



At A Glance

Learning Intentions

	Canadian Symbols	Canadian Seasons	Canadian Birds	Canadian Wild Animals	Canadian Insects	Canadian Reptiles/ Amphibians	Canadian Sports	Famous Canadian Athletes	Famous Canadian Animals	Famous Canadian Places
Reading Skills:										
Recalling Details, Events	•			•			•	•		
Classifying Information	•	•	•	•	•	•	•	•	•	•
Finding Proof	•	•	•	•	•	•			•	•
Locating the Main Idea	•	•				•				
Cause and Effect		•						•		
Locating Information		•								
Sequencing Events					•		•	•		•
Drawing Conclusions							•		•	
Using Context Clues								•	•	
Making Inferences									•	
Language Skills:										
Syllabication	•	•	•		•		•	•	•	
Antonyms, Synonyms, Homonyms	•		•	•		•		•	•	
Parts of Speech				•		•	•	•		
Compound Words; Root Words	•		•	•	•	•	•	•		
Punctuation, Capitalization							•	•		
Singular/Plural Words										
Alphabetical Order			•					•		
Phonetic Skills:										
Two/Three Letter Blends	•	•	•	•		•	•	•		
Vowel Combinations	•		•		•	•		•	•	•
Long/Short Vowels		•				•	•	•		
Double Consonants			•	•	•	•		•		•
Digraphs						•	•		•	•
Rhyming									•	

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TEACHING OBJECTIVES

STUDENTS WILL:

- read and become familiar with Canada, Canadian Symbols, Seasons in Canada, Special Celebrations, Canadian Animals, Canadian Reptiles, Canadian Birds, Famous Canadian Places, Famous Canadian People, and Canadian Sports.
- practise and review reading skills in an informal learning experience.
- use previously learned word attack skills to unlock vocabulary.
- practise reading and discussing information in a group.
- work independently while reading a nonfiction story and completing a follow-up activity worksheet.

TEACHING STRATEGIES:

The nonfiction stories and follow-up worksheets may be used in any of the following ways.

1. Reproduce the story sheet and its follow-up worksheet for the students to use to practise their reading skills at school or for homework.
2. Reproduce each story and its worksheet. Mount the information story on one side of a piece of stiff cardboard and the worksheet on the back of the same card. Laminate the cards. The cards could then be placed at a “Let’s Read About Canada” centre. They could be put in one box labelled “Read About Canada” or placed in individual boxes labelled “Canada’s Symbols”, “Canada’s Seasons”, “Canada’s Special Days”, “Canadian Animals”, “Canadian Birds”, “Special Celebrations in Canada”, and “Famous Canadians”.
3. Each story could be used as a teaching tool. The story could be used on an overhead or on a white board. The students would read the story silently. Then the story’s content and new vocabulary could be discussed. This would be a good time to practise fluency and expression during reading. Sentences could be read as a group or independently. Direct the students’ fluency speed with your hand or a pointer. Practise reading the story several times. Oral reading should have the same flow as music.
4. If you feel your students will have difficulty with the new vocabulary, print the words on a chart prior to the reading and discuss them. Encourage your students to examine each one carefully. Ask any of the following questions.
 - Does the word have the same ending as another word that you know?
 - What does the beginning sound say?
 - Are there any vowels inside the word?
 - What do they say? Do they make the long vowel sound or the short vowel sound?
 - Is this word made of two words?
5. Some stories could be used to announce the beginning of a new season or the arrival of a special time or holiday in the Canadian year. The students could read the story and then discuss it. On a chart, brainstorm for other facts the students know about it.
6. The stories about Canadian Animals and Birds could be used as an introduction to a science lesson about birds or animals in Canada. Students could also brainstorm for the names of other Canadian animals or birds.
7. The stories in any of the sections could be collated with a cover to form a non-fiction storybook. The students could create an interesting picture for the cover under its name. **Example:** “All About Canadian Birds” or “All About Canadian Animals.”
8. While reading about Canada and places to visit use a large political map that shows the provinces, territories, and their capital cities. Discuss the names of the political divisions, their capital cities and have the students locate each one. Discuss the compass rose and have the students tell the location of each province/territory. **Example:** Which province is east of Saskatchewan? (Manitoba)
9. These stories could be used during a social studies lesson on Canada.
10. Many of these stories about Canada could be used during indoor recesses as an activity.
11. Selected stories could be collated to make books about Canada.



