

WORKBOOK ACTIVITIES

COMMENTS

Reading and Language:

This teacher/student workbook contains chapter by chapter work that deals with:
Word Study and Reading for Details.

Words Study exercises involve word meaning - synonyms, dictionary search, similes, homonyms, crosswords and jumbles. Also it contains group oral word games which involve realizing the meaning of a word through *inference*.

Reading for Details deals mainly with comprehension and the sequencing of story details for each chapter.

Story Summary Chart

After reading each chapter students complete a jot note summary chart which encourages the concept of *paraphrasing*.

Creative Writing:

Writing an Episode at a time the students create their own story about an animal or pet one paragraph at a time.

Creative Writing Self-Correction Strategy:

As editors after the episode is written the students use a strategy to search their writing for errors with a view to making their written communication more clear and correct.

Character and Scenario

Group discussions and individual activities cross character traits with story action. Character traits cross references into students own feelings and actions. This in turn ties in with Social Relationships.

Drama

An ad lib TV talk show framework at the end of the workbook studies helps to sum up the story.

Social Relationship:

These activities are listed as "Getting Along With Others". They involve activity discussions and written work.

Plants and Animals of the Prairies Chart

On a chart students note the names of plants and animals mentioned in the story.

Activities to Do with Prairie Plants and Wildlife Study

Insect Study, Make an Insect Collection, Bird Watching, Animal Tracks - Mould making. Plant and Animal studies involving: research skills, written work, field activities etc.

Chapter One

A. Word Study

1. Select the word from the box that best fits the blank in the sentences beneath the box.

wade	allergy	wheedle	reflected	gingerly
convince	perk	vermin	persuaded	affection

- The tired bird began to _____ up after it had rested.
- Mom _____ touched the cat.
- They will _____ into the shallow water.
- He will _____ his friend not to go.
- Cats can sometimes _____ their way into a person's _____.
- She had an _____ to dust.
- They _____ their parents to go to the movies.
- The rays of the early morning sun _____ in the lake.
- Small animals which infest and destroy are called _____.

2. PLAY A GAME: *I AM THINKING OF A WORD*

Number of Players: Two or more.

Material: Word selection, e.g. from displayed chalkboard "Word Study".

How to Play:

- First player selects a word from the word display, e.g., *reflected*.
- First player whispers the word to a non-player, e.g. teacher.
- First player announces to group, "I am thinking of a word."
- Remainder of the group members take turns to find the word by using the meanings of words and not the actual word, e.g. Group Member asks: "Does it mean *to walk in water?*"
- First player replies, "No, it doesn't mean *wade*." (First player has selected "**reflected**".)
- The group member who guesses correctly will take the first player's place.
- Keep a score of the number of words answered correctly.

RULE: When a question is answered incorrectly by *first player* he/she *strikes out*. His/Her place is taken by the member who asked the question after that member announces the correct answer to the question.

Chapter Seven

A. Word Study Read the words in the box.

a) Use a dictionary to check out each meaning before you commence b. b) Write a sentence that shows the meaning of each of these words. The first example is already done for you.

1. shredded: cut into bits and pieces; cut into long strips.

Mom shredded the carrots by cutting them into long narrow strips.

2. preparing: _____

3. cavity: _____

4. horizon: _____

5. fallow: _____

6. prairie: _____

7. abandoned: _____

B. Using the above words complete the following sentences.

The farmer grew his wheat crops on the flat _____ land that seemed to stretch far away to the _____. Some fields were ploughed and left _____ with nothing growing. Next to his house was an old _____ barn which had a _____ in its roof. He would work every spring _____ the soil for new crops.

C. Try writing one sentence that has more than one of the above word list words in it and makes sense.

Problems Continued:

PROBLEM 4

Page 66 has a picture of Vicky and her family. Do you think that things improved for Vicky and her problem after the discussion with the family?

Problem 4 Jot Notes: What can be learned from this?
What is the Problem?:

Suggestions to Solve it: _____

SAYING _____

PROBLEM 5

Jenna is Vicky's friend. Sometimes she wouldn't say what she really thought to Vicky because she was her friend. Do you think it is right to ignore something that a friend does that could be wrong because she or he is your friend?

Problem 5 Jot Notes
What is the Problem?: _____

Suggestions to solve it. _____

SAYING _____

Have you ever had a problem? How did you solve it? Each group member jot note a few points about something you had to learn to do and how you did it or plan to do it. (Examples: Getting homework done, School subject problems? Music, Sport, Getting Along With Someone?)
