

BC Reads: Adult Literacy Fundamental English - Course Pack 3

# BC Reads: Adult Literacy Fundamental English - Course Pack 3

*SHANTEL IVITS*

BCCAMPUS  
VICTORIA, B.C., CANADA



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# Contents

<a href="#"><u>About BCcampus Open Education</u></a>	vi
<a href="#"><u>Acknowledgments</u></a>	vii
<a href="#"><u>Notes to the Instructor</u></a>	1
 <a href="#"><u>Unit 1: Mysteries in BC History</u></a>	
<a href="#"><u>Welcome to Unit 1</u></a>	4
<a href="#"><u>Searching for Sasquatches</u></a>	6
<a href="#"><u>The Shooting of Ginger Goodwin</u></a>	15
<a href="#"><u>The Gentleman Bandit</u></a>	22
 <a href="#"><u>Unit 2: Snapshots of BC Culture</u></a>	
<a href="#"><u>Welcome to Unit 2</u></a>	33
<a href="#"><u>All Together Now: BC Festivals</u></a>	35
<a href="#"><u>Bold and Bright: Sook-Yin Lee</u></a>	45
<a href="#"><u>Spread the Word: First Nations Languages in BC</u></a>	53
 <a href="#"><u>Unit 3: Wild BC</u></a>	
<a href="#"><u>Welcome to Unit 3</u></a>	63
<a href="#"><u>The Rare Spirit Bear</u></a>	65
<a href="#"><u>The Journey of the Salmon</u></a>	75
<a href="#"><u>Spy-Hopping with Orca Whales</u></a>	85
<a href="#"><u>Appendix 1: Writing Rubrics</u></a>	93
<a href="#"><u>Appendix 2: Level 3 Scope and Sequence</u></a>	102
<a href="#"><u>Bibliography</u></a>	106
<a href="#"><u>About the Author</u></a>	107
<a href="#"><u>Versioning History</u></a>	109

# About BCcampus Open Education

*BC Reads: Adult Literacy Fundamental English – Course Pack 3* by Shantel Ivits was funded by BCcampus Open Education.

[BCcampus Open Education](#) began in 2012 as the B.C. Open Textbook Project with the goal of making post-secondary education in British Columbia more accessible by reducing students' costs through the use of open textbooks and other OER. [BCcampus](#) supports the post-secondary institutions of British Columbia as they adapt and evolve their teaching and learning practices to enable powerful learning opportunities for the students of B.C. BCcampus Open Education is funded by the [British Columbia Ministry of Advanced Education and Skills Training](#), and the [Hewlett Foundation](#).

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For more information about open education in British Columbia, please visit the [BCcampus Open Education](#) website. If you are an instructor who is using this book for a course, please fill out our [Adoption of an Open Textbook](#) form.

# Acknowledgments

These books were developed on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations. Huy tseep q'u! Chen kw'enmántumiyap! Kw'as hoy!

I feel very fortunate to have had the opportunity to work on this project alongside a dedicated team of basic education instructors from across British Columbia. This series was shepherded by Leanne Caillier-Smith (College of the Rockies) and benefited enormously from the insight and encouragement of Julia Dodge (University of the Fraser Valley), Chandra McCann (Okanagan College), Jan Weiten (Vancouver Community College), and Melinda Worfolk (College of New Caledonia). The above five mentioned are representatives of the BC Adult Literacy Articulation Committee and were the advisory committee members for this project. It has been a pleasure to scaffold my own learning among such brilliant and passionate educators.

Huge thanks to Lauri Aesoph of BCcampus for introducing me to the exciting open textbook movement and managing all aspects of the publication of these books — from layout and image selection to copyediting and print —so adeptly.

I am incredibly lucky to work with and have the support of the Basic Education Department at Vancouver Community College: Cynthia Bluman, Andrew Candela, Lynn Horvat, Alayna Kruger, Jo Lemay, Edie Mackenzie, Rene Merkel, Tara Mollel, Linda Rider, Mary Thompson-Boyd, Jan Weiten, our Program Assistant, Nadia Kawas, and our Dean, David Wells. I am also deeply grateful to the basic education students at Vancouver Community College for all that you teach me about dreams, resilience, and perseverance.

A special thank you to my partner, Marria, for always lending my words an eager ear, and for keeping the world around me turning even though my head was perpetually stuck in these books.

# Notes to the Instructor

## Welcome to BC Reads!

This course pack is designed to meet the learning outcomes for Adult Literacy Fundamental English Level 3, as outlined in the [Adult Basic Education in BC 2014/2015 Articulation Handbook](#). This is roughly equivalent to grades 3 to 4.5 in the K-12 system.

The units in this course cover three themes:

- Mysteries in BC History
- Snapshots of Culture in BC
- Wild BC

Each unit begins with a lesson related to “Skills and Strategies for Learning” (as noted in the [Adult Basic Education in BC 2014/2015 Articulation Handbook](#)). The lesson is taught using a profile based on a real community college learner in British Columbia.

Every chapter within the units includes a level-appropriate, high-interest reading of between 350 and 500 words. The readings are freely available in a separate reader, [BC Reads: Adult Literacy Fundamental English – Reader 3](#). Convenient links to the readings are embedded in each chapter of this course pack.

Each chapter also teaches:

- A reading strategy
- A word attack strategy
- Exercises for identifying subject, main idea, details, and sequence
- A grammar rule
- Writing conventions

For more details, please see the [Level 3 Scope and Sequence](#). Note that the learning goals for “Skills and Strategies for Learning” are covered in the unit introductions and are not included in the scope and sequence document.

This course pack makes use of a number of graphic organizers to help students order their thoughts in a visual way. You can download the complete set of [graphic organizers](#). Students can also download them as needed, through the links embedded throughout the course pack.

In the appendix, you will find rubrics tailored to score each of the writing tasks assigned at the end of each chapter.

You may wish to use this program online, or you may wish to print it for your students by downloading it as a PDF. A print-on-demand option is also available, for a nominal fee. This program was designed to suit both options. Font size and line spacing can be adjusted in the online view, and have been enhanced for the print and PDF versions for easier reading. (In addition, both epub and mobi files are offered for students with e-readers and Kindles.) For students using this program in a self-paced format, there are audio clips embedded throughout the course pack. These clips narrate the denser sections of text. This course pack has been reviewed by subject experts from colleges and universities.

I hope you and your students find the contents of these pages to be both enjoyable and rewarding!



-Shantel Ivits

# UNIT 1: MYSTERIES IN BC HISTORY

# Welcome to Unit 1



In these pages, you will take a walk into the history of British Columbia. You will read about some of the great mysteries of our province. Along the way, you will learn many new skills that will help you be a stronger reader and writer.

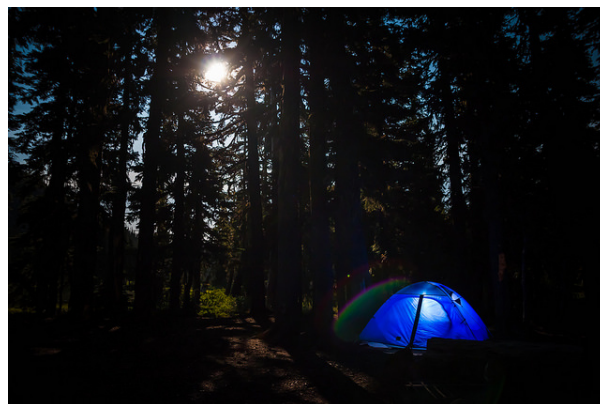
## *Learning Goals*

In Unit 1, you will:

- See your strengths as a learner
- Use pre-reading strategies
- Use word attack strategies
- Practice filling out forms
- Define subject and verb
- Write complete sentences
- Write using the simple past tense

## Learning Strategy: Know Your Strengths

A **strength** is something you are good at. Everyone has something they are good at. Learners who know their strengths and use them are more likely to do well.



*Living outside*

Read this story about Mitch. He has lived through some hard times. But he uses his strengths to get by. What are Mitch's strengths?

