 6 shakes of pepper, and 5 shakes of ground sage. Bring to a boil and boil for 10 minutes.

Peel and cut 6 potatoes into quarters. Add to eels and continue to boil. Stir occasionally.

While potatoes are cooking, combine 1 cup of flour and enough lukewarm water to make a stringy dough in a bowl. (Dough) should be like biscuit dough.) With clean hands, take a small portion of dough and rub hands together to produce stringy bits of dough. Drop these into boiling soup. Turn heat down and simmer for 5 minutes with the cover on.



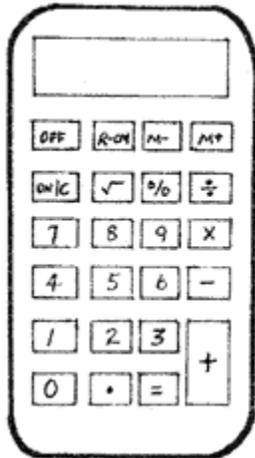
"Mi'kmaq Eel Soup" Math Questions - Part One

Note: 12 inches = 1 foot

1. If each eel is 2 feet long, and each is cut into 1.5 inch long chunks, how many chunks will you be putting into the pot?
2. How many pieces will you have if you cut 6 potatoes into quarters?
3. If the pot holds 8 litres of water, and you fill it $\frac{3}{4}$ full, how many litres of water do you need?

[\[View answers\]](#)

"Mi'kmaq Eel Soup" Math Questions Part Two



Using the "calculator" shown to the left, which buttons would you press to solve the following questions:

Note: For Questions 1.a) and 1.b), assume that the recipe serves 4 people.

- a. You need to feed 8 people. How many potatoes do you need?
- b. You were planning on 8 for supper, but 4 more have decided to come. How many eels should you use?
- c. Your son doesn't like sage, so you decide to use half as much. How many shakes will you use?
- d. Your father has high blood pressure, so you decide to cut the amount of salt in half. How much will you need?

[\[View answers\]](#)

NATIVE HISTORY

ANSWER KEY

—>"Between Two Worlds" is suitable for Level Two learners who are comfortable with attempting more difficult material. It will provide them with an interesting history lesson, as well as introduce them to many new words. It will be necessary to read it over more than one session, as it is one of the most difficult stories in this manual. Also, use discretion with the words to preview at the beginning of the story. There are so many that they may discourage some learners from even attempting the story.

"Between Two Worlds" Comprehension Questions

1. The First Nations people were called "Indians" by the early English and French explorers because the explorers thought they had reached India when they reached North America.
2. Scientists believe the land bridge stretched between modern Alaska and Siberia.
3. One of the oldest First Nations sites in Nova Scotia is in Debert. It is 10,600 years old.
4. The word "Mi'kmaq" means "allies" in the Mi'kmaq language.
5. The first known explorer to make contact with the Mi'kmaq was John Cabot, from England.
6. Both the English and French said they had discovered the Maritimes because they each believed they were the first to find this new land. England wanted the fish that was here, and France was interested in the furs. If each country laid claim to the land, they could claim the resources, too.
7. Two of the problems European settlement caused among the Mi'kmaq were rivalry between tribes, and diseases that the Mi'kmaq had no defences against.
8. The Mi'kmaq felt closer to the French because both groups were largely Roman Catholic and many Mi'kmaq women had married French men.
9. The English/French rivalry led to some tribes siding with the English, and some with the French. Therefore, the tribes became enemies of each other.
10. The deportation of the Acadians meant that many relatives of the Mi'kmaq were being sent away by the British. This made the Mi'kmaq dislike the British even more than they already did. During the American Revolution, many Mi'kmaq hoped the Rebels would defeat the British so the French could rule the Maritimes once more.

"Between Two Worlds"
There, that, they, their, the

- | | | | |
|----------------|----------------------|---------------|---------------------|
| 1. the, they | 2. They, there | 3. There | 4. their |
| 5. that | 6. They, the, there | 7. The, their | 8. The, that, their |
| 9. their | 10. They, the, their | 11. They | 12. There |
| 13. They, that | 14. There | | |

"Between Two Worlds"
Was or Were

- | | | | | |
|----------|----------|----------|---------|---------------|
| 1. were | 2. was | 3. was | 4. was | 5. were, were |
| 6. was | 7. were | 8. was | 9. were | 10. was |
| 11. were | 12. were | 13. were | 14. was | 15. was, were |
| 16. was | | | | |

"Between Two Worlds"
-ing or -ed Endings

- | | | |
|--------------|-----------------|-------------------------|
| 1. stopped | 6. lived | 11. renamed |
| 2. looked | 7. trading | 12. concerned, guarding |
| 3. whispered | 8. used, living | 13. allowed |
| 4. crossing | 9. claiming | 14. suffering |
| 5. following | 10. married | 15. raiding |

"Mi'kmaq Eel Soup"
Math Questions
Part One

- 2 feet X 12 inches = $\frac{24 \text{ inches}}{1.5 \text{ inch}}$ = 16 chunks
- 4 quarters make a whole; 6 potatoes X 4 quarters each = 24 quarters
- $\frac{8}{1} \times \frac{3}{4} = \frac{24}{4} = 6$ litres

"Mi'kmaq Eel Soup"

Math Questions

Part Two

—> Review/introduce symbols on the calculator prior to completing this exercise. Also explain/review how to change fractions to decimals. Explain that calculators can only handle decimals, not fractions.

- 1.a) $6 \text{ potatoes} \times 2 = 12 \text{ potatoes}$. Press "6" and "X" and "2" and "="; "12" will appear as the answer.
- 1.b) To feed 12, you have to make the recipe 3 times. You need 2 eels to make a single recipe, therefore, $2 \text{ eels} \times 3 = 6 \text{ eels}$. Press "2" and "X" and "3" and "="; "6" will appear as the answer
- 1.c) $5 \text{ shakes} \div 2 = 2.5 \text{ shakes}$. Press "5" and "÷" and "2" and "="; "2.5" will appear as the answer
- 1.d) $1.5 \text{ tsp} \div 2 = 0.75$ or $3/4 \text{ tsp}$. Press "1" and "." and "5" and "÷" and "2" and "=" and "0.75" will appear as the answer.
OR
 $1.5 \div 2$ is the same as $1.5 \times 1/2$ (dividing by a fraction is the same as multiplying by its reciprocal). $1/2$ is the same as 0.5. Therefore, $1.5 \times 0.5 = 0.75$ or $3/4 \text{ tsp}$. Press "1" and "." and "5" and "X" and "0" and "." and "5" and "="; "0.75" will appear as the answer.

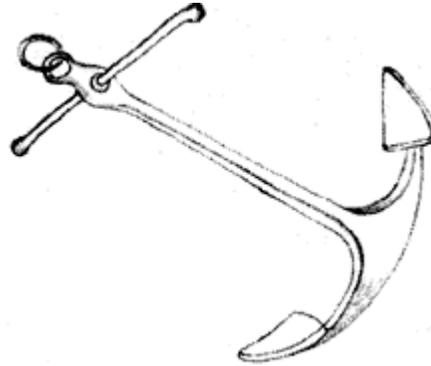
RURAL ABC'S

Many of the words and phrases in this section were inspired by Shelburne author and historian Marion Robertson's wonderful collection of Shelburne County folklore entitled *The Chestnut Pipe*.⁽⁶⁾ At the time of printing, Mrs. Robertson resides at the Roseway Manor in Shelburne, Nova Scotia. After a writing career that spanned more than 50 years and produced hundreds of historical essays, as well as seven books, she is no longer able to write. Mrs. Robertson's work, however, still forms the basis of most historical information available on Shelburne County and its history. Marion Robertson has won numerous awards over the years, perhaps the most prestigious being the Order of Canada, presented by the Lieutenant Governor of Nova Scotia in 1993.

⁶ Marion Robertson, *The Chestnut Pipe* (Halifax: Nimbus Publishing, 1991) 203-261.

A

ABOARD
AGROUND
ANCHOR
AQUACULTURE
AXE



B

BAIT
BARREL
BARRENS
BLUEBERRY BUCKLE (also known as blueberry grunt or blueberry fungus.) A blueberry and dumpling combination, usually eaten as a dessert, but sometimes eaten as a main meal.
BOAT
BOW
BRINE
BUCKSAW
BUOY

C

CAPLOG - the log or timber around the edge of a wharf or boat landing; a curbing
CAPTAIN
CHOPPY
COCKERWIT - the Mi'kmaq name for the area now called Woods Harbour. A COCKERWITTER is a person who lives in Woods Harbour.
COD
COMPASS
CRAB
CUBBY HOLE

D

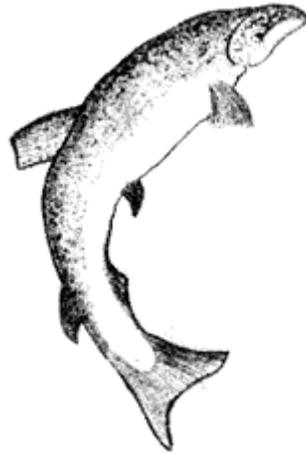
DOCK
DOLLARD - a two-arm cleat on a wharf to hold a boat's rope
DOLLY
DOLPHINS - fixed buoys marking safe passage through sand and mud flats to deep water
DORY
DUNE

E

EASTERLY
EEL

F

FIG OF TOBACCO - block of
chewing tobacco
FISH
FLATCALM - still water
FLOUNDER
FOGGY



G

GAFF
GANNETT
GLOVE
GROANER - fog horn
GROUNDFISH - fish caught
near the ocean's bottom -
cod, haddock, pollock,
redfish
GROUND SWELL - strange swelling of the ocean
near the shore
GULL
GULLY
GUNWALE

H

HACKMATAACK - the tamarack tree
HALIBUT
HAUL
HERRING
HEW - to chop
HIP WADERS - hip-high rubber boots
HOE
HONEYSUCKLE
HULL

I

ICE
ICICLE

J

JELLYFISH

JIG

JONAH - (also JONER) person bringing bad luck

K

KAYAK

KEEL

KEG

KIACK - gaspereaux. Also called ALEWIVES. Similar to herring.

KNEAD

KNIT

L

LAND LUBBER-

person who stays on shore and does not go out on the water

LAUNCH

LIGHTHOUSE

LOFT



M

MARSH

MAST

MOORING

MOOSE

MEAT

MULCH

MUSCLE

N

NARY - not one, none

NAUTICAL

NIPPERS - a thick band of knitted wool worn around the palm of the hand by lobstermen when hauling pots by hand. Also STALLS.

NO-SEE-UMS - tiny gnats and flies that appear in the summertime

NOVIES - American name for Cape Island fishing boats

O

OAR

OILSKINS - cotton outer garments made waterproof by soaking the cotton in raw linseed oil, mixed with yellow ochre or lamp or coal black for colour

OX HAUL

P

PANTRY
PEA SOUP - very thick fog
PINK WINK - a peeper, or frog
PITCH IN - to help
PLANK
POGIE - employment insurance benefits
POLLYWOG - tadpole
POPPLE - silver or white poplar
PORT - nautical term for left
POT SMASHER - severe storm at sea that smashes
lobster pots and washes them ashore in the heavy
tides
PUTTER - to spend time doing nothing important

Q

QUAIL
QUILLS - sharp needles on pine trees (also SPILLS)

R

RAT
RHUBARB
ROBIN
ROUND FISH - fresh cod or haddock, headed and
gutted but not split.

S

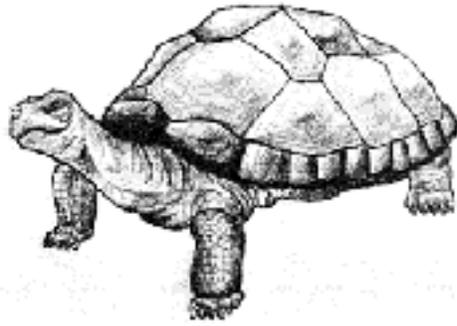
SAVANNAH - open expanse of level land, moist but
not soggy like a swamp, covered with stunted black
spruce and hackmatack, and a ground cover of
kilkid, swamp laurel,
Indian pitcher plants, and
bog cotton
SCALLOP
SHACK - cod, hake, and
herring. Also to shake bait
off a hook so the hook can
be rebaited.
SHARK
SHRIMP
SKIPPER - master of a
fishing boat
SLIME
SLOSH
SMELT
SMIDGEN - a very small amount
SMOKE HOUSE
SPLICE



STARBOARD - nautical term for right
STARFISH
STEAM
STERN
STOOP - a porch
SWIM

T

TATTLETAIL
THOLE PINS -
wooden pegs in
the gunwale of a
boat to hold the
oars in place
TIN EAR -
unable to
distinguish
different musical
notes



U

TINKER - undersized lobster
TRAWL
TURTLE

UDDER

V

VALLEY
VAPOUR
VARNISH
VEAL
VEER
VEGETABLE
VEHICLE
VERANDA
VESSEL
VESTRY - room or building attached to a church,
used to store special robes worn during service.
VILLAGE
VOLUNTEER

W

WEATHER GLASS - barometer
WIDOW MAKER - the bowsprit of a sailing vessel,
from which many sailors fell carrying the foot of a
sail forward
WIDOW'S WALK - (also CAPTAIN'S WALK OR
WATCH) railed platform on the roof of a house,
reached by a ladder from the attic floor. Where
many anxious wives watched for the sight of their
husbands' returning ships

X

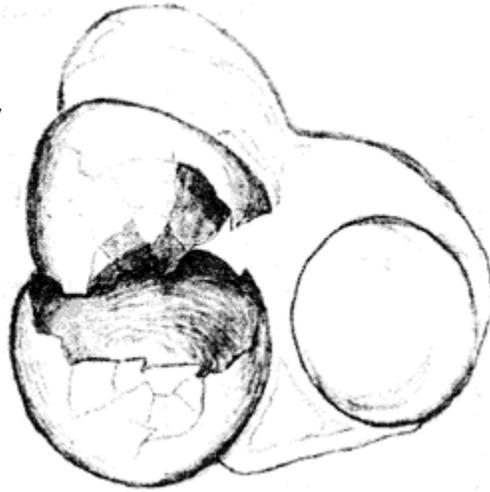
XMAS - an abbreviation for Christmas. The "X" stands for "Christ."

Y

YACHT
YAP
YARD
YARN - a story
YELP
YOKE
YOLK

Z

ZIG-ZAG
ZIP
ZOOM



"Rural ABC's" Word Search

The words can be found forwards, backwards, sideways and upside down.



AXE	HOE	OAR	STARBOARD
BRINE	ICICLE	OCEAN	SHACK
COCKERWITTER	JIG	OILSKINS	SEA
DOLPHIN	KEEL	POTSMASHER	TINKER
EEL	LIGHTHOUSE	PORT	UDDER
FOGHORN	MOOSEMEAT	QUILLS	WEATHERGLASS
GROUND FISH	NIPPERS	RHUBARB	YACHT
			ZOOM

RURAL ABC'S ANSWER KEY

—> Many of the words in this section have origins that date back hundreds of years, and it is interesting to learn how many of these old words are still in use today. Even if the words are old-fashioned or no longer used, it is still useful to learn to recognize them and know their definitions, especially since some of them cannot be found in a dictionary. We have attempted to provide as many local examples as possible, without employing and thereby encouraging the use of slang. Some words should also demonstrate how two words can sound the same but look different and have different meanings.

The words and phrases collected under each letter of the alphabet will assist the learner in recognizing common (or unusual) words on sight. These may be entered in the learner's personal dictionary, and they may spark a discussion as to their meaning, which is provided in the case of a particularly interesting word or phrase. They also can be used to form sentences, which will demonstrate the learner's understanding of their meanings.

PETS IN THE COUNTRY

The following information is provided thanks to the Shelburne County branch of the SPCA (Society for the Prevention of Cruelty to Animals). The SPCA is made up of a dedicated group of volunteers, all with one thing in common: the desire to eliminate the suffering of all animals, particularly dogs and cats. The Shelburne County SPCA publishes a periodic newsletter, and it was from one such newsletter that the following information was gathered. If you are interested in participating in the SPCA nearest you within Nova Scotia, you can call the SPCA toll free at 1-888-526-5551. Within Shelburne County, the number is 1-902-875-2088.

Words to Preview

newest	explaining	important	lobstering
weather	shelter	comfortable	shoulder
vinyl	asphalt	concrete	canvas
pamphlet	doeskin	rustling	draught

A NEW HOME FOR SANDY

John Ross and his son, Ryan, had just got home with the newest member of their family. It was a big, shaggy, yellow dog that Ryan had named Sandy. Ryan, who was ten, was very happy because he had wanted a dog as long as he could remember. Sandy was going to sleep at the foot of Ryan's bed each night.

Before they adopted Sandy from the local animal shelter, John had spent several days explaining all the things they would need to do for Sandy. One of the most important jobs was to build him a good dog house.

It was November and John would be away a lot. He was getting ready to go lobstering and Ryan was in school, so there would be no one around the house during the days. John did not think it was fair to keep Sandy inside all day while the weather was still mild. But he didn't want him unprotected, either.

When he wasn't fishing, John liked to build things in the basement of his house. He always had lots of wood on hand. So the first Saturday after Sandy came to live with them, John and Ryan built a fire in the wood stove in the basement and they got to work on Sandy's dog house. They used a pamphlet they got at the shelter called "A Roof Over Rover" as a guide.

John said it was important to build the house according to Sandy's size. It had to be big enough so he could move around in it and be comfortable. But it had to be small enough so Sandy could warm his house with his own body heat. The people at the shelter said Sandy

was about three years old, so he wouldn't grow anymore. Sandy was about 20 inches tall when he stood on all four feet, measuring from the top of his shoulder to the ground. When he sat, he was about 23 inches high.

The pamphlet said a dog needs about 36 inches of floor space for every inch it is tall. In other words, Sandy would need a floor space of about 720 square inches (20" x 36" = 720 sq. in.). John and Ryan also learned that the height of Sandy's house should be about 25 inches. This would allow a couple of inches above Sandy's sitting height. John decided to add an entry area to Sandy's house, to help cut down on draughts. The entry would be 12 inches wide and 20 inches high.

When John had figured out the overall size of Sandy's house, he started building it. He used pieces of 2"x 4" lumber for the floor and rafters, and 2" x 2" lumber for the walls. Next, John used plywood to cover the outside of the walls and the roof. He finished the walls with left-over vinyl siding from his house. He finished the pitched roof with felt paper and asphalt shingles, also left over from his own house. John had four concrete blocks left over from the foundation of his house, so he decided to use these to raise Sandy's house up off the ground. As a finishing touch, John helped Ryan nail a piece of canvas over the door of the entry. This would help keep out the wind, rain, and snow, even when Sandy wasn't using the house.

When the house was finished, John and Ryan loaded it on the four-wheeler trailer and towed it outside. It was almost dark, and the sun was just setting over the lake in front of the house. John said Sandy's house should face south, so they towed it around to the south side of the house, and set it up tight against their house on the concrete blocks. He told Ryan that in the summer, they'd have to move it into a shadier spot. He said they'd also have to make a run for Sandy so he could be tied but still free to run around and go inside his house when he wanted.

Sandy had been watching John and Ryan work all day. He seemed to know the house was just for him. It was big enough that Ryan could climb inside it. Ryan was very excited about the house. He was laughing as he crawled back outside, brushing at the straw clinging to his



doeskin. John and Ryan had spread a thick layer of straw on the floor of Sandy's house after they set it up, which they planned to change each day. Sandy nearly knocked Ryan over in his eagerness to check out his new home. He went inside, and the canvas door flap closed behind him. John and Ryan could hear him rustling around in the straw. A few minutes later, the canvas moved and Sandy stuck his head out. Straw clung to his black nose. He seemed to be smiling.

As they all headed inside for the night, John smiled. He was tired but pleased with the job he had done. Now he didn't have to worry about Sandy while he

was away all day. He knew Sandy would be warm and safe. And Ryan was happy. He finally had the friend he had always wanted.

"A New Home for Sandy" Comprehension Questions

1. Where did the newest member of the Ross family come from? What was his name?
2. What did Sandy need right away and why?
3. Why was it so important to build Sandy's house to fit him?
4. Where did John get the materials to build Sandy's house? What were some of the things he used?
5. Where should Sandy's house be positioned in winter? In summer?

[\[View answers\]](#)

Reading Between the Lines

1. Do you think Ryan was an only child? Why or why not?
2. Why do you think John spent so much time building Sandy's dog house with Ryan, when he could have bought one or not even bothered getting one for Sandy?
3. Do you think Sandy will be happy with his new family? Why or why not?

"A New Home for Sandy" Sequencing

Number the following statements in the order they took place in the story.

- _____ They set the dog house tight against their house on concrete blocks.
- _____ Sandy tested his new home.
- _____ The finishing touch on the dog house was a piece of canvas over the doorway.
- _____ The Ross family got a new dog named Sandy.
- _____ John used left-over vinyl siding and asphalt shingles from his own home.

- _____ They decided they needed to build a dog house for Sandy.
- _____ John was happy with the job he had done.
- _____ They figured out how big his dog house had to be.
- _____ They had spread a thick layer of straw on the floor of the house to keep Sandy warm.
- _____ John told Ryan that in the summer they would have to move the dog house to a shadier spot.
- _____ Ryan climbed into the dog house, since it was big enough for him, too.
- _____ John used plywood to cover the outside walls and the roof.

[\[View answers\]](#)

"A New Home for Sandy"
sh, ch, th

Insert *sh*, *ch*, or *tho* (There is sometimes more than one answer.)

___aggy	sou___	bru___ing
___elter	___ings	___ady
___ange	___inge	wi___
wea___er	___eck	in___
___ey	___oulder	___ese
___ould	___op	fini___ed
___eir	wat___ing	___ree
pit___ed	___is	fi___ing

Write two words that begin with *ch*.

Write two words that begin with *sh*.

Write two words that begin with *th*.

[\[View answers\]](#)

"A New Home for Sandy"
Multiple Choice

Circle the correct answer.

1. Sandy was a:
 - a. small yellow dog
 - b. big beige dog
 - c. big yellow dog

2. They adopted Sandy from:
 - a. a local animal shelter
 - b. an animal shelter in the city
 - c. a neighbour

3. They built the dog house on a
 - a. Friday
 - b. Sunday
 - c. Saturday

4. They built the dog house:
 - a. outside
 - b. in John's boat shop
 - c. in the basement

5. The pamphlet they got at the shelter was called:
 - a. Red Rover
 - b. A Roof Over Rover
 - c. How to Build a Dog House

6. The people at the shelter said Sandy
 - a. was four years old and wouldn't grow anymore
 - b. was one year old and would grow a little
 - c. was three years old and wouldn't grow anymore

7. On the dog house, John used:
 - a. left-over vinyl siding
 - b. new vinyl siding
 - c. left-over cedar siding

8. They put the dog house:
 - a. in the middle of their backyard
 - b. on their front lawn
 - c. tight against their house

9. John said the dog house should face:
 - a. south
 - b. north
 - c. west

10. John told Ryan that in the summer they would:
 - a. move the dog house to a warmer spot
 - b. move the dog house to a shadier spot
 - c. not have to move the dog house

11. Inside the dog house, they put:
 - a. a thick layer of straw
 - b. a feather pillow
 - c. a thick layer of wood shavings

12. Sandy was:
 - a. not interested in his new home
 - b. scared of his new home
 - c. was eager to check out his new home

[\[View answers\]](#)

Words to Preview		
raging	drowning	distress
distraught	feline	struggling

THE LEGEND OF THE PUSSY WILLOW⁽⁷⁾

There is a tale from long ago that told about three tiny kittens who fell into a raging river and were in great danger of drowning. The mother cat spotted her kittens in distress but was unable to help them. She wept and cried and was so distraught that the willows on the bank felt sorry for the little feline family. They held out their branches to the struggling kittens, and saved them from a watery grave.

Ever since that time, each spring the willows wear grey buds that feel as soft as the fur coats of those little kittens.

"The Legend of the Pussy Willow" Comprehension Questions

1. Why did the willows feel sorry for the mother cat?
2. How did the willows help?
3. What do they say the grey buds on the willows represent?

[\[View answers\]](#)

Reading Between the Lines

1. What is a legend?
2. Would a willow be strong enough to hold a kitten?
3. What does "a watery grave" mean?

⁷ Anonymous, *Shelburne County SPCA Newsletter*, No.1, Winter, 1997

PETS IN THE COUNTRY

ANSWER KEY

"A New Home for Sandy"

Comprehension Questions

1. Sandy came from the local animal shelter.
2. Sandy needed a dog house because it was November and he'd have to spend time outside each day while John was lobstering and Ryan was in school.
3. Sandy's house had to be big enough so he could move around and be comfortable, but it had to be small enough so that he could heat it with his own body heat.
4. The materials were left over from building John's own house. He used 2"x 4" and 2"x 2" lumber, plywood, vinyl siding, felt paper, asphalt shingles, and concrete blocks.
5. Sandy's house should face south in winter, and it should be in the shade in the summer.

"A New Home for Sandy"

Sequencing

- 7 They set the dog house tight against their house on concrete blocks.
- 11 Sandy tested his new home.
- 6 The finishing touch on the dog house was a piece of canvas over the doorway.
- 1 The Ross family got a new dog named Sandy.
- 5 John used left-over vinyl siding and asphalt shingles from his own home.
- 2 They decided they needed to build a dog house for Sandy.
- 12 John was happy with the job he had done.
- 3 They figured out how big his dog house had to be.
- 10 They had spread a thick layer of straw on the floor of the house to keep Sandy warm.
- 8 John told Ryan that in the summer they would have to move the dog house to a shadier spot.
- 9 Ryan climbed into the dog house, since it was big enough for him, too.
- 4 John used plywood to cover the outside walls and the roof.

"A New Home for Sandy"

Sh, ch, th

shaggy
shelter
change
weather
they
should
their
this

south
things
shingle
check
shoulder
chop/shop
watching
this

brushing
shady
with/wish
inch
these
finished
three
fishing

"Ch" words: change, check, chop

"Th" words: things, they, these, their, three, this

"Sh" words: shaggy, shelter, shady, shingle, shoulders, should, shop

"A New Home for Sandy"

Multiple Choice

- | | | | |
|------|-------|-------|-------|
| 1. C | 2. A | 3. C | 4. C |
| 5. B | 6. C | 7. A | 8. C |
| 9. A | 10. B | 11. A | 12. C |

"The Legend of the Pussy Willow"

Comprehension Questions

1. Her kittens were in the river, in danger of drowning, and she couldn't help them.
2. The willows held out their branches to the kittens and saved them.
3. The grey buds on the willows represent the soft fur of those kittens.

LIFE EXPERIENCES

WHAT IS LEISURE TIME? (by Patty Broughm)

In the last fifty years, there has been a great increase in leisure time for some people, but not for everyone. There is not much leisure time for working mothers, who have to put in a full day on the job and then come home to take care of their families. Other people have to work two jobs to make ends meet, and they hardly have time to call their own.

People who do have leisure time can use it to get ahead or to make their lives more enjoyable. For example, people who are taking their G.E.D. can study at home; they don't have to worry about going to a class everyday. Some people use their spare time to exercise and stay in shape. They will probably improve their health and may even live longer. Others volunteer for community work or help other people who need a hand.

However, leisure time can lead to trouble. Some people get bored with time on their hands. They may use it for too much drinking or get involved with drugs. They may spend time with others who are involved in harmful behaviour.

Leisure time gives us choices. The way we use it can make life sweet or lead to problems.



"What is Leisure Time?" Comprehension Questions

1. Does Patricia believe everyone has leisure time? Explain.
2. How does Patricia say leisure time can lead to trouble?
3. How does Patricia say some people use leisure time positively?
4. What choices does Patricia say leisure time gives us?

