

# Canadian Flyer

ADVENTURES



## Teacher Resource Guides

### Grades 2/3

Try these activities in your grade 2/3 classrooms:

#### 1 Cover Creativity



REPRODUCIBLE Page 5

Have your students draw their own version of a cover for the book. Ask them to discuss what the actual book cover tells us about the book, and why they chose the scene they did for their own cover. Display all the covers together.

**Curriculum Connections:** fine art

**Learning Outcomes:** discussing, creating a visual representation of fiction

**Grouping:** individual, small group, or class

#### 2 Map It



REPRODUCIBLE Page 6

Ask your students to mark the story location on a map of Canada and list three things they learned about that place.

**Curriculum Connections:** social studies (geography)

**Learning Outcomes:** mapping, extending understanding

**Groupings:** individual or whole class

### 3 Imagine

Have students imagine a scenario where they can invite any character in the book over to their house to play, chat, have dinner, or just hang out. Have each student tell the others in the group who they would choose (and why), and what they would do.

**Curriculum Connections:** language arts (oral)

**Learning Outcomes:** making connections

**Groupings:** individual, small group, or class

### 4 Role-play

Break the class into groups to role-play Matt, Emily, and any of the other main characters. Have the students come up with a short conversation between the time travellers and the character(s) they meet for the first time.

**Curriculum Connections:** drama, language arts

**Learning Outcomes:** speaking, role-playing

**Groupings:** small group and class

### 5 Picture This



**REPRODUCIBLE** Page 7

Get students to draw themselves meeting a character in the book. What would they say? What would they do? How would they feel?

**Curriculum Connections:** fine arts, language arts

**Learning Outcomes:** visualizing, making connections

**Groupings:** individual

### 6 Flying Away



**REPRODUCIBLE** Page 8

Ask students to imagine they found a sled that could fly. Where would they go (name three places) and why?

**Curriculum Connections:** language arts

**Learning Outcomes:** making connections

**Grouping:** individual

## 7 Setting a Scene



**REPRODUCIBLE** Page 9

Direct students to draw a scene that's described in the book but that the illustrator didn't draw. Ask them to identify what part of the story they're showing using a title or labels. Have them share their illustrations with the rest of the class and explain why they chose to draw that particular scene. Display the art in class.

**Curriculum Connections:** language arts (oral), arts

**Learning Outcomes:** creating a visual representation of fiction, visualizing, discussing

**Grouping:** individual, whole class

## 8 Pen Pals



**REPRODUCIBLE** Page 10

Ask students to write a letter to one of the characters in a book. Their letter should tell about themselves and ask the character questions about his/her life.

**Curriculum Connections:** language arts, social studies

**Learning Outcomes:** making connections

**Grouping:** individual

## 9 Word Play



**REPRODUCIBLE** Page 11

Have your students identify five nouns and five adjectives in the book, then write two new sentences using any of the adjectives and nouns they've selected.

**Curriculum Connections:** language arts (word study)

**Learning Outcomes:** grammar (nouns and adjectives)

**Grouping:** small group, whole class

## 10 Community



**REPRODUCIBLE** Page 12

Using two or more books from the series, have kids look at communities and roles and responsibilities. How are they the same and/or different at different times? For example, do the characters they meet live in an isolated setting or in a larger community? What

are the roles of women and men? How are the children's lives different or the same? Have students identify three kinds of people in both stories (example: child, woman, father) and compare how their roles are alike and not alike in the stories.

**Curriculum Connections:** social studies (community roles and responsibilities)

**Learning Outcomes:** extending understanding, making connections

**Grouping:** individual, small group, or class

## 11 Then and Now



**REPRODUCIBLE** Page 13

Draw students' attention to details of daily life (communication, food, clothing, transportation, for example) at the time featured in the book. Ask them to find another detail of everyday life in the story and research how that has evolved over time. Example: in *Far from Home*, the kids rely on the radio and letters (which could take weeks or even months during the war) to hear news from home. Today we can use videophones and instant messaging to be in touch in seconds with someone anywhere in the world.