The following vocabulary lists for each story may have to be presented before each story is read by some students. Train them to use their phonetic skills effectively and efficiently.

CANADIAN SYMBOLS

STORY #1: OUR HOME AND NATIVE LAND CANADA; PAGE 10: provinces, territories, capital, Prime Minister, oceans, Atlantic, Pacific, Arctic, continent, America

STORY #2: CANADA'S FLAG; PAGE 12: British, Union Jack, Prime Minister, Lester Pearson, group, design, thousands, warehouse, Joan O'Malley, Parliament, voted, Ottawa, choir

STORY #3: THE CANADA GOOSE; PAGE 14: autumn, beginning, chin-strap, cream, webbed, lawns, fields, mate, goslings, hatch, attack, enemies, hissing, slapping

STORY #4: CANADA'S COINS; PAGE 16: different, copper, worth, Winnipeg, Manitoba, Ottawa, tours, special, symbol, government, metal, loonie, toonie, bronze, nickel

STORY #5: CANADA'S CAPITAL CITY; PAGE 18: Canada, capital, Ottawa, province, Ontario, village, Bytown, Queen Victoria, England, Hull, Quebec, limestone, buildings, Parliament, voted, Rideau Canal, kilometres, museums, different

CANADIAN SEASONS:

STORY #1: AUTUMN IN CANADA; PAGE 20: autumn, season, change, people, frost, hibernate, south, clocks, honking

STORY #2: WINTER IN CANADA; PAGE 22: gloomy, sparkling, season, dangerous, travelling, canals, hibernate, burrows, stations

STORY #3: SPRING IN CANADA; PAGE 24: calendar, streams, disappears, branches, heavy, cocoons

STORY #4: SUMMER IN CANADA; PAGE 26: cheering, forward, holiday, cottage, sights, thunderstorms, lightning, munching, blossom, fireworks, parades.

CANADIAN BIRDS

STORY #1: THE BLUE JAY; PAGE 28: popular, stations, crest, frightened, bristle, shrub, territory, growl, whistle, chatter

STORY #2: THE BARN OWL; PAGE 30: prey, raptor, talons, tawny, tufts, fringe, smoothly, meadows, mammals, reptiles, excellent, vision, complete, darkness

STORY #3: THE REDHEADED WOODPECKER PAGE: 32: exactly, throats, shoulders, rumps, chisel-shaped, surfaces, edges, falcons

STORY #4: THE RED-WINGED BLACKBIRD; PAGE 34: provinces, territories, noticed, sparrows, sense, excellent, throaty, whistle, marshes, swoop

STORY #5: THE SPOTTED SANDPIPER; PAGE 36: shores, coasts, eyebrows, pitched, silent, dart, seldom, protects, territory

CANADIAN WILD ANIMALS

STORY #1: THE POLAR BEAR; PAGE 38: animal, kilometres, kilograms, bearded, sense, excellent, blubber, person, bellows, chuffs

STORY #2: THE PRAIRIE DOG; PAGE 40: millions, Saskatchewan, poisoned, colonies, connected, danger, entrance, mound, protects, flooded, hibernate.