[\[View answers\]](#)

Reading Between The Lines

1. What do you believe the saying "make life sweet" means?
2. Patricia says that some people use leisure time to exercise, which improves their health. She says some people do volunteer community work. Do you believe volunteer work improves the health of the community? If yes, how?
3. Do you agree with Patricia when she says that there has been an increase in leisure time in the past fifty years?

"What is Leisure Time?" Spelling

Circle the two words that are misspelled in each sentence.

1. There has been an increace in leisure time in the past fivety years.
2. Some people have to work two jobs to make emds meeth.
3. Some people use their time to get ahed or make their lives more enjoyabel.
4. People who take their GED at home don't have to worry about going to clas.
5. Some exersise and stay in shap.
6. Others volunter or help other people who need a han.
7. Some use their time to drenk and do druges.
8. Some spend time with people who are envolved in hamful behaviour.
9. Leisure time kan give us chooices.
10. Leisure time can make life swet or lead to porblems.

[\[View answers\]](#)

"What is Leisure Time?" Punctuation

Insert the correct punctuation mark at the end of each sentence: A period (.) or a question mark (?)

1. Not all people have leisure time____
2. Do some people work two jobs____
3. Some hardly have time to call their own____
4. How will exercising help them____
5. Do they stay in shape____
6. Why do some volunteer____
7. Leisure time can lead to trouble____
8. When do people do drugs____
9. Some people drink too much____
10. Some people are involved in harmful behaviour____
11. How can leisure time give us choices____
12. Life is sweet____

[\[View answers\]](#)

Words to Preview			
excited	favourite	restaurant	vegetables
healthy	pregnant	stupid	ignored
counsellor	volunteered	dumb	insult
education	certificate	immediately	nervous
stumbling	swallowed	clenched	

MAY I TAKE YOUR ORDER?

Amy Newell was very excited. After years of trying, she finally had a job interview. And the best part was that it was at her favourite restaurant.

Subway® had opened in Barrington Passage two years ago, and Amy had eaten there once a month since then. She loved the fresh bread, and all the vegetables she could get on her sandwich. She also loved watching the servers work. They were so fast! She never told anyone, but her dream was to work alongside them, piling sandwiches high with healthy toppings.

But Amy had always thought it was just a stupid dream. She had asked once, and the cashier said she would need her grade 12 to work there. Amy never told anybody this, either, but she had only got to grade 10 in high school. Then she had got pregnant with her daughter, Sarah. Amy wasted no time getting out of school after that. She had never really done very well, anyway. She was sure most of her teachers thought she was too stupid to teach. That was why they ignored her.

Having Sarah was the best thing that ever happened to Amy. Sarah was a beautiful baby, and was as good as gold. After Sarah was born, Amy thought she could get a job somewhere and support herself and her baby girl. She had to, since her boyfriend had wanted no part of Sarah, and Amy's parents had moved to New Brunswick. But no one wanted to hire Amy. Everyone said the same thing: No grade 12, no job.

Finally, the money her parents had given her had run out, and Amy was forced to go on social assistance. She hated it, but she had no choice. She did it for her baby girl.

Sarah had just turned two when the counsellor at Community Services told Amy about a group she volunteered for. The Learning Network ran an adult learning program for people just like Amy. She could go twice a week and work with a tutor. The tutor would help her study for her G.E.D. She could even bring Sarah, and it wouldn't cost a cent!

At first, Amy had said she didn't think she could do it. After all, her teachers had thought she was too dumb to learn anything. Why would this tutor be any different? Wasn't a tutor just a teacher by a different name?

But then one day, Amy was in Subway® for her monthly treat. She went to the counter, and there was her friend, Joe, making sandwiches. She hadn't seen Joe in about a year. Amy was very surprised to see him there because she knew Joe hadn't finished school, either.

"When did you start working here, Joe?" Amy asked her friend.

"About two weeks ago now," Joe replied with a big grin.

"But how...?" Amy didn't want to insult Joe by asking him how he managed to get a job with his education.

Joe knew what Amy meant, and he explained that he had found out about the Learning Network, too, and had studied with a tutor until he was ready to take his G.E.D. After that, he worked at another restaurant for a while before coming to Subway®.

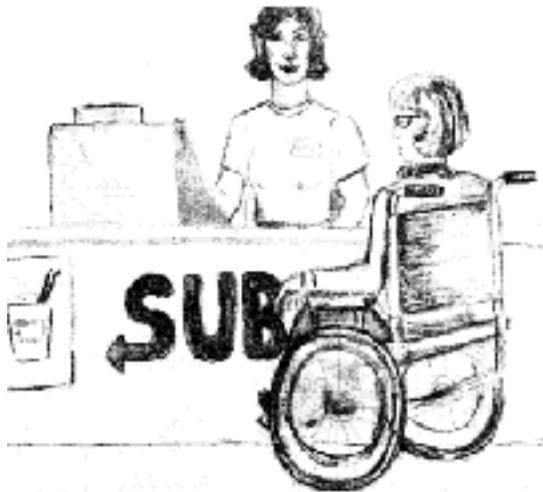
Amy left Subway® that day with a lot on her mind. Finally, she realized that if Joe could do it, so could she. That same day she called her counsellor and asked for the phone number for the adult learning program. Within a week, she was working with her tutor.

All that had been over a year ago, now. Amy had passed her G.E.D. two months ago, and she finally had a certificate saying she had finished high school. It hung right over her bed, and Amy looked at it all the time. It always made her smile.

But the biggest test of all had been the day she walked into Subway® and asked for a job application. Amy was so sure someone would look at her and say, "Why would *you* want a job application?" But the cashier had just smiled and said, "Sure, here you go."

When the manager had called and asked Amy to come in for an interview, Amy had nearly fainted. After saying she'd be there at 9:30 sharp the next morning, Amy immediately called her tutor, Sandra. Sandra even stopped by Amy's apartment after work and helped her pick out an outfit for the interview.

Now the dreaded moment had arrived. Amy sat in the manager's office, waiting for her to come in and start the interview. Amy was so nervous she thought she was going to be sick. Her hands were sweaty, and her ears were ringing. She nearly jumped out of her seat when the manager, Mrs. Wilson, came in and said, "Now then, Amy, let's begin."



But then Sandra's words came to her. "Amy, you'll be doing *them* a favour by working for them, not the other way around." Suddenly Amy realized how much faith Sandra had in her, even though Sandra had seen her stumbling over simple spelling words and math problems for so many months. If Sandra could believe in Amy, when she had seen Amy at her worst, then maybe Amy could get through this interview, after all.

The toughest question of all was when Mrs. Wilson asked, "Why do you think we should hire you, Amy?" Amy swallowed nervously and looked down at her tightly clenched hands for a second. Then she looked up at Mrs. Wilson and said, "Because I think Subway® is the best restaurant in the world."

Three hours later, Amy was back home with Sarah, nervously pacing around her small apartment. When the telephone rang, Amy was almost too afraid to answer it. She closed her eyes as she picked up the receiver.

"H-hello?" Amy's voice came out as a whisper.

"Amy? This is Mrs. Wilson at Subway®. Would you be able to start Monday morning?"

Amy didn't remember what she said to Mrs. Wilson afterwards. The first thing she did was pick up Sarah and hug her tight. Then she called Sandra with the good news. Sandra was so happy. "I knew you could do it, Amy. Why don't we go to Subway® to celebrate? My treat."

"May I Take Your Order?" Comprehension Questions

1. What was Amy's dream?
2. Why had Amy left school?
3. Why did no one want to hire Amy?
4. What convinced Amy to go to the learning program?
5. How did her tutor, Sandra, prepare her for her interview?
6. What did Amy and Sandra do to celebrate her getting the job

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe Amy had more self-confidence after she got her G.E.D.? Why or why not?
2. Do you believe Sandra was a good tutor? Why or why not?

"May I Take Your Order?" Synonyms

(Refer to "[Synonyms](#)" for a review of synonyms.)

Circle the two words in each line that are synonyms.
(Most of these words were seen in "May I Take Your Order?")

1. fast nervous quick treat
2. work school assistance job
3. learn beautiful dumb stupid
4. start ended first finished
5. smile grin said swallow
6. said reply answer ask
7. nearly after almost immediately
8. first happy start begin
9. sick ill nervous sweat
10. best tough hard good
11. greatest favourite best too
12. thought told remember recall
13. happy smile glad hate
14. later around now immediately

[\[View answers\]](#)

"May I Take Your Order?"}
Fill in the Blanks

Fill in the blanks with the correct word.

1. The workers at Subway® were _____(fist or fast).
2. Amy wanted to _____(word or work) at Subway®.
3. She was _____(sure or sore) her teachers thought she was stupid.
4. The best _____(part or port) was the fresh (bread or breed).
5. Sarah was the best thing that had _____(ever or over) happened to Amy.
6. Amy needed to get a _____(jab or job).
7. _____(Than or Then) her parents had moved to New Brunswick.
8. Her money _____(had or hid) run out.
9. Her tutor helped her _____(steady or study) for her G.E.D.
10. Joe had a _____ (big or beg) grin on his face.
11. Amy _____(did or died) it for Sarah.
12. Mrs. Wilson called her the _____(same or some) day.
13. She hated being on social assistance, _____(bet or but) had no choice.
14. Her tutor helped her with spelling and _____(mat or math) problems.

[\[View answers\]](#)

"May I Take Your Order?"
The -ly Ending

Add the -ly ending to the following words and write the new word in the space provided.

Example:	friend	<u>friendly</u>		
	excited	_____	different	_____
	part	_____	near	_____
	month	_____	immediate	_____
	week	_____	sudden	_____
	cost	_____	nervous	_____
	real	_____	tight	_____

Now, fill in the blanks with the new words you formed.

1. Amy held Sarah _____.
2. Amy felt _____ about herself after she got her G.E.D.
3. Amy _____ wanted to work at Subway because she loved their food. She also wanted to be a fast server.
4. Amy told Sandra _____ that she got the job.
5. Amy's _____ treat was eating at Subway.
6. She could see her tutor _____.
7. The program was not _____.
8. Sandra was _____ excited.
9. Amy _____ fainted.
10. Amy _____ called her tutor.
11. _____ Amy realized how much faith Sandra had in her.
12. _____ Amy waited for the interview to begin.

[\[View answers\]](#)

THE LIFE OF A SINGLE MOTHER (by Patty Broughm)



Most women have had the choice of having children on their own or with a partner for many years. Some of us, though, have no choice in the matter. We are left on our own to raise our children.

Some of us come from abusive homes. The life that the single mother must endure is not an easy one, especially if we need social assistance. We are subjected to name calling. People call us lazy. They say we are sucking up people's hard-earned tax dollars. We have to explain to our children why they have no father, or why their father lives in a different home.

It is hard to be both mother and father to your child. But it is a true test of character if we can raise our children to be happy,

healthy adults.

Another aspect is the money we have to spend. We don't get very much. We're lucky to be able to afford food, or a roof over our heads. The homes we can afford are not fit to live in. But some people consider us to be unfit to live in a nice home. They figure we should have a husband and a good job before we can really have anything. So we scrimp and save coupons and our last penny, just in case we run out of milk or bread.

So the way I see it, we are very strong women who can do most anything we set our minds to.

"The Life of a Single Mother" Comprehension Questions

1. List three difficult or negative things that Patricia says single mothers have to cope with.
2. What positive thing does Patricia say about single mothers?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe that Patricia is speaking from experience?
2. What do you think Patricia means when she says single mothers are "sucking up people's hard earned tax dollars"?
3. What do you think Patricia means by, "It is hard to be both mother and father to your child"?

"The Life of a Single Mother" The -er and -est Endings

Here is an example of where we would use the -er and -est endings: Joe is two years old. Sally is one year old. Jacob is six months old. We would say that Joe is young, Sally is younger than Joe, and Jacob is the youngest of all.

Add the -er and -est ending to the following words.

 Remember to change to y to i and then add -er or -est when necessary.

Example:

	easy	<i>easier</i>	<i>easiest</i>
1.	lazy	_____	_____
2.	hard	_____	_____
3.	happy	_____	_____
4.	healthy	_____	_____
5.	lucky	_____	_____
6.	nice	_____	_____
7.	strong	_____	_____

1. Use the words *healthy*, *healthier*, and *healthiest* in the blanks below. Joe is sick some of the time. Patti has been sick twice. Jacob has never been sick.
Joe is _____. Patti is _____ than Joe.
Jacob is the _____.
2. Use the words *strong*, *stronger*, and *strongest* in the blanks below. Joe can lift 50 lbs. Bob can lift 75 lbs. Ivan can lift 100 lbs.
Bob is _____ than Joe. Joe is _____.
Ivan is the _____.
3. Use the words *lucky*, *luckier*, and *luckiest* in the blanks below. Patti wins at Bingo all the time. Sally won at Bingo once. Mary won at Bingo twice last month.
Mary is _____ than Sally. Sally is _____.
Patti is the _____.

[\[View answers\]](#)

"The Life of a Single Mother" Choose the Correct Word

Choose the correct word to fill in the blank.

1. Most women have a _____(choose or choice) as to whether to have children on their own or with a partner.
2. Some women had no choice in the _____(matter or manner).
3. Some single mothers came from _____(abuse or abusive) homes.
4. The life of a single mother is not easy to _____(endure or ensure).
5. Their mothers and fathers live in _____(different or differ) homes.
6. They want their children to grow up to be _____(healthy or health) adults.
7. Another _____(aspect or expect) is the amount of money they have to spend is very little.
8. They are _____(luck or lucky) if they can afford food.
9. They have to _____(crimp or scrimp) and save their money.
10. They _____(explain or complain) to their children where there fathers are.

[\[View answers\]](#)

Words to Preview			
deserved	belonged	disobeyed	realize
disappeared	violent	pregnant	vicious
continually	confidence	witnessed	justify

HANDS ARE NOT FOR HITTING[®]

John was sixteen the first time he hit a woman. He did not think that he did anything wrong. He thought that Anna, his girlfriend, deserved it. After all, she had shared her homework answers with another boy. That was like cheating on him. They went to a small rural high school and everyone knew what was going on. Nobody did anything about it.

John did not allow Anna to speak to any other boy. He did not even like her being with her girlfriends. She belonged to him and she had to do what he wanted. If she disobeyed, he hit her. It was not until many years later, when John was thirty-five, that he would realize just how wrong he was and how much he would lose because of his ways.

Anna disappeared from John's life just a few months after he began hitting her. She told him that she did not trust him, and his violent ways would get him into trouble some day. John did not believe her, but Anna was right.

John had seen his father hit his mother many times, but she never left and never seemed to mind. His mother would cry, but she would tell John and his sister Kelly that she was alright. John never forgot his mother's words, "Your father has a little bit of a temper and I just made him angry. I should have known not to " The reason she gave was always different. John never understood why his mother did all these things to make his father angry.

After Anna, John dated a few more girls. He hit them all and they all left. When John was twenty, his girlfriend, Samantha, told him that she was pregnant. John's father told him they had to get married, and so they did.

John never hit Samantha while she was pregnant, but after John Jr. was born, things were different. John started hitting Samantha. When fishing was not good, the beatings were vicious. John had become a fisherman like his father, and times were tough. There was not much work to do in the summers and quotas were being cut continually.

Samantha left once and took John Jr. with her. She came back after a month. John thought that meant that she didn't really mind being beaten. The truth was that Samantha thought

she had no other choice. She had little education and no way to support herself and John Jr. John always told her that she was ugly and that nobody else would ever want her. She believed him. When John was thirty-five, he gave Samantha the worse beating ever.

Looking back, John doesn't even remember why he was so angry that day. In the past, Samantha had often blacked out and John had poured water over her face to revive her. This time she was not waking up. This made John even angrier. He shook her, but she still did not wake up. When Samantha finally woke up three days later in the hospital, doctors told John that Samantha would never be the same again. Samantha never learned to speak well or walk, and she still can't even feed herself.



It was all a blur, the police, the hearing, the charges. John never meant to really hurt Samantha. He lost a lot that day. He lost his wife and a mother for his son. But John also changed that day. He never hit anyone again. Now John talks to abusers and tells them that hitting anyone is wrong. He realizes that any amount of abuse can ruin lives. John now sees that Samantha's life was ruined before that day. She had no self-confidence and she lived in fear. John Jr. had nightmares, which John realized later were caused by the beatings he witnessed. He does not want John Jr. to grow up to be an abuser like his father and himself.

John also now knows that his own mother did not deserve to be hit. His father had a problem. His mother tried to justify something for which there was no excuse.

John tells abusers to learn to deal with their anger in other ways. He tells them to know when they are getting to the point that they want to hit someone, and to take time to cool off. He says, "Leave the house and only return when you are calm." He teaches them how to cope with stress and how to focus on the good things in their lives.

For once in his life, John really believes that "hands are not for hitting." Sadly, he learned this lesson the hard way.

"Hands Are Not for Hitting" Comprehension Questions

1. How old was John the first time he hit a woman? Why did John think she deserved to be hit?
2. Why did Samantha return after she had left for a month?
3. When were Samantha's beatings the worst?
4. Why does John say that Samantha's life was ruined before "that day"?
5. What does John tell abusers now?

[\[View answers\]](#)

Reading Between The Lines

1. The story does not tell us if John was abused himself. Do you believe that he was? Why or why not?
2. Do you believe that John's mother tried to justify her husband's actions? If yes, why do you think she did?
3. Do you think the fact that John's father was an abuser made John more likely to be an abuser as well? Why or why not?
4. About how old was John Jr. when his mother was seriously hurt?

[\[View answers\]](#)

"Hands Are Not for Hitting" Antonyms

Some words have opposite meanings of each other.
These words are called antonyms.

Example: warm & cold.

In each line, circle the antonym of the first word.

1. hit slapped kicked caressed
2. small large little tiny
3. wrong incorrect false correct
4. violent vicious rough gentle
5. leave depart stay go
6. ending conclusion finale beginning
7. truth lie reality fact
8. ugly unattractive beautiful grotesque
9. angry happy mad furious
10. ruin destroy damage fix
11. remember forget recall recollect
12. justify blame defend excuse
13. cry weep laugh sob
14. work play toil labour

[\[View answers\]](#)

"Hands Are Not for Hitting" Rhyming

The endings of some words sound the same. This is called rhyming. Example: bold & cold.
(Hint: the endings don't always have to look the same in order to sound the same.)

**In each line, circle the word that rhymes
with the first word.**

- | | | | | |
|-----|---------|--------|--------|--------|
| 1. | hit | him | lit | ham |
| 2. | thought | bought | though | rough |
| 3. | high | lie | hid | mad |
| 4. | year | yarn | neat | steer |
| 5. | much | touch | mash | puck |
| 6. | wrong | ton | song | want |
| 7. | way | war | day | dear |
| 8. | girl | well | pearl | gift |
| 9. | good | would | moon | roof |
| 10. | speak | lock | week | speech |
| 11. | feed | fear | fed | weed |
| 12. | son | run | sad | sob |
| 13. | face | race | fad | flake |
| 14. | cool | pole | stool | sold |

[\[View answers\]](#)

"Hands Are Not for Hitting"
Past Tense of Verbs

Circle the correct past tense of each verb.

Present Tense	Past Tense
1. hit	hit or hitted
2. do	did or doed
3. is	ised or was
4. speak	spoke or speaked
5. want	wint or wanted
6. tell	told or telled
7. see	seed or saw
8. have	haved or had
9. understand	understood or understanded
10. think	thinked or thought
11. come	corned or came
12. get	got or getted
13. begin	beginned or began
14. disobey	disobed or disobeyed
15. go	goed or went
16. know	knew or knowed
17. ruin	ruined or ruined
18. forget	forgetted or forgot
19. lose	losed or lost
20. shake	shook or shaked

[\[View answers\]](#)

Words to Preview

symptoms	headaches	dizziness	tumours
Halifax	chemotherapy		

SAYING GOOD-BYE (by Patty Broughm)

When I first heard the word "cancer," I felt as if my heart was tom in two. I felt numb all over. All I could think was, "No, this can't be happening. They must have made a mistake."

He had no symptoms. But then I realized that was why he had headaches and dizziness. I didn't know he had two brain tumours. But then two days later they discovered he had lung cancer and it was in the fourth stage. Then they found cancer in the liver.



The first question that came to my mind was, "Why? Why was God taking him away from me and our 2 Yr-year-old daughter? It is not fair. My children need a father."

My second question was, "How long does he have?" I was given the run-around for two days before I was given an answer. The doctor in Halifax said he had about two years. Boy, were they wrong.

So I went to his family doctor and asked him, "Could you please tell me how long he has?" He told me about six months.

He had two chemotherapy treatments and he was sick for about two weeks each treatment. So he just gave them up, which was good because the doctor said it would only extend his life by two or three weeks.

But it didn't really hit me until he went into the hospital. The first month he was doing fairly well. But then he started falling and hurting himself several times. The last time he fell he really hurt himself and was unable to walk. He was a very proud man and didn't like having anything done for him. But he finally gave in.

A few weeks later he was moved into the family room. Then it really hit him that he was soon going to die. One night he took my hand and said, "You know I am soon going to die."

I looked at him and said, "Yes, I know."

He said, "I am not scared to die." That's when I started to cry and he put his arms around me and held me. Little did I know that would be the last time he would hold me and tell me how much he loved me.

He died three days later.

"Saying Good-bye" Comprehension Questions

1. What did the doctors tell the author's mate he had?
2. What were the only two symptoms that he had before he found out he had cancer?
3. How long did the doctor in Halifax tell him he had to live?
How long did the family doctor say he had?
4. Why did he give up chemotherapy treatment?
5. What did the author's mate do three days before he died?

[\[View answers\]](#)

Reading Between The Lines

1. What does the author mean by the following sentences: "I felt as if my heart was tom in two. I felt numb allover."?
2. Do you believe the author was surprised that her mate had cancer? Why or why not?

"Saying Good-bye" Rhyming

(See a [review of rhyming](#).)

**Underline the two words in each line that rhyme.
(Remember that not all rhyming words look the same.)**

- Example: felt meal belt me
1. could would about found
 2. cancer year near liver
 3. die life fair my
 4. walk tell finally well
 5. when and then done
 6. they why cry only
 7. there three an me
 8. man an and not
 9. soon hold hand and
 10. so son no to
 11. long found around would
 12. each just must first

[\[View answers\]](#)

Missing Vowels

**Fill in the correct missing vowel (a, e, i, o, u
and sometimes y).**

(There is sometimes more than one answer.)

1. r__n
2. n__ __d
3. b__fore
4. tw__
5. j__st
6. l__fe
7. s__id
8. t__ld
9. aw__y
10. fo__nd
11. l__ong
12. lat__r
13. __rm
14. d__y
15. l__st
16. di__
17. f__w
18. d__ne
19. l__ttle
20. m__ch

[\[View answers\]](#)

"Saying Good-bye" Common Bonds

Circle the word that does not belong.

1. first fourth second one
2. liver head lung heart
3. six two first three
4. time week month day
5. daughter man children father
6. brain arm hand head
7. sick headache well dizziness
8. doctor hospital Halifax chemotherapy
9. sick walk hit hold
10. went said asked answer

[\[View answers\]](#)

Making New Words

**Change the first letter to make a new word.
(There is more than one answer.)**

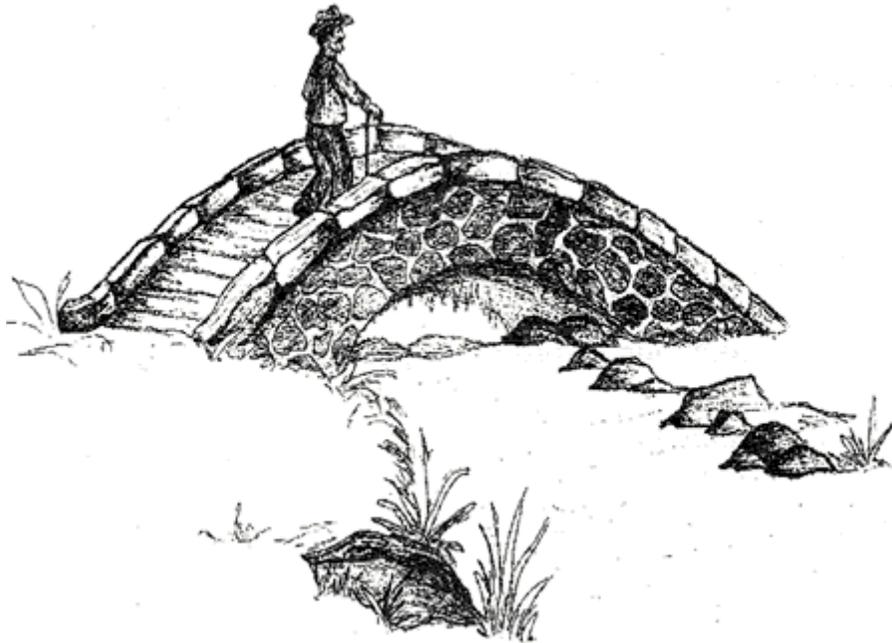
Example: time lime

- | | | | | | |
|---------|-------|----------|-------|----------|-------|
| 1. felt | _____ | 6. day | _____ | 11. told | _____ |
| 2. torn | _____ | 7. mind | _____ | 12. sick | _____ |
| 3. can | _____ | 8. not | _____ | 13. good | _____ |
| 4. must | _____ | 9. need | _____ | 14. hit | _____ |
| 5. had | _____ | 10. tell | _____ | 15. last | _____ |

[\[View answers\]](#)

GOOD-BYE WITH LOVE
(by Patty Broughm)

You left us today and quickly so.
I guess you knew it was time to go.
Better than those who would have to stay
For one more hour or another day.
It was time to leave, while I was gone,
So I would not be scared, so I could go on.



"Good-bye With Love" Reading Between The Lines

1. Who do you think is "you" to the author in the poem?
2. Where do you think the person went?
3. What do you think the author meant by, "Better than those who would have to stay"?

Rhyming, Compound Words, Homonyms

Rhyming words are words that sound the same.
Compound words are two words joined to make one word.
Homonyms are words that sound or are spelled the same but have different meanings.

1. Can you think of a word that rhymes with so and go? _____
2. That rhymes with stay and day? _____
3. That rhymes with gone and on? _____
4. What is the compound word in the poem? _____
5. What is a homonym for so? _____
6. What is a homonym for not? _____
7. What is a homonym for knew? _____
8. What is a homonym for would? _____

[\[View answers\]](#)

THE FINAL BATTLE
(by Patty Broughm)

The battle is over. The war is won.

The fight was hard, but now it's done.

You fought so well and gave your best.

And now, Dear Sonny, it's time to rest.

You are still in our thoughts and alive in our hearts,

But for now we must be apart.



But each time I gaze in
our

daughter's eyes,

I see the best of you.

She was my gift from you
to me.

"The Final Battle" Reading Between The Lines

1. What do you believe was the final battle?
2. What do you think Patty means by "the war is won"?

A Bit of This and That

1. What would be another word for gaze?
 - A. see
 - B. look
 - C. observe
2. What word rhymes with eye? (See the [definition of rhyming](#).)
 - A. my
 - B. they
 - C. your
3. What is a homonym for so? (See [definition of homonyms](#).)
 - A. she
 - B. see
 - C. sew
4. The word "you" sounds like which vowel?
 - A. o
 - B. u
 - C. y
5. What does "it's" stand for?
 - A. I am
 - B. it is
 - C. it was
6. What would be an antonym of best? (See the [definition of antonyms](#).)
 - A. better
 - B. worst
 - C. bad

[\[View answers\]](#)

The following poem was submitted by a learner from the Digby District Learning Network

CAN I BELIEVE IT (by Karen C.)