**Curriculum Connections:** social studies (research)

**Learning Outcomes:** extending understanding, research, making connections

**Grouping:** individual

Name: \_\_\_\_\_

## Cover Creativity

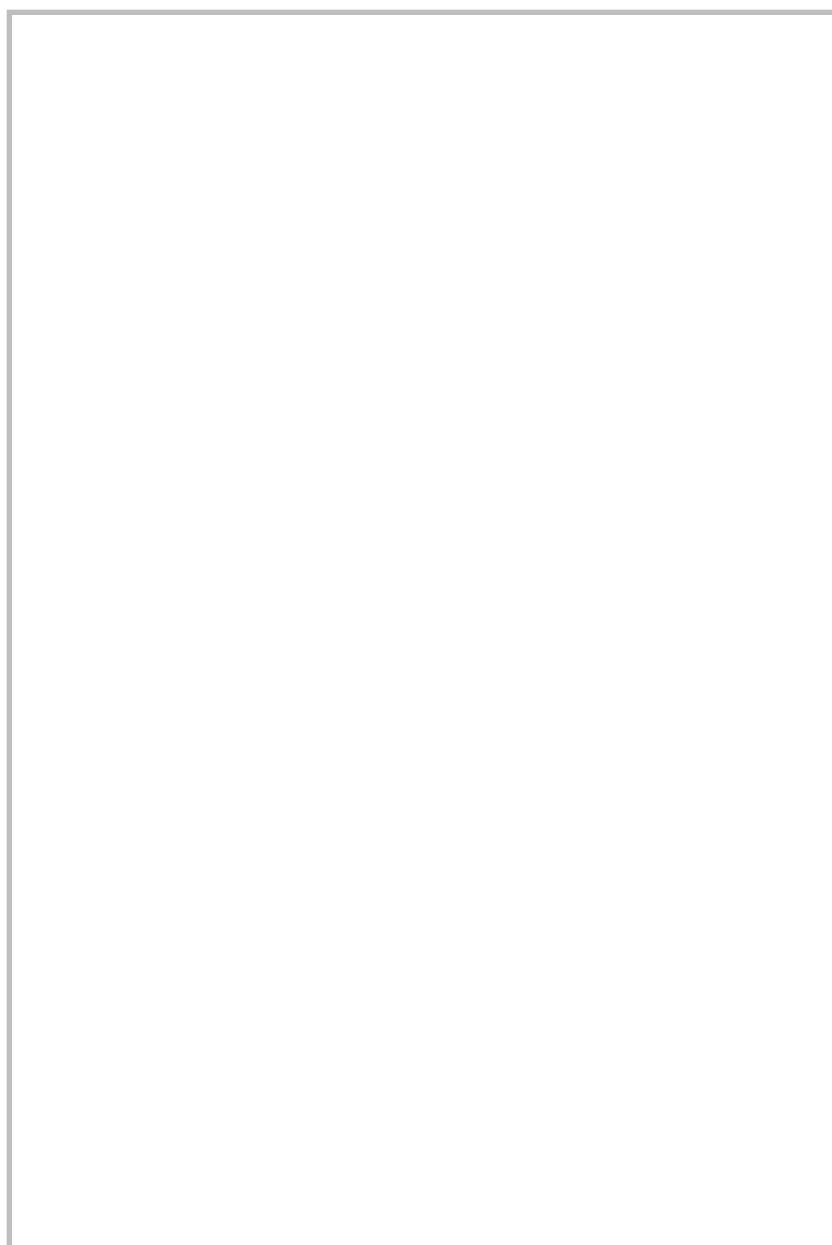
What does the book cover art tell you about the book?

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Draw your own cover for the book. What scene did you choose to show, and why?



Name: \_\_\_\_\_

# Map It!

Find and label where in Canada this Canadian Flyer Adventures story took place.