STORY #3: THE WHITE-TAILED DEER;
PAGE 42: nervous, antlers, mating, soybeans,
 damage, frighten, danger, escape, cougars, lynxes,
 wolverines

STORY #4: THE STRIPED SKUNK; PAGE 44:
 curved, shoulders, nocturnal, gentle, danger,
 hunches, releases, defend

**STORY #5: THE NORTH AMERICAN
 PORCUPINE; PAGE 46:** prickly, rodent, warn,
 barbs, chisel-like, salt-licks, shriek, tense, muscles

CANADIAN INSECTS

**STORY #1: THE MONARCH BUTTERFLY'S
 LIFE STORY; PAGE 48:** caterpillar, enemies,
 chrysalis, border, thorax, abdomen, feelers,
 meadows, marshes, nectar, lilacs, thistles, poison

STORY #2: THE GRASSHOPPER; PAGE 50:
 organs, female, larvae, nymphs, reptiles, swarm,
 entire, liquid, tobacco, juice

STORY #3: CRICKET TRIVIA; PAGE 52:
 pleasant, trivia, antennae, jerky, chirp, moist,
 leathery, parents, moult, nectar

**STORY #4: A BUMBLEBEE'S LIFE STORY;
 PAGE 54:** thorax, abdomen, muscles, antennae,
 nectar, pollen, spiracles, drone, cells, gentle, newts,
 poisonous, pollinate

STORY #5: THE HOUSEFLY; PAGE 56:
 diseases, larva, pupa, adult, special, facets, creature,
 vomits, liquid, stomach, poop, dissolved, germs,
 manure

CANADIAN REPTILES AND AMPHIBIANS

STORY #1: THE PAINTED TURTLE; PAGE 58:
 oval, leeches, vitamins, horny, edges, yolk

**STORY #2: THE COMMON GARTER SNAKE
 PAGE 60:** different, forked, throat, salamanders,
 excellent, active, slither

STORY #3: THE WESTERN SKINK; PAGE 62:
 scurrying, lizard, snout, burrow, stalk, protect,
 danger, violently, escape, bothered

STORY #4: THE GREY TREE FROG; PAGE 64:
 rough, warty, sacs, hibernate, mites, populations,
 thunder

STORY #5: THE BULLFROG; PAGE 66:
 ambush, leap, giant, force, except, bellowing
 choruses, wrestle

CANADIAN SPORTS

STORY #1: HOCKEY IN CANADA; PAGE 68:
 sledge, equipment, popular, arenas, protect, elbow,
 jersey, goalie, referees, plastic, cleats, gymnasium,
 protection

STORY #2: SKIING IN CANADA; PAGE 70:
 several, Alpine, resort, local, slopes, views, thrilling,
 control, direction, triangle, goggles, moguls,
 exercise, adventure, nature

**STORY #3: ICE SKATING IN CANADA;
 PAGE 72:** Iroquois, moccasins, British, popular,
 Toronto, natural, artificial

**STORY #4: ICE FISHING IN CANADA;
 PAGE 74:** licence, toque, closet, propane,
 equipment, auger, gaff, collected

**STORY #5: TOBOGGANING IN CANADA;
 PAGE 76:** supplies, traditional, modern, aluminum,
 rescue, helmet



Hockey in Canada

There are four kinds of hockey played in Canada. They are ice hockey, field hockey, floor hockey, and sledge hockey. Some are played using the same rules and equipment but in different places. Hockey in Canada is played by boys, girls, men, and women. It is Canada's most popular sport.

Today people of all ages play **ice hockey** in arenas, outside rinks, and anywhere there is ice. They wear special equipment to protect their face, head, and body. A hockey player wears a helmet, elbow pads, gloves, long socks, a hockey jersey, a face mask, hockey pants, and skates. Each player carries a hockey stick and the game is played with a puck. A hockey team has a player called a goalie who wears many pads, goalie skates, gloves, a face mask, and a helmet. The goalie's job is to keep the puck from going into the net that he stands in front of. Referees are people who skate up and down the ice with the players to make sure they are not breaking the rules.

Field hockey is played on a grassy field between two teams of eleven players. Each player uses a hockey stick and runs up and down the field chasing a hard, solid, plastic ball trying to score a goal. The players wear a team sweater, shorts, shin pads, and shoes with cleats.

Floor hockey is played like ice hockey on a flat floor in a school gymnasium. It is played with a wooden or plastic stick and an indoor puck or a light, plastic ball. Each team has a goalie who stands behind a goal line in front of a net. Sometimes players will wear hockey gear for protection. This game is often used to teach children how to play ice hockey.