Is it true
Was it a dream
could it be make-believe
In my mind
the pictures are clear
a place I need to find
but I fear

Do I go Do I stay
my heart says go my
senses
say slow
this wonderful place
where could it be

It's in my mind
this place so bliss
I feel so sad
but at rest



"Can I Believe It" Reading Between The Lines

1. What does Karen mean by "a place I need to find but I fear"?
2. Do you believe this "place" is a peaceful place?

A Bit of This and That

1. What is the contraction for "it is"? (See the [definition of contractions.](#))
 - A. its
 - B. it's
 - C. I'll
2. Which word rhymes with go? (See the [definition of rhyming.](#))
 - A. do
 - B. to
 - C. slow
3. What is a synonym for sad? (See the [definition of synonyms.](#))
 - A. unhappy
 - B. happy
 - C. nervous
4. What is an antonym for slow? (See the [definition of antonyms.](#))
 - A. unhurried
 - B. fast
 - C. moving
5. Which word is a feeling?
 - A. stay
 - B. go
 - C. fear

[\[View answers\]](#)

On June 12, 1998, Simone Meuse's sister, Olivette, passed away. They had a very close relationship and the following is a true story of what happened the day after she died. It is written, with permission, as told to Lisette Jones.

Words to Preview			
Olivette	Cape Pele	coping	happened
occurred	distinct	reddish	random
amazement	reception	continually	possessions
cherished	represent	piercing	New Brunswick

A HEART FROM HEAVEN

I was walking on the beach that my sister, Olivette, and I had walked on for years during my visits to Cape Pele, New Brunswick. But now I was walking alone. My sister was gone and I had never suffered such a loss.

I wasn't going to tell anyone that I had gone on this walk. It was my way of coping with what had happened, but something occurred on my walk that I could not keep to myself.

As I was walking on the beach, I picked up a stick and wrote Olivette's name in the sand. I drew hearts as I walked along. I drew a heart and another one joined to it to represent me and her. I thought about us growing up together and the good times that we had shared.

After walking for a while, I decided to sit down. I drew a heart in the sand with an arrow piercing it. It was my broken heart. I looked at the single set of footprints in the sand. My sister would never walk beside me again.

Since I lived six hours away, I decided that I should take a stone as a memory of the beach and my sister. New Brunswick's sand has a distinct reddish tone, so I decided to pick a small stone that had that same tone. I reached down and picked one up, at random, without even looking at it first. Then I held it in the palm of my hand and looked at it in amazement. I had picked up the most beautiful heart shaped stone. My beautiful, wonderful sister had sent me a message from heaven!



On my walk home, I covered the beach with hearts. I knew that my sister was watching from her heavenly home as I sent her back my love.

When I returned to my family and told them the story, they too looked at the stone in amazement. My sister's husband and her three sons were also amazed, but comforted by the "message." All weekend, during the wake, the funeral, and the reception, people

continually asked if they could see the stone, since they had also heard the story. The stone, my heart from heaven, acted as a comfort to all. It is now one of my most cherished possessions.

"A Heart From Heaven" Comprehension Exercise

1. The author's sister's name was _____.
2. The author was walking on the beach to

3. She walked on this particular beach because _____

4. She drew two joining hearts to _____

5. She picked up a stone to _____

6. The stone that she picked was _____
7. She drew hearts all over the beach on her walk home so ____

8. The stone acted as a comfort to all because _____

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe the heart-shaped stone was a "message" from the author's sister, or a coincidence? Why or why not?

"A Heart From Heaven" Pronouns

Pronouns take the place of nouns. Example: Vicki went to the beach and she was having fun. The pronoun *she* takes the place of the noun *Vicki*.

In the exercises below, sometimes two pronouns are needed in one blank. If you are not sure which ones are right, try saying the sentence as if just one pronoun was needed in the blank. Whichever ones make sense alone are the right ones.

Example: Which is correct? *She and I* sang or *her and me* sang. Her sang. Me sang. (These sentences don't make sense.) She sang. I sang. (These sentences make sense.) Therefore, *she and I* sang is the correct choice.

Select the correct pronoun.

1. _____(I or Her) was walking on the beach.
2. _____(Her or She) picked up a stick.
3. The hearts represented _____(I and she or me and her).
4. My _____(sister and I or sister and me) walked on the beach.
5. The stone was a memory of the _____(beach and she or beach and her).
6. It was a message from _____(her or she).
7. _____(Her or She) was watching me.
8. My sister's husband and _____(her or she) three sons looked at the stone.
9. People asked _____(me or I) to see the stone since _____(they or them) had heard the story.
10. _____(Her or She) had sent _____(me or I) a message.

[\[View answers\]](#)

"A Heart From Heaven" Crossword Puzzle Clues

Across	Down
1. A spouse	1. Sixty minutes
4. Something you remember	2. Sandy place
6. Opposite of down	3. A rock
7. Policeman's clue?	5. _____ means no special order, chance
8. Deal with	9. Select
11. Part of the hand you slap with	10. Not married
13. Days off	12. With no one else
17. "Sign your _____ on the dotted line."	13. A stroll
18. _____ a question	14. "I love you with all my _____."
19. Next to	15. Forty two less thirty six
20. Past tense of send	16. Twelve months
22. Endure pain	18. Bow and _____
23. Past tense of write	19. Opposite of ugly
24. A thin piece of wood	20. Opposite of stand
25. Female sibling	21. An emotion
26. Save	24. Alike
27. Little	28. Opposite of bad
31. Too	29. Sounds like "me"
33. A tale	30. Immediately
34. Not here anymore	32. Male offspring
35. Castle made of this?	

[View answers](#)

"A Heart From Heaven"
Crossword Puzzle Answers

Across	Down
1. husband	1. hour
4. memory	2. beach
6. up	3. stone
7. footprint	5. random
8. cope	9. pick
11. palm	10. single
13. weekend	12. alone
17. name	13. walk
18. ask	14. heart
19. beside	15. six
20. sent	16. year
22. suffer	18. arrow
23. wrote	19. beautiful
24. stick	20. sit
25. sister	21. love
26. keep	24. same
27. small	28. good
31. also	29. see
33. story	30. now
34. gone	32. son
35. sand	

LIFE EXPERIENCES

ANSWER KEY

"What is Leisure Time?"

Comprehension Questions

1. No, some working mothers work a full day and then come home to take care of their families. Other people have to work two jobs to make ends meet and have no spare time.
2. Some people have too much time on their hands and get bored. They use their spare time to drink and do drugs. Others may spend time with people involved in harmful behaviour.
3. Some people use leisure time to get ahead and make their lives more enjoyable. Some study, exercise, do volunteer work, or help others in need.
4. We can use leisure time to make life sweet or lead to problems.

"What is Leisure Time?"

Spelling

- | | | |
|---|---|---|
| 1. increace, fifty
(increase, fifty) | 2. emds, meeth
(ends, meet) | 3. ahead, enjoyabel
(ahead, enjoyable) |
| 4. abowt, clas
(about, class) | 5. exercise, shap
(exercise, shape) | 6. volunter, han
(volunteer, hand) |
| 7. drenk, druges
(drink, drugs) | 8. envolved, harnful
(involved, harmful) | 9. kan, chooices
(can, choices) |
| 10. swet, porblems
(sweet, problems) | | |

"What is Leisure Time?"

Punctuation

- | | | |
|------------------|-------------------|------------------|
| 1. period | 2. question mark | 3. period |
| 4. question mark | 5. question mark | 6. question mark |
| 7. period | 8. question mark | 9. period |
| 10. period | 11. question mark | 12. period |

"May I Take Your Order?" Comprehension Questions

1. Amy's dream was to work at Subway®.
2. Amy left school because she had gotten pregnant.
3. No one wanted to hire Amy because she did not have her grade 12.
4. She had seen an old friend, Joe, who said he had taken a learning program, got his G.E.D., and was now working at Subway®. She knew if he could do it, she could, too.
5. Sandra helped Amy pick out an outfit to wear to the interview and told her she would be doing Subway® a favour by working for them.
6. Sandra treated Amy at Subway® to celebrate her getting her job.

"May I Take Your Order?" Synonyms

- | | | |
|--------------------|----------------------|----------------------|
| 1. fast, quick | 2. work, job | 3. dumb, stupid |
| 4. ended, finished | 5. smile, grin | 6. reply, answer |
| 7. nearly, almost | 8. start, begin | 9. sick, ill |
| 10. tough, hard | 11. greatest, best | 12. remember, recall |
| 13. happy, glad | 14. now, immediately | |

"May I Take Your Order?" Fill in the Blanks

- | | | | |
|----------|----------|---------|----------------|
| 1. fast | 2. work | 3. sure | 4. part, bread |
| 5. ever | 6. job | 7. Then | 8. had |
| 9. study | 10. big | 11. did | 12. same |
| 13. but | 14. math | | |

"May I Take Your Order?" The -ly Ending

excitedly	differently
partly	nearly
monthly	immediately
weekly	suddenly
costly	nervously
really	tightly

-
- | | | |
|--------------------------|--------------------|------------------|
| 1. tightly | 2. differently | 3. partly/really |
| 4. excitedly/immediately | 5. monthly | 6. weekly |
| 7. costly | 8. really/suddenly | 9. nearly |
| 10. immediately | 11. Suddenly | 12. Nervously |

"The Life of a Single Mother" Comprehension Questions

- Here are all the difficult or negative things Patricia says single mothers have to cope with:
 - Name calling
 - being called lazy; being accused of sucking up people's hard-earned tax dollars
 - financial difficulties
 - having to explain to their children why their fathers are living in a different home, or that they have no father at all
 - having to be both father and mother to their children
 - homes they can afford are not fit to live in
 - people consider them unfit to live in a nice home
- Single mothers are very strong women who can do most anything they set their minds to.

"The Life of a Single Mother" The -er and -est Endings

lazy, lazier, laziest	hard, harder, hardest	happy, happier, happiest
healthy, healthier, healthiest	lucky, luckier, luckiest	nice, nicer, nicest
strong, stronger, strongest		

- | | | |
|---------------------------------------|-------------------------------------|----------------------------------|
| 1. Joe is <u>healthy</u> . | Patti is <u>healthier</u> than Joe. | Jacob is the <u>healthiest</u> . |
| 2. Bob is <u>stronger</u> than Joe. | Joe is <u>strong</u> . | Ivan is the <u>strongest</u> . |
| 3. Mary is <u>luckier</u> than Sally. | Sally is <u>lucky</u> . | Patti is the <u>luckiest</u> . |

"The Life of a Single Mother"

Choose the Correct Word

1. choice
2. matter
3. abusive
4. endure
5. different
6. healthy
7. aspect
8. lucky
9. scrimp
10. explain

"Hands Are Not for Hitting"

Comprehension Questions

1. John was sixteen when he first hit his girlfriend because she had shared her homework answers with another boy.
2. Samantha came back because she felt she had no other choice. She had no way of supporting herself and John Jr. She had little education and believed John when he told her that she was ugly and no one else would ever want her.
3. The beatings were worst when fishing was not good.
4. Samantha's life was ruined before the final day, John believes, because she had no self-confidence and she lived in fear.
5. John tells abusers to cope with their anger in other ways. He says they should know when they are getting to the point that they want to hit someone, and they should take time to cool 'off by leaving the house, only returning when they are calm.. He also teaches them how to cope with stress and to focus on the good things in their lives.

Reading Between the Lines

All are opinion questions except Question 4.

4. John was twenty when Samantha got pregnant, and thirty-five when the beating took place; therefore, John Jr. was around fifteen years old.

"Hands Are Not for Hitting"

Antonyms

- | | |
|--------------|--------------|
| 1. caressed | 8. beautiful |
| 2. large | 9. happy |
| 3. correct | 10. fix |
| 4. gentle | 11. forget |
| 5. stay | 12. blame |
| 6. beginning | 13. laugh |
| 7. lie | 14. play |

"Hands Are Not for Hitting"

Rhyming

- | | |
|-----------|-----------|
| 1. lit | 8. pearl |
| 2. bought | 9. would |
| 3. lie | 10. week |
| 4. steer | 11. weed |
| 5. touch | 12. run |
| 6. song | 13. race |
| 7. day | 14. stool |

"Hands Are Not for Hitting"

Past Tense of Verbs

- | | | | |
|-----------|---------------|---------------|------------|
| 1. hit | 6. told | 11. came | 16. knew |
| 2. did | 7. saw | 12. got | 17. ruined |
| 3. was | 8. had | 13. began | 18. forgot |
| 4. spoke | 9. understood | 14. disobeyed | 19. lost |
| 5. wanted | 10. thought | 15. went | 20. shook |

"Saying Good-bye"

Comprehension Questions

1. Doctors told the author's mate that he had two brain tumours, and lung and liver cancer.
2. The only two symptoms he had were headaches and dizziness.
3. The doctor in Halifax said he had two years and the family doctor said he had six months.

4. He gave up chemotherapy because he was sick for about two weeks with each treatment and the doctor said it would only extend his life by two or three weeks.
5. Three days before he died he told the author he was soon going to die and he was not scared. He held her and told her he loved her.

"Saying Good-bye" Rhyming

- | | | | |
|-----------------|---------------|-------------------|----------------|
| 1. could, would | 2. year, near | 3. die, my | 4. tell, well |
| 5. when, then | 6. why, cry | 7. three, me | 8. man, an |
| 9. hand, and | 10. so, no | 11. found, around | 12. just, must |

"Saying Good-bye" Missing Vowels

- | | | | |
|-----------------------------------|--------------------|---|---------------------------------|
| 1. r <u>u</u> n/r <u>a</u> n | 6. l <u>i</u> fe | 11. l <u>o</u> ng/l <u>u</u> ng | 16. d <u>i</u> e |
| 2. n <u>ee</u> d | 7. s <u>a</u> id | 12. l <u>a</u> ter | 17. f <u>ew</u> |
| 3. b <u>e</u> fore | 8. t <u>o</u> ld | 13. <u>a</u> rm | 18. d <u>o</u> ne/d <u>i</u> ne |
| 4. t <u>w</u> o | 9. a <u>wa</u> y | 14. d <u>a</u> y | 19. l <u>i</u> ttle |
| 5. j <u>u</u> st or j <u>e</u> st | 10. f <u>o</u> und | 15. l <u>a</u> st/l <u>i</u> st/l <u>u</u> st/l <u>o</u> st | 20. m <u>u</u> ch |

"Saying Good-bye" Common Bonds

- | | | | |
|---------|----------|----------|------------|
| 1. one | 2. head | 3. first | 4. time |
| 5. man | 6. brain | 7. well | 8. Halifax |
| 9. sick | 10. went | | |

"Saying Good-bye" Making New Words

- | | | |
|--------------------|---------------------|---------------------|
| 1. belt, melt, etc | 6. way, say, etc | 11. sold, cold, etc |
| 2. worn, born, etc | 7. find, wind, etc | 12. pick, kick, etc |
| 3. pan, man, etc | 8. cot, pot, etc | 13. mood, hood, etc |
| 4. bust, dust, etc | 9. feed, weed, etc | 14. fit, pit, etc |
| 5. bad, mad, etc | 10. well, sell, etc | 15. past, mast, etc |

"Good-bye With Love"
Rhyming, Compound Words, Homonyms

- | | | |
|----------------------|------------------------|-------------------|
| 1. no, toe, bow, etc | 2. pay, lay, way, etc. | 3. con, dawn, etc |
| 4. today/another | 5. sew | 6. knot |
| 7. new | 8. wood | |

"The Final Battle"
A Bit of This and That

1. B 2. A 3. C 4. B 5. B 6. B

"Can I Believe It"
A Bit of This and That

1. B 2. C 3. A 4. B 5. C

"A Heart From Heaven"
Comprehension Exercise

1. ...Olivette.
2. ...try to cope with her sister's death.
3. ...it was the beach that she and her sister used to walk on.
4. ...represent her and her sister.
5. ...bring back home as a memory of the beach and her sister.
6. ...shaped like a heart.
7. ...that her sister would see that she was sending her love.
8. ...everyone believed it was a "message" from Olivette.

"A Heart From Heaven"
Pronouns

- | | | | |
|---------------|------------------|-------------|-------------|
| 1. I | 4. sister and I | 7. She | 10. She, me |
| 2. She | 5. beach and her | 8. her | |
| 3. me and her | 6. her | 9. me, they | |

LIFE SKILLS

COVER LETTER

Rebecca Atwood saw the following ad in her local newspaper:

JOB OPPORTUNITY

Smith Fisheries requires an experienced bookkeeper.
Must have computerized accounting and office experience.
Must be able to work in a very busy office environment.

Send resumes to:

Mrs. E. Smith
Box 4400
Shelburne, NS
BOT 1WO

Rebecca responded with the cover letter on the next page.

Find the following in the cover letter:

1. Nine misspelled words.
2. The error she made with punctuation.
3. The error she made in the employer's address.

[\[View answers\]](#)

Discussion Topic

1. Would you make any other changes to the cover letter? If yes, what changes would you make?

Rebecca Atwood

**P.O.Box 2525
Barrington, NS
BOW 1E0**

November 8, 2002

Mr. E. Smith
Box 4400
Shelburne, NS
BOT 1W0

Dear Mrs. Smith:

I wish to apply for the position of bookkeeper with your company. I worked two years as a bookkeeper for Stuart's Hardware in Lockeport.

I also have three years of office experience. I am used to working in a busy office.

You can reach me by calling 000-0000 or at the above address?

Yours truly,

Rebecca Atwood

Rebecca Atwood

RESUME

PETER J. LOCKE
PO Box 00
Bear Point, NS BOW 3B0
(902) 723-5555 (Home)

EXPERIENCE:

May - November
1978

Construction Worker, CFS Baccaro

- Assisted with construction of wood-frame buildings

1981 - Present

Sole owner/operator Peter Locke Construction

- Specializing in roofing, siding, foundation work, framing, remodelling, dry walling, and cabinetry
- Experience in basic plumbing and electricity, as well as fibreglass work

1980 - 1981

Assistant, Gerry Smith's Construction

- Duties included all areas of general construction

1974 - 1977

Apprenticeship, Cecil Goreham' s Construction

1978 - 1979

Construction Worker, Roseway Hospital

- Duties included interior construction including dry walling and finish work

EDUCATION:

1975 & 1977

Carpentry License Qualification, Nova Scotia Institute of Technology (NSIT), Halifax, Nova Scotia

1974

Carpentry Certificate, Shelburne Regional Vocational School

HOBBIES:

Canoeing, fly fishing, mechanics, restoration of old vehicles.

REFERENCES:

Available upon request

"Resume" Discussion Topic

1. Peter Locke is tired of working on his own. He wants to get hired by a large construction company. He writes his resume as it appears on the previous page to give to the construction company manager. He did a good job of describing his experience and skills. But there is one thing he did wrong. What is it? Hint: There are no spelling or grammar mistakes.
Correct the mistake(s) orally or by rewriting the resume.

[\[View answers\]](#)

THE INTERVIEW

- INTERVIEWER: "I see on your resume that you were a secretary at a fish plant. How do you feel that position and past experiences would help you for this one?"
- APPLICANT: (*chewing gum*) "I answered the phone and did some boat settlements."
- INTERVIEWER: "Do you have any computer experience?"
- APPLICANT: (*nodding*) "Yes."
- INTERVIEWER: "What kind of computer experience do you have?"
- APPLICANT: (*Takes gum out other mouth*) "I typed some letters on the computer."
- INTERVIEWER: "What computer program were you using?"
- APPLICANT: "I'm not sure. It may have been WordPerfect®."
- INTERVIEWER: "You were a little late for your interview this morning. Will transportation be a problem?"
- APPLICANT: "I don't own a car, but I can usually get a ride from someone."
- INTERVIEWER: "Why do you believe we should hire you?"
- APPLICANT: (*smiling*) "Because I am a hard worker and would do a good job."
- INTERVIEWER: "You will be working alone a lot of the time. Are you able to work well without supervision?"
- APPLICANT: "Yes, as long as the bosses tell me exactly what to do before they leave."
- INTERVIEWER: "When are you available for work?"
- APPLICANT: "I can only work Tuesdays, Wednesdays, and Thursdays...or did you mean when can I start?"
- INTERVIEWER: "I meant when can you start?"
- APPLICANT: "As soon as you need me."
- INTERVIEWER: "Do you have any questions?"
- APPLICANT: "Does this job pay well?"
- INTERVIEWER: "We pay \$8.00 per hour, with a raise after the first year. Do you have any more questions?"

APPLICANT: *(shakes interviewer's hand)* "No. Thank you."
INTERVIEWER: "Thank you for coming. We will be notifying
the successful applicant tomorrow."

Discussion Topics

1. Was this a good or bad interview?
2. How could it be better?
3. Did it have any strengths?

[\[View answers\]](#)



SALARIES & COMMISSIONS

You may use a calculator, if you wish, to calculate the following.

1. a) John just got a new job at a local hardware store. His pay rate is \$8.50 per hour. How much would John receive in a 35 hour work week?
 - b) How much will John make in a year? (1 year = 52 weeks)
 - c) If vacation pay is 4% of his salary, how much vacation pay would John earn in a year?
2. Susan has had two job offers. She wants to figure out which job would help her the most financially. The first job pays \$7.00 per hour and is within walking distance. The second job pays \$7.50 per hour, but it would cost her \$25.00 per week for transportation. Both jobs are 30 hours per week. Which job should she choose?



★ HELPFUL HINT: How To Round Off

Examples of rounding off: If your answer was 1.462, you would round off your answer to 1.46 since the number following the 6 is less than five. If your answer was 1.466, you would round off your answer to 1.47 since the number following the 6 is five or greater. (It is usually only necessary to have two numbers after the decimal point.)

3. a) Tina is a secretary for a lawyer. If Tina gets paid \$290.00 per week for a 35 hour week, how much does she get per hour? Round off the answer.
 - b) How much does she get paid per month? (4 week month)

Some people get paid a commission on what they sell, rather than an hourly wage. The following two questions are about commissions.

4. a) Peter works for Paul's Auto Sales. He gets paid 7% commission for every car he sells. If John sold a used car for \$10,500, how much commission would he receive?
 - b) Peter also sells vacuum cleaners and gets paid 11 % commission. If his sales for November were \$1,350, how much commission would he receive?

[\[View answers\]](#)

SALE FLYER

Atkinson's Groceries' sale flyer came out this week. Peter needs to do a little grocery shopping and is trying to figure out if he will have enough money.

Answer the questions on the following page using the prices in the flyer below.

<i>Atkinson's Groceries</i> 2986 King Ave. Barrington This week's specials!		
PORK CHOPS \$1 .99/LB.	CHICKEN THIGHS \$1 .80/LB.	FRENCH FRIES 1 KG \$1 .29
PEARS \$1 .50/LB.	2 LB. CARROTS \$1 .29	ICEBERG LETTUCE \$1 .99
TOMATO SOUP 3/99¢	CRACKERS 400 G BOX \$2.59	LOAF OF BREAD \$1 .19
DOZEN DONUTS \$1 .69	ICE CREAM 1 LITER \$1 .99	PEANUT BUTTER 500 G \$2.99
DISH \$1.99 DETERGENT	TOILET PAPER \$1.99 8 ROLLS	
Specials in effect until Saturday, May 3rd.		

TABLE OF CONTENTS - HOW TO USE

A table of contents tells you what is in a book in the order that it appears.

The following is the table of contents for a book called *All You Wanted to Know About Lobsters & More. Read the table of contents and answer the questions on the following page.**

Table of Contents	
Introduction	6
Chapter One	
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*Note: the title of the book and the table of contents have been made up for the purposes of this exercise. The book, to our knowledge, does not really exist.

"How To Use A Table Of Contents" Questions

1. What is the title of the book? _____

2. If you wanted to know what time of year they caught lobsters in Cape Breton, which chapter would you look in? _____

On which page does it begin? _____

3. Which chapter would you look in to find out how to make a seafood chowder?

On which page does it begin? _____

4. If you were doing a project on the lobster and needed a diagram of a lobster with its parts labelled, which chapter could you probably find it in? _____

5. What is the title of chapter three? _____

Which page does it start on? _____

6. Which chapter would you look in to find out what eats a lobster? _____

Which chapter would you look in to learn what the favourite food of a lobster is?

[\[View answers\]](#)

"Sale Flyer" Math Questions

Use a calculator to calculate the following. Round off your answers if necessary. Review rounding off in *Salaries & Commissions*.

1. What would it cost Peter for the following: six cans of tomato soup, one box of crackers, and two loaves of bread?
2. Toilet paper is taxed 15% in Peter's province. What would be the total cost of two 8 roll packages of toilet paper?
3. Peter's mother wants him to buy \$5.00 worth of pork chops. About how many pounds of pork chops can Peter buy?
4. Peter's pregnant sister, Stephanie, is craving sweets. She asks him to buy her a dozen donuts, a jar of peanut butter, and a litre of ice cream. She tells him that she will pay him when he returns. How much will Stephanie owe Peter?
5. Peter sees that it is his favourite dish detergent on sale. He wants to stock up and buy a case. A case has 12 bottles of dish detergent. Dish detergent is also taxed 15%. What would be the total cost?

[\[View answers\]](#)

CHECK-WRITING

The following is a check that Gertrude Porter wrote to John Doe for painting her fence. She wrote the check on May 26, 1999, for the amount of one hundred twenty-three dollars and twenty-five cents. Look at how the check is written:

Gertrude Porter	0000
P.O. Box 000	
Clark's Harbour, NS	<u>May 26</u> 19 <u>99</u>
Pay to the order of <u>John Doe</u>	\$ <u>123.25</u>
----- <u>one hundred twenty-three</u> ----- <u>25</u> /100 Dollars	
Bank of Commerce	
Clark's Harbour	
Memo <u>Painting</u>	<u>Gertrude Porter</u>

Pretend that this is one of your blank checks. Write a check to Nova Scotia Power for \$255.30 to pay your electric bill. Use today's date. Don't forget to sign your name!

P.O. Box 000	0000
Clark's Harbour, NS	
	_____ 19__
Pay to the order of _____	\$ _____
_____/100 Dollars	
Bank of Commerce	
Clark's Harbour	
Memo _____	_____

Write a check to MT & T for 53.57 to pay your phone bill. Use yesterday's date.

P.O. Box 000	0000
Clark's Harbour, NS	
	_____ 19 _____
Pay to the order of _____	\$ _____
	_____ /100 Dollars
Bank of Commerce	
Clark's Harbour	
Memo _____	_____

Write a check to Smith's Hardware Store to pay for plumbing supplies for the amount of \$78.94. Use tomorrow's date.

P.O. Box 000	0000
Clark's Harbour, NS	
	_____ 19 _____
Pay to the order of _____	\$ _____
	_____ /100 Dollars
Bank of Commerce	
Clark's Harbour	
Memo _____	_____

BUDGETING

Peter is trying to budget his money. He wrote down all his bills.

<i>My Monthly Bills</i>	
<i>Phone Bill</i>	<i>\$50/month</i>
<i>Electric Bill</i>	<i>\$200/month</i>
<i>Cable Bill</i>	<i>\$35/month</i>
<i>Mortgage Payment</i>	<i>\$300/month</i>
<i>Food</i>	<i>\$75/week</i>
<i>Car Payment</i>	<i>\$260.00/month</i>

<i>My Yearly Bills</i>	
<i>Municipal Property taxes</i>	<i>\$500/year</i>
<i>Insurances (car & house)</i>	<i>\$700/year</i>

 Peter's net income (after taxes) is \$389.50 per week.

Answer questions 1 to 3 using the above information.

1. What is Peter's net income for the month (4 week month)?
- 2.a) What does Peter pay for groceries for the month?
b) What is the total of Peter's bills for the month?
c) How much money does Peter have left over after he pays his monthly bills?
3. If Peter wanted to put money aside each month for taxes and insurances, how much should he save? How much will he have left over now?

[\[View answers\]](#)

Peter then wrote down other expenses.

<i>Other Expenses</i>	
<i>Gas</i>	<i>\$60/month</i>
<i>Clothing</i>	<i>\$50/month</i>
<i>Hair-cut</i>	<i>\$12/month</i>
<i>Eating-out</i>	<i>\$50/week</i>
<i>Movies</i>	<i>\$30/month</i>
<i>Gifts (holidays, birthdays)</i>	<i>\$25/month</i>
<i>I would like to put aside \$40 every month for Christmas gifts.</i>	

Answer the following questions using the above information and your answers to questions 1 to 3.