List three things that you learned about the place where the story is set:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Name: \_\_\_\_\_

# Picture This

Draw a picture of yourself meeting a character in the book:

What would you do and say at your meeting?

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How would you feel?

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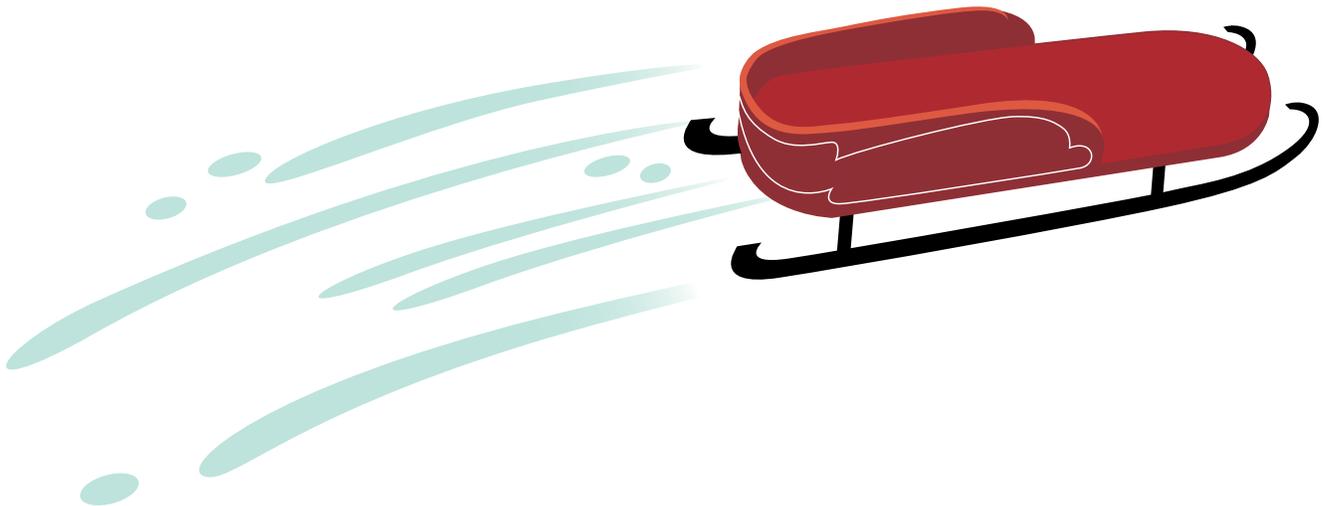
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Name: \_\_\_\_\_

# Flying Away

Imagine if you found a sled that could fly into the past. Think about where you would like the sled to take you, and why.



Write down three places you'd like to travel to on your magic sled. Why did you choose these places?

