

THE WESTCOAST READER

TEACHERS' NOTES

SEPTEMBER 2009

Dear teachers:

As you have read, *The Westcoast Reader* has a new editor. You'll notice that I introduce myself on page two.

You can find our contact information on the bottom of page four.

Would you like to help? If so, please e-mail me your answers to the following questions:

- ➔ What parts of *The Westcoast Reader* have you found to be most helpful and useful?
- ➔ What are the ages/levels/grades of the students with whom you are working?
- ➔ To what organization do you belong?
- ➔ Do you have any other comments?

Please feel free to modify the exercises and activities as you see fit; for example, on page 3 you can scramble the columns or the words to make the exercise increasingly difficult.

Crossword puzzle solution

ACROSS: 4 pod, 6 celebrate, 9 community

DOWN: 1 gifted, 2 curb, 3 fast, 4 pop, 5 delivery, 7 region, 8 vehicle



Students can visit *The Westcoast Reader* website to read and listen to articles:
www.westcoastreader.ca



Please photocopy these notes.

King of Pop (page 1)

- ➔ Ask the students to sit in pairs and come up with the names of three famous people who have died.
- ➔ Elicit from the class what famous people they remember. Write the names of the famous individuals on the board. (Ask students to spell the names.) Then ask what the famous people were like and what they looked like. Under the names, list the adjectives the students use to describe these famous people. This is a good exercise to discuss character and appearance.
- ➔ Students discuss how someone becomes famous. Can a famous person be shy or evil? Ask students to give examples. Ask students if they wish to be famous and for what? How would their lives change as a result of being famous?
- ➔ Ask students to write sentences using a famous dead person as the subject. Ask them to use adjectives in the sentences. Students should make sure the sentences are in the past tense.
- ➔ Write a cloze exercise using one of Michael Jackson's songs. Play the song and have the students fill in the missing words. Later, students can discuss in small groups what the lyrics might mean.

Make five sentences

Connect the words in the columns to make a sentence.

Michael Jackson	80 years old	traffic signs.
Children	from	a heart attack.
Stay back	gave birth	as you or I do.
Obey	died of	to her third calf.
Askew's Foods is	do not see the world	this year.
Aurora	all	the curb.

1. Michael Jackson died of a heart attack.

2.

3.

4.

5.

6.

Write two facts and two opinions

1. "Thriller" is still the best selling album of all time. **Fact**

2. The Roots and Blues Festival is the best music festival in B.C. **Opinion**

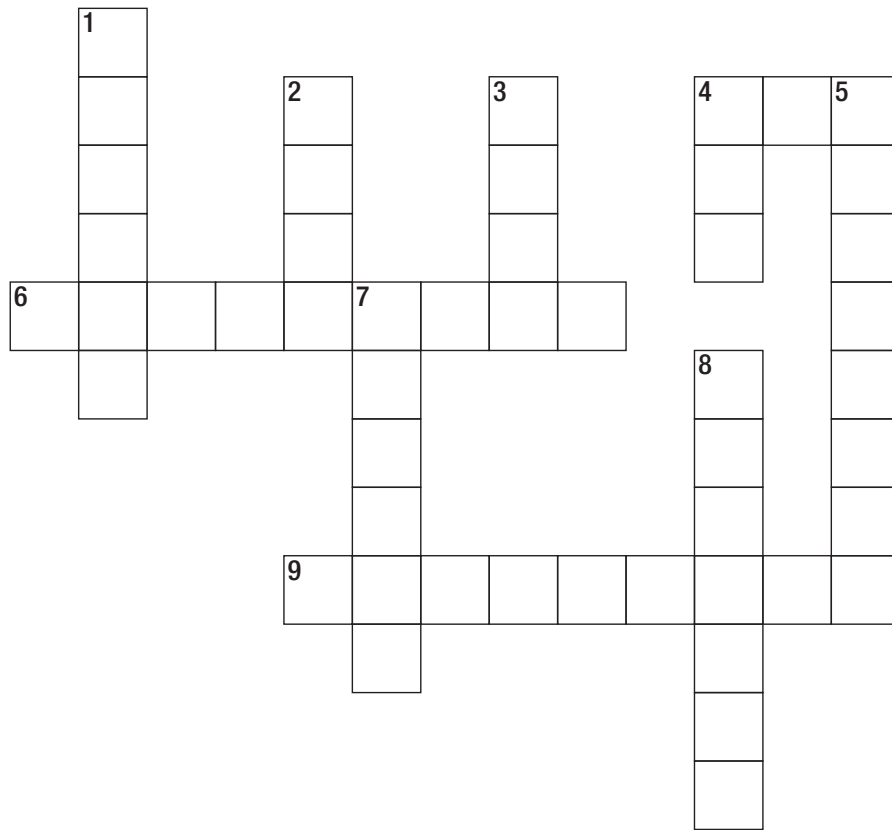
3.

4.

5.

6.

Crossword puzzle



ACROSS

4 A group of whales



6 What you do on a special day

9 A town; a special area (such as Commercial Drive or Salmon Arm)

Solution to crossword (TN-1)

Photos: iStockPhoto

DOWN

1 You are very good at something. You have a special ability (the first letter is "g").

2 Where a sidewalk meets a road. You step off it to walk on the crosswalk or road.



3 Eat little or no food

4 Popular as in popular music or culture

5 The birth of a baby

7 A part of the world, an area

8 Car, truck, bicycle

Homework & possible research projects

1. In class read aloud and discuss “Back to school - part 1” (p. 1). At home try to:

Summarize to the best of your ability what drivers should know and what children should know. What can you add to the list? Bring your writing to class.

Look at “Back to school - part 2” (p. 4). Cut out or make a photocopy of the “Questions for children” form. At home fill it in with a child. If the child does not know all of the answers, get the child to take it to school and have a teacher help to fill it in with the required information. Be ready to discuss the questions in class.

Keep the “Questions for children” form near a phone or on the fridge for easy access. If there are homestay students or teens in the home, write a new form with different questions. Brainstorm with your classmates. Ask your teacher for help.

2. What does *endangered* mean? Research endangered languages and animals.
3. Research one of the September dates or the Olympic Games and be prepared to present your topic in class. Write a list of new vocabulary with definitions.

Resources

Michael Jackson's two featured songs

“Thriller”: <http://www.youtube.com/watch?v=-9DEkFWt3ig>

“Ben”: <http://www.youtube.com/watch?v=t-5OnPn7JBc> (performed at the Oscar's)

Way to Go! School Program

Resources for parents and teachers: http://www.icbc.com/youth/youth_new_educators.asp

Education and quizzes on the salmon life cycle

<http://www.seymoursalmon.com/fish%20life%20cycle.htm>

Visit the Capilano Salmon Hatchery (see their website)

Endangered languages

<http://www.landoftheshuswap.com/msite/lang.php>

<http://www.livingtongues.org/docs/en.epochtimes10-5.pdf> and <http://www.livingtongues.org/>

Visit the Vancouver Aquarium

<http://www.vanaqua.org/salmontales/english/learningcentre/>

<http://www.vanaqua.org/belugacam/>

National Geographic beluga facts

<http://animals.nationalgeographic.com/animals/mammals/beluga-whale.html>