4. What is the total of these expenses for the month?
(including saving for Christmas)
5. Does Peter have any money left for the month after he deducts these expenses?
6. If Peter's car broke down this month and it cost \$150 to fix it, would he have enough money to pay for it all this month?

[\[View answers\]](#)

LIFE SKILLS ANSWER KEY

"Cover Letter"

Discussion Topic

1. apply (apply), company (company), three (three), working (working), busy (busy), reach (reach), above (above), address (address), truly (truly)
2. She put a question mark instead of a period at the end of the last sentence in the cover letter.
3. She put Mr. E. Smith instead of Mrs. E. Smith.

"Resume"

Discussion Topic

1. Resumes should be written in reverse chronological order. That is, each section should start with the most recent job, etc., and work backwards in time to the oldest. Peter's resume is mixed up - there is no order to it. Other than this, there are no errors.

"The Interview"

Discussion Topics

—>Note to tutors: This interview was meant to be a bad interview. Help the learner pick out the good and bad points.

"Salaries & Commissions" Math Exercises

- 1.a) $35 \text{ hours} \times \$8.50 = \$297.50$ 1 week
- b) $\$297.50 \times 52 = \$15,470$ /year
- c) $\$15,470 \times 0.04 = \618.80 of vacation pay
2. 1st job $\$7.00 \times 30 = \210.00 1 week
2nd job $\$7.50 \times 30 = \225.00 /week - \$25 for transportation = \$200.00/week
The first job would be better.
- 3.a) $\$290.00735 = \8.285714285714 or rounded off to \$8.29/hour
- b) $\$290.00 \times 4 = \$1,160$ /month
- 4.a) $\$10,500 \times 0.07 = \735.00 commission
- b) $\$1,350 \times 0.11 = \148.50 commission

"How to Use a Table of Contents" Questions

1. All You Wanted to Know About Lobsters & More
2. Chapter Two, page 20
3. Chapter Four, page 32
4. Chapter Eight
5. Lobsters Come in all Sizes, page 26
6. Chapter Nine, Their Enemies/Chapter Six, What Lobsters Eat

"Sale Flyer" Math Questions

1. 3 cans of tomato soup for 99¢, $2 \times 99¢ = \$1.98$ (six cans of soup) One loaf of bread is \$1.19, $2 \times \$1.19 = \2.38 (two loaves of bread) $\$1.98$ (soup) + $\$2.59$ (crackers) + $\$2.38$ (bread) = \$6.95 total cost
2. One package of toilet paper is \$1.99, $2 \times \$1.99 = \3.98 (two pkgs.) $\$3.98 \times .15 = .597$ Round off to 60¢ $\$3.98 + 60$ cents = \$4.58
3. $\$1.99 \div 1 \text{ lb.} = \$5.00 \div X$
 $5 \times 1 \div 1.99 = 2.51256281407$ Round off to 2.5 lbs.
4. $\$1.69$ (donuts) + $\$2.99$ (peanut butter) + $\$1.99$ (ice cream) = \$6.67
5. Detergent = $\$1.99$ $12 \times \$1.99 = \23.88
 $\$23.88 \times .15 = 3.582$ Round off to \$3.58
 $\$23.88 + \$3.58 = \$27.46$ Total cost

"Budgeting" Math Exercises

1. $\$389.50/\text{week} \times 4 \text{ weeks} = \1558.00 per month is his net income
2. a) $\$75/\text{week} \times 4 \text{ weeks} = \300.00 per month for groceries
- b) $\$1145$ is the total of his bills for the month
- c) $\$1558.00 - \$1145.00 = \$413.00$ is left over
3. Total of taxes and insurance is $\$1200.00$
 $\$1200 \div 12 \text{ months} = \100.00 per month. Now he has $\$313.00$ left over.
4. $\$267.00$ is the total of these expenses.
5. Peter has $\$46.00$ left after he deducts his other expenses.
6. No, he would not have enough money left to pay for it all this month. In fact, for any unexpected bills, he would probably have to cut back on other less-necessary expenses, like eating out, clothing, or gifts, in order to pay for them.

SEASONS

The following is a version of a story in Simone Meuse's journal.

Words to Preview

remember	heartbreaking	wondered	tumbling
discouraged	excellent	screwdriver	wonderful

A Winter Story

THE WONDERFUL SLED

There had never been such a bad storm in my village before. I was only ten years old, but I remember the storm well. The wind blew very hard and huge snowflakes fell and covered everything. It was a major storm! Everyone was inside keeping warm beside their wood stoves.

The wind stopped blowing that afternoon and the storm finally passed. Little snowflakes fell and the sun shone. All the children in the village were getting on their winter clothes to go outside.

I gulped down my dinner and pulled on my snowsuit. I ran out to get my favourite sled, but alas, my sled was gone! One of my brothers had already taken it. Since there was not a sled for each of us, we had to share, and today was not my turn. The thought of staying inside on this beautiful sledding day was heartbreaking.

I wondered what I could do. I thought of asking my father to build me a sled, but he was too busy working. Then I decided to build one myself. I got wood, nails, a hammer, and a saw. After I had built my sled, I went with it under my arm to the big hill.

The hill was covered with children. I sat at the top of the hill, put down my sled, and jumped on it. The sled sank into the snow and I went tumbling down the hill. By the time I reached the bottom, I looked like a huge snowball. My face turned red as all the children laughed at me. I returned home, discouraged, dragging my crushed sled behind me.



I went into the basement to sulk a little. As I sat there, I noticed an old washing machine in the corner of the basement. It was covered with dust and cobwebs, but it was its cover that drew my attention. I thought that it would make an excellent sled. I got a screwdriver and removed the handle and had an instant sled.

I returned to the big hill with my newly created sled. All the children watched as I hopped onto the cover, crossed my legs, and pushed off. I flew down the hill, faster than anyone else. Everyone wanted a turn. I gave them turns, and they let me use their shiny new sleds. I spent the whole afternoon sliding down the hill on the other children's sleds, while the old washing machine cover went up and down the hill with a different child on it each time. I had a great afternoon because of my wonderful sled, which I knew was really the best sled of them all!

"The Wonderful Sled" Comprehension Questions

1. When did the storm finally stop?
2. Why didn't the author have a sled to use?
3. What did the author decide to do when he/she saw the sled was gone?
4. Did the sled he/she built work? How do we know?
5. What sentence tells us that the author was embarrassed by tumbling down the hill?
6. What did the author use for a sled next?
7. Was this next sled more successful? How do we know?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe the author of this story is a woman or a man? Why? Do you believe the author was inventive? Why or why not?
2. Why do you think the afternoon was wonderful for the author - because he/she got to use everyone else's new sleds or because his/her sled was the fastest? Explain

"The Wonderful Sled" Spelling

Circle the two misspelled words in each sentence.

1. There had never been sush a bad stonn in my village be for.
2. The wind blew verie hard and snowflakes fell everywere.
3. The wind stopped blowwing and the stonn had pased.
4. We had to share sleds and todday was not my tunn.
5. I decidded to build miself a sled.
6. The sled sanke into the snow and I wenth tumbling down the hill.
7. The chidren laughed at me and my fase turned red.
8. I retunned home, dragging my sled behin me.
9. I went into the bacement to sulk a litle.
10. I notticed an old washing machene in the corner.
11. It was coveredd with dust and cowebs.
12. I returned to the hil with my newlly created sled.
13. All the children watshed as I hopped on my sled and pus shed off.
14. My sled was fasther than the rast.
15. Everone waunted a turn on my sled.
16. I spent the whol afernoon on the other children's sleds.

[\[View answers\]](#)

"The Wonderful Sled" Was or Were

Fill in the blanks with the correct past tense, was or were.

1. I _____(was or were) only ten years old.
2. It _____(was or were) a major storm.
3. Huge snowflakes _____(was or were) falling everywhere.
4. The people _____(was or were) inside keeping warm.
5. All the children _____(was or were) getting ready to go outside.
6. My sled _____(was or were) gone.
7. There _____(was or were) not a sled for everyone.
8. My brothers _____(was or were) already gone.
9. The thought of staying inside _____(was or were) heartbreaking.
10. My father _____(was or were) too busy to build me a sled.
11. The hill _____(was or were) covered with children.
12. They _____(was or were) watching me and my sled.
13. The other children's sleds _____(was or were) new and shiny.
14. The washing machine _____(was or were) covered with dust.
15. Its cover _____(was or were) a great sled.

[\[View answers\]](#)

"The Wonderful Sled" Homonyms

Some words sound the same but are spelled differently and have different meanings. These words are called homonyms.

Fill in the blanks with the correct words.

1. _____(There or Their) had never been such a storm in our village before.
2. The wind _____(blew or blue) very hard.
3. _____(Eye or I) was ten at the time.
4. That afternoon, little snowflakes fell and the _____(sun or son) shone.
5. The children were getting ready _____(to, too, or two) go outside.
6. There were _____(knot or not) enough sleds for everyone.
7. I found nails, _____(would or wood), a hammer, and a saw.
8. All the other children had _____(new or knew) sleds.
9. They wanted a _____(tern or turn) on my sled.
10. They let me use _____(there or their) sleds.
11. I _____(new or knew) that mine was the best.
12. I had a wonderful afternoon _____(to, too, or two).

[\[View answers\]](#)

The information for this story was taken from the following Internet sites:

[NOTE: Not valid - March 19, 2003]

<http://ffeagle.valleyweb.com/appleblossom/history.html>

<http://ffeagle.valleyweb.com/appleblossom/history2.html>

Words to Preview			
Canning	orchards	Windsor	Digby
Loyalists	celebrate	compete	communities
New Minas	Kentville	fireworks	princesses
celebrating	carnival	parades	Frankie Avalon
North Mountain	Annapolis Valley	Charlie Major	Apple Blossom Festival
Barra MacNeils	patchwork quilt	Memorial Park	

A Spring Story

SPRINGTIME IN THE VALLEY

When you think of the Annapolis Valley in Nova Scotia, what is one of the first things that comes to mind? Probably it is the hundreds of apple orchards that stretch from Windsor to Digby. The Annapolis Valley is known allover the world for its apples.

The Valley is a beautiful place at any time of the year. It is a place of rugged shores, rich red soil, and green mountains. But one of the best times of the year to visit the Valley is during late May and early June. This is when the millions of apple trees are in bloom. Take a walk through an apple orchard in bloom, and you feel like you are in a white and pink snow storm. If you look up, all you see are soft pink and white flowers on every branch of every tree. Even if you shut your eyes, there is still the sweet smell of the flowers filling the air.

People in the Valley have been growing apples for hundreds of years. Early French settlers brought apple seeds to Nova Scotia in 1620. But the Loyalists were the ones who really made apple growing a big business.

As the years went on, people in the Valley started talking about holding a spring carnival at blossom time. They wanted to do something to welcome spring after a long, cold winter. They also wanted to celebrate the beauty of their apple orchards. And they wanted to let the rest of the world know how special their part of the province was. So, in 1933, the first Apple Blossom Festival was held.



The first festivals were not much different than they are today. The main difference is that the festival starts on Thursday instead of Friday now. The festival is always held on the last weekend in May. There is a contest to choose a new blossom queen each year. The young women who compete in this contest come from all the different communities in the Valley. The blossom queen is crowned on Friday. Then there is a huge parade on Saturday afternoon. It runs from New Minas to Kentville and has 150 entries. It is one of the biggest parades in Canada.

On Saturday evening, there are concerts in Memorial Park in Kentville. Well-known groups perform each year. You can see anyone from Frankie Avalon to Charlie Major to the Barra

MacNeils. Late Saturday evening, there is a big fireworks display.

On Sunday, the blossom queen and her princesses, along with the rest of the festival party, go to church. In the afternoon, they visit different places around the Valley. The festival wraps up on Monday with a royal tour around the Annapolis Valley.

Throughout the weekend of the festival, there are also craft shows, yard sales, and barbeques. One of the best parts about the weekend is Saturday, before the grand parade. You can walk along the main street in Kentville and have your face painted by a clown and eat a bag of cotton candy. You can buy a hamburger or hotdog from a nearby barbeque and sit and watch the thousands of people go by. You can visit a craft fair and find a perfect gift for yourself or someone else, made by a local artist. Or you can drive up the North Mountain in nearby Canning and look out over miles and miles of fields and orchards. From such a height the land below looks like a huge patchwork quilt.

Apple Blossom Festival weekend in the Valley is one of the best ways of celebrating springtime. Many people cannot imagine springtime without it. The apple trees put on their spring colours of white and pink, and they remind us it is time to do the same.

"Springtime in the Valley" Comprehension Questions

1. What is the Annapolis Valley well known for?
2. When is a good time to visit the Valley?
3. Why did people want to hold a spring carnival in the Valley?
4. How big is the Apple Blossom parade?
5. What happens late Saturday evening?
6. Why do the fields look like patchwork quilts from the North Mountain?

[\[View answers\]](#)

Reading Between The Lines

1. Do you think the writer of this story has been to the Annapolis Valley before? Why or why not?
2. Do you think the Apple Blossom Festival is a popular event? Why or why not?

"Springtime in the Valley" Capitalization

Circle the words that should be capitalized.
(To review rules on capitalization, see [Capitalization](#).)

1. the annapolis valley is in nova scotia.
2. the apple orchards stretch from windsor to digby.
3. the best time to visit the valley is mayor june.
4. one of the biggest parades in canada is held on saturday during the apple blossom festival.
5. the blossom queen is crowned on friday.
6. the parade runs from new minas to kentville.
7. on saturday evening, they hold concerts in memorial park in kentville.
8. at the concert, you can see anyone from frankie avalon to charlie major to the barra macneils.
9. the festival wraps up on monday.
10. people drive up north mountain in canning.

[\[View answers\]](#)

"Springtime in the Valley" Antonyms

**Circle the antonym (opposite) of the first word in each line.
(Refer to *Antonyms* for a review of antonyms.)**

- | | | | | |
|-----|-----------|-----------|--------|------------|
| 1. | first | last | second | two |
| 2. | rich | special | poor | beautiful |
| 3. | long | short | new | huge |
| 4. | shut | smell | close | open |
| 5. | best | different | worst | special |
| 6. | soft | rugged | rich | hard |
| 7. | cold | warm | long | chilly |
| 8. | beautiful | pretty | ugly | well-known |
| 9. | different | rest | same | every |
| 10. | new | welcome | early | old |
| 11. | huge | big | small | old |
| 12. | late | night | year | early |

[\[View answers\]](#)

Ch, Th, Sh

Fill in the blanks with either *ch*, *th*, or *sh*

- | | | | |
|----------|-----------|-----------|------------|
| ___ing | ___ut | ___urch | ___ort |
| or___ard | ___ey | ___rough | su___ |
| stret___ | ___ursday | ___ow | pat___work |
| ___ore | ___ine | ___ousand | wi___ |
| bran___ | ___oose | Nor___ | ___ame |

[\[View answers\]](#)

The following is a version of a story in Simone Meuse's journal.

Words to Preview			
grandfather	responsible	particular	beautiful
deposited	plump	galvanized	conversation
patiently	reappeared	certainly	previous

A Summer Story

DON'T COUNT YOUR CHICKENS BEFORE THEY HATCH

My grandfather was my idol. He always had plenty of time to spend with me. I adored him and he adored me.

My grandfather owned a farm. Sometimes I helped him with the farm chores. I was just a little girl, not in school yet, but I liked to believe that I was a big, responsible girl.

I remember one particular day very well. It was a beautiful summer day and my grandfather and I were collecting the hens' eggs. His hens were good layers. Each plump hen had laid a nice, smooth egg. I remember feeling the warmth of the freshly-laid eggs. We deposited the eggs in two galvanized pails and quickly filled the two pails.

My grandfather had a sudden errand to do. Grandfather said, "Watch the eggs for me." I was very proud that my grandfather was putting me in charge of such an important job.

I waited patiently for my grandfather to return. I waited...and waited...and waited but still no Grandfather. I started to get a little bored. Then I remembered a previous conversation with my grandfather. He had told me that little chickens came from eggs. I began to wonder if there were any chickens in these eggs. I was certain that my grandfather wouldn't mind if I cracked just one egg to see if there was a chicken in it.

I gently cracked an egg no chicken was in it. Maybe the next one would have one. CRACK! No, still no chicken. CRACK! CRACK! CRACK! CRACK! I had cracked nearly a dozen eggs and had found not one chicken. That was when my grandfather reappeared.

"What in God's name are you doing?" he bellowed. Grandfather was angry. His message was clear; I had betrayed his trust.



I don't think that Grandfather ever told on me. There was no mention of the incident at home. But I certainly had learned my lesson, and I waited for the chickens to hatch on their own from that day forward.

"Don't Count Your Chickens Before They Hatch" Comprehension Questions

1. What were the author and her grandfather doing on the day she wrote about?
2. Give two descriptive words the author used about the eggs.
3. What was the author put in charge of?
4. Why did the author crack the eggs?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe the author's grandfather forgave her for cracking the eggs?
2. Do you believe the author really learned her lesson? Why or why not?
3. Do you believe the author made an honest mistake? Why or why not?

"Don't Count Your Chickens Before They Hatch" Consonant Blends

A consonant blend is when two or more consonants blend together to form a new sound.

Examples: place, blame, scream, try.

Select the correct consonant blend from the end of each line to complete the missing words.

1. Grandfather ____ent a lot of time with me. (sl, sp, sm, sn)
2. I helped him with farm ____ores. (cl, cr, ch, sh)
3. My ____andfather owned a farm. (gl, gr, dr, tr)
4. Each ____ump hen had laid an egg. (pl, pr, br, bl)
5. Each egg was nice and ____ooth. (sn, sl, sm, sp)
6. The eggs were ____eshly laid. (fl, fr, bl, br)
7. I was ____oud of my new job. (pl, br, bl, pr)
8. My grandfather was ____ill not back. (sp, st, sc, sh)
9. Little ____ickens come from eggs. (sh, ch, cr, cl)
10. I ____acked one egg. (cl, cr, ch, kr)
11. My grandfather's message was ____ear. (cl, cr, ch, sl)
12. I had betrayed his ____ust. (th, tw, tr, cr)

[\[View answers\]](#)

"Don't Count Your Chickens Before They Hatch" The -ly Ending

Add the -ly ending to the following words.

(Remember that some letters will have to be added or dropped in order to make the new words.)

- | | | | |
|------------|-------|----------------|-------|
| 1. time | _____ | 10. particular | _____ |
| 2. day | _____ | 11. beautiful | _____ |
| 3. nice | _____ | 12. smooth | _____ |
| 4. quick | _____ | 13. sudden | _____ |
| 5. full | _____ | 14. proud | _____ |
| 6. near | _____ | 15. important | _____ |
| 7. gentle | _____ | 16. previous | _____ |
| 8. clear | _____ | 17. certain | _____ |
| 9. patient | _____ | | |

Insert the appropriate newly-formed words in the following sentences.

1. We collected eggs _____.
2. We _____ filled two pails.
3. I didn't _____ understand how chickens came from eggs.
4. My grandfather had to _____ go run an errand.
5. I did my new job _____.
6. I _____ waited for my grandfather.
7. I remembered that my grandfather had _____ told me chickens came from eggs.
8. I _____ cracked an egg.
9. I had cracked _____ a dozen eggs.
10. My grandfather was _____ upset.

[\[View answers\]](#)

Words to Preview

spindle	caliber	groceries	motioning
tendon	scaredy-cat	trophy	exclaimed
shambles	mantle	veranda	direction
territory	beaut	mangled	petrified



A Fall Story

THERE ARE HUNTERS AND THERE ARE OTHERS

Trevor and his buddies had been discussing their hunting trip for weeks already. They were overhauling their lobster pots early in October so they would be able to go in the woods deer hunting at the end of the month.

"Hey Trevor, remember the year that I got the six pointer? That was some big buck. Hope I can bag another one this year and reclaim that hunting trophy," bragged Ian as he put a spindle in a pot.

"I don't think you have to worry about that trophy, Ian. I'm going to get it again this year," replied Trevor.

"Which rifle are you bringing in the woods this year, Trevor?" asked John as he spliced rope.

"I think I'm going to bring my 30-30 caliber rifle. It always seems to give me the best luck."

"Yeah, you'll need luck to bag that big buck you've been bragging about," said Ian with a grin on his face.

"I know that buck is still out there. Too bad I missed him last year, but this year, I'll get him. There, that's the last of the pots. Let's get out of here!" They all climbed into Trevor's Chevy truck. "Do you hear that noise? Dam it! I'd say that my muffler is getting bad. I didn't want to waste time getting that fixed, but I can't go in the woods with a muffler sounding like a chain saw, can I? I'll scare every deer from here to Shelburne," moaned Trevor.

"My car has been acting up too," said John. "You can drop me off at the garage. I left it there this morning. It's that dam clutch again. I must have gotten it fixed a half a dozen times." Trevor pulled up to the garage and John climbed out with a wave of his hand.

A week later, they were all piled into Trevor's truck again and were heading into the woods. They had stopped to buy some groceries and their wives had made them some goodies to

take in. Ian's wife, Meg, made the best homemade bread and every year the boys looked forward to eating it.

"You sure you got that homemade bread, Ian? We wouldn't want to forget that," said Trevor.

"Yup, and I also got chocolate chip cookies. Mmmmm maybe I'll have one now."

"Don't you dare," said Trevor. "If you get munching on those cookies there'll be none left by the time we get to the camp. Marlene made us a lemon pie and I brought in some of her homemade strawberry jam. That will be good with that homemade bread. Well, if we don't have deer meat to eat, at least we have some goodies...and of course some beer to drink after a long day of hunting."

"Your truck sounds better, Trevor. When did you get it fixed?" asked John.

"I got it fixed on Tuesday. They charged me an arm and a leg. Almost had to use the money I'd saved for hunting. But at least I won't be scaring any deer away."

They arrived at John's camp and put the sleeping bags, backpacks, groceries, and guns on the ground. They backed the truck against the ramp and drove the four-wheeler off the back of the truck. "Better make sure the boat's still on the bank," yelled John as he headed towards the river.

A few seconds later, John came running back. "You guys better come see this," he yelled, motioning wildly with his hands. "Look!" he exclaimed, "The camp is in shambles. It looks like a bear crashed the place." Trevor and Ian agreed that it did look like the work of a bear. Boxes of cereal were ripped apart everywhere and the screen door was lying in a mangled mess on the kitchen floor.

I know where *I'll* be staying this year," said John. Trevor and Ian knew that John wouldn't leave the camp if he knew there was a bear in the woods. He was petrified of bears.

"Well, let's get this mess cleaned up," said Trevor. After the mess was cleaned and their gear was brought in, they decided to rest a little and drink a cold beer.

"John, it's probably only a baby cub. You can't let a little bear keep you from going hunting. You've waited for this all year," said Ian.

"Yeah, Ian, but where there's a little baby cub, there's usually a big, ugly mama bear," John said with a grin. "I'll just stay behind and watch the camp, just in case she comes back." But Ian and Trevor knew that he was staying behind because he was scared to come face to face with the bear in the woods.

The next morning at daybreak, Ian and Trevor climbed in the outboard to go across the river to their hunting territory. John, as he said he would, stayed behind. He was still snoring loudly when Ian and Trevor left the camp.

"It's a shame that John won't go in the woods," Ian said as he yanked the pull cord of the outboard motor.

"Yeah, he's really missing out on a good hunt," replied Trevor. The outboard motor sputtered and off they went.

Meanwhile, back at the camp, John was just opening his eyes. He got himself some breakfast and turned on the radio. *I shouldn't be such a scaredy-cat. I should go in the woods - I'm not going to get a deer this way*, he thought. *But what would I do if a bear started chasing me? I guess I may as well stay put.* Finally John sat down and oiled his gun, just in case he changed his mind.

Trevor and Ian had been tramping through the woods for three hours now. They hadn't seen a thing, but were still very hopeful. They had heard a few distant rifle shots earlier on. They wondered if anyone had gotten lucky. They never would have guessed who it was.

John had sat in the camp for an hour before he decided to go outside and get some fresh air. He heard some leaves and twigs crack and went inside to get his rifle. If it was that dam bear, he was going to get it! He came back out, heard a snort, and quietly turned in the direction of the noise. He couldn't believe his eyes. Thirty yards away was the biggest buck he had ever seen! It was munching on a bunch of leaves beside the path that led to the camp.

John's hands shook as he shoved a bullet in the side chamber of his rifle. He racked it, pressed the safety button, and raised the rifle to his shoulder. His heart pounded and he held his breath as he looked in the scope and aimed for the right forward shoulder. BANG! He got it! He couldn't believe it! He had shot the biggest buck in the whole entire woods! He ran over to it. It was an eight-pointer and he guessed that it weighed 320 pounds. *Just wait until the boys see this*, he thought with a big smile.

Later on, Ian and Trevor were in the outboard, heading back to the camp. They hadn't seen a thing. *Oh well, maybe tomorrow*, they thought.

"I wonder what John did all day. Must have been pretty boring for him," said Ian. "Well, at least we know he won't be getting the trophy this year," said Trevor.

When they pulled the outboard motor up on the bank, they noticed that John was sitting outside, his legs up on the veranda, drinking a beer. "Did you see anything?" he yelled to them.

"Nope, not a thing," Ian yelled back. "How about you...," he started to tease. That was when he saw the deer hanging from the tree. John had cleaned it and hung it from its tendons. Ian nudged Trevor while he stared at it in disbelief. Trevor turned, looked, and stared in shock as well.

"Where...where...did that come from?" they stammered together.

"Yeah, I had a little visitor...a 320 pound buck. He's a beaut, isn't he?" bragged John.

This year, Trevor had to hand over the hunting trophy to John, who is proudly displaying it on his mantle until next year. John says it was the best hunt he ever had.

"There Are Hunters and There Are Others" Comprehension Questions

1. What did the guys have to do before they could go in the woods?
2. Who had won the hunting trophy the previous year?
3. What had happened to the camp?
4. Why didn't John go in the woods hunting?
5. How did Ian and Trevor get to their hunting territory?
6. Who was John's "visitor"?
7. Who won the trophy this year?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe that John was upset with himself for not going in the woods because he was afraid of bears?
2. Why do you think that John's hands shook as he shoved a bullet in the side chamber of his rifle?
3. What sentences in the story tell you that Ian and Trevor were surprised to see the buck that John had shot?

"There Are Hunters and There Are Others" The -ing and -ed Endings

Select the verb with the correct ending, -ing or -ed.

1. The guys had been _____(discussing or discussed) their hunting trip.
2. Ian _____(bragging or bragged) that he was going to get the trophy.
3. I can't go in the woods with a muffler _____(sounding or sounded) like a chain saw.
4. They all _____(climbing or climbed) into Trevor's truck.
5. Trevor _____(pulling or pulled) up to the garage and let John out.
6. They had _____(stopping or stopped) to get groceries.
7. John said that his car had been _____(acting or acted) up lately.
8. Every year the boys _____(looking or looked) forward to eating Meg' s homemade bread.
9. They couldn't wait to go _____(hunting or hunted).
10. It looked as if a bear had _____(crashing or crashed) the camp.
11. They knew he was _____(staying or stayed) behind because he was _____(scaring or scared) of bears.
12. John was _____(snoring or snored) loudly.

[\[View answers\]](#)

"There Are Hunters and There Are Others"
The, That, It, I

Fill in the blanks with *the, that, it, or I*.