My name is Mitch. I am from the Ojibway Nation. When I was a kid, I got a head injury. It made it hard to read and write. So I left school when I was 9. Even though I was just a kid, I went to work. I got jobs cleaning, fixing fences, and digging holes. There was no job I couldn't do. One day when I was 16, the police said I stole a car. I didn't. But they put me in jail anyway. I felt so angry. When I got out, it was hard to find work. I have lots of skills. I am good with tools. I can build and fix just about anything. I'm friendly and honest. But it's hard to find work when you can't read and write. So these days I live outside. I tried to stay in a shelter once. But it felt too much like jail. At night, I sleep in a tent in the park. In the summer, it's not so bad. In the winter, the nights are long and cold. One day, I will be a carpenter. I won't just build houses. I will live in one. In the meantime, I go to school twice a week. I am learning how to read and write. My teacher says I have a positive attitude. My positive attitude is how I get by.

## Writing Task



Write the title *Know Your Strengths* at the top of the page in your notebook. On a new line, answer these questions:

1. What are Mitch's strengths? Make a list.
2. What are your strengths? Make a list.

In this unit, you will read about some mysteries in British Columbia's history. As you go through each chapter, think about ways you can use your strengths to do your best work.

## Attribution

### Living outside

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# Searching for Sasquatches

## Reading Strategy



In this unit, you will learn some strategies you can use before you read. These are called **pre-reading strategies**. One pre-reading strategy is called *Connect*.

First you ask: What is the subject of the reading? **Subject** is another way of saying “main topic.”

Then you ask: What does this subject remind me of?

Here is why this strategy works:



The subject of the reading in this chapter is the sasquatch. Another name for the sasquatch is Bigfoot.

When you think of a sasquatch, what are you reminded of? You will make a web to show the different ways your mind connects to the word *sasquatch*.

## Make a web

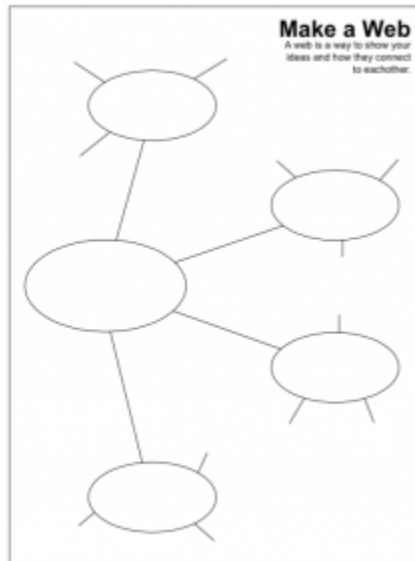
1. Ask your instructor for the [Make a Web](#) sheet, or open and print one from the link. For this task, use a marker or pen.
2. Write *sasquatch* — the subject — in the big shape in the middle.
3. In each of the smaller shapes, write one of these questions:
  - a. What does it look like?
  - b. Where does it live?

c. Why do people think it is real?

d. Where have I heard about it?

4. Add your ideas to the lines around each question.

You will return to your web after you read [Searching for Sasquatches](#).



## Word Attack Strategy



Sometimes we see a word that we do not understand. Knowing lots of word attack strategies helps us make sense of the word. One word attack strategy is to study word patterns. Here are helpful word patterns to know.

### *Word Patterns*

The letters **-dge** like in **judge** make the /j/ sound. The **d** is usually silent.

The letters **-tch** like in **sasquatch** make the /ch/ sound. The **t** is usually silent.

These patterns are only found at the end of a word or syllable or after a short vowel.

## Practice reading these words

/j/ = -dge	/ch/ = -tch
lodge	witch
fudge	hutch
badge	fetch
wedge	match

You will see these patterns in the reading for this chapter.

## Use Your Strategies

Read [Searching for Sasquatches](#) in your reader. When you have finished, try the tasks below.

## Finish your web

1. After you have read the text, close your eyes and ask: When I think of the word *sasquatch*, what new things come to mind?
2. Get a different colour of marker or pen. Add your new connections to the web you made at the beginning of this chapter.

Now look at all of your new connections! What do you think about the *Connect* strategy? Did it help you make sense of what you read? Rate this strategy in your notebook. How many stars would you give it? One star means it did not help you. Five stars mean it helped you a lot.



## Check Your Understanding

Write true or false for each statement

1. The sasquatch is two metres tall.
2. The sasquatch can run very fast.
3. The sasquatch uses its hands and feet to walk, like an ape.
4. The sasquatch does not have a good smell.
5. People in British Columbia are allowed to hunt sasquatches.

Answer these questions

Who

6. ...told a judge he was kidnapped by a sasquatch?
7. ...was the reporter who researched sasquatches?
8. ...has told stories about sasquatches for thousands of years?

Where

9. ...is the Land of the Sasquatch?

When

10. ...do scientists say a beast like a sasquatch once lived?

Check your work with the Answer Key at the end of this chapter.



## Use your vocabulary

11. Here are some vocabulary words from the reading. Try writing your own sentence for three of the words.

beast	protected	exist	ape
proof	carvings	search	

Ask your instructor to check your work.

## Grammar



Let's get ready to do some writing. When you write, it helps to know about subjects and verbs. This will help you know whether the sentences you write are complete sentences.

You know that a sentence begins with a capital and ends with a period, question mark or exclamation mark. Here is another rule about what every sentence needs.

### Grammar Rule

A sentence needs a subject and a verb.

The **subject** tells us *who* or *what* the sentence is about.

The **verb** tells us what the subject is doing. A verb can be an action verb, like *run* or *yell*. A verb can also be a state verb, like *be* or *have*.

Study these sentences. The subject of each sentence is underlined. The verb of each sentence is **bold**.

Ostman **told** a reporter that he was kidnapped by a family of sasquatches.

The sasquatch family **held** him at their camp.

The sasquatch **is** a big and hairy beast that looks like an ape.

And it **smells** very, very bad.

Stories of the sasquatch **are** not new.

## Use the sentences above to answer these questions

1. Which statement is true?
  - a. In each statement, the subject comes **before** the verb.
  - b. In each statement, the subject comes **after** the verb.
2. Which statement is true?
  - a. The subject is **always** at the beginning of the sentence.
  - b. The subject is **not always** at the beginning of the sentence.
3. Which statement is true?
  - a. The subject is always just **one** thing.
  - b. The subject can be one thing or **a group** of things.

Check your work with the Answer Key at the end of this chapter.

## Copy these sentences, underline the subject, circle the verb

4. John Green researched stories about the sasquatch.
5. The sasquatch stands three metres tall.
6. Harrison Hot Springs is a place in the Fraser Valley.
7. The government of Harrison Hot Springs started a search party to look for the beast.
8. Scientists know an ape three metres tall did exist 200,000 years ago.

Check your work with the Answer Key at the end of this chapter.

## Seeing subjects and verbs in your sentences

9. Now write two or three sentences of your own. Write about whether you think the sasquatch is real. Give your reasons.

10. Underline the subject in each sentence. Circle the verbs.

Ask your instructor to check your work.

## Writing

### Writing Task



In everyday life, we often need to fill out forms. Imagine you are going on a trip to search for a sasquatch.

1. Ask your instructor for the [Sasquatch Searchers](#) forms, or open and print them from the link.
2. Fill out these forms to sign up for your trip. Print as neatly as you can.
3. Use a dictionary to look up any words you do not know.
4. When you are done, hand in your forms to your instructor.

# Sasquatch Searchers

## Sign Up Form

### Personal Information

Name: .....

Address:

.....

.....

Phone Number: .....

### About Your Trip

How many nights would you like to stay in the woods? .....

Where would you like to sleep?

- ☐ In a tent .....\$10/night
- ☐ In a trailer .....\$50/night
- ☐ In a cabin .....\$100/night

How will you pay? (Check one box)

- ☐ cash
- ☐ cheque
- ☐ credit card

Designed by Shantel Ivits.  
Feel free to reproduce.

## Answer Key

Check Your Understanding	
QUESTION	ANSWER
1	false
2	true
3	false
4	true
5	false
6	Albert Ostman
7	John Green
8	First Nations people
9	Harrison Hot Springs
10	200,000 years ago
11	Answers will vary.

Grammar		
QUESTION	ANSWER	
1	a	
2	b	
3	b	
	SUBJECT	VERB
4	John Green	researched
5	the sasquatch	stands
6	Harrison Hot Springs	is
7	The government of Harrison Hot Springs	started
8	scientists	know
9	Answers will vary.	
10	Answers will vary.	