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

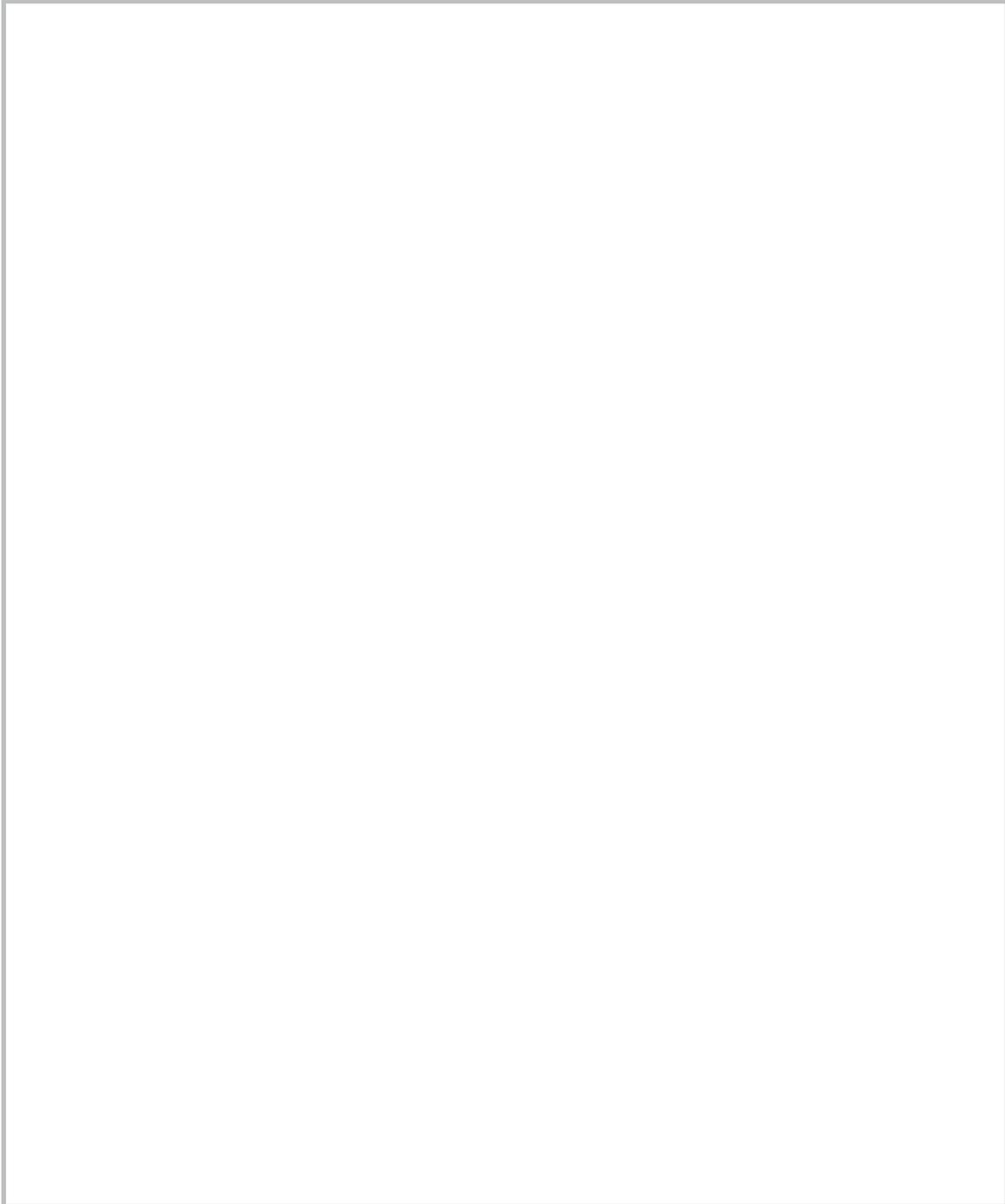
3. \_\_\_\_\_

\_\_\_\_\_

Name: \_\_\_\_\_

## Setting a Scene

Draw a scene that's described in the book but not illustrated. Include a title or labels to tell what part of the story you've illustrated. Prepare to share your illustration with the class and tell everyone why you chose to draw this particular scene.





Name: \_\_\_\_\_

## Word Play

**Nouns** are words for objects, like sled, boy, whale. List five nouns from the book:

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

**Adjectives** describe nouns and make sentences more colourful and interesting. For example, slimy, happy, late. List five adjectives from the book:

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

Write three new sentences using any of the nouns and adjectives you've found.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

Name: \_\_\_\_\_

# Community

Look at two or more books in the Canadian Flyer Adventures series and compare how people are living.

1. What kind of community are the people living in who Emily and Matt meet in each story? Is it an isolated place or a city or town?

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2. How does the size and type of community affect how people behave? For instance, if it's a small, isolated community, does everyone need to help each other out?

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3. What do you learn about the lives of women and men in each story? And what is life like for the children in each time and place? Identify three kinds of people (example: father, woman, child) and look at how their roles are alike and not alike in the stories you're comparing.

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_