1. _____ hope _____ I can bag another deer this year.
2. _____ am going to get _____ this year.
3. _____ know _____ big buck is still out there.
4. I left _____ there this morning.
5. Trevor pulled up to _____ garage.
6. They put _____ sleeping bags on the ground.
7. They backed _____ truck against _____ ramp.
8. _____ looks like a bear crashed the place.
9. They knew _____ he was staying behind because he was scared of bears.
10. _____ is probably only a baby cub.
11. _____ will stay behind in case the bear comes back.
12. _____ outboard motor sputtered.
13. _____ is a shame _____ John will not go in _____ woods.
14. _____ was when he saw the buck hanging from the tree.
15. John had cleaned _____.

[\[View answers\]](#)

"There Are Hunters and There Are Others"
Contractions

Give the two words that each contraction is made up of.
(Review *contractions*.)

- | | | | |
|-----|-----------|-------|-------|
| 1. | don't | _____ | _____ |
| 2. | you've | _____ | _____ |
| 3. | that's | _____ | _____ |
| 4. | I'll | _____ | _____ |
| 5. | I'd | _____ | _____ |
| 6. | it's | _____ | _____ |
| 7. | won't | _____ | _____ |
| 8. | wouldn't | _____ | _____ |
| 9. | there'll | _____ | _____ |
| 10. | let's | _____ | _____ |
| 11. | hadn't | _____ | _____ |
| 12. | he's | _____ | _____ |
| 13. | I'm | _____ | _____ |
| 14. | shouldn't | _____ | _____ |
| 15. | couldn't | _____ | _____ |

[\[View answers\]](#)

**"There Are Hunters and There Are Others"
Was or Were**

Fill in the blanks with *was* or *were*.

1. They _____ discussing their hunting trip.
2. That _____ a big buck.
3. Ian, Trevor, and John _____ heading into the woods.
4. Boxes of cereal _____ ripped apart and the screen door _____ lying on the kitchen floor.
5. There _____ a bear in the woods.
6. He _____ petrified of bears.
7. The mess _____ cleaned up.
8. The sleeping bags, groceries, and backpacks _____ brought in.
9. John _____ snoring loudly.
10. Trevor and Ian _____ tramping through the woods.
11. They never would have guessed who it _____.
12. The buck _____ munching on some leaves.
13. It _____ an eight pointer.
14. That _____ when they saw it.
15. They _____ shocked when they saw the buck.

[\[View answers\]](#)

SEASONS ANSWER KEY

"The Wonderful Sled" Comprehension Questions

1. The storm stopped during the afternoon.
2. The author didn't have a sled because there were not enough sleds for them all, so they had to share and it was not his/her turn.
3. The author decided to build a sled.
4. No, the sled the author built did not work; it sank into the snow.
5. The line indicating the author was embarrassed is, "My face turned red as all the children laughed at me."
6. The author's next sled was an old washing machine cover.
7. Yes, the second sled was faster than the rest of the sleds and everyone wanted a turn on it.

"The Wonderful Sled" Spelling

1. sush (such), befor (before)
2. verie (very), everywere (everywhere)
3. blowwing (blowing), pased (passed)
4. todday (today), turm (turn)
5. decidded (decided), miself(myselt)
6. sanke (sank), wenth (went)
7. chidren (children), fase (face)
8. returmed (returned), behin (behind)
9. bacement (basement), litle (little)
10. notticed (noticed), machene (machine)
11. coverred (covered), cowebs (cobwebs)
12. hil (hill), newely (newly)
13. watshed (watched), pusshed (pushed)
14. faster (faster), rast (rest)

15. everone (everyone), waunted (wanted)
16. whol (whole), afernoon (afternoon)

"The Wonderful Sled" Was or Were

- | | | |
|---------|---------|----------|
| 1. was | 6. was | 11. was |
| 2. was | 7. was | 12. were |
| 3. were | 8. were | 13. were |
| 4. were | 9. was | 14. was |
| 5. were | 10. was | 15. was |

"The Wonderful Sled" Homonyms

- | | |
|----------|-----------|
| 1. There | 7. wood |
| 2. blew | 8. new |
| 3. I | 9. turn |
| 4. sun | 10. their |
| 5. to | 11. knew |
| 6. not | 12. too |

"Springtime in the Valley" Comprehension Questions

1. The Annapolis Valley is well known for its apples.
2. Late May and early June is a good time to visit the Valley.
3. People wanted to hold a spring carnival to help celebrate the arrival of spring and the beauty of their apple orchards. They also wanted to show the rest of the world how special their home was.
4. The Apple Blossom parade is one of the biggest parades in Canada. It has 150 entries.
5. There is a huge fireworks display late Saturday evening.
6. The fields are far below North Mountain, and from such a distance they look like pieces of a quilt.

"Springtime in the Valley" Capitalization

1. The, Annapolis, Valley, Nova, Scotia
2. The, Windsor, Digby
3. The, Valley, May, June
4. One, Canada, Saturday, Apple, Blossom, Festival
5. The, Friday
6. The, New, Minas, Kentville
7. On, Saturday, Memorial, Park, Kentville
8. At, Frankie, Avalon, Charlie, Major, Barra, MacNeils
9. The, Monday
10. People, North, Mountain, Canning

"Springtime in the Valley" Antonyms

- | | | | |
|----------------|----------------|--------------------|-----------------|
| 1. first, last | 4. shut, open | 7. cold, warm | 10. new, old |
| 2. rich, poor | 5. best, worst | 8. beautiful, ugly | 11. huge, small |
| 3. long, short | 6. soft, hard | 9. different, same | 12. late, early |

"Springtime in the Valley" Ch, Th, Sh

<u>th</u> ing	<u>sh</u> t	<u>ch</u> urch	<u>sh</u> ort
or <u>ch</u> ard	<u>th</u> ey	<u>th</u> rough	<u>su</u> ch
stret <u>ch</u>	<u>Th</u> ursday	<u>sh</u> ow	pat <u>ch</u> work
<u>ch</u> ore/ <u>sh</u> ore	<u>sh</u> ine	<u>th</u> ousand	with/ <u>wi</u> sh
bran <u>ch</u>	<u>ch</u> oose	<u>N</u> orth	<u>sh</u> ame

"Don't Count Your Chickens Before They Hatch" Comprehension Questions

1. They were collecting the eggs from the hens on his farm.
2. The eggs were nice and smooth. They were also warm.
3. She was put in charge of watching the eggs.
4. She wanted to see if there were any chickens in the eggs.

"Don't Count Your Chickens Before They Hatch"
Consonant Blends

- | | | | |
|------------------------|--------------------|---------------------|---------------------|
| 1. <u>s</u> pent | 4. <u>p</u> lump | 7. <u>p</u> rroud | 10. <u>c</u> racked |
| 2. <u>ch</u> ores | 5. <u>s</u> mooth | 8. <u>st</u> ill | 11. <u>cl</u> ear |
| 3. <u>gr</u> andfather | 6. <u>fr</u> eshly | 9. <u>ch</u> ickens | 12. <u>tr</u> ust |

"Don't Count Your Chickens Before They Hatch"
The -ly Ending

- | | | | |
|------------|--------------|------------------|-----------------|
| 1. timely | 6. nearly | 10. particularly | 14. proudly |
| 2. daily | 7. gently | 11. beautifully | 15. importantly |
| 3. nicely | 8. clearly | 12. smoothly | 16. previously |
| 4. quickly | 9. patiently | 13. suddenly | 17. certainly |
| 5. fully | | | |

-
- | | | | |
|------------|--------------|---------------|-------------|
| 1. daily | 4. suddenly | 7. previously | 9. nearly |
| 2. quickly | 5. proudly | 8. gently | 10. clearly |
| 3. fully | 6. patiently | | |

"There Are Hunters and There Are Others"
Comprehension Questions

1. They had to overhaul their lobster pots before they could go in the woods.
2. Trevor had won the hunting trophy the previous year.
3. A bear had crashed the camp. He mangled the screen door and ripped open boxes of cereal.
4. John didn't go hunting because he was afraid of bears.
5. Ian and Trevor took the outboard across the river.
6. John's visitor was a 320 pound, eight point buck.
7. John won the trophy this year.

"There Are Hunters and There Are Others"
The -ing and -ed Endings

- | | | | |
|---------------|------------|------------|---------------------|
| 1. discussing | 4. climbed | 7. acting | 10. crashed |
| 2. bragged | 5. pulled | 8. looked | 11. staying, scared |
| 3. sounding | 6. stopped | 9. hunting | 12. snoring |

"There Are Hunters and There Are Others"
The, That, It, I

- | | | | |
|----------------|-------------|---------|-------------------|
| 1. I, that | 5. the | 9. that | 13. It, that, the |
| 2. I, it | 6. the | 10. It | 14. That |
| 3. I, the/that | 7. the, the | 11. I | 15. it |
| 4. it | 8. It | 12. The | |

"There Are Hunters and There Are Others"
Contractions

- | | | |
|-----------------------------|---------------|----------------|
| 1. do not | 6. it is | 11. had not |
| 2. you have | 7. will not | 12. he is |
| 3. that is | 8. would not | 13. I am |
| 4. I will | 9. there will | 14. should not |
| 5. I would/ I should/ I had | 10. let us | 15. could not |

"There Are Hunters and There Are Others"
Was or Were

- | | | | |
|--------------|---------|----------|----------|
| 1. were | 5. was | 9. was | 13. was |
| 2. was | 6. was | 10. were | 14. was |
| 3. were | 7. was | 11. was | 15. were |
| 4. were, was | 8. were | 12. was | |

RURAL LIFE

The following is a version of a story in Simone Meuse's journal.

Words to Preview

laundry	agricultural	representative	preparation
grandfather	remember	brother	sister
neighbourhood	father	mother	clothes

CHILDHOOD MEMORIES

As my sister and I walked down the old dirt road, we talked about old times. Those summer days seemed so long ago.

All our days began with Mother yelling, "Yoo-hoo girls, time to get up!" In those days only the girls needed to get up early. My brothers got to sleep in. They could sleep in all week, except for Sunday when they had to get up to go to church. For the girls, it was a different story. Our family was the largest in the village. I was the oldest girl and had three sisters and ten brothers.

Breakfast time was a busy time at our house. The girls had to clean up after everyone ate. Sadly, two of my sisters were too young to help, so that left me and one of my sisters to do the job. I sometimes wished that a dish would break so we would have fewer to wash.

My father started the laundry every morning before work. He was an Agricultural Representative for the Department of Agriculture and had an office in our home. My father was a very smart man, but laundry was not his strong point. He never learned how to wash the babies' rubber pants. If he did not ruin them by pouring hot water on them, he ruined them by passing them through the wringer in the washing machine. Mother often had to add rubber pants to the grocery list.

My sister and I hung out the clothes. It was always windy at the clothesline, even when there was no wind anywhere else. My father had put up a new modern clothesline which did not need clothes pins. Clothes were jammed between two rows of stiff wire. It sounded great, but it also often jammed a little girl's fingers at the same time.



After our morning chores, it was time to think about dinner time. The family ate at 11 :30 a.m., so that meant early preparations. I often peeled the potatoes. Our potato pot was a waterless cooker and weighed a "half-ton," empty. Often we had carrots and peas with our dinner. My father grew very long carrots and two or three could fill a pot. I shelled the peas and ate the small sweet-tasting ones. My sister and I were the ones who weeded my father's garden. We enjoyed it, but we did not want the boys to know that. We were left alone in the warm sun to slowly pullout each weed.

With dinner and dishes done, we were able to have some time to play. We would swim in the ocean, fish off the wharf, or go blueberry picking. Usually by mid-afternoon, I would visit my grandfather. I went to see if there was a piece of cake that needed to be eaten. At our house, nothing went stale. I can remember baking four apple pies and they were gone before the aroma left the kitchen.

Supper time was as busy as dinner time. After supper, we sometimes played baseball. We did not need any of the neighbourhood kids since we had enough in our family for a baseball team, even the umpire.

Evenings passed fast. They always started with the family kneeling to say the rosary. My parents watched us all so we pretended to be very serious. If they stopped praying and looked at us, we knew that we had to be good and stop giggling.

After prayer time and fourteen baths, it was time for bed, much to my parents' relief.

And so ended a typical day of a country girl, a long time ago. We are all grown-up now; I have my own two daughters and a grandson. I have to admit we all turned out pretty well, even the boys.

"Childhood Memories" Comprehension Questions

1. How many children were in the family? How many girls?
How many boys?
2. What, was the difference between the "modern" clothesline
and a regular clothesline?
3. What did the girls enjoy doing?
4. What sentence tells you that the family lived near the
ocean?
5. What did' the children play after supper?

[\[View answers\]](#)

Reading Between The Lines

1. Do you think the author resented the fact that the boys
could sleep in? Why or why not?
2. Why do you think "breakfast time was a busy time" at their
house?
3. What does the author mean by this sentence: "I can
remember baking four apple pies and they were gone before
the aroma left the kitchen."?
4. Do you think that prayer time was important for this family?
Why or why not?

"Childhood Memories"
"M" or "N"

Choose the correct letter, "m" or "n."

(All these words were seen in the story "Childhood Memories.")

- | | | |
|--------------|------------------|--------------|
| 1. Su__day | 9. __other | 17. lau__dry |
| 2. su__ __er | 10. clea__ | 18. __othing |
| 3. __eed | 11. __emories | 19. s__art |
| 4. te__ | 12. __e | 20. stro__g |
| 5. wi__dy | 13. gra__dfather | 21. ti__e |
| 6. ofte__ | 14. thi__k | 22. e__pty |
| 7. s__all | 15. wa__t | 23. alo__e |
| 8. lu__ch | 16. fa__ily | 24. __uch |

[\[View answers\]](#)

Write five words that begin with the letter "m."

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

Write five words that begin with the letter "n."

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | |

"Childhood Memories" Spelling

Circle the correct spelling of each word.
(These words were seen in "Childhood Memories.")

1. sisther sister sester sitser
2. mother motter mothar modder
3. earlie erly early early
4. Sunnday Sunday Sundy Sundey
5. different diferent diffirent diffrent
6. broder brotter brother borther
7. sometihmes sometimes sonetimes sometimes
8. brekfast brakfast breakfasth breakfast
9. fawther fatther rater father
10. laundy landry laundry laundrie
11. mashine machine machene machin
12. grocery grosery grocerie gorcery
13. clohes clothes clotes colthes
14. momning monring morning momeng
15. carrot carot carret karrot
16. pototo potato patoto pottato

[\[View answers\]](#)

"Childhood Memories" Homonyms

(Refer to a review of [homonyms](#).)

Fill in the blanks with the correct words.

1. Those summer days seemed _____(so or sew) long ago.
2. It was a different story _____(for or four) the girls.
3. Breakfast time was a busy time at _____(our or hour) house.
4. _____(To, too, or two) of my sisters were _____(to, too, or two) young to help.
5. Laundry was _____(knot or not) his strong point.
6. He ruined them _____(buy or by) passing them through the wringer.
7. It was always windy at the clotheslines, even when there was _____(no or know) wind anywhere else.
8. It was _____(time or thyme) to think about dinner.
9. The family _____(ate or eight) at 11 :30 a.m.
10. I went to _____(see or sea) my grandfather.
11. I wanted to know if _____(there or their) was a _____(peace or piece) of cake to eat.
12. I can remember baking _____(for or four) apple pies.
13. We _____(knew or new) we had to _____(be or bee) good.

[\[View answers\]](#)

"Childhood Memories"
Math Exercises
Part 1

1. If you were cooking for 14 children and each child ate 2 potatoes, how many potatoes would you cook? What math operation would you perform?
2. If 10 of the 14 children were boys and they ate 3 potatoes while the girls ate 2, how many would you cook? What math operations would you perform?
3. If meal preparations started at 9:00 a.m. and lunch was at 11:30 a.m., how many hours did it take to prepare the meal?
4. If supper was at 4:30 p.m., what time would preparations start if it took $1 \frac{1}{2}$ hours?
5. If you had 3 apple pies and you cut each pie into 8 pieces, would each of the 14 children have a piece? Would there be any left over? If yes, how many pieces? What math operations would you perform?
6. If the 4 girls had to equally share a bag of 32 candies, how many would they each get? What math operation would you perform?

[\[View answers\]](#)

"Childhood Memories"
Math Exercises
Part 2

Oranges (each)	5¢	All day sucker	1¢
Butter	10¢	Peppermints	4 for 1¢
1 lb. of fish	20¢	Ice cream cone	5¢
Bread (loaf)	10¢	-----	
Milk	25¢	Rubber pants	25¢
2 lb. carrots	15¢	Shoes	\$2.98
Bananas (each)	5¢	Dress	\$2.98
Chips	5¢	Socks (pair)	10¢

Answer the following questions using the above price list.

1. What would be the total cost for the following items: an all day sucker, one bag of chips, 2 lb. of carrots, and one orange?
2. What would be the total cost for the following items: two bananas, 1 lb. of fish, three loaves of bread, and one milk? What if you returned one bread?
3. How many rubber pants could you buy for \$1.25?
4. How many peppermints could you buy for 10¢?
5. How many peppermints could you buy for 10¢ if the price was three peppermints for 2¢?

[\[View answers\]](#)

The following is a version of a story in Simone Meuse's journal.

Words to Preview			
grandmother	beautiful	flower	perfect
gardener	selection	mixture	mismatched

OUR FLOWER BEDS



My grandmother was a wonderful gardener. Her flower beds were well shaped, beautiful, and perfect in every way. They were well balanced, with a good selection of many different, well-matched flowers. There were no bugs in my grandmother's flowers, which were also always perfectly shaped. Wherever she planted a seed, you were sure something beautiful would grow in that spot. She made sure that her flowers were well watered and fed.

My mother's flower bed was a different story. My mother would have been an excellent gardener if she did not have so many little helpers. Her flower bed was oddly shaped and had a mixture of mismatched, ugly flowers. Nothing grew where it was supposed to. Plants sprouted a few feet from where the seeds had been planted. It could be because her many little helpers liked to dig up worms for fishing as much as they enjoyed planting. My mother was so busy with her children that she let the rain water her flowers.

"Our Flower Beds" Comprehension Question

1. Name at least three differences between the two flower beds.

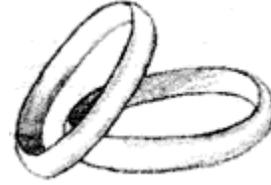
[\[View answers\]](#)

Reading Between The Lines

1. Who do you think were the mother's "little helpers"?
2. Do you think the grandmother took pride in her gardening?
3. Do you think that the mother minded her flower bed looking the way it did?

Cloze Exercise & Abbreviations

THE WEDDING



Mr. Nickerson is a very nice _____. He is a fisherman. He goes fishing with Mr. Johnson. Mrs. Nickerson works at the hardware store. Mr. and Mrs. Nickerson have three _____.

The Nickersons' daughter, Miss Nickerson, drives a _____ car. She drives very _____. Miss Nickerson is going to get married soon. She will become Mrs. Race. Mr. Race works at the garage. His father is a _____.

Miss Nickerson's friend, Miss Atwood, is going to be a bridesmaid in Miss Nickerson's wedding. Mr. and Mrs. Johnson's daughter will be the flower girl. Mr. Blades will be the best man. The best man will have to make a _____ at the wedding.

Rev. Benham will perform the ceremony. It will be held at the church on Water St.

Mr. and Mrs. Atwood are invited to the wedding. Mrs. Atwood buys a gift for the couple. On the card she writes, "To Mr. and Mrs. Race." She buys them a _____.

On the day of the wedding, Miss Atwood is sick. She needs to go to see Dr. O'Connor. Dr. O'Connor's _____ is on King St. Dr. O'Connor tells her she has the _____ and should go to _____. Miss Atwood doesn't want to miss the wedding so she goes even though she is _____.

It is a _____ day. Many people attend the wedding. Mr. and Mrs. Race now live on First Ave. in their new home.

[\[View answers\]](#)

The following story and exercises were written by the Levels I and II Adult Learning class of the P.A. Best Educational Centre in Yarmouth, Nova Scotia.

OUR CLASS TRIP

Our class of eight graduated from upgrading. Our teacher, Glenda, decided we could go on a class trip to the Tusket Islands.

Glenda had a minivan, so we all piled in and off we went to the Islands. Glenda's brother happened to have a speed boat that we could use to get across the river. It was going to be a beautiful weekend. The forecast gave sunny weather for Friday, Saturday, and Sunday.



Once we arrived on the Island we all went to set up our cabins. We bunked two in each. When we were finished doing that it was very close to supper. Dave started the fire while Brenda went to get the food. When she did, she found an old map with a big "X" on it. She came out screaming, "I found something!" She was so excited. She was jumping everywhere. Everyone ran over except Glenda. We all found this a bit strange. Frank did not believe that the "X" meant a treasure. He thought that it might just show where we were. Paul and Tanya disagreed right away. All of a sudden Glenda hollered that supper was almost ready. We went to help her finish up. Christine and Carol went to get the paper plates, etc.

It was starting to get dark. Carl put some more wood on the fire and we all sat down and ate a delicious supper. As it was getting darker Carl began telling ghost stories.

It was pretty creepy. You could hear the coyotes howling and the owls hooting.

Brenda said, "OK, enough scary stories. Let's come up with a plan to find the treasure for this map."

Frank started laughing because he thought we were all crazy. It was getting very late and chilly. So we decided to all go to bed and get a good night's sleep for the next day. You never know what the next day is going to bring.

The next day everyone got up bright and early. It was a beautiful morning. The birds were singing lovely songs. We all got cleaned up and ate breakfast. Then we started on our journey. We went in pairs, except Glenda, who decided to stay behind and watch everything at our camp. You never know, someone might steal something. We decided to meet back at the cabins at 3:00 p.m.

The trail was a mess. There were lots of dead trees and branches lying over the paths. The day went by very fast. Tanya and Brenda didn't find anything. They wondered if the others did. They started heading back to the campsite.

When Tanya and Brenda arrived back at the camp, Christine and Carol were there and they had found the treasure. They were so excited they were shaking. Carol was going to open it

right away to see what it was, but Glenda felt we should wait for everyone else, as it was almost 3:00 p.m. She no sooner said it and Paul, Carl, Frank, and Dave arrived.

Everything went quiet waiting for Carol to open the treasure. When she did, it was full of homework, lots of fractions, and writing and reading material. We decided to donate it all to the Learning Centre.

We were a little disappointed that it wasn't treasure, but that's OK too because it all goes for a good cause. Glenda had planted the whole thing - the homework, the map, etc.

Dave started a fire for supper again. We were having such a good time. We sat around the camp fire singing, laughing, and telling jokes. It was the time of our lives. The next morning was kind of sad, though. Our class trip was over, and it was the end of our school year. We will always remember this course. It was an experience of a lifetime.

Written by:

Tanya Muise	David Boyd
Carol Hudson	Christine Bain
Carl Paquette	Brenda Deveau
F. Wilson	Paul Wallace

"Our Class Trip"
Finishing Sentences
(by Carol Hudson and Dave Boyd)

Fill in the missing words using the word bank.

Word Bank

lifetime dead Brenda coyotes wood arrived forecast the
minivan started we delicious went howling enough fire
waiting experience treasure trees said owls Islands Carol
remember over Brenda

1. Glenda had a _____ so we all piled in and off we went to the _____.
2. _____ gave sunny weather for Friday, Saturday, and Sunday.
3. Once _____ on the Island, we all _____ to set up our cabins.
4. Dave _____ the fire while _____ went to get the food.
5. Carl put some more _____ on the _____ and we all sat down and ate a _____ supper.
6. You could hear the _____ and the _____ hooting.
7. _____, OK _____ of the scary stories.
8. There were lots of _____ and branches lying _____ the paths.
9. Everything went quiet _____ for _____ to open the _____.
10. We will always _____ this course. It was an _____ of a _____.

[\[View answers\]](#)

"Our Class Trip"
Finishing a Story
(by Carol Hudson)

Fill in the blanks using the word bank.

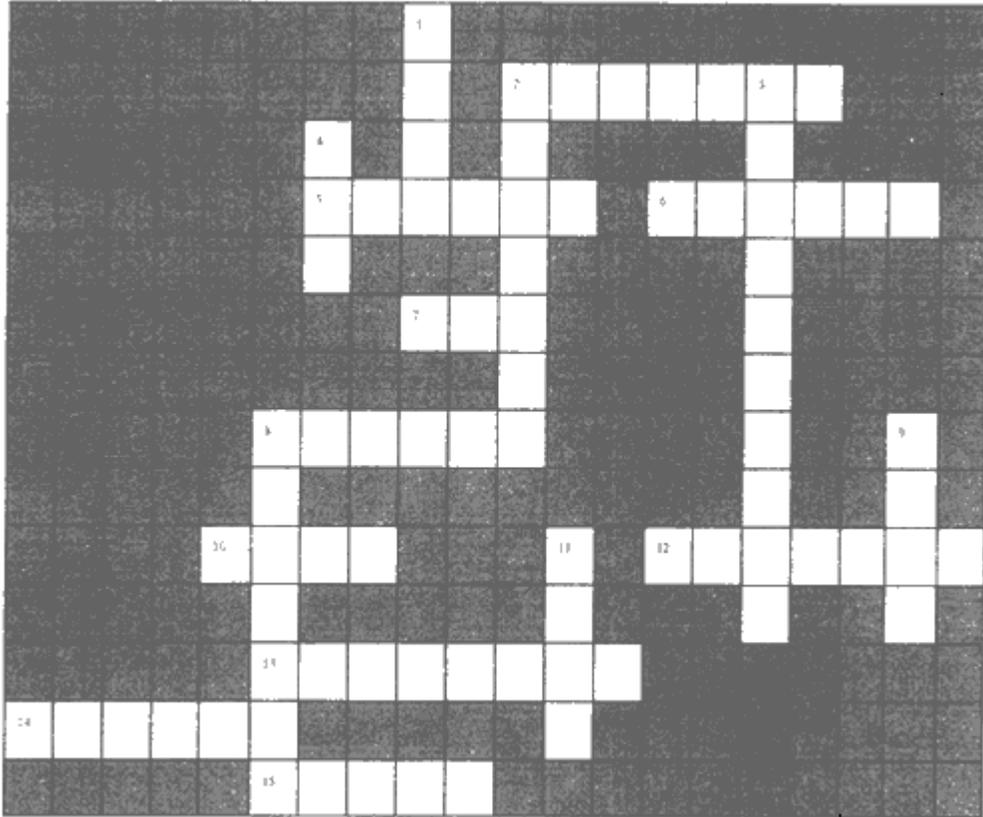
Word Bank

supper Island doing Brenda found started food excited
jumping over paper finish thought screaming believe strange
disagreed almost went Glenda cabins "X" We two when
close She where Christine plates

Once we arrived on the _____ we all went to set up our
_____. We bunked _____ in each. _____ we
were finished _____ that it was very _____ to
_____. Dave _____ the fire while _____ went to
get the _____. When she did, she _____ an old map
with a big "X" on it. _____ came out _____ "I found
something!" She was so _____. She was _____
everywhere. Everyone ran _____ except Glenda.
_____ all found this a bit _____. Frank did not
_____ that the meant a treasure. He _____ that it
might just show we were. Paul and Tanya _____ right away.
All of a sudden _____ hollered that supper was _____
ready. We _____ to help her _____ up. _____
and Carol went to get the _____, _____, etc.

[\[View answers\]](#)

"Our Class Trip"
Crossword Puzzle
(by Christine Bain)



DOWN

1. The trail was a _____.
2. It was going to be a beautiful _____.
3. _____ went quiet waiting for Carol to open the treasure.
4. We all got cleaned up and _____ breakfast.
8. Glenda's _____ happened to have a speedboat.
9. There were lots of _____ trees and branches lying over the paths.
11. Dave started a _____.

ACROSS

2. The forecast gave sunny _____ for Friday, Saturday, and Sunday.
5. Our teacher, Glenda, decided we could go on a class trip to the _____ Islands.
6. We were telling ghost stories around the fire and it was pretty _____.
7. _____ next day everyone got up.
8. We all went to set up our cabins and we _____ two in each of them.
10. We were having such a _____ time.
12. Glenda had a _____ and we all piled in and off we went to the Islands.
13. Glenda had planted the whole thing, the _____, the map, etc.
14. We decided to _____ it all to the Learning Centre.
15. Glenda's brother happened to have a speed boat that we could use to get across the _____.