# The Shooting of Ginger Goodwin

## Reading Strategy



In the [last chapter](#), you learned a pre-reading strategy called *Connect*. You connected what you already knew about a topic to what you were reading.

In this chapter, you will use a pre-reading strategy called *Predict*. **Predict** means guess.

### Try this

1. In your reader, look at the title of the [next reading](#).
2. Look at the pictures that go with the reading.
3. Look at these words from the story:

coal	train	steamboat	mining	strike
war	government	police officer	mountain	speak out

4. Ask your instructor for the [Predict](#) sheet, or open and print one from the link. Under *I predict...*, answer each question below.

- a. When do you think the story takes place?
- b. What job did Ginger Goodwin do?
- c. How did Ginger Goodwin die?
- d. Who might want Ginger Goodwin dead? Why?

You will look back at your guesses after you read [The Shooting of Ginger Goodwin](#).

## Word Attack Strategy



One way to learn to read harder words is to study word families. A **word family** is a group of words with the same ending. In this chapter, you will look at words that end with **-ight**, **-ound**, and **-ain**.

## Word Patterns

The three letters **-igh** make one sound. The letters **-igh** make a long /i/ sound. These letters are usually followed by **t**.

The word ending **-ain** has two vowels that make one sound. The vowels **-ai** can make the long /a/ sound.

The last word family in this chapter is the **-ound** family. The two vowels **-ou** can make the same sound you make when you stub your toe: **ow**!

### Practice reading these words

long /i/ = -igh	long /a/ = -ain	ow = -ound
fight light might night right sight tight	gain main pain rain brain drain grain train again plain explain	bound found ground hound mound pound round sound

Watch out! Here are some **-ai** words that make a different sound. The **a** is silent in these words:

mountain	fountain	captain
----------	----------	---------

### Use Your Strategies

Read *The Shooting of Ginger Goodwin* in your reader. When you have finished, return to the tasks below.

## Try this

Finish filling in your **Predict** sheet. Under *The text says...*, write the real answers from the text. Were your guesses right?

What do you think about the *Predict* strategy? Did it help you make sense of what you read? Rate this strategy in your notebook. How many stars would you give it? One star means it did not help you. Five stars mean it helped you a lot.



## Check Your Understanding

### Match the sentence beginnings with the correct endings

Rewrite the complete sentences in your notebook.

#### Sentence beginnings:

1. Albert Goodwin was called Ginger because...
2. Coal was important because...
3. Coal mining was dangerous because...
4. The coal miners went on strike because...
5. Ginger fled to Alone Mountain because...
6. The police came after Ginger because...
7. All the workers in British Columbia went on strike because...

#### Sentence endings:

- ...it was illegal for fit men aged 20 to 35 not to go to war.
- ...they wanted to be safe at work.
- ...gas and coal dust made workers sick.
- ...they were mad that Ginger was killed.
- ...it was used to fuel trains and steamboats.
- ...he had red hair.



...he did not believe in war.

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *Grammar Rule*

A sentence needs a **subject** and a **verb**. If a sentence is missing a subject or a verb, it is not a complete sentence.

Copy these sentences, underline the subject, circle the verb

1. Coal mining was not a safe job.
2. The coal dust made people sick.
3. Sometimes gas made the workers sick, too.
4. Sometimes mines caved in.
5. Ginger Goodwin spoke out for workers' rights.

These sentences are not complete

Write what is missing — a subject or a verb.

6. Did not believe in war.
7. Had many health problems.
8. Said he was fit for war.
9. People in the nearby town.
10. A police officer named Campbell.
11. Found Ginger's dead body.
12. All the workers in British Columbia.

Check your work with the Answer Key at the end of this chapter.

## Are these sentences complete?

Write **yes** if they are complete and **no** if they are not complete. Rewrite the incomplete sentences to make them complete.

13. His family called him Ginger.
14. Went on strike.
15. Made a law that all men aged 20 to 35 must fight in the war.
16. The doctor said Ginger was fit to go to war.
17. Escaped to a cabin on Alone Mountain.
18. Miners and friends.

Ask your instructor to check your work.

## Writing



Was Ginger Goodwin a lawbreaker or a hero? You will share what you think in a paragraph.

Before you write, it helps to brainstorm as many ideas as you can. The web you used in the [last chapter](#) is a great tool for brainstorming.

## Make a web

1. Ask your instructor for a [Make a Web](#) sheet, or open and print one from the link.
2. Write *Ginger Goodwin* in the big shape. He will be the subject of your paragraph.
3. In one of the smaller shapes, write *lawbreaker*. On the lines outside of that shape, brainstorm reasons Ginger was or was not a lawbreaker.

4. In another of the smaller shape, write *hero*. On the lines outside of that shape, brainstorm reasons Ginger was or was not a hero.

5. Leave the other shapes blank.

6. Think about your web. Decide if you think Ginger was more of a lawbreaker or more of a hero.

Now you are ready to put your thoughts into a paragraph.

## Writing Task

Use the ideas from your web. Write a paragraph on this topic:

### Was Ginger Goodwin a hero or a lawbreaker?

Make sure your paragraph has:

1. A topic sentence that says whether you think Ginger Goodwin was a hero or a lawbreaker.
2. Details to support your opinion.
3. A conclusion that reminds the reader of your opinion.

When you are done:

1. Look back to make sure each of your sentences has both a subject and a verb.
2. Give your first copy to your instructor for feedback.
3. Write a final copy of your work based on your instructor's feedback.
4. Hand in your web, the first copy, and the final copy of your work.

## Answer Key

Check Your Understanding	
QUESTION	ANSWER
1	Albert Goodwin was called Ginger because he had red hair.
2	Coal was important because it was used to fuel trains and steamboats.
3	Coal mining was dangerous because gas and coal dust made workers sick.
4	The coal miners went on strike because they wanted to be safe at work.
5	Ginger fled to Alone Mountain because he did not believe in war.
6	The police came after Ginger because it was illegal for fit men aged 20 to 35 not to go to war.
7	All the workers in British Columbia went on strike because they were mad that Ginger was killed.

Grammar		
QUESTION	SUBJECT	VERB
1	Coal mining	was
2	The coal dust	made
3	gas	made
4	mines	caved or caved in
5	Ginger Goodwin	spoke or spoke out
QUESTION	ANSWER	
6	subject	
7	subject	
8	subject	
9	verb	
10	verb	
11	subject	
12	verb	
QUESTION	ANSWER	REWRITE COMPLETE SENTENCE (Answers may vary.)
13	yes	
14	no	The miners went on strike. or The workers went on strike.
15	no	The government made a law that all men aged 20 to 35 must fight in the war.
16	yes	
17	no	Ginger Goodwin escaped to a cabin on Alone Mountain.
18	no	Miners and friends carried Ginger's body through the streets.

# The Gentleman Bandit

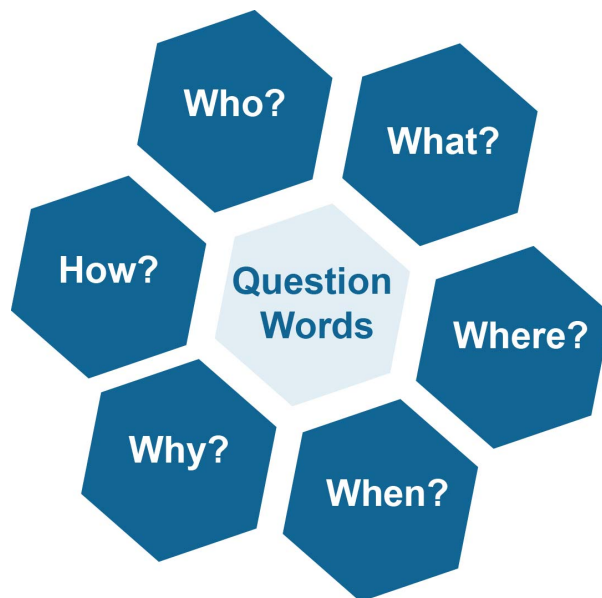
## Reading Strategy



In the [last chapter](#), you learned a pre-reading strategy called *Predict*. You looked at the title, pictures, and words from the story to guess what it was about.

In this chapter, you will use a pre-reading strategy called *Question*. Asking questions about the topic in the reading helps stir up our interest. When we read with questions in mind, it helps us make sense of what we read.