Sledge hockey was invented for players who have lost limbs and use wheelchairs or artificial limbs. The same rules for ice hockey are used for sledge hockey. The players sit on ice sledges, which are special sleds with runners for the players to sit on. They wear helmets, team sweaters, and other hockey gear. Their hockey sticks are short and they have six to eight metal teeth on one end and a blade on the other. The player uses the end with metal teeth to push his sledge around on the ice. The blade end is used for pushing the puck.



Hockey in Canada

A Which kind of hockey is each sentence describing? Print the answer on the line.

ice hockey floor hockey field hockey sledge hockey

1. It is played outside on grass. _____
2. A player pushes himself all over the ice with a pick. _____
3. The players use an indoor puck and a wooden or plastic stick.

4. It is played on a flat floor in a big room. _____
5. The players run up and down on grass chasing a plastic ball.

6. The players play while sitting on sleds and use short hockey sticks.

7. This game may be played on outside ice rinks, ponds, and in arenas.

B Are the underlined words in each sentence nouns, verbs, or adjectives? Record the correct word on the line.

1. The player ran up and down the field. _____
2. Floor hockey is played on a flat floor. _____
3. The player wore a sweater, shorts, and shoes to play in. _____
4. The hockey player skated quickly down the ice and popped the puck into the net. _____

C The word "sport" begins with the blend "sp." Print the "sp" word that fits each sentence correctly on the line.

1. The _____ catches all kinds of bugs in its web.
2. I use a _____ to eat soup.
3. My dog has black _____ on its back.
4. The old house with broken windows looked _____.
5. A top can _____ round and round quickly.

spin
spots
spider
spooky
spoon



Cindy Klassen - Canada's Olympic Star



Cindy Klassen was born in Winnipeg, Manitoba on July 12 in 1979. When she was two years old, her father gave her a little hockey stick and a pair of hockey skates. Cindy began to learn how to skate and grew up loving the sport. She also tried other sports such as volleyball, basketball, rugby, and lacrosse, but her favourite was skating. She also wanted to learn how to play hockey. For many years, she played hockey on boys' teams, and then Cindy was chosen to play on Team Manitoba, an all-girls' team. When Cindy heard that women's hockey was going to be played at the Olympics in Lake Placid, she tried out for the team. She did not get chosen and was very upset and disappointed. Cindy went back to speed skating and trained very hard.

Speed skating became her sport, and Cindy began competing and winning many competitions. Her success at speed skating helped her to be chosen to represent Canada at the Salt Lake City Olympics in 2002 in the United States. At her first Olympics, Cindy won a bronze medal in the 3000 metre race and placed in the top five in her other races. After her success at her first Winter Olympics, Cindy continued to win many other speed skating races.

During the 2006 Winter Olympics, Cindy won five medals for speed skating. She raced in five different races and won one gold medal, two silver medals, and two bronze medals. Cindy was the first Canadian athlete to win five medals at a Winter Olympics. She has also won the World Championships four times.

Cindy is indeed a Canadian Olympic star in the sport of speed skating.

Cindy Klassen - Canada's Olympic Star

A Tell how you think Cindy might have felt during each event in her life, and why she felt that way.

1. Cindy was chosen to play hockey for Team Manitoba.

2. Cindy gave up all the other sports she tried.

3. She was not chosen to play on the Women's Olympic Hockey Team.

4. Cindy won her first bronze medal at her first Winter Olympics.

5. Cindy won five different medals for speed skating at her second Olympic Games.

B Record each group of words in alphabetical order.

1. volleyball, basketball, rugby, lacrosse

2. skate, sport, silver, star

3. winning, won, wanted, winter

C Use the vowels **a, e, i, o, u** to make new words.

1. st ____ ck

st ____ ck

st ____ ck

st ____ ck

2. b ____ t

b ____ t

b ____ t

b ____ t

3. b ____ rn

b ____ rn

b ____ rn

4. t ____ p

t ____ p

t ____ p