"Our Class Trip"
Crossword Puzzle - Answers

ANSWERS

DOWN: 1. mess 2. weekend 3. everything 4. ate 8. brother 9. dead 11. fire

ACROSS: 2. weather 5. Tusket 6. creepy 7. the 8. bunked 10. good 12. minivan 13. homework 14. donate 15. river

"Our Class Trip"
Scrambled Words
(by Paul Wallace and Carl Paquette)

ORUJENY	_____	CIXDETE	_____
IFER	_____	RAIGEDN	_____
YOTCOES	_____	GALHNGUI	_____
RESITSO	_____	GIARESEDD	_____
IMNIAVN	_____	ESURTAER	_____
ROCFESTA	_____	EDCEDID	_____
APIECMST	_____	RCINSFATO	_____

[\[View answers\]](#)

Deciding True or False
(by Tanya Muise and Brenda Deveau)

- | | | |
|-------|-----|---|
| _____ | 1. | The forecast gave rain all weekend |
| _____ | 2. | Tanya and Brenda found the treasure. |
| _____ | 3. | We went in pairs to find the treasure, except for Glenda. |
| _____ | 4. | The trail was beautiful. |
| _____ | 5. | Glenda planted the whole thing. |
| _____ | 6. | We all piled in Glenda's bus. |
| _____ | 7. | We decided to meet back at the cabins at 6:00 p.m. |
| _____ | 8. | The next day everyone got up bright and early. |
| _____ | 9. | Carl began telling ghost stories. |
| _____ | 10. | Everyone had a bad night's sleep. |

[\[View answers\]](#)

"Our Class Trip"
Remembering Facts
(by Carol Hudson)

Circle the correct answer.

1. How many people graduated?
(a) six (b) four (c) eight

2. Glenda's brother had a _____.
(a) plane (b) speed boat (c) minivan

3. Dave started the _____.
(a) fire (b) speed boat (c) minivan

4. Frank started laughing because he thought we were all _____.
(a) crazy (b) sleepy (c) scary

5. Tanya and Brenda arrived back at the _____.
(a) camp (b) store (c) house

6. We decided to all go to _____.
(a) play (b) fish (c) bed

7. Everything went quiet waiting for Carol to open the _____.
(a) door (b) gate (c) treasure

8. When she did it was full of _____.
(a) jewels (b) homework (c) money

9. We decided to donate it all to the _____.
(a) Learning Centre (b) hospital (c) Daycare Centre

10. We will always remember this _____.
(a) day (b) course (c) trip

[\[View answers\]](#)

"Our Class Trip"
Finishing Sentences
(by Tanya Muise and Brenda Deveau)

Read the beginning of each sentence in Column A and match it with the ending in Column B. Write the letter of the correct ending in the blank before Column A.

	<u>Column A</u>	<u>Column B</u>
_____	Christine and Carol went to get	A) Carol
_____	The trail was a	B) campsite
_____	Everything went quiet waiting for	C) fast
_____	They started heading back to the	D) paper plates
_____	Dave started a fire for	E) crazy
_____	Carl began telling	F) mess
_____	Frank laughed because we were	G) lifetime
_____	Brenda and Tanya didn't find	H) supper
_____	It was an experience of a	I) anything
_____	The day went by very	J) stories

[\[View answers\]](#)

"Our Class Trip"
 Rhyming Words
 (by F. Wilson and Dave Boyd)

Each letter of the alphabet is numbered. Fill in the blanks in Column A with these letters. The word in Column A will rhyme with the word in Column B. (See a review of [rhyming](#).)

A	B	C	D	E	F	G	H	I	J	K	L
1	2	3	4	5	6	7	8	9	10	11	12
M	N	O	P	Q	R	S	T	U	V	W	X
13	14	15	16	17	18	19	20	21	22	23	24
Y	Z										
25	26										

Column A

B O A I
 2 15 1 20

 19 21 14 14 25

 6 15 21 14 4

 20 5 1 3 8 5 18

 20 18 5 1 19 21 18 5

 19 9 14 7 9 14 7

 3 15 21 18 19 5

Column B

COAT

FUNNY

BOUND

PREACHER

PLEASURE

BRINGING

HORSE

— — — — —
20 8 5 18 5

WHERE

— — — — —
5 9 7 8 20

SKATE

— — — — —
19 3 1 18 25

HAIRY

— — — — —
16 12 1 20 5

GATE

— — — — — — — —
2 18 15 20 8 5 18

SMOTHER

— — — — —
3 15 21 12 4

WOOD

— — — — — — — —
4 1 18 11 5 18

PARKER

— — — — —
13 9 7 8 20

LIGHT

— — — — —
4 1 22 5

CAVE

— — — — — — — —
6 18 1 14 11

PRANK

— — — —
15 6 6

COUGH

[\[View answers\]](#)

"Our Class Trip"
Writing Paragraphs
(by Brenda Deveau)

Answer the following questions in your own words:

1. How did the class get to the Island?

2. What did they all do the first day?

"Our Class Trip"
 Word Search
 (by Carl Paquette and Paul Wallace)

The words can be found forwards, backwards, upside-down, and diagonally.

D	I	S	A	P	P	O	I	N	T	E	D	B	A	C	M	I	N	I	V	A	N
I	A	Z	R	O	V	D	K	S	A	E	E	P	L	T	S	B	C	T	A	L	N
S	Y	E	R	R	P	L	Y	M	I	E	L	S	G	R	A	D	U	A	T	E	D
A	K	F	I	T	U	F	I	T	V	K	I	U	W	E	A	D	S	U	R	K	M
G	L	O	V	V	C	R	R	R	R	P	C	E	X	P	E	R	I	E	N	C	E
R	A	M	E	N	I	A	H	A	S	J	I	O	P	J	M	I	Q	Y	R	J	Y
E	X	E	D	J	L	C	O	I	X	H	O	D	Y	H	A	Q	A	W	P	E	E
E	N	P	R	O	M	T	R	L	P	B	U	Y	K	O	S	L	M	R	O	X	E
D	O	A	C	H	P	I	A	E	R	U	S	A	E	R	T	I	D	I	W	C	Z
O	S	B	E	G	Z	O	F	H	Z	I	U	L	U	O	B	E	N	T	E	I	Z
Y	L	D	O	J	L	N	V	N	G	N	I	M	A	E	R	C	S	I	S	T	W
N	C	A	B	I	N	S	T	B	X	C	E	V	Y	F	W	D	I	N	T	E	F
B	T	V	K	M	Q	N	V	I	Y	F	O	R	E	C	A	S	T	G	S	D	H
U	M	A	T	E	R	I	A	L	D	Y	C	L	E	A	R	N	I	N	G	A	V

- | | | |
|--------------|------------|-----------|
| ARRIVED | EXPERIENCE | MINIVAN |
| CABINS | EXCITED | MATERIAL |
| COYOTES | FORECAST | SCREAMING |
| DELICIOUS | FRACTIONS | TRAIL |
| DISAGREED | GRADUATED | TREASURE |
| DISAPPOINTED | LEARNING | WRITING |

RURAL LIFE ANSWER KEY

"Childhood Memories" Comprehension Questions

1. There were 14 children in the family - four girls, ten boys.
2. The "modern" clothesline didn't need clothes pins and clothes were jammed between two rows of stiff wire.
3. The girls enjoyed weeding the garden.
4. The line that indicates the family lived near the ocean is "We would swim in the ocean, fish off the wharf, or go blueberry picking."
5. The children played baseball after supper.

"Childhood Memories" "M" or "N"

- | | | |
|-------------------|-------------------------|---------------------|
| 1. <u>S</u> unday | 9. <u>m</u> other | 17. <u>l</u> aundry |
| 2. <u>s</u> ummer | 10. <u>c</u> lean | 18. <u>n</u> othing |
| 3. <u>n</u> eed | 11. <u>m</u> emories | 19. <u>s</u> mart |
| 4. <u>t</u> en | 12. <u>m</u> e | 20. <u>s</u> trong |
| 5. <u>w</u> indy | 13. <u>g</u> randfather | 21. <u>t</u> ime |
| 6. <u>o</u> ften | 14. <u>t</u> hink | 22. <u>e</u> mpy |
| 7. <u>s</u> mall | 15. <u>w</u> ant | 23. <u>a</u> lone |
| 8. <u>l</u> unch | 16. <u>f</u> amily | 24. <u>m</u> uch |

"Childhood Memories" Spelling

—>Note to tutors: The following words were seen in "Childhood Memories." Encourage your learner to choose the correct spelling without reviewing the story.

- | | | | |
|-----------|--------------|-------------|-------------|
| 1. sister | 5. different | 9. father | 13. clothes |
| 2. mother | 6. brother | 10. laundry | 14. morning |
| 3. early | 7. sometimes | 11. machine | 15. carrot |
| 4. Sunday | 8. breakfast | 12. grocery | 16. potato |

"Childhood Memories" Homonyms

- | | | |
|-------------|---------|------------------|
| 1. so | 6. by | 10. see |
| 2. for | 7. no | 11. there, piece |
| 3. our | 8. time | 12. four |
| 4. Two, too | 9. ate | 13. knew, be |
| 5. not | | |

"Childhood Memories" Math Exercises Part 1

1. Multiplication, 2 potatoes x 14 children = 28 potatoes
2. Multiplication, subtraction, and addition
10 boys x 3 potatoes = 30
how many girls are there $14 - 10 = 4$ girls
4 girls x 2 potatoes = 8 potatoes
total potatoes, $8 + 30 = 38$ potatoes
3. $2 \frac{1}{2}$ hours
4. 3:00 pm
5. Multiplication and subtraction
3 apple pies x eight pieces = 24 pieces, yes enough for all children
 24 pieces - 14 children = 10 pieces left
6. Division, 32 candies \div 4 girls = 8 candies each

"Childhood Memories" Math Exercises Part 2

1. All day sucker = 1¢, chips = 5¢, 2 lb. carrots = 15¢, orange = 5¢
 $1¢ + 5¢ + 15¢ + 5¢ = 26¢$
2. 2 bananas x 5¢ = 10¢, 1lb. of fish = 20¢, 3 breads x 10¢ = 30¢, one milk = 25¢
 $10¢ + 20¢ + 30¢ + 25¢ = 85¢$ total.
Returned one bread, $85¢ - 10¢ = 75¢$
3. $\$1.25 \div \0.25 (25¢) = 5 rubber pants

4. Peppermints are 4 for 1¢, $4 \div 1¢ = x \div 10¢$ $4 \times 10¢ = 40¢$
 $\div 1¢ = 40$ peppermints
5. Peppermints are 3 for 2¢, $3 \div 2¢ = x \div 10¢$ $3 \times 10¢ = 30¢$
 $\div 2¢ = 15$ peppermints

"Our Flower Beds"

Comprehension Questions

—>Note to tutors: This exercise is intended to improve a learner's ability to compare facts in a story. Let them know that they will be expected to compare the two paragraphs.

Grandmother's flower bed	Mother's flower bed
<ul style="list-style-type: none"> -Beautiful flowers -Well-shaped flower beds -Plants grew where they were supposed to -Flowers were well-shaped -Made sure her plants were well watered -Good selection of different, well-matched 	<ul style="list-style-type: none"> -Ugly flowers -Oddly shaped flower beds -Plants grew a few feet from where they were planted -Flowers were oddly shaped -Rain watered her plants -Mixture of mismatched flowers

"The Wedding"

Cloze Exercise and Abbreviations

Note to tutors: This cloze exercise contains many abbreviations to give the learner practice with them. Discuss abbreviations prior to doing the exercise.

Some possible answers:

man	daughters/children	any colour
fast/slow	any occupation	toast/speech
gift	office	flu
bed	sick/ill	any type of weather

"Our Class Trip" Finishing Sentences

1. minivan, Islands
2. The, forecast
3. we, arrived, went
4. started, Brenda
5. wood, fire, delicious
6. coyotes, howling, owls
7. Brenda, said, enough
8. dead, trees, over
9. waiting, Carol, treasure
10. remember, experience, lifetime

"Our Class Trip" Finishing a Story

Island, cabins, two, When, doing, close, supper, started, Brenda, food, found, She, screaming, excited, jumping, over, We, strange, believe, "X," thought, where, disagreed, Glenda, almost, went, finish, Christine, paper, plates.

"Our Class Trip" Scrambled Words

journey	excited
fire	reading
coyotes	laughing
stories	disgreed
minivan	treasure
forecast	decided
campsite	fractions

"Our Class Trip" Deciding True or False

1. False
2. False
3. True
4. False
5. True
6. False
7. False
8. True
9. True
10. False

"Our Class Trip" Remembering Facts

1. c) eight
2. b) speed boat
3. a) fire
4. a) crazy
5. a) camp
6. c) bed
7. c) treasure
8. b) homework
9. a) Learning Centre
10. b) course

"Our Class Trip" Finishing Sentences

- D Christine and Carol went to get
F The trail was a
A Everything went quiet waiting for
B They started heading back to the
H Dave started a fire for
- J Carl began telling
E Frank laughed because we were
I Brenda and Tanya didn't find
G It was an experience of a
C The day went by very

"Our Class Trip" Rhyming Words

sunny, found, teacher, treasure, singing, course, there, eight,
scary, plate, brother, could, darker, might, Dave, Frank, off

ACADIAN CULTURE

The information for the following story was taken from Lesley Choyce's book *Nova Scotia: Shaped by the Sea*, and the following Internet sites:
Acadian genealogy, <http://www.cam.org/~beaur/gen/acadie-e.html>;
NOTE: Not valid on March 22, 2003.
Acadians in Nova Scotia, <http://www.valleyweb.com/acadians/>; and
The Acadian Expulsion in 1755, <http://cust.iamerica.net/vanessa/acadian.htm>.
NOTE: Not valid on March 22, 2003.

Words to Preview

different	excess	exception	healthy
aboteau	property	swear	Treaty of Utrecht
oath	allegiance	against	colonel
harvest	expulsion	obligated	settled
Île Saint-Jean	Winslow	bayonet	Massachusetts
Carolinas	Virginia	Georgia	Île Royale
allegiance	expulsion	Grand Pré	Richard Philipps
Maryland	Colonel	settlements	Charles Lawrence
lieutenant-governor		Newfoundland	

A BIT OF ACADIAN HISTORY

Over the years, Acadia was many different regions of the Maritimes, but finally it became Nova Scotia, New Brunswick, and areas of Quebec. Acadia was settled in 1605 and remained French until 1713, with the exception of a few periods of British ownership.

The Acadians who lived in Acadia farmed, hunted, fished, and raised livestock. The women took care of the children and animals. The Acadians had healthy harvests and were the envy of the New England farmers. They used what was called an "aboteau." It made excess water from the farmlands go back into the ocean. Because the Acadians used this, the New England farmers called them lazy.

When the Treaty of Utrecht was signed in 1713, Acadia became British property. Prince Edward Island (Île Saint-Jean) and Cape Breton (Île Royale) remained with France. Acadia then became known as Nova Scotia. The Acadians had the option of moving to Cape Breton. Many of them did not leave because the farming was bad there. The Acadians left in Nova

Scotia had to swear an oath of allegiance to Britain. That meant they would have to fight for Britain, even against the French. It was only in 1730 that the English governor, Richard Philipps, let the Acadians remain neutral. They had to swear to obey the British, but no longer had to fight for them.

In 1754, Charles Lawrence was appointed lieutenant-governor. At this time, there were 10,000 Acadians living in Nova Scotia. Lawrence did not trust them and thought there were too many of them. He feared they would support the French in battle. The Acadians were again asked to sign an oath of allegiance to the British. They refused because they did not want to fight against the French. As a result, the British began to plan the expulsion of the Acadians. The Acadians did not believe that the British would go ahead with it, since the threat of an expulsion had been there since 1713. Sadly, they were wrong.



The Expulsion of the Acadians

On September 5, 1755, 411 Acadian boys and men were gathered at the church in Grand Pré. To their disbelief, they were told by Colonel Winslow that they were going to be deported and their land was going to be given to the Crown. Some of these men never saw their families again.

Twenty of the men were allowed to see their families and tell them what was happening. Winslow wanted the boys to leave first, but many refused to leave without their fathers. Because of this, they were led to the ships by soldiers at bayonet-point. Mothers and sisters watched, heart-broken.

By December 1755, 2,200 Acadians were deported from the Grand Pré region. Some were sent to England and France. Others were sent to Massachusetts, the Carolinas, Virginia, Maryland, and Georgia. The British troops burned their homes so the Acadians would not be tempted to return.

It was not easy for the British to deport the Acadians. Many of them resisted the expulsion and hid in the woods. Some fled to different parts of Canada and Newfoundland.

The Return of the Acadians

In 1764, the Acadians were allowed to return to Nova Scotia. By this time, other settlers had their land. The British did not allow the Acadians to form large settlements, so many moved to different coastal regions of Nova Scotia. It is believed that by the early nineteenth century, 23,000 Acadians had returned to the Maritimes and Quebec. Today there are over 40,000 Acadians in Nova Scotia.

"A Bit of Acadian History" Comprehension Questions

1. Acadia was said to be made up of what regions?
2. What were Acadian women's duties?
3. Why did the New England farmers envy the Acadians?
4. When did Acadia become known as Nova Scotia?
5. Why did the British decide to deport the Acadians?
6. Where were the Acadians sent?
7. What did the British troops do to discourage the Acadians from returning?
8. When were the Acadians allowed to return to Nova Scotia?
9. How many Acadians are there in Nova Scotia today?

[\[View answers\]](#)

Reading Between The Lines

1. Do you believe that the Acadians were treated unfairly? Why or why not?
2. Why do you believe that the British did not allow the Acadians to form large settlements when they returned to Nova Scotia?

"A Bit of Acadian History" True or False

Circle True or False for each statement.

1. Acadia was said to be Nova Scotia, New Brunswick, and parts of Prince Edward Island. True or False
2. Acadia became settled in 1605. True or False
3. The New England farmers thought the Acadians were hard workers. True or False
4. Prince Edward Island was called Île Saint-Jean and Cape Breton was called Île Royale. True or False
5. The lieutenant-governor, Charles Lawrence, allowed the Acadians to remain neutral. True or False
6. Charles Lawrence trusted the Acadians and thought there were too few of them to cause trouble. True or False
7. The expulsion took place in 1755. True or False
8. The Acadians' land was given to the New England farmers. True or False
9. The Acadian boys were the first to be deported from Grand Pré. True or False
10. The Acadians were sent to other places in Canada. True or False
11. None of the Acadians resisted the expulsion. True or False
12. In 1764, the Acadians were allowed to return to Nova Scotia. True or False

[\[View answers\]](#)

"A Bit of Acadian History" Hard "C" and Soft "C"

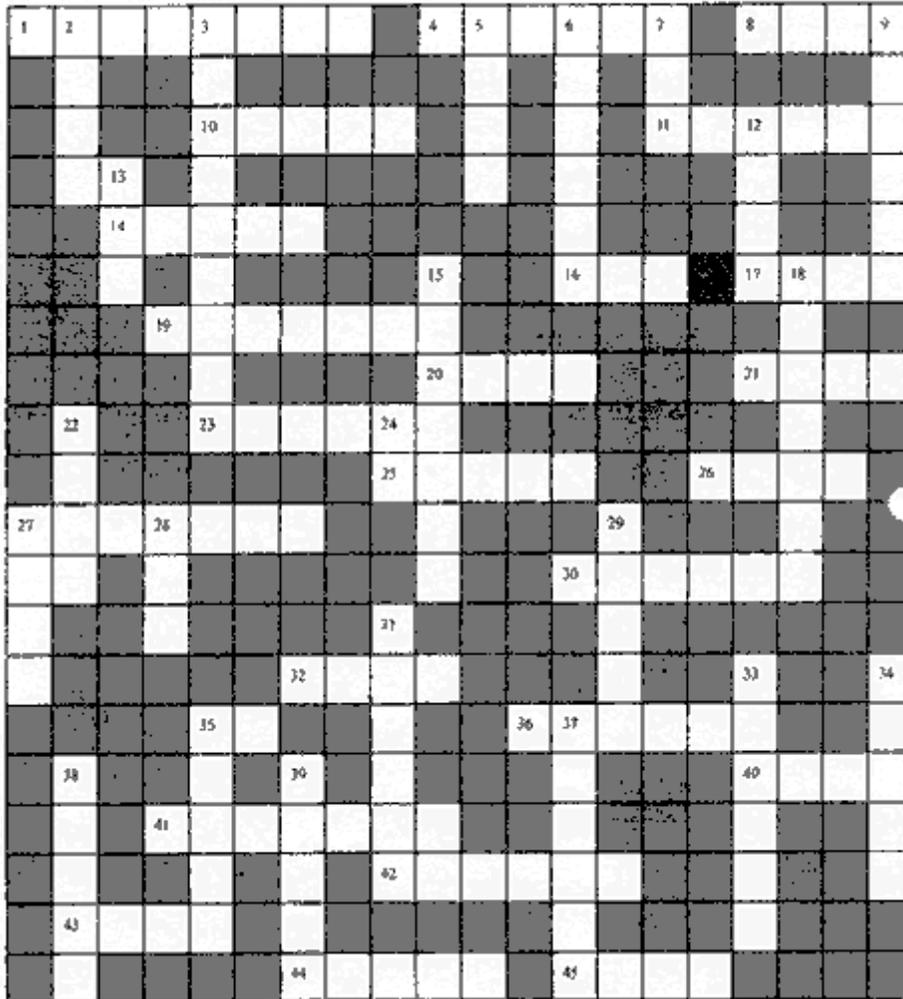
(Refer to a [review of hard and soft "c" sounds](#).)

	S	K
Example:	cedar	car
1.	Quebec	12. because
2.	became	13. prince
3.	exception	14. cape
4.	Acadians	15. France
5.	care	16. Lawrence
6.	called	17. allegiance
7.	ocean	18. since
8.	December	19. colonel
9.	Carolina	20. crown
10.	Canada	21. century
11.	coastal	

[\[View answers\]](#)

"A Bit of Acadian History" Crossword Puzzle

Use the clues to fill in the words across and down.
All these words were seen in "A Bit of Acadian History."



"A Bit of Acadian History" Crossword Puzzle Clues

Across	Down
1. Plural of child 4. Place of prayer 8. Opposite of under 10. Argue 11. Send away 14. Sea 16. Sounds like "knot" 17. "That was _____. This is now" 19. Think it is true 20. Second-hand 21. He's not a hard worker, he's _____. 23. A warning of intent to harm 25. Believe in someone 26. A pledge 27. Agriculture 30. A pact between nations 32. Do as you are told 35. Sounds like "buy" 36. Area 40. He went _____ the house 41. If you don't agree with something, you are _____ it. 42. Half of twenty-two 43. Not odd, but _____ 44. Boy scout _____ 45. Write your name	2. "You _____ my feelings." 3. Not the same 5. Where you live 6. Stay 7. Past tense of hide 9. Come back 12. Section 13. Not a girl, but a _____ 15. Not supporting one side or the other 18. In good health 22. Do the groundwork 24. I saw him _____ the store. 27. Be scared of 28. Plural of man 29. Not right 31. "I _____ to answer that question." 33. A pet is an _____. 34. A celebrity is well-_____. Past tense of begin 35. Extra 37. Not ever 38. _____, second, third 39.

"A Bit of Acadian History"
Crossword Puzzle Answers

ACROSS:

1. children 4. church 8. over 10. fight 11. deport 14. ocean 16. not 17. then 19. believe 20. used 21. lazy 23. threat 25. trust 26. oath 27. fanning 30. treaty 32. obey 35. by 36. region 40. into 41. against 42. eleven 43. even 44. troop 45. sign

DOWN:

2. hurt 3. different 5. home 6. remain 7. hid 9. return 12. part 13. boy 15. neutral 18. healthy 22. plan 24. at 27. fear 28. men 29. wrong 31. refuse 33. animal 34. known 35. began 37. excess 38. never 39. first

The following recipe is from *Traditional and Contemporary Acadian Cuisine* by Virginia d'Eon.

Acadians are famous for their rappie pie, a meat and potato dish. The following is a similar, easier recipe.

RAPPIE PIE PANCAKES

6 good size potatoes
1 medium onion
1 egg
1/4 cup flour
salt and pepper to taste



Grate potatoes, drain out juice, then add egg, flour, salt, pepper and onion. Fry in about 1/4 inch of fat in heavy skillet. Makes about 16 to 18 pancakes of average size. Serves four.

Math Exercises

1. To make 32 to 36 pancakes, I would have to:
 - a. double the recipe
 - b. triple the recipe
 - c. half the recipe
 - d. make it as is
2. Tripling the recipe would make:
 - a. 46 to 52 pancakes
 - b. 54 to 60 pancakes
 - c. 56 to 62 pancakes
 - d. 48 to 54 pancakes
3. If I tripled the recipe, I would need
 - a. 1/4 cup flour
 - b. 1/2 cup flour
 - c. 3/4 cup flour
 - d. 1 cup flour

4. If I wanted to serve 32 people, I would have to make this recipe:
 - a. 10 times
 - b. 8 times
 - c. 7 times
 - d. 6 times

5. If a bag of potatoes had 36 potatoes, I would have enough potatoes to make this recipe:
 - a. 5 times
 - b. 6 times
 - c. 7 times
 - d. 3 times

6. If one inch is about 2.5 centimetres, $\frac{1}{4}$ inch is about
 - a. half a centimetre
 - b. one centimetre
 - c. $\frac{3}{4}$ of a centimetre
 - d. 0.625 centimetre

7. If you used a dozen eggs, you would be making
 - a. 192 to 216 pancakes
 - b. 176 to 198 pancakes
 - c. 160 to 180 pancakes
 - d. 48 to 54 pancakes

8. If it took 4 minutes to fry each pancake and you fried one at a time, how long would it take to fry 14 pancakes?
 - a. 42 minutes
 - b. 1 hour
 - c. 56 minutes
 - d. 35 minutes

9. If the pancakes were ready at 4:30 pm and it took me 1 hour and 40 minutes to make them, when did I start?
 - a. 2:45 pm
 - b. 2:50 pm
 - c. 2:30 pm
 - d. 2:40 pm

[\[View answers\]](#)

This story is a translated version of Lynette d'Entremont's story, *Nos remèdes d'autrefois*. To see this story in French go to: [Nos remèdes d'autrefois](#).

Words to Preview			
remedies	administered	ancestors	irritated
poultice	accelerate	bronchial	consistency



OLD REMEDIES

Would you like to know what our parents and grandparents used to remain in good health? Let's take a look at the past to better understand what remedies would have been administered when we were sick in old times.

Years ago, if you had an infected throat from a bad cold, our ancestors would prepare a mixture of molasses and melted chicken fat. You had to take a tablespoon of this mixture every four hours to help your irritated throat.

When I was a little girl, my mother would prepare a poultice to help accelerate the healing process of a cold in my bronchial tubes. My mother would boil ground flax seeds and add the same amount of water as grain. She would boil this mixture until it had the consistency of oatmeal. She would place this mixture on a piece of soft tissue. She would spread lard on the flax seeds and would cover it with more tissue. Before putting the poultice on my skin, my mother would lay a hand towel to protect me from the intense heat. Fifteen to twenty minutes later, I could already breathe better. The next day I had to make sure that I stayed warm.