Here are some question words:



## Try this

1. Find [The Gentleman Bandit](#) in your reader. Look at the title and pictures. Use a dictionary to look up any words in the title that you do not know. What is the subject of the reading?
2. Ask your instructor for the [Question](#) sheet, or open and print one from the link.
3. Under *I wonder...*, make a list of five questions you have about this subject.

Example: What was the bandit's real name? What did he steal? Did he get caught?

Share your work with your instructor.

## Word Attack Strategy

### *Word Patterns*



Sometimes when you get stuck on a big word, it helps to look for smaller words inside of the big word.

- **Gentleman** is a big word. But it is made up of two smaller words: **gentle** and **man**. We can guess what the word means by looking at its parts. A man who is gentle might be a man who treats people in a nice way.
- **Railroad** is another big word. But it is made up of two smaller words too: **rail** and **road**. We can guess what the word means by looking at its parts. A road with rails on it might be a train track.

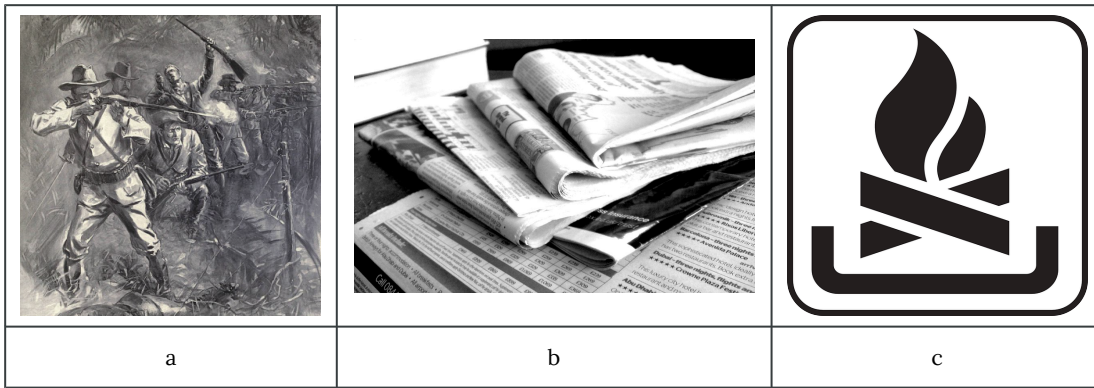
Sometimes two words describe just one thing.

- **Prison fence** is made of two words that describe just one thing.

## Split these big words into smaller words

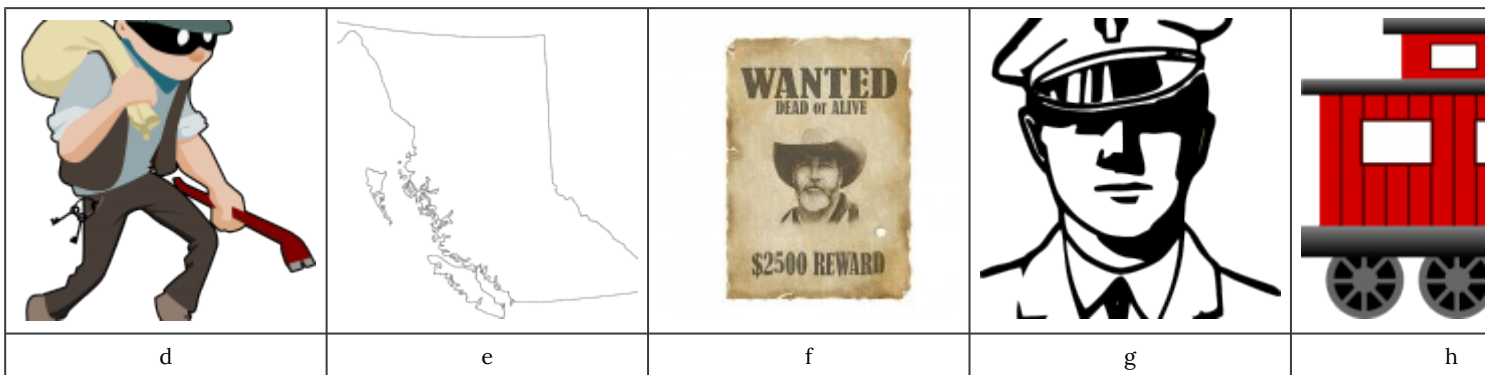
Then guess what they might mean. Match the word to each picture.

1. newspaper
2. campfire
3. gunfight



Match each set of two words to just one picture

4. train bandit
5. wanted poster
6. passenger car
7. police officer
8. British Columbia



Check your answers with the Answer Key at the end of this chapter.

## Use Your Strategies

Read *The Gentleman Bandit* in your reader. Look for the answers to your questions as you read.

## Try this

When you have finished reading, write down the answers in your *Question* chart, under *I learned...*

What do you think about the *Question* strategy? Did it help you make sense of what you read? Rate this strategy in your notebook. How many stars would you give it? One star means it did not help you. Five stars



mean it helped you a lot.

## Check Your Understanding

Put these events from Bill Miner's life in the right order

1. His friends dug a hole under the prison fence.
2. He came to British Columbia.
3. He robbed a train near Kamloops.
4. He escaped back to the United States.
5. He robbed a train near Mission.
6. He only made \$15.50.
7. The police put him in prison.
8. He got \$7,000 in gold.

Check your work with the Answer Key at the end of this chapter.



### *Grammar Rule*

The **simple past tense** is used to talk about events that started and ended in the past (yesterday, last night, three days ago).

Most simple past verbs are formed by adding **-ed** to a verb.

Example: On a September day in 1904, a CPR train **stopped** outside of Mission.

The verb in this sentence is **stop**. To make it a simple past verb, we add an **-ed** ending.

### Copy these sentences and circle the simple past verbs

1. In the days before cars, people and goods travelled long ways on horses and trains.
2. Bill needed to escape.
3. He slipped across the border into Canada.
4. He played the fiddle.
5. He showed people how to dance.

### Find the verbs in these sentences

Change these sentences to simple past by adding **-ed** to the end of the verbs.

6. The bandits climb onto the train.
7. They unhook the passenger car.
8. They grab the gold.
9. They wish the train workers a good night.
10. They walk off into the night.
11. They share their money.

Check your work with the Answer Key at the end of this chapter.

## Grammar Rule

Some verbs break this grammar rule. For some verbs, you cannot add **-ed** to the end. These verbs are called **irregular verbs**.

**Be** is one of these verbs. The simple past forms of **be** are **was** and **were**.

Write down the subjects and verbs from these sentences

12. Horses and trains were easy targets for bandits.
13. Bill Miner was one of the most infamous train bandits.
14. George Edwards was the name he gave people.
15. He was a charming man.
16. The robbery was in all of the newspapers across British Columbia.

Check your work with the Answer Key at the end of this chapter.



Here are some other irregular verbs — verbs that break the simple past grammar rule.

**Caught** is the simple past form of **catch**.

**Felt** is the simple past form of **feel**.

**Found** is the simple past form of **find**.

**Gave** is the simple past form of **give**.

**Knew** is the simple past form of **know**.

**Ran** is the simple past form of **run**.

**Took** is the simple past form of **take**.

**Told** is the simple past form of **tell**.

## Try this

Pick three words from the words below. Write one sentence about Bill Miner for each word.

caught	found	knew	took
felt	ran	gave	told

Ask your instructor to check your work.

## Writing



How do you think Bill Miner got out of British Columbia without anyone seeing him? Create a paragraph telling the story of how he got away.

## Make a web

Just like last time, plan out your ideas using a web.

1. Ask your instructor for a [Make a Web](#) sheet, or open and print one from the link.
2. In the big shape, write Bill Miner. He is the subject of your story.
3. In each of the smaller shapes, write one of these questions:
  - a. Who helped him escape?
  - b. How did he travel across the border?
  - c. Where did he go?
  - d. How did he spend the rest of his life?
4. Brainstorm answers for each question. Be creative!

Now you are ready to put your ideas into a paragraph.

## Writing Task

Pretend you are Bill. You are writing in your journal. Write a paragraph about your escape from prison. Begin your journal like this:

*Tonight, I finally escaped from prison! My friends dug a hole under a fence. I climbed out. Then I...*

Write your sentences in past tense.

When you have finished:

1. Check to make sure all your sentences are complete.
2. Ask your instructor for feedback.
3. Write a final copy based on your instructor's feedback.
4. Hand in your final copy with your web and your first copy.

## Answer Key

Word Attack Strategy	
QUESTION	ANSWER
1	b
2	c
3	a
4	d
5	f
6	h
7	g
8	e
Check Your Understanding	
QUESTION	ANSWER
2	He came to British Columbia.
5	He robbed a train near Mission.
8	He got \$7,000 in gold.
3	He robbed a train near Kamloops.
6	He only made \$15.50.
7	The police put him in prison.
1	His friends dug a hole under the prison fence.
4	He escaped back to the United States.

Grammar		
QUESTION	ANSWER	
1	travelled	
2	needed	
3	slipped	
4	played	
5	showed	
6	The bandits climbed onto the train.	
7	They unhooked the passenger car.	
8	They grabbed the gold.	
9	They wished the train workers a good night.	
10	They walked off into the night.	
11	They shared their money.	
	SUBJECT	VERB
12	Horses and trains	were
13	Bill Miner	was
14	George Edwards	was
15	He	was
16	The robbery	was

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## UNIT 2: SNAPSHOTS OF BC CULTURE

# Welcome to Unit 2



In these pages, you will walk alongside some of the people of British Columbia. You will read a bit about arts and culture in our province. Along the way, you will learn many new skills that will help you be a stronger reader and writer.

## *Learning Goals*

In Unit 2, you will:

- Build your vocabulary
- Find synonyms and antonyms for words
- Study suffixes
- Use capital letters correctly
- Use contractions correctly
- Read CVCE words
- Write sentences using future tense

## Setting Goals

Everyone has dreams. Setting goals is the first step to making our dreams come true.

Read this story about Sara. Sara is an adult learner in British Columbia. What are Sara's goals?

My name is Sara. I am from Sudan. In Sudan, I had a friend named Ben. Ben was gay. When he walked, he moved his hips like a woman. Some men did not like Ben's walk. These men did not like gay people. So they killed my friend Ben. I miss him so much. In 1998, I moved to British Columbia. One of the women in my neighbourhood had a gay son. When she found out her son was gay, she felt ashamed. She kicked him out of the house. These days, I invite her son to my house. I cook for him. He eats with my family. Some of my friends say I should not let this boy near my kids. They say he might turn my kids gay. I know that's not true. The boy will always be welcome at my house. I take basic education classes four days a week. I want to learn to read and write. My goal is to make the world a better place. My goal is to stand up for human rights. This would have made my friend Ben happy.

## *Writing Task*

Write the title *Setting Goals* in your notebook. On a new line, answer these questions:



1. What are Sara's goals? Make a list.
2. What are your goals? Make a list.

In this unit, you will learn about some different faces of culture in British Columbia. As you go through each chapter, think about your goals. Let your goals move you toward doing your best work.

# All Together Now: BC Festivals

## Reading Strategy



In **Unit 1**, you learned about pre-reading strategies. Another way you can build your reading skills is to build your vocabulary. In this chapter, you will learn to build your vocabulary. Your **vocabulary** is the group of words that you know.

You can build your vocabulary by keeping track of words that are new to you. You might see new words in newspapers or hear them on TV. Find out what they mean. Then remember and use your new words.

Learning new words helps you because:

- You will understand more difficult readings.
- You will be able to express yourself more clearly.
- You will be able to retell things in your own words.

## Try this

Here are some vocabulary words. Which ones are new for you?

1. Rate each word based on how well you know it. Give it a...

1 – if you do not know it

2 – if you sort of know it

3 – if you know it well

	Do not know	Sort of know	Know well
tradition	1	2	3
celebrate	1	2	3
journey	1	2	3
kilometre	1	2	3
mammal	1	2	3
national	1	2	3
championship	1	2	3
ceremony	1	2	3
festival	1	2	3
sculpture	1	2	3

2. Now ask your instructor for a [Vocab Builder](#) sheet, or open and print one from the link.
3. Choose three words that you rated a 1. Add each word to the middle of its own *Word* box.

Dictionary Definition	Definition In Your Own Words
<div style="border: 1px solid black; display: inline-block; padding: 5px 20px;">Word</div>	
Use It In a Sentence	Draw It

Dictionary Definition	Definition In Your Own Words
<div style="border: 1px solid black; display: inline-block; padding: 5px 20px;">Word</div>	
Use It In a Sentence	Draw It

Dictionary Definition	Definition In Your Own Words
<div style="border: 1px solid black; display: inline-block; padding: 5px 20px;">Word</div>	
Use It In a Sentence	Draw It

4. Look up your three words in the dictionary. Sometimes a word has more than one meaning. The most common meaning will be given first. Under *Dictionary Definition*, write down the most common meaning for your three words.
5. For each word, complete all the other boxes in the Vocab Builder.

Have your instructor look at your Vocab Builder boxes before you move on.

## Word Attack Strategy



Often we can figure out a new word without looking in a dictionary. We can use our word attack skills.

One word attack strategy is to look for a suffix. A **suffix** is part of a word. It is put at the end of the word to change the meaning. In this chapter, you will learn about these suffixes: **-er**, **-or**, **-ar**, and **-est**.

### *Word Patterns*

When you see the suffix **-er**, **-or**, or **-ar** at the end of a word, it often means “a person who.”

For example:

- A **baker** is a person who bakes.
- An **actor** is a person who acts.
- A **liar** is a person who lies.

## Answer these questions

1. What is a visitor?

A visitor is a person who \_\_\_\_\_.

2. What is a racer?

A racer is a person who \_\_\_\_\_.

3. What is a sculptor?

A sculptor is a person who \_\_\_\_\_.

Check your work with the Answer Key at the end of this chapter.

## Word Patterns



The suffix **-est** means “the most.”

For example:

- **Fastest** means the most fast.
- **Strongest** means the most strong.
- **Lightest** means the most light.

### Answer these questions

4. What does longest mean?

Longest means the most \_\_\_\_\_.

5. What does oldest mean?

Oldest means the most \_\_\_\_\_.

6. What does largest mean?

Largest means the most \_\_\_\_\_.

Check your work with the Answer Key at the end of this chapter.

### Use Your Strategies

The title of the next reading is [All Together Now: BC Festivals](#). Think about any festivals you have been to. What did they celebrate? What kinds of events were there? Guess what festivals will be talked about in this reading. When you are ready, begin reading.

What do you think about the Vocab Builder worksheet? Did it help you make sense of what you read? Rate this worksheet in your notebook. How many stars would you give it? One star means it did not help you.

Five stars mean it helped you a lot.



## Check Your Understanding

The subject of the reading in this chapter is festivals of British Columbia. The reading is divided into six paragraphs. Each paragraph is about a different, but closely related topic.

### Find the topic

1. What is the topic of the second paragraph?
  - a. Whales
  - b. Festivals in British Columbia
  - c. The Pacific Rim Whale Festival
2. What is the topic of the third paragraph?
  - a. Bathtubs
  - b. Nanaimo's World Championship Bathtub Race
  - c. Vancouver Island
3. What is the topic of the fourth paragraph?
  - a. The Dragon Boat Festival in Vancouver
  - b. Dragons
  - c. China
4. What is the topic of the fifth paragraph?
  - a. The Vernon Winter Carnival
  - b. Sculptures
  - c. The Rocky Mountains

## Fill in the blanks with a word that makes sense

cultures	journey	jail	serious
----------	---------	------	---------

5. The Pacific Rim Whale Festival celebrates the \_\_\_\_\_ of the grey whale.

6. The World Championship Bathtub Race started as a silly event but is now a \_\_\_\_\_ sport.

7. The Dragon Boat Festival celebrates the many different \_\_\_\_\_ of the people in Vancouver.

8. At the Vernon Winter Carnival, people are put in \_\_\_\_\_ to raise money.

Check your work with the Answer Key at the end of this chapter.

## Grammar



If we learn the rules about capital letters, we can help our readers understand what we write. You already know to use a capital letter at the beginning of a sentence. This helps our readers understand that we are starting a new idea. Here are some more rules about capital letters.