"Old Remedies" Comprehension Questions

1. What did our ancestors do for a bad cold and an infected throat?
2. What did the author's mother do when the author had a cold in her bronchiole tubes?
3. How did she make the poultice?
4. The poultice made her feel better after:
 - a. a day
 - b. fifteen to twenty minutes
 - c. one hour

[\[View answers\]](#)

"Old Remedies"
Making New Words

**Change the first letter to make a new word.
(There are several possibilities for each question.)**

Example: time → dime

- | | | | | | |
|----|------|-------|-----|------|-------|
| 1. | like | _____ | 10. | to | _____ |
| 2. | in | _____ | 11. | good | _____ |
| 3. | look | _____ | 12. | take | _____ |
| 4. | let | _____ | 13. | cold | _____ |
| 5. | bad | _____ | 14. | four | _____ |
| 6. | was | _____ | 15. | same | _____ |
| 7. | boil | _____ | 16. | fat | _____ |
| 8. | lard | _____ | 17. | lay | _____ |
| 9. | sure | _____ | 18. | warm | _____ |

[\[View answers\]](#)

"M" or "N"

Fill in the blanks with m or n.

- | | | | |
|----|---------|-----|-----------|
| 1. | k__ow | 9. | i__fect |
| 2. | gra__d | 10. | __ixture |
| 3. | pare__t | 11. | __ollases |
| 4. | re__ain | 12. | gra__ |
| 5. | ti__e | 13. | a__ount |
| 6. | whe__ | 14. | ha__d |
| 7. | __other | 15. | war__ |
| 8. | __elt | 16. | ski__ |

[\[View answers\]](#)

"Old Remedies" The -er and -est Endings

**Add the -er and -est endings to each word.
(Remember that some words have to be changed before the
ending can be added.)**

Example:	hot	<i>hotter</i>	<i>hottest</i>
1.	sick	_____	_____
2.	cold	_____	_____
3.	soft	_____	_____
4.	warm	_____	_____
5.	healthy	_____	_____
6.	old	_____	_____
7.	fat	_____	_____
8.	little	_____	_____
9.	sure	_____	_____

Fill in the blanks with the new words that you formed.

1. Joe and his mother are sick, but he is _____ than his mother.
2. Joe's mother is very little. His mother is the _____ of all her sisters.
3. Peter is old. He is the _____ in the family.
4. The hand towel is soft, but the tissue is _____.
5. The poultice is warm, but the water is _____.
6. That chicken was fat. It was the _____ one in the coop.

[\[View answers\]](#)

This story is a translated version of Pauline A. d'Entremont's story, *Le matin de Pâques*. To see this story in French, go to [Le matin de Pâques](#).

Words to Preview

resurrection

illnesses

cholesterol

alleluia

EASTER MORNING

When I was a young girl, we would fast for forty days and would finish the holy week by confessing our sins to the parish priest. I was very happy when Easter arrived and I celebrated the resurrection of Jesus.



I passed a sleepless night waiting for the rising of the sun so I could go get Easter water from a river that ran near our home, east to west. After having prayed and washed my feet in the river, I collected water to use to heal illnesses brought by the winter and the cold.

When I returned home, I collected the eggs from the chicken coop for my breakfast. In those times, no one bothered with cholesterol and we could eat eggs every day. I could have eaten half a dozen on Easter morning since I had fasted for forty days.

After breakfast, we would go to church to pray and to sing alleluia while wearing our beautiful well-decorated Easter hats. What a beautiful morning!

"Easter Morning" Comprehension Questions

1. How long did the author fast?
 - a. thirty days
 - b. forty days
 - c. fifty days
2. Why did the author collect water from the river on Easter morning?
3. What did she do when she returned home?
4. What did the family do after they ate breakfast?
5. What sentence in the story tells us that she really liked this Easter morning?

[\[View answers\]](#)

"Easter Morning" Add a Letter

Add a letter to the beginning of each word to make a new word. Example: am → ham

- | | | | | | |
|----|-----|-------|----|-----|-------|
| 1. | our | _____ | 5. | one | _____ |
| 2. | in | _____ | 6. | eat | _____ |
| 3. | use | _____ | 7. | on | _____ |
| 4. | and | _____ | | | |

Add a letter to the end of each word to make a new word. Example: was → wasp

- | | | | | | |
|----|-----|-------|----|----|-------|
| 1. | for | _____ | 6. | go | _____ |
| 2. | we | _____ | 7. | no | _____ |
| 3. | the | _____ | 8. | a | _____ |
| 4. | to | _____ | 9. | in | _____ |
| 5. | so | _____ | | | |

[\[View answers\]](#)

Hard C

Circle the words that have the "hard" c sound like in cash and can. (Review *hard "c" sounds*)

1. We confessed our sins.
2. We celebrated the resurrection of Jesus.
3. I collected water to heal illnesses brought by winter and the cold.
4. I collected eggs from the chicken coop.
5. No one bothered with cholesterol and we could eat eggs every day
6. We wore our well-decorated hats to church.

[\[View answers\]](#)

"Easter Morning"

b, p, g, d

**Fill in the blanks with the correct letter, b, p, g, or d
(There is more than one answer for some words.)**

__irl	__ass	__ray	__reakfast
__ay	slee__less	__rought	__other
woul__	ni__ht	col__	__ozen
__riest	risin__	e__g	__eautiful
hap__y	__et	coo__	an__

[\[View answers\]](#)

Root Words

**Write the root word.
(Review *root words*.)**

days	_____	prayed	_____
confessing	_____	illnesses	_____
arrived	_____	collected	_____
celebrated	_____	bothered	_____
sleepless	_____	fasted	_____
waiting	_____	decorated	_____
rising	_____	hats	_____
sins	_____	resurrection	_____

[\[View answers\]](#)

This story is a translated version of Lynette d'Entremont's story, *La Mi-carême*. To see this story in French, go to [La Mi-carême](#).

Words to Preview			
Mi-carême	rummage	uninhabited	disguise
neighbors	identities	Pubnico	feathered
lisle (fine, smooth cotton thread)			

MI-CARÊME

Have you ever thought of what Mi-careme means? For me, it is an exciting time between Ash Wednesday and Easter.

Once we had recited the rosary, my sisters and I would climb the stairs to the attic to rummage through this interesting corner of the house. This was the best part of Mi-carême.

At our home, we saved everything. In this uninhabited corner of the house, we would find old hats, old-fashioned dresses, necklaces, earrings, purses, bizarre shoes, boots, scarves, men's and women's jackets, lisle stockings, and a lot of other things like eyeglasses with no glass and old undergarments with a flap behind.

Dale: "Look here! Do you remember when our grandmother wore this funny black feathered hat to church?"

Lynette: "No, but I can imagine it!"

Dolores: "Look in this chest. I've found an old flowered dress that will be perfect to go with these high heel shoes. What do you think?"

Lynette: "Yes Dolores, I think that they will go very well. I am going to dress up in Grandfather's old undergarments. I have to make sure that I button the flap."

Dale: "Ah! Ah! Do you want this nightcap that Grandfather wore on his bald head because he slept in the north room?"

Dolores: "I remember that he always hung that pointy hat on the bed post."

Lynette: "And you, would you like this elegant dress to pretend to your neighbour that you are rich?"



We laughed so hard that we were beside ourselves.

We had to hide our faces to complete our disguise. A lot of people would use soot, while others would pull nylons over their faces and use make-up for a better effect. When I was young, my favourite disguise was to use my grandmother's make-up. Once every year, I was allowed to make-up my cheeks.

When we were ready, we would leave on foot to go door to door. We hoped that our costumes would fool our neighbours and friends. They would ask us to sing for them so they could try to guess who we were and to help give them clues as to our identities.

This is how Mi-carême took place in the Acadian region of West Pubnico.

"Mi-carême " Comprehension Questions

1. When does Mi-carême take place?
2. What was the best part of Mi-carême for the girls in the story?
3. How did people hide their faces?
4. Did the girls use make-up every day?
5. How did their neighbours and friends get more clues as to the identity of the people?

[\[View answers\]](#)

"Mi-Carême" Finishing Sentences

Use the words in the word bank to complete each sentence.

Word Bank			
stairs	hung	shoes	chest
region	glass	best	Easter
pretend	climb	guess	help
sing	church	make-up	button
costume	grandmother	interesting	leave

1. Mi-Carême is between Ash Wednesday and _____.
2. We would _____ the stairs to the attic.
3. We would find old hats, dresses, _____, and jackets.
4. Our grandmother wore this black feathered hat to _____.
5. I found this dress in the _____.
6. I have to make sure to _____ the flap on my undergarments.
7. He _____ the hat on the bed post.
8. Would you like to wear this dress to _____ that you are rich?
9. My favourite disguise was to use my grandmother's _____.
10. We would _____ so they could guess who we were.

[\[View answers\]](#)

"Mi-Carême"
Replace with a Correct Word

Circle the word in each sentence that does not belong and replace it with a similar, correct word.

Example: That was the best port of Mi-Carême.
Answer: *Port* should be *part*.

1. Have you ever though of what Mi-Carême means?
2. We would rummage through this interest comer of the house.
3. There were a lot of odour things like eyeglasses with no glass.
4. Do you remember when our grandmother war this hat?
5. Look hear!
6. Look in this chess.
7. They will go perfect with these height heel shoes.
8. Do you want to wear this elegance dress?
9. We laughed so hard that we were aside ourselves.
10. We hid our faces to compete our disguise.
11. We used make-up for a better affect.
12. My favour disguise was using make-up.

[\[View answers\]](#)

This story is a translated version of Isabelle d'Entremont's story, *Le Noël d'Isabelle*. See this story in [French](#).

Words to Preview			
approaching	serious	ingredients	branches
ornament	depression	tobacco	generous
satisfied	hexagonal	empty	beautiful
appreciate	cautiously	immediately	Saint Nicholas

ISABELLE'S CHRISTMAS

Christmas was approaching, the little girl sang, and Saint Nicholas was listening.

For several years, I, the serious Isabelle, and my lovely sister Vivianne lived at the home of my grandfather Loudmond, my grandmother Zabelle, and my Aunt Victoire. It was December. Since the first day of Advent, I had been singing at the top of my lungs the song, "Saint Nicholas, patron of school children, bring me some sugar to fill my little basket." (This was a popular song that rhymes in French.)

I was very excited because we were preparing for Christmas. We were stirring mincemeat made of minced pork and many other ingredients in a huge cooking pot. We were decorating sugar cookies with raisins. And I continued to sing the Saint Nicholas song.

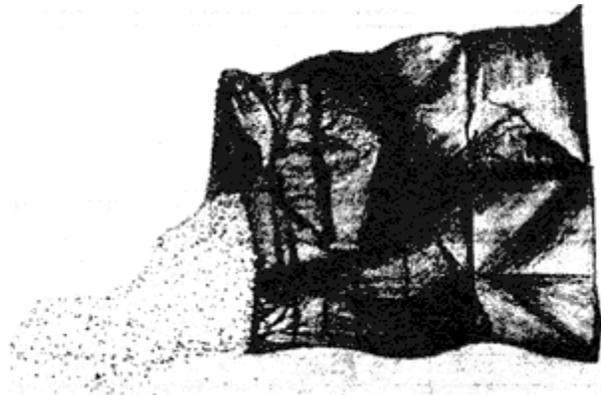
Finally, Christmas morning arrived. Vivianne and I exclaimed at the beauty of the tree decorated with shiny ornaments and a doll. On the end of the branches there were coloured candles and little birds were everywhere in the tree. Our stockings were filled to the top since it was not yet the great depression.

My grandfather Loudmond stayed beside the stove. He was smiling and happy. He had found in his woolen stocking a new pipe, tobacco, and some pieces of wood to start the fire the next day. He was satisfied with his gifts. Saint-Nicholas had been generous.

The adults stood before the children, who were hurrying to empty their stockings. I felt something special in the air, but I could not tell what was going on. My sister and I were sitting at the end of the sofa in the kitchen.

Besides finding a beautiful doll that said "mommy", I found a hexagonal jar filled with big sticks of orange, red, and white candy. I turned the jar to see the candy better and appreciate their colours.

And I continued to rummage in my Christmas stocking. I found a little brown bag at the bottom. I cautiously opened the bag with the tip of my fingers and looked inside. "Sugar," I



exclaimed. Immediately after, the little bag of sugar fell to the floor. I didn't like the trick my family had played on me. But if you sing too much, you will receive what you ask for. It was Christmas!

"Isabelle's Christmas" Comprehension Questions

1. What was Isabelle singing since the beginning of Advent?
2. What were Isabelle and her family doing to prepare for Christmas?
3. How was the Christmas tree decorated?
4. What did grandfather Loudmond receive for Christmas?
5. What did Isabelle receive for Christmas?
6. Did Isabelle like the trick that her family played on her?

[\[View answers\]](#)

"Isabelle's Christmas" Sequencing

Number the following sentences in the order that they took place in the story.

Isabelle opened the bag and saw that it was sugar. _____

Vivianne and Isabelle exclaimed at the beauty of the tree. _____

Isabelle got a jar of candy for Christmas. _____

Isabelle didn't like the trick that her family had played on her. _____

Christmas was approaching and Isabelle was singing at the top of her lungs. _____

The adults stood in front of the children, who were hurrying to empty their stockings. _____

They were making mincemeat and decorating cookies with raisins. _____

Grandfather Loudmond had gotten a new pipe and tobacco for Christmas. _____

The bag of sugar fell on the floor. _____

Isabelle found a brown bag in her stocking. _____

[\[View answers\]](#)

"Isabelle's Christmas"
Past and Present Tense of Verbs

Circle the correct past tense of each verb.

Present tense	Past tense
1. sing	singed or sang
2. live	lived or livved
3. arrive	arrived or arrivied
4. exclaim	exclaimmed or exclaimed
5. fill	filed or filled
6. stay	staied or stayed
7. feel	feeled or felt
8. stand	stood or standed
9. satisfy	satisfied or satisfyed
10. find	finded or found
11. turn	turned or turnned
12. continue	continued or continued
13. open	openned or opened
14. fall	failed or fell
15. play	played or plaied

[\[View answers\]](#)

This story is a translated version of Elise d'Entremont's story, *Noël*. To see this story in French, go to [Noël](#).

Words to Preview			
satisfying	Alberta	Wednesday	beautiful
choir	vivid	exchanging	impressive
poinsettia	Bridgewater	harmonious	delicious

CHRISTMAS

The Christmas holidays of 1994 were very pleasant and satisfying. My son Nathan and his wife Aline had invited me to pass Christmas with them in Bridgewater. Otherwise, it would have been very sad without my family. Two of my children and their families stayed home while my daughter and her husband had gone to Alberta for Christmas.

I stayed for a week at Nathan and Aline's, from Wednesday to the following Wednesday, and I had driven my car to get there. The roads had been just as good as during the summer. I was warmly received! Their dog, Sisco, joyfully jumped on me. Their little home was all decorated with Christmas lights and their beautiful tree was decorated with home-made ornaments that Aline's mother had made herself. All the gifts were already placed under the tree and I put mine under there as well.



We had a lot of fun at my son's while I was visiting. We went walking on the beach with the dog, visited friends, ate delicious meals, and sang Christmas hymns. My other son, Jocelyn, and his family came from Halifax to visit the day after Christmas. To complete my joy, my two children who live away telephoned me. I was very happy.

That Christmas holiday had certainly been very happy and I often I think that I am very lucky. I think of other people in the world who feel alone and have nothing to eat. That is very sad!

"Christmas" Comprehension Questions

1. Where did the author spend Christmas?
2. How long did she stay at her son's home?
3. Were the roads good or were they covered with snow when she travelled?
4. What did they do during her visit?

[\[View answers\]](#)

Reading Between The Lines

1. Why do you believe the author thinks that she is very lucky?

"Christmas" Missing Vowels

**Fill in the blanks with the correct missing vowel -
a, e, i, o, u**

(In some cases, there will be more than one correct answer.)

v__ry	j__st	__nder
p__ss	r__ceive	w__ll
tw__	w__s	g__ft
g__ne	d__ring	__lready
f__r	h__me	wer__
Albert__	l__ttle	d__licious
Chr__stmas	m__de	me__l
s__mmer	tr__ __	h__ppy
h__d	m__ne	s__n
wh__le	fr__nd	t__e
b__ch	f__n	d__g
p__st	__te	w__ld
j__y	__ther	th__nk
l__ve	v__sit	n__thing

[\[View answers\]](#)

"Christmas" The -ly Ending

Add the -ly ending to each word.

(Don't forget to change the y to i in some cases.)

Example: *dry* would become *drily*

pleasant	_____	sad	_____
week	_____	warm	_____
beautiful	_____	happy	_____
complete	_____	day	_____
joyful	_____	lucky	_____
certain	_____		

Fill in the blanks with the new words you formed.

1. I was _____ welcomed.
2. The tree was _____ decorated.
3. We went on _____ walks on the beach.
4. I _____ left my son's at the end of the week.
5. The holiday was _____ very wonderful.
6. The dog _____ jumped on me.

[\[View answers\]](#)

Regardez ces mots avant de lire l'histoire.

administré	cuillerée	bronches
cataplasme	guérison	consistance
bouillie	répandait	étalait

NOS REMÈDES D'AUTREFOIS (par Lynette d'Entremont)

Aimeriez-vous savoir ce que nos parents et nos grands-parents utilisaient pour demeurer en bonne santé? Retournons en arrière pour mieux comprendre quels remèdes on nous aurait administrés si nous avions été malade dans l'ancien temps.

Autrefois, si la gorge était infectée à cause d'un mauvais rhume, nos ancêtres préparaient un mélange de mélasse et de graisse de poule fondue. Il fallait prendre une cuillerée à table de ce mélange à toutes les quatre heures pour soulager une gorge irritée.

Quand j'étais petite fille, pour guérir un rhume pris dans les bronches, maman préparait un cataplasme pour accélérer ma guérison. Le nom anglais de cataplasme est *poultice*. Premièrement, maman faisait bouillir des graines de lin moulues et ajoutait la même quantité d'eau que de graines. Elle faisait bouillir le mélange jusqu'à ce qu'il prenne la consistance d'une bouillie d'avoine. Elle plaçait ensuite la bouillie sur un morceau de tissu doux. Elle répandait de la graisse de lard sur les graines de lin puis recouvrait le tout avec du tissu. Avant de déposer le cataplasme sur ma poitrine, maman étalait un essuie-mains pour me protéger contre sa chaleur intense. Quinze à vingt minutes plus tard, je pouvais déjà mieux respirer. La journée suivante, je devais m'assurer de rester bien au chaud.

"Nos remèdes d'autrefois" Questions de compréhension

1. Qu'est-ce que nos ancêtres faisaient pour un mauvais rhume et une gorge infectée?
2. Qu'est-ce que la mère faisait pour sa fille quand elle avait un rhume pris dans les bronches?
3. Comment est-ce qu'on faisait le cataplasme?
4. Combien de temps prenait le cataplasme pour faire effet?
 - a. une journée
 - b. quinze à vingt minutes
 - c. une heure

[\[Regardez les réponses\]](#)

Regardez ces mots avant de lire l'histoire.

quarante

ressuscité

ramassais

poulailler

cholestérol

alléluia

MATIN DE PÂQUES (par Pauline A. d'Entremont)

Quand j'étais jeune fille, nous jeûnions pendant quarante jours et nous finissions la Semaine Sainte par une confession de tous nos péchés au prêtre de la paroisse. Quand le jour de Pâques arrivait, j'étais vraiment heureuse de célébrer Jésus ressuscité.

Je passais une nuit blanche à attendre le lever du soleil afin d'aller chercher l'eau de Pâques au ruisseau qui coulait près de chez nous, d'est en ouest. Après avoir prié et m'être lavée les pieds dans l'eau du ruisseau, j'en ramassais pour tenter de guérir tous les maux apportés par 1 'hiver et le froid.

De retour à la maison, je me rendais au poulailler pour récolter des oeufs pour mon déjeuner. Dans ce temps-là, personne ne se préoccupait du cholestérol et nous pouvions manger des oeufs tous les jours. Le matin de Pâques, j'aurais pu facilement en manger une demi -douzaine puisque je me privais depuis quarante jours.

Après le déjeuner, nous allions à l'église portant nos beaux chapeaux de Pâques bien décorés pour prier et chanter l'alléluia. Quelle belle matinée!

"Le matin de Pâques" Questions de compréhension

1. Combien de temps est-ce que l'auteur jeûnait?
 - a. trente jours
 - b. quarante jours
 - c. cinquante jours
2. Pourquoi l'auteur ramassait de l'eau du ruisseau le matin de Pâques?
3. Qu'est-ce qu'elle a fait lorsqu'elle est retournée à la maison?
4. Qu'est-ce que la famille faisait après déjeuner le matin de Pâques?
5. Quelle phrase dans l'histoire nous montre que l'auteur a bien aimé ce matin de Pâques?

[\[Regardez les réponses\]](#)

Regardez ces mots avant de lire l'histoire.

Mi-carême	chapelet	régnait	inhabité
défaillance	déguisement	démodées	chauve

LA MI-CARÊME (par Lynette d'Entremont)

Avez-vous parfois pensé à ce que veut dire la Mi-carême? Pour moi, c'est une date excitante qui prend place entre le Mercredi des Cendres et Pâques.

Une fois le chapelet familial terminé, mes soeurs et moi, nous montions les escaliers pour nous rendre au petit grenier pour aller fouiller dans ce coin si intéressant. C'était la meilleure partie de la Mi-carême.

Dans notre foyer régnait la coutume de tout garder. Dans ce coin inhabité de la maison, on y trouvait de vieux chapeaux, des robes démodées, des colliers, des pendants d'oreilles, des sacs à main, des souliers bizarres, des bottes, des cravates, des manteaux d'hommes et de femmes, des bas de fil et beaucoup d'autres choses comme des lunettes sans verre et même de vieilles hardes de dessous avec un clapet en arrière.

Dale: "Regardez ici! Vous souvenez-vous quand grand-mère portait ce drôle de chapeau de plumes noires à l'église?"

Lynette: "Non, mais je peux m'imaginer!"

Dolores: "Regardez dans ce coffre, j'ai trouvé une vieille robe fleurie parfaite pour aller avec ces souliers à talons hauts. Qu'en pensez-vous?"

Lynette: "Oui Dolores, je crois qu'elle te ferait très bien. Moi, je m'habille avec ces hardes de dessous de grand-père. Je vais faire sûr de boutonner le clapet."

Dale: "Ah! Ah! Veux-tu ce chapeau de chambre que grand-père portait sur sa tête chauve parce qu'il couchait dans la chambre du nord?"

Dolores: "Je me rappelle, il avait toujours ce chapeau pointu suspendu au poteau du lit."

Lynette: "Et vous, aimeriez-vous cette robe élégante pour faire croire au voisin que vous êtes riche?"

Nous avons tellement ri que nous sommes tombées en défaillance.

Pour compléter notre déguisement, il fallait aussi cacher nos visages. Beaucoup de gens prenaient de la suie, tandis que d'autres étiraient un bas de nylon sur leur visage, puis se fardaient pour obtenir un meilleur effet. Quand j'étais jeune, mon déguisement préféré était d'utiliser le maquillage de grand-mère. Une seule fois par an, on me permettait de me farder les joues.

Une fois prêtes, nous partions à pieds pour faire du porte à porte. Nous esperions que nos costumes pourraient tromper nos voisins et nos amis. Pour tenter de deviner qui nous étions et obtenir plus d'indices, les hôtes de la maison nous demandaient de chanter pour eux.

Voici comment se déroulait la Mi-carême dans la région acadienne de Pubnico-Ouest.

"La Mi-carême" Questions de compréhension

1. Quand est-ce que la Mi-carême prend place?
2. Quelle était la meilleure partie de la Mi-carême pour les filles dans 1 'histoire?
3. Qu'est-ce que "une "tête chauve" veut dire? a) il n'a pas de cheveux b) il avait la tête toujours chaude
4. Comment est-ce que des gens cachaient leur visage?
5. Est-ce que les filles utilisaient du maquillage tous les jours?
6. Comment est-ce que les hôtes de la maison obtenaient plus d'indices pour deviner l'identité des personnes?

[\[Regardez les réponses\]](#)

Regardez ces mots avant de lire l'histoire.

joyeusement

poumons

exclamions

poêle

chausson

dépêchaient

hexagonale

fouille

immédiatement

LE NOËL D'ISABELLE (par Isabelle d'Entremont)

Noël approchait, la fillette chantait et Saint-Nicolas l'écoutait.

Depuis plusieurs années, moi-même, la sérieuse Isabelle, et ma jolie soeur Vivianne demeurions chez grand-père Loudmond, grand-mère Zabelle et tante Victoire. C'était en décembre. Depuis le premier jour de l'Avent, je chantais joyeusement à pleins poumons la chanson: "St-Nicolas, patron des écoliers, emportez-moi du sucre pour emplir mon p'tit panier."

J'étais très excitée car on se préparait pour Noël. On brassait dans une grande marmite une compote avec du porc haché et plusieurs autres ingrédients. On décorait aussi des galettes au sucre blanc avec des raisins secs. Et je continuais à chanter la chanson de St-Nicolas.

Enfin, le matin de Noël arriva. Vivianne et moi, nous nous exclamions devant la beauté de l'arbre décoré d'ornements brillants et d'une poupée dans l'arbre. Sur le bout des branches, il y avait des bougies de couleurs et des petits oiseaux partout dans l'arbre. Comme ce n'était pas encore la grande dépression, nos bas étaient pleins jusqu'au bord.

Grand-père Loudmond, lui restait près du poêle. Il était heureux et souriant. Il avait trouvé dans son chausson une pipe neuve, du tabac et des éclats⁹ pour commencer le feu le lendemain. Il était satisfait de ses cadeaux. Saint-Nicolas avait été généreux.

Les adultes se tenaient debout devant les enfants qui se dépêchaient à vider leur bas. Je sentais dans l'air quelque chose de spécial mais je ne pouvais pas dire de quoi il s'agissait. Ma soeur et moi étions assises sur le bout du sofa de la cuisine. En plus de trouver une belle poupée qui disait "maman", je découvris une vraie jarre de forme hexagonale pleine de gros bonbons en bâtons oranges, rouges et blancs. Je tournais la jarre pour mieux voir les bonbons et mieux apprécier leurs couleurs.

Puis, je repris ma fouille dans mon bas de Noël. Tout au fond du bas, je trouvai un petit sac de papier brun. J'ouvris le sac du bout des doigts avec prudence, je regardai dedans et m'exclamai: "Du sucre!" Immédiatement après, le petit sac de sucre alla s'écraser sur le plancher. Je n'avais pas aimé ce petit tour que la famille m'avait joué. Mais, à trop chanter, on reçoit ce que l'on demande. C'était Noël!

⁹ Eclats: Petit bâtons de bois déchirés, bouclés et double frisés.

"Le Noël d'Isabelle"

Questions de compréhension

1. Qu'est-ce qu'Isabelle chantait depuis le premier jour de l'Avent?
2. Qu'est-ce qu'Isabelle et sa famille faisaient en préparation pour Noël?
3. Comment est-ce que l'arbre était décoré?
4. Qu'est-ce que grand-père Louidmond a reçu pour Noël?
5. Qu'est-ce qu'Isabelle a reçu pour Noël?
6. Est-ce qu'Isabelle a aimé le tour que la famille lui a joué?

[\[Regardez les réponses\]](#)

Regardez ces mots avant de lire l'histoire.

chaleureusement

ornement

chorale

poinsettia

harmonieux

cantique

NOËL (par Elise d'Entremont)

Les fêtes de Noël 1994 ont été très plaisantes et satisfaisantes. Mon fils Nathan et son épouse Aline m'avaient invitée à aller passer la fête de Noël avec eux à Bridgewater. Autrement, cela aurait été bien triste sans ma famille. Deux de mes enfants et leur famille sont restés chez eux alors que ma fille et son époux sont allés passer Noël en Alberta.

Je suis restée une semaine chez Nathan et Aline, du mercredi au mercredi suivant et j'ai conduit mon auto pour m'y rendre. Les routes étaient bonnes comme en été. J'ai été reçue chaleureusement bien sûr! Leur beau chien Sisco sautait sur moi avec joie. Leur petite maison était toute décorée de lumières de Noël et d'un bel arbre vêtu de jolis ornements que la mère d'Aline avait fabriqués elle-même. Tous les cadeaux étaient déjà placés sous l'arbre et j'y mis aussi les miens.