### *Grammar Rule*

Use a capital letter for:

1. Names of people
2. Titles of books, movies, newspapers, and so on
3. Places and landmarks
4. Days of the week and months of the year
5. Holidays and special events
6. The word I

## Why do these words have capital letters?

Match each word to the correct capital letter rule using the number from the box above. The first one is done for you.

1. Arctic    **Answer: 3**
2. Mexico
3. Expo 86
4. Rocky Mountains
5. Nanaimo
6. March
7. Vernon Winter Carnival
8. Dragon Boat Festival
9. China
10. February
11. Pacific Rim National Park

## These sentences are missing capital letters

Rewrite these sentences and add capital letters where needed.

12. albert ostman said he was kidnapped by a sasquatch.
13. ginger goodwin hid on alone mountain near comox lake.
14. there is a movie about bill miner called the grey fox.
15. are you going to the kamloopa powwow?
16. yes, i am leaving on friday, and i will be back on sunday.

Check your work with the Answer Key at the end of this chapter.



# Writing

## *Writing Task*

Think of a festival you know about. Create a poster or ad to let people know about the event. If you want to, you can invent your own festival.

Include:

1. The name of the festival
2. Details about the events
3. The dates
4. The address

You can make up the details, such as where and when the next one will take place.

When you have finished:

1. Check that you used capital letters correctly.
2. Use the dictionary to check your spelling.
3. Hand it in to your instructor.

## Answer Key

Word Attack Strategy	
QUESTION	ANSWER
1	visits
2	races
3	sculpts
4	long
5	old
6	large
Check Your Understanding	
QUESTION	ANSWER
1	c
2	b
3	a
4	a
5	journey
6	serious
7	cultures
8	jail

Grammar		
QUESTION	ANSWER	
1	3	answer given
2	3	
3	5	
4	3	
5	3	
6	4	
7	5	
8	5	
9	3	
10	4	
11	3	
12	Albert Ostman said he was kidnapped by a sasquatch.	
13	Ginger Goodwin hid on Alone Mountain near Comox Lake.	
14	There is a movie about Bill Miner called <i>The Grey Fox</i> .	
15	Are you going to the Kamloopa Powwow?	
16	Yes, I am leaving on Friday and I will be back on Sunday.	

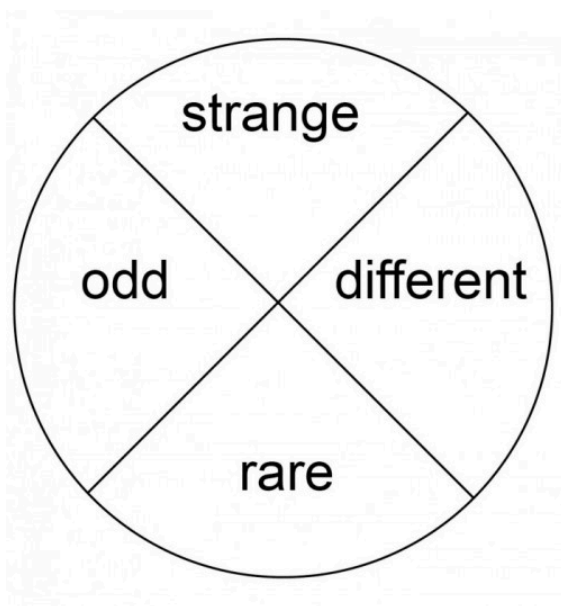
# Bold and Bright: Sook-Yin Lee

## Reading Strategy



In the [last chapter](#), you learned how a bigger vocabulary can help you read. One way to build your vocabulary is to study synonyms.

**Synonyms** are words that have nearly the same meaning. Think about the word *strange*. This circle shows some synonyms for *strange*:



Some dictionaries give you a synonym along with the definition. Dictionaries often put **SYN** before the list of synonyms for a word.

### Try this

1. Look up *wonderful* in your dictionary. Does it give a list of synonyms? If not, ask your instructor for a thesaurus to do this task. A **thesaurus** is a book that gives synonyms for words.
2. Ask your instructor for a [SYN Circles](#) sheet, or open and print one from the link.
3. Choose four words from the box below. Put each of your words into a circle.

violent	strict	fearless	smart
funny	sad	joyful	bold

4. Find three synonyms for each word that you chose. Choose synonyms that you can sound out. Add them to the correct circle.

5. Write a sentence for each word you picked from the box.

Ask your instructor to check your work.

## Word Attack Strategy



In the last chapter, you learned about the suffixes **-ar**, **-or**, **-er**, and **-est**. In this chapter, you will learn about the suffixes **-less** and **-ful**.

### Word Patterns

The suffix **-less** means “without.”

For example:

- **Fearless** means without fear.
- **Homeless** means without a home.
- **Careless** means without care.

The suffix **-ful** means “full of.”

For example:

- **Fearful** means full of fear.
- **Careful** means full of care.
- **Beautiful** means full of beauty.

## Complete these sentences

1. Hopeless means \_\_\_\_\_.

2. Powerless means \_\_\_\_\_.

3. Tasteless means \_\_\_\_\_.

### Complete these sentences

4. Joyful means \_\_\_\_\_.

5. Restful means \_\_\_\_\_.

6. Tearful means \_\_\_\_\_.

### Complete the sentence with the best word from the box

joyful      fearless      restful      careless      beautiful

7. People who skydive are \_\_\_\_\_.

8. The \_\_\_\_\_ child raced down the hill on her sled.

9. The sunset is \_\_\_\_\_.

10. My day off work was very \_\_\_\_\_.

11. I was being \_\_\_\_\_ and I broke a glass.

Check your work with the Answer Key at the end of this chapter.

### Use Your Strategies

Now it's time to read ***Bold and Bright: Sook-Yin Lee***. You will come across many of the synonyms and suffixes you looked at in this chapter. Use what you have learned to help you make sense of and enjoy the text.

What do you think about the SYN Circles task? Did it help you make sense of what you read? Rate this task in your notebook. How many stars would you give it? One star means it did not help you. Five stars

mean it helped you a lot.



## Check Your Understanding

Put these events from Sook-Yin's life in order

1. She grew up in North Vancouver.
2. She became a radio show host on CBC.
3. Her sister died.
4. CBC almost fired her for being in a movie called *Shortbus*.
5. She ran away from home with her sister.
6. She became a VJ on MuchMusic.
7. She kept her job.
8. People spoke out for her right to express herself.
9. She joined a band called Bob's Your Uncle.

## Try this

10. What does "Jill of all trades" mean?
11. Why is Sook-Yin Lee called a "Jill of all trades"?

Check your work with the Answer Key at the end of this chapter.

## Grammar



When we talk, we often blend our words together. We do not say, “What is going on?” We say, “What’s going on?” This is called a “contraction.”

### *Grammar Rule*

A **contraction** is a word made by putting two words together and leaving some letters out. An **apostrophe (’)** shows that letters have been left out.

Here are some examples:

I am = I’m	you are = you’re	we are = we’re
she is = she’s	he is = he’s	it is = it’s
that is = that’s	they are = they’re	do not = don’t
did not = didn’t	does not = doesn’t	

## Look at these sentences from the reading

Find the contractions. Rewrite the sentences without contractions.

1. She’s a musician, actor, writer, filmmaker, and broadcaster.
2. She says stories are how she makes sense of a world that’s both strange and wonderful.
3. She became the lead singer of a Vancouver-based punk band called Bob’s Your Uncle.
4. What makes Sook-Yin different is that she doesn’t hold back.
5. So CBC didn’t fire her after all.

Check your work with the Answer Key at the end of this chapter.

## Try contractions

Choose two of the contractions from the *Grammar Rule* box above. Write a sentence for each one.



Ask your instructor to check your work.

## Writing

Listen to the first 12 minutes of this podcast of [Definitely Not the Opera](#) with Sook-Yin Lee.

### Writing Task

Write a paragraph to review the show. Did you like it? Why or why not? Correctly use at least two contractions.

Begin your review like this:

*In October 2014, Sook-Yin Lee looked at how art can change your life on her radio show, Definitely Not the Opera. I thought the show was...*

When you have finished:

1. Check for words you could change for a more interesting synonym.
2. Check that you correctly used at least two contractions.
3. Give your review to your instructor for feedback.
4. Make changes based on your instructor's feedback.
5. Hand in your first and final copy.

## Answer Key

Word Attack Strategy	
QUESTION	ANSWER
1	without hope
2	without power
3	without taste
4	full of joy
5	full of rest
6	full of tears
7	fearless
8	joyful
9	beautiful
10	restful
11	careless
Check Your Understanding	
QUESTION	ANSWER
1	She grew up in North Vancouver.
5	She ran away from home with her sister.
3	Her sister died.
9	She joined a band called Bob's Your Uncle.
6	She became a VJ on MuchMusic.
2	She became a radio show host on CBC.
4	CBC almost fired her for being in a movie called <i>Shortbus</i> .
8	People spoke out for her right to express herself.
7	She kept her job.
10	Jill of all trades describes someone who can do a little bit of everything.
11	Sook-Yin Lee is called a "Jill of all trades" because she has done many different jobs in the arts.

Grammar		
QUESTION	ANSWER	
1	She is a musician, actor, writer, filmmaker, and broadcaster.	
2	She says stories are how she makes sense of a world that is both strange and wonderful.	
3	She became the lead singer of a Vancouver-based punk band called Bob is Your Uncle.	
4	What makes Sook-Yin different is that she does not hold back.	
5	So CBC did not fire her after all.	

# Spread the Word: First Nations Languages in BC

## Reading Strategy



In the [last chapter](#), you learned how to build your vocabulary with synonyms. In this chapter, you will learn to build your vocabulary with antonyms.

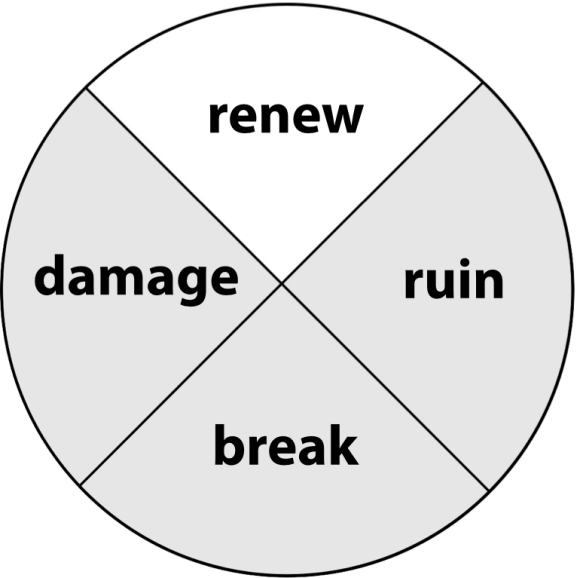
**Antonyms** are words with opposite meanings. For example, *old* and *young* are antonyms. *Dead* and *alive* are antonyms.

Find the pairs of antonyms in this list

better	sleeping	destroy	help	right
awake	harm	wrong	worse	save

Check your work with the Answer Key at the end of this chapter.

Words can have many antonyms. The antonyms for *renew* are in the grey parts of the circle.



## Try this

1. Ask your instructor for an [ANT Circles](#) sheet, or open and print one from the link.
2. Create an Antonym Circle for each of the words below. Use a thesaurus to find antonyms. Choose words you can sound out.

die	sick	connect	grow
-----	------	---------	------

Ask your instructor to check your work.

## Word Attack Strategy



When you first began to read, you mostly learned words with three letters, such as **hop**, **pin**, and **cod**.

The first letter is a consonant. The second letter is a vowel. The third letter is a consonant. These words are called consonant-vowel-consonant words. We call them **CVC** words for short.

Words and syllables with this pattern often have a **short vowel** sound. Read these words. See if you can hear the short vowel in each list.

rat	hid	not
gap	dim	rod
mad	pin	mop

### Word Patterns

Now you will study a new word pattern. This pattern is like the CVC pattern, but it has an **e** on the end. So we call them **CVCE** words. Here are some examples:

- bone
- cake
- bike

Check that each word above has the consonant-vowel-consonant-e pattern.

The **e** on the end of these words is sometimes called the **bossy e** or the **magic e**. That's because the **e** tells the other vowel to make a long sound.

Read the CVCE words again and notice the long vowel sound. A **long vowel** sound is when the vowel says its own name.

Now read these words. Make sure you read them with a long vowel sound.

rate	hide	note
gape	dime	rode
made	pine	mope

## Practice reading these CVC and CVCE words together

rat	rate
gap	gape
mad	made
hid	hide
dim	dime
pin	pine
mop	mope
rod	rode
not	note

## The words in the box are from the reading for this chapter

man	home	time	his
did	safe	made	wave
can	save	like	kid

1. Make a list of the CVC words.

2. Make a list of the CVCE words.

Many words begin with two consonants, like **st**, **pl**, **bl**, **wr**, **th**, **wh**, **ph**, and **ch**. Words that begin with two consonants also follow the CVCE rule. The **e** makes the vowel say its name.

## Underline the CVCE pattern in these words

3. white

4. these

5. place

6. stage

The CVCE rule is also useful for reading words with more than one syllable.

## Underline the CVCE pattern in these words

7. rewrite

8. alive

9. taken

Check your work with the Answer Key at the end of this chapter.

## Use Your Strategies

Now you are ready to read [Spread the Word: First Nations Languages in BC](#). You will come across many of the antonyms you have looked at. You will also read many CVCE words, which will be in **bold**. Use what you have learned to understand and enjoy the text.

What do you think about the ANT Circles task? Did it help you make sense of what you read? Rate this task in your notebook. How many stars would you give it? One star means it did not help you. Five stars



mean it helped you a lot.

## Check Your Understanding

### Choose the best answer

1. What is the subject of this reading?
  - a. First Nations people in Canada
  - b. First Nations languages in British Columbia
  - c. Skwomesh language
2. What is the main idea of this reading?
  - a. First Nations languages are at risk, but together we can keep them strong
  - b. Khelsilem is a good person.
  - c. Hardwood forests renew themselves.
3. How many First Nations languages are spoken in British Columbia?
  - a. 10
  - b. Over 30
  - c. 102
4. Why are First Nations languages at risk?
  - a. The government tried to get rid of First Nations languages through laws and schools.
  - b. Language is not important to First Nations people.
5. Why does Khelsilem want Skwomesh culture and language to be like a hardwood forest?
  - a. He wants the Skwomesh culture and language to reach a point where it renews itself.
  - b. He thinks forests are very beautiful.

### Write a short answer to these questions

6. Name two ways Khelsilem is helping to keep the Skwomesh language strong.
7. What are some ways First Nations people can learn their language?
8. What is a settler?
9. How can settlers help First Nations languages stay strong?



Check your work with the Answer Key at the end of this chapter.

## Grammar



Look at this quote from [\*Spread the Word: First Nations Languages in BC\*](#). Is it talking about the past, present, or future?

First, the flowers will come back. Then the grasses and weeds will return. Then the shrubs and berry bushes will grow. Next, the softwood trees will come. Finally, the hardwood trees will return. Now the hardwood forest will renew itself. Each stage made way for the next stage. Khelsilem hopes to set up the next wave of Skwomesh people so they will be like that hardwood forest.

This quote is talking about the future.

### *Grammar Rule*

To talk about the future, use **will + the base form of a verb**. The base form of a verb does not have an ending on it.

Example: The flowers **will come** back. Then the grasses and weeds **will return**.

## Which of these sentences are written in future tense?

1. Khelsilem is 24 years old.
2. Khesilem learned his traditional language.
3. Khelsilem will build a school.
4. Khelsilem will help others learn Skwomesh.
5. He is like a shrub.
6. One day, the shrub will become a forest.

Check your work with the Answer Key at the end of this chapter.

## Writing



Khelsilem hopes to set up the next wave of Skwomesh people so their language will be like a hardwood forest. Their language will not be at risk. It will renew itself. To do this, he lives in a house where Skwomesh is spoken every day. He will also build the Skwomesh Language Academy.

In your life, what will you do to help your community?

### Writing Task

Write a paragraph about this topic:

**In your life, what will you do to help your community?**

Here are some ideas you might write about:

- Take a bus
- Plant a garden
- Fix things that are broken
- Know my neighbours
- Pick up litter
- Vote
- Use cloth bags
- Raise good kids
- Share my skills
- Buy local
- Bake extra and share
- Greet people

Here is an example paragraph:

*There are many things I will do to help my community. I will take the bus, ride a bike, and walk rather than drive a car. This will help keep the air clean. I will vote. Then government will have to think about the needs of my community. I will be a good teacher. This will help my community be creative and solve problems. In these ways, I will help keep my community strong.*

1. Make a web to plan your ideas. Ask your instructor for a [Make a Web](#) sheet, or open and print one from the link.

2. Write a topic sentence.
3. Add the best ideas from your web to your paragraph.
4. Write a concluding sentence.

When you have finished:

1. Make sure you correctly use future tense.
2. Are there any words you could change for a more interesting word?
3. Did you include a topic sentence, details, and a conclusion?
4. Hand in your first copy for feedback.
5. Make changes based on your instructor's feedback.
6. Hand in your web with your first and final copy.

## Answer Key

Reading Strategy	
help/harm, save/destroy, better/worse, sleeping/awake, right/wrong	
Word Attack Strategy	
QUESTION	ANSWER
1 CVC words	man, did, can, kid, his
2 CVCE words	home, time, safe, made, wave, save, like
3	<u>white</u>
4	<u>these</u>
5	<u>place</u>
6	<u>stage</u>
7	<u>rewrite</u>
8	<u>alive</u>
9	<u>taken</u>
Check Your Understanding	
QUESTION	ANSWER
1	b
2	a
3	b
4	a
5	a
6	Khelsilem learned his language. He lives in a house where he speaks his language every day. He is building a school to help others learn the language.
7	First Nations people can learn their language in a pre-school, at camp, and by spending time with elders.
8	A settler is a person who came to British Columbia from somewhere else.
9	Settlers can listen to people speak their language, learn about the First Nations land where they live, and support First Nations language learning in their area.

### Grammar

The sentences written in future tense are 3, 4, and 6.

## UNIT 3: WILD BC

# Welcome to Unit 3



In these pages, you will take a walk along the forests, mountains, and oceans of British Columbia. You will read about some of the animals of our province. Along the way, you will learn many new skills that will help you be a stronger reader and writer.

## *Learning Goals*

In Unit 3, you will:

- Tell the difference between fact and opinion
- Read open syllables
- Read and write compound words
- Read r-controlled syllables
- Form an opinion
- Write sentences using continuous present tense
- Use clues to understand hard words
- Read and understand homonyms

## Talking about Time

A big part of being a good student is learning how to use your time well.

Read this story about Gus. Gus is very busy. How does he get by?

My name is Gus. I am 22 years old. I am a very busy guy. I work in a kitchen all day. I am a really good cook. One day, I want to go to college to become a chef. So after work, I go to night school where I learn to read and write. I have a learning disability. I went to high school in British Columbia, but I fell through the cracks. Sure, going to work and school at the same time is hard. I won't give up, though. I just have to plan my time well. I always leave for work and school earlier than I need to. That way, I will always be on time. I make to-do lists to keep track of my homework and chores. I set myself deadlines for each task on my list. Thinking about my dream of being a chef helps me meet my deadlines, even when I don't feel like it. And I make sure to leave lots of time for sleep, so that I'll be at my best during the day. Like I said, I'm a busy guy. I've got big dreams.

## Writing Task

Write the title *Talking about Time* in your notebook. On a new line, answer these questions:

1. What strategies does Gus use to plan his time?
2. What strategies would you like to use to plan your time?

In this unit, you will read about three different animals that call British Columbia home. As you go through each chapter, think about ways you can use your time well.

# The Rare Spirit Bear

## Reading Strategy



People often try to change the way we think. Sometimes they want to sell us things. Sometimes they want us to support a cause. It is important that we can make up our minds for ourselves.

One way people try to change the way we think is by making their opinion sound like a fact. Can you tell the difference between fact and opinion? If you can, you will be better able to make careful decisions.

A **fact** is something that you know is true. You can prove it. An **opinion** is something that you think or believe is true. But you cannot prove it, and people might disagree. For example:

In 2006, the BC government made the spirit bear a provincial symbol.	That is a <b>fact</b> . You can check if it is true with research into BC history.
The spirit bear is a kind of black bear that has white fur.	That is a <b>fact</b> . You can prove it with science.
The spirit bear is cute.	That is an <b>opinion</b> . You cannot prove it. People disagree on what is cute.
People should not hunt bears for sport.	That is an <b>opinion</b> . People disagree about what is right and wrong. Also, the word <i>should</i> is a clue that the statement is an opinion.

## Try this

Write down *fact* or *opinion* for each statement. You do not need to go back to the reader to see if these are true or false. Just look at the statement.

1. The sasquatch is real.	fact or opinion?
2. Ginger Goodwin died in 1918.	fact or opinion?
3. Bill Miner was handsome.	fact or opinion?
4. People should not race in bathtubs.	fact or opinion?
5. There are over 30 different First Nations languages in British Columbia.	fact or opinion?
6. Sook-Yin Lee was in a band called Bob's Your Uncle.	fact or opinion?



Check your work with the Answer Key at the end of this chapter.

## Word Attack Strategy

### Word Patterns



The letter **y** can make lots of different sounds, depending on where it shows up in a syllable.

A syllable that begins with **y** usually makes a /y/ sound like in **yellow**. Read these words:

- yam
- your
- yesterday
- yell

A one syllable word that ends in **y** usually makes a long /i/ sound, like in **cry**. Read these words:

- by
- my
- try
- fly

If the word has more than one syllable and ends in a **y**, the **y** usually makes a long /e/ sound, like in **baby**. Read these words:

- funny
- lady
- plenty
- cozy

What three sounds can **y** make? Look at the words in the above Word Patterns box and say them out loud.

Make a chart like this

Sounds of Y		
/y/ like yellow	long /i/ like cry	long /e/ like baby

Fill in your chart

1. Sort these words into your chart

many	fry	yet	why	carry
empty	fifty	yes	sky	jelly
very	yard	handy	shy	year

These words are split up into syllables

2. Put the syllables together to make a word. Write the word on the line. Then sound it out.

com - pan - y	_____
most - ly	_____
Jan - u - ar - y	_____
Feb - ru - ar - y	_____

How many syllables are in these words?

3. A **syllable** is a beat in a word. Each beat has one vowel sound. Write the number of syllables for each word.

mossy	_____	only	_____
year	_____	many	_____
mostly	_____	carry	_____
by	_____	yet	_____
any	_____		

Check your work with the Answer Key at the end of this chapter.

## Use Your Strategies

Read the chapter called *The Rare Spirit Bear*. You will read some facts and opinions about this animal. You will see many words with open syllables. Try out your new strategies as you read. Enjoy!

## Check Your Understanding

Sometimes people make statements that are false. These “facts” about spirit bears are false. One word is wrong.

### Rewrite the sentence to make the statement true

Change the wrong word to the correct word.

1. The spirit bear is really a kind of grizzly bear.
2. The Great Bear Rainforest is a place in Alaska.
3. Spirit bears have a harder time catching salmon than black bears do.
4. In winter, spirit bears can go without food for nine months.
5. The First Nations have always hunted the spirit bear.
6. Spirit bears live to be about 50 years old.

## Are these statements fact or opinion?

7. Enbridge will pay taxes to the government of British Columbia.
8. A pipeline should be built through the Great Bear Rainforest.
9. The government should not allow any more oil tankers off the coast of British Columbia.
10. Oil spills can kill plants and animals.
11. Building pipelines will create jobs.

Check your work with the Answer Key at the end of this chapter.

## Grammar

### *Grammar Rule*



A compound word is made up of two small words. Sometimes they have a space between them. Sometimes they don't.

**Airplane** is a compound word. It's made up of air + plane.

**Backpack** is a compound word. It's made up of back + pack.

**Ice cream** is a compound word. It's made up of ice + cream.

Knowing about compound words can help you spell bigger words. If you can spell the small words that make up compound words, you can spell bigger words, too.

## Try this

1. Here are some compound words from your reading. What small words do you see inside each compound word? Write them down.

a. waterfall

b. rainforest

c. pipeline

2. Match a word from List 1 with a word from List 2 to make a compound word from the reading.

List 1	List 2
spirit	tanker
water	spill
rain	bear
oil	line
pipe	Nations
oil	fall
First	forest

3. What small words do you see in these compound words?

goodbye	bathtub	hometown	steamboat	afternoon
something	storytelling	blowhole	