Quand j'étais chez mon fils, nous nous sommes bien amusés ensemble. Nous sommes allés marcher sur la plage avec le chien, visiter des amis, manger des repas délicieux et chanter des cantiques de Noël. En plus, mon autre fils, Jocelyn, et sa famille sont venus de Halifax nous rendre visite le lendemain de Noël. Pour compléter ma joie, mes deux enfants qui demeurent au loin m'ont téléphoné. J'étais très heureuse.

Cette fête de Noël a certainement été très joyeuse et je pense souvent que je suis très chanceuse. Je pense aux personnes dans le monde qui se sentent seules et n'ont rien à manger. Que c'est triste!

"Noël"

Questions de compréhension

1. Où est-ce que l'auteure est allée pour passer la fête de Noël?
2. Combien de temps est-elle restée chez son fils?
3. Est-ce que les routes étaient bonnes ou étaient-elles couvertes de neige?
4. Qu'est-ce qu'ils ont fait pendant sa visite?

[\[Regardez les réponses\]](#)

Lire entre les lignes

1. Pourquoi est-ce que l'auteure pense qu'elle est très chanceuse?

ACADIAN CULTURE ANSWER KEY

"A Bit of Acadian History" Comprehension Questions

1. Acadia was said to be made up of Nova Scotia, New Brunswick, and parts of Quebec.
2. Acadian women took care of children and animals.
3. The New England farmers envied the Acadians because the Acadians had healthy harvests.
4. Acadia became known as Nova Scotia when the Treaty of Utrecht was signed in 1713.
5. The British decided to deport the Acadians when the Acadians refused to sign an oath of allegiance to the British. The British did not trust them and thought they would support the French in battle.
6. The Acadians were sent to England, France, Massachusetts, the Carolinas, Virginia, Maryland, and Georgia.
7. The British burned the Acadians' homes to keep them from returning.
8. The Acadians were allowed back into Nova Scotia in 1764.
9. There are over 40,000 Acadians in Nova Scotia today.

"A Bit of Acadian History" True or False

- | | | |
|----------|----------|-----------|
| 1. False | 5. False | 9. True |
| 2. True | 6. False | 10. False |
| 3. False | 7. True | 11. False |
| 4. True | 8. False | 12. True |

"A Bit of Acadian History"

Hard "C" and Soft "C"

	K		S		S
1.	Quebec	8.	December	15.	France
	K		K		S
2.	became	9.	Carolina	16.	Lawrence
	S		K		S
3.	exception	10.	Canada	17.	allegiance
	K		K		S
4.	Acadian	11.	coastal	18.	since
	K		K		K
5.	care	12.	because	19.	Colonel
	K		S		K
6.	called	13.	prince	20.	crown
	S		K		S
7.	ocean	14.	cape	21.	century

"Rappie Pie Pancakes"

Math Exercises

1. a) double the recipe ($16 \times 2 = 32$, $18 \times 2 = 36$)
2. d) 48 to 54 pancakes ($16 \times 3 = 48$, $18 \times 3 = 54$)
3. c) $\frac{3}{4}$ cup flour ($3 \times \frac{1}{4} \text{ cup} = \frac{3}{4} \text{ cup}$)
4. b) 8 times ($32 \text{ people} \div X = 4 \text{ people} \div 1 \text{ recipe}$
 $32 \times 1 \div 4 = 8 \text{ times}$)
5. b) 6 times ($36 \div 6 = 6 \text{ times}$)
6. d) 0.625 centimetre ($1 \text{ inch} \div 2.5 \text{ cm} = \frac{1}{4} \text{ inch} \div X$
 $2.5 \times \frac{1}{4} \div 1 = 0.625$)
7. a) 192 to 216 pancakes ($16 \times 12 = 192$; $18 \times 12 = 216$)
8. c) 56 minutes ($14 \times 4 = 56$)
9. b) 2:50 pm
($4:30 \text{ p.m.} - 1 \text{ hr} = 3:30 \text{ p.m.} - 40 \text{ min} = 2:50 \text{ p.m.}$)

"Old Remedies"

Comprehension Questions

1. Our ancestors would prepare a mixture of molasses and melted chicken fat. You had to take a tablespoon of this mixture every four hours to help your irritated throat.
2. Her mother would make a poultice to help accelerate the healing process.
3. Her mother would boil ground flax seeds and add the same amount of water as grain. She would boil this mixture until it had the consistency of oatmeal. She would place this mixture on a piece of soft tissue. She would spread lard on the flax seeds and would cover it with more tissue. Before putting the poultice on her daughter's skin, she would lay a hand towel to protect her from the intense heat.
4. b) fifteen to twenty minutes

"Old Remedies"

Making New Words

- | | |
|--------------------------------------|--|
| 1. bike, hike | 10. do, go, no, so |
| 2. an, on | 11. food, hood, mood |
| 3. book, hook, took | 12. bake, cake, fake, lake, make, rake, sake, wake |
| 4. bet, get, met, net, pet, set, wet | 13. bold, fold, gold, hold, sold, told |
| 5. fad, had, lad, mad, pad, sad, wad | 14. hour, pour, sour, your |
| 6. gas, has | 15. came, fame, game, lame, name, tame |
| 7. coil, foil, soil, toil | 16. bat, cat, hat, mat, pat, rat, sat, vat |
| 8. card, hard, ward | 17. bay, day, hay, may, pay, say, way |
| 9. cure, lure, pure | 18. farm, harm |

"Old Remedies"

M or N

- | | |
|-----------|---------------|
| 1. know | 9. infect |
| 2. grand | 10. mixture |
| 3. parent | 11. molasses |
| 4. remain | 12. grain |
| 5. time | 13. amount |
| 6. when | 14. hand |
| 7. mother | 15. warm/warn |
| 8. melt | 16. skin/skim |

"Old Remedies"

The -er and -est Endings

- | | |
|--------------------------|----------------------|
| 1. sicker, sickest | 6. older, oldest |
| 2. colder, coldest | 7. fatter, fattest |
| 3. softer, softest | 8. littler, littlest |
| 4. warmer, warmest | 9. surer, surest |
| 5. healthier, healthiest | |

-
1. sicker 2. littlest 3. oldest 4. softer 5. warmer 6. fattest

"Easter Morning"

Comprehension Questions

1. b) forty days
2. She collected water to use to heal illnesses brought by the winter and the cold.
3. She collected the eggs from the chicken coop for her breakfast.
4. After breakfast, they would go to church to pray and to sing alleluia while wearing their beautiful well-decorated Easter hats.
5. What a beautiful morning!

"Easter Morning" Add a Letter

1. hour, four, pour, sour
2. bin, fin, gin, pin, sin, tin, win
3. fuse, ruse
4. band, hand, land, sand, wand
5. cone, done, gone, hone, lone, tone
6. beat, feat, heat, meat, neat, seat
7. con, son, ton, won

-
1. fort, fork, form
 2. wet, wed
 3. them, they, then
 4. ton, top, tot, tow
 5. sob, son, sop, sow
 6. gob, god, got
 7. not, nod, now
 8. an, as, at, am
 9. ink, inn

Hard C

1. confessed
2. resurrection
3. collected, cold
4. collected, chicken, coop
5. cholesterol, could
6. decorated

"Easter Morning" b, p, g, d

girl	pass	pray	breakfast
day, pay, gay, bay	sleepless	brought	bother
would	night	cold	dozen
priest	rising	egg	beautiful
happy	get, pet, bet	coop	and

Root Words

day, confess, arrive, celebrate, sleep, wait, rise, sin, pray, illness, collect, bother, fast, decorate, hat, resurrect

"Mi-crème" Comprehension Questions

1. Mi-carême takes place between Ash Wednesday and Easter.
2. The best part of Mi-carême for the girls was to go in the attic to find their costumes.
3. A lot of people would use soot, while others would pull nylons over their faces and use make-up for a better effect.
4. No, they only could use make-up for Mi-carême.
5. They would ask them to sing.

"Mi-Carême" Finishing Sentences

- | | | | | |
|-----------|------------|------------|-----------|----------|
| 1. Easter | 2. climb | 3. shoes | 4. church | 5. chest |
| 7. hung | 8. pretend | 9. make-up | 10. sing | |

"Mi-Carême" Replace with a Correct Word

- | | |
|---|--|
| 1. <i>though</i> should be <i>thought</i> | 7. <i>height</i> should be <i>high</i> |
| 2. <i>interest</i> should be <i>interesting</i> | 8. <i>elegance</i> should be <i>elegant</i> |
| 3. <i>odour</i> should be <i>other</i> | 9. <i>aside</i> should be <i>beside</i> |
| 4. <i>war</i> should be <i>wore</i> | 10. <i>compete</i> should be <i>complete</i> |
| 5. <i>hear</i> should be <i>here</i> | 11. <i>affect</i> should be <i>effect</i> |
| 6. <i>chess</i> should be <i>chest</i> | 12. <i>favour</i> should be <i>favourite</i> |

"Isabelle's Christmas" Comprehension Questions

1. Isabelle was singing: "Saint Nicholas, patron of school children, bring me some sugar to fill my little basket."
2. They were making mincemeat made of minced pork and other ingredients, and they were decorating sugar cookies with raisins.
3. The Christmas tree was decorated with shiny ornaments, a doll, coloured candles, and little birds.

4. He had received a new pipe, tobacco, and some wood to light the fire the next day.
5. Isabelle had received a doll that said "mommy", a hexagonal jar filled with big sticks of orange, red, and white candy, and a little bag of sugar.
6. No, she did not like the trick that they played.

"Isabelle's Christmas" Sequencing

Isabelle opened the bag and saw that it was sugar.	8
Vivianne and Isabelle exclaimed at the beauty of the tree.	3
Isabelle got a jar of candy for Christmas.	6
Isabelle didn't like the trick that her family had played on her.	10
Christmas was approaching and Isabelle was singing at the top of her lung	1
The adults stood in front of the children who were hurrying to empty their stockings.	5
They were making mincemeat and decorating cookies with raisins.	2
Grand-father Loudmond had gotten a new pipe and tobacco for Christmas.	4
The bag of sugar fell on the floor.	9
Isabelle found a brown bag in her stocking.	7

"Isabelle's Christmas" Present and Past Tense of Verbs

1. sang	4. exclaimed	7. felt	10. found	13. opened
2. lived	5. filled	8. stood	11. turned	14. fell
3. arrived	6. stayed	9. satisfied	12. continued	15. played

"Christmas" Comprehension Questions

1. The author went to stay with her son, Nathan, and his wife, Aline, in Bridgewater.
2. She stayed for a week.
3. The roads were as good as they are during the summer.
4. They went walking on the beach with the dog, visited friends, ate delicious meals, and sang Christmas hymns.

"Christmas" Missing Vowels

v <u>e</u> ry/v <u>a</u> ry	j <u>u</u> st/j <u>e</u> st	<u>u</u> nder
p <u>a</u> ss	r <u>e</u> ceive	w <u>i</u> ll/w <u>a</u> ll/w <u>e</u> ll
t <u>w</u> o	w <u>a</u> s	g <u>i</u> ft
g <u>o</u> ne/g <u>e</u> ne	d <u>u</u> ring/d <u>a</u> ring	<u>a</u> lready
f <u>o</u> r/f <u>a</u> r/f <u>i</u> r/f <u>u</u> r	h <u>o</u> me	w <u>e</u> re
Alb <u>e</u> rta	l <u>i</u> ttle	d <u>e</u> licious
Chr <u>i</u> stmas	m <u>a</u> de/m <u>o</u> de	m <u>e</u> al
s <u>u</u> mm <u>e</u> r	t <u>r</u> ee	h <u>a</u> ppy
h <u>a</u> d/h <u>i</u> d	m <u>a</u> ne/m <u>i</u> ne	s <u>o</u> n/s <u>u</u> n/s <u>i</u> n
wh <u>i</u> te/wh <u>a</u> le/wh <u>o</u> le	f <u>r</u> ie <u>n</u> d	t <u>o</u> e/t <u>i</u> e/t <u>e</u> e
b <u>e</u> ach	f <u>i</u> n/f <u>u</u> n/f <u>a</u> n	d <u>o</u> g/d <u>u</u> g/d <u>i</u> g
p <u>a</u> st/p <u>o</u> st/p <u>e</u> st	<u>a</u> te	w <u>o</u> rd
j <u>o</u> y	<u>o</u> ther	th <u>i</u> nk/th <u>a</u> nk
l <u>o</u> ve/l <u>i</u> ve	v <u>i</u> sit	n <u>o</u> thing

"Christmas" The -ly Ending

pleasantly, sadly, weekly, warmly, beautifully, happily, completely,
daily, joyfully, luckily, certainly

-
1. warmly
 2. beautifully
 3. daily/weekly
 4. sadly
 5. certainly
 6. joyfully

"Nos remèdes d'autrefois"

Questions de compréhension

1. Nos ancêtres préparaient un mélange de mélasse et de graisse de poule fondue. Il fallait prendre une cuillerée à table de ce mélange à toutes les quatre heures.
2. La mère préparait un cataplasme pour accélérer la guérison.
3. Il fallait faire bouillir des graines de lin moulues et en ajouter la même quantité d'eau que de graines. Une fois le mélange aussi épais qu'une bouillie d'avoine, on plaçait la bouillie sur un morceau de tissu doux. On répandait de la graisse de lard sur les graines de lin puis on recouvrait le tout avec du tissu. On déposait le cataplasme sur la poitrine sur un essuie-mains.
4. b) quinze à vingt minutes

"Le matin de Pâques"

Questions de compréhension

1. b) quarante jours
2. Elle ramassait de l'eau pour tenter de guérir tous les maux apportés par l'hiver et le froid.
3. L'auteure a été au poulailler pour récolter des oeufs pour son déjeuner.
4. Ils allaient à l'église portant leurs beaux chapeaux de Pâques bien décorés pour prier et chanter l'alléluia.
5. "Quelle belle matinée!"

"La Mi-carême"

Questions de compréhension

1. La Mi-carême prend place entre le Mercredi des Cendres et Pâques.
2. La meilleure partie pour les filles était de fouiller dans le petit grenier pour trouver leurs costumes.
3. a) il n'a pas de cheveux
4. Beaucoup de gens prenaient de la suie, tandis que d'autres étiraient un bas de nylon sur leur visage, puis se fardaient pour obtenir un meilleur effet.
5. Non, elles pouvaient seulement utiliser du maquillage pour la Mi-carême.

6. Les hôtes de la maison leur demandaient de chanter.

"Le Noël d'Isabelle"

Questions de compréhension

1. Elle chantait la chanson: "St-Nicolas, patron des écoliers, emportez-moi du sucre pour emplir mon p'tit panier.)"
2. Ils faisaient une compote avec du porc haché et plusieurs autres ingrédients et décoraient des, galettes au sucre blanc avec des raisins secs.
3. L'arbre était décoré avec des ornements brillants, une poupée, des bougies de couleurs et des petits oiseaux.
4. Il avait reçu une pipe neuve, du tabac et des éclats pour commencer le feu le lendemain.
5. Isabelle avait reçu une belle poupée qui disait "maman)), une vraie jarre de forme hexagonale pleine de gros bonbons en bâtons oranges, rouges et blancs, et un petit sac de sucre.
6. Non, elle n'a pas aimé le tour.

"Noël"

Questions de compréhension

1. L'auteure est allée chez son fils Nathan et son épouse Aline à Bridgewater.
2. Elle est restée une semaine.
3. Les routes étaient bonnes comme en été.
4. Ils sont allés marcher sur la plage avec le chien, visiter des amis, manger des repas délicieux et chanter des cantiques de Noël.

A PATCHWORK OF IDEAS

This section of the manual is intended to provide helpful information that can be used by tutors and learners at any level. It is an assorted collection of ideas that you can use whenever you need a fresh approach. Enjoy!

VERBS "LAY" AND "LIE" - A LIMERICK

There once was a woman from Clyde
Who had trouble with verbs lay and lie.
When she learned alone she could lie
But needed something to lay,
These verbs never again troubled her day.

Verbs "To Lay" and "To Lie"
Choose the Correct Form of Each Verb

VERB	PRESENT TENSE	PAST TENSE
To Lay	I, you lay He, she, it lays We, they lay	I, you, he, she, it, we, they laid
To Lie	I, you lie He, she, it lies We, they lie	I, you, he, she, it, we, they lay

1. Mona _____ her purse on the desk.
2. Frank _____ down for an hour earlier this afternoon.
3. I _____ the spoon on the counter once I finished stirring the soup.
4. They all were asked to _____ their name tags on the table before leaving.
5. She was yawning a lot during supper. I think she went upstairs to _____ down.
6. The kitten _____ beside its mother by the fire all morning.
7. The children's ball _____ where they left it when they went inside.
8. After coming in from the rain, he _____ his jacket on the sofa. Now the sofa is wet.
9. I want to _____ on the bed and _____ my head on a soft feather pillow.
10. It took the workers all day to _____ the carpet in that big room.

[\[View answers\]](#)

COMES FIRST, "I" OR "E"?

There is a simple rule to remember when you're not sure whether "i" or "e" comes first where the two letters come together in the middle of a word. Maybe you have heard it before. **It is: "I" before "e" except after "c."** What it means is that when the combination of "i" and "e" comes together in a word, the "i" will usually come before the "e," except when there is a "c" just before the "i/e" combination. Then the "e" will usually come first. Practice saying the "i/e" rule several times until you have it memorized. It will really help when you are stuck.

Now try this rule out on the following sentences.

Fill in the missing "i/e" combination in each of the following words. Be sure to look at the letter that comes just before the blank as a clue.

1. I don't bel____ve that it happened the way he said it did.
2. When you dec____ve someone, you mislead him or her by saying something that is false.
3. That th____f stole my wallet!
4. I did not rec____ve the news until it was too late.
5. My best fr____nd just got her ears p____rced.
6. When my mother died, I gr____ved for a long time.
7. Would you like a big p____ce of cake?
8. You will need the rec____pt if you want to return the jacket you bought.
9. It was such a rel____f to find our missing cat.
10. That red car did not y____ld to oncoming traffic. It nearly caused an accident.

[\[View answers\]](#)

FLASH CARDS

 Cut out the following flash cards and make words by inserting the correct vowel.

a	e	i	o	u
---	---	---	---	---

c _ t	h _ m
-------	-------

f _ ll	m _ ss
--------	--------

_ t	_ n	_ s
-----	-----	-----

r_sh

l_st

p_n

r_b

l_ck

b_y

f_x

b_t

b_g

f_r

s_t

b_d

w_ll

f_n

n_w

b_ll

n_t

h_t

r_ck

l_d

l_ng

s_n

b_nd

t_p

SEA & ME GAME

GAME RULES

Each player has the chance to roll the dice to move ahead. Use only one dice. Use game pieces of your choice.

Quiz card questions are asked by the **teammate's opponent**, since the answers are provided on the card.

If the quiz card is answered **correctly**, move the amount of spaces noted on the card. If not, do not move.

If the player lands on a quiz card and moves ahead as noted on the card and lands on another quiz card, **he must wait his turn to play again**. In other words, only one quiz card can be answered at each turn.

The player to reach the end first wins.

Have fun and make up your own quiz cards! ! !

GAME BOARD

43	44	45 Pick a quiz card.	46	47	48 YOU WIN!
42 Move back 2.					
41	40 Pick a quiz card.	39	38 Move back 3.	37 Sorry! You miss a turn!	36
					35 Pick a quiz card.
29 Move ahead 3.	30	31	32 Pick a quiz card.	33 Move back 1.	34
28 Pick a quiz card.					
27	26	25 Sorry! You miss a turn!	24 Move ahead 2.	23 Pick a quiz card.	22 Move ahead 1.
					21
15 Move ahead 2.	16	17 Pick a quiz card.	18	19 Move back 2.	20
14					
13 Pick a quiz card.	12	11 Move ahead 1.	10	9 Move back 1.	8 Pick a quiz card.
					7
1 START	2	3	4 Pick a quiz card.	5	6 Move ahead 2.

QUIZ CARDS

<p>Select the correct verb. The dog (was or were) happy. Move ahead 2. Answer: was</p>	<p>Which word is an adjective in this sentence? The pretty girl ran to the house. Move ahead 2. Answer: pretty</p>	<p>Which word does not belong? cat, dog, goldfish, child Move ahead 1. Answer: child</p>
<p>True or false. Synonyms are words that have opposite meaning. Move ahead 2. Answer: False</p>	<p>LUCKY YOU! MOVE AHEAD 1.</p>	<p>If you wanted to double a recipe that asked for 1/4 cup of flour, how much flour would you need? Move ahead 2. Answer: 1/2 cup</p>
<p>Which word is a compound word? daylight, lighter, lightness Move ahead 2. Answer: daylight</p>	<p>Which word has the hard c sound? cent, pace, cat Move ahead 2. Answer: cat</p>	<p>Which word should be capitalized? today, monday, holiday Move ahead 2. Answer: Monday</p>
<p>Select the correct verb. I was _____ (walked or walking) in the woods. Move ahead 1. Answer: walking</p>	<p>Fill in the blanks with "in," "is," or "it." He lives ____ Nova Scotia. Move ahead 1. Answer: in</p>	<p>Add a letter to "in" to form a new word. Move ahead 1. Answers: bin, fin, gin, pin, sin, tin, win</p>
<p>LUCKY YOU! MOVE AHEAD 2.</p>	<p>Fill in the blank with "no" or "not." He is _____ going. Move ahead 1. Answer: not</p>	<p>What word is a synonym for little? old, big, small Move ahead 2. Answer: small</p>
<p>What word is an antonym for sad? happy, angry, tired Move ahead 2. Answer: happy</p>	<p>What is half of 1/4? 1/8 or 1/2. Move ahead 2. Answer: 1/8</p>	<p>Which letter is not a vowel? a, e, w, i Move ahead 2. Answer: w</p>
<p>Which letter is a consonant? a, g, o, u Move ahead 2. Answer: g</p>	<p>SORRY! MOVE BACK 2.</p>	<p>Which word is not a compound word? grandfather, bathroom, wonderful Move ahead 2. Answer: wonderful</p>

<p>What is the correct plural form of child? childs or children Move ahead 1. Answer: children</p>	<p>Which word rhymes with "hop"? mop, cup, hope Move ahead 1. Answer: mop</p>	<p>SORRY! MOVE BACK 1.</p>
<p>Fill in the blanks with "for" or "from." He bought a gift _____ his son's birthday. Move ahead 1. Answer: for</p>	<p>SORRY! MISS A TURN!</p>	<p>What is the root word of "playful"? Move ahead 2. Answer: play</p>
<p>Select the correct verb. The children (was or were) playing. Move ahead 2. Answer: were</p>	<p>True or false. Homonyms are words that sound the same but have different meanings. Move ahead 2. Answer: true</p>	<p>What is the correct past tense of run - runned or ran? Move ahead 1. Answer: ran</p>
<p>Which word has the long vowel sound for "a"? apple, tea, ace Move ahead 2. Answer: ace</p>	<p>What is the correct past tense of leave - left or leaved? Move ahead 1. Answer: left</p>	<p>Change the first letter of the word "pot" to make a new word. Move ahead 1. Answers: hot, not, cot, dot, got, lot, rot</p>
<p>Which word is an adjective in the following sentence? The happy boy ran to his mother. Move ahead 2. Answer: happy</p>	<p>Fill in the blank with "in," "it," or "is." He _____ a nice man. Move ahead 1. Answer: is</p>	<p>Which word has the long vowel sound for "o"? out, mother, toe Move ahead 2. Answer: toe</p>
<p>Change the last letter of the word "an" to make a new word. Move ahead 2. Answer: at, as, am, ad</p>	<p>Which word has the long vowel sound for "e"? tell, easy, June Move ahead 2. Answer: easy</p>	<p>Which word does not belong? rain, snow, hail, clouds Move ahead 1. Answer: clouds</p>
<p>Which word has the long vowel sound for "u"? house, sun, menu Move ahead 2. Answer: menu</p>	<p>What is the correct plural form of man - mans or men? Move ahead 1. Answer: men</p>	<p>What is the correct past tense of write - wrote or writted? Move ahead 1. Answer: wrote</p>

<p>Fill in the blank with "correct" or "correctly." He answered the question _____.</p> <p>Move ahead 2. Answer: correctly</p>	<p>What is the missing word? first, second, _____</p> <p>Move ahead 2. Answer: third</p>	<p>True or false. Y is sometimes a vowel.</p> <p>Move ahead 2. Answer: true</p>
<p>What is one half of one half?</p> <p>Move ahead 2. Answer: 1/4</p>	<p>Fill in the blank with "no" or "not." The sign said "_____ pets allowed".</p> <p>Move ahead 1. Answer: no</p>	<p>What is the antonym for smile - frown, grin, or cry?</p> <p>Move ahead 2. Answer: frown</p>
<p>Fill in the blank with "fast" or "faster." Harry is _____ than Bill.</p> <p>Move ahead 1. Answer: faster</p>	<p>True or false. All days of the week and months of the year begin with capital letters.</p> <p>Move ahead 1. Answer: true</p>	<p>SORRY! MOVE BACK 1.</p>
<p>Which word should be capitalized? january, month, day</p> <p>Move ahead 1. Answer: January</p>	<p>Which word has the long vowel sound for "i"? Friday, in, pin</p> <p>Move ahead 2. Answer: Friday</p>	<p>Fill in the blank with "soft" or "softly." He touched the _____ fur of the cat.</p> <p>Move ahead 1. Answer: soft</p>
<p>True or false. The plural of wife is wives.</p> <p>Move ahead 1. Answer: true</p>	<p>SORRY! MISS A TURN!</p>	<p>3/4 of a dollar is _____ cents.</p> <p>Move ahead 2. Answer: 75</p>
<p>Fill in the blank with "cold" or "coldness." There was _____ in her voice.</p> <p>Move ahead 2. Answer: coldness</p>	<p>What is the missing word? ten, twenty, thirty, _____</p> <p>Move ahead 1. Answer: forty</p>	<p>Fill in the blank with smart or smartest. John is the _____ of all his classmates.</p> <p>Move ahead 1. Answer: smartest</p>
<p>LUCKY YOU! MOVE AHEAD 2.</p>	<p>If a pancake recipe makes one dozen pancakes, how many pancakes would you get if you doubled it?</p> <p>Move ahead 2. Answer: 24</p>	<p>Fill in the blank with "drove" or "driving." Peter _____ to the store.</p> <p>Move ahead 1. Answer: drove</p>

A PATCHWORK OF IDEAS ANSWER KEY

"Verbs 'Lay' and 'Lie' - A Limerick"

—>This limerick is intended to help learners remember the difference between the verbs "to lay" and "to lie." It may be helpful, prior to reciting the limerick, to learn this simple rule:

» **You lay down a book, but you lie down.** «

Depending on your learner's familiarity with verbs, you could go on to explain that lay is a verb that needs an object, but lie does not. Or, if you can ask the question "who" or "what" after the verb, it is lay. If you can't, it is lie.

Example:

Bill lays the book on the table. (Lays what? The book. There is an answer; therefore, use lay.)

Bill is tired. He should lie down. (Lie who? Lie what? There's no answer; therefore, use lie.)

"Verbs 'To Lay' and 'To Lie' " Choose the Correct Form of Each Verb

- | | |
|---------|-------------|
| 1. laid | 6. lay |
| 2. lay | 7. lay |
| 3. laid | 8. laid |
| 4. lay | 9. lie, lay |
| 5. lie | 10. lay |

"Which Comes First, 'I' or 'E'?"

- | | | | | |
|------------|------------|--------------------|------------|-----------|
| 1. believe | 3. thief | 5. friend, pierced | 7. pierce | 9. relief |
| 2. deceive | 4. receive | 6. grieved | 8. receipt | 10. yield |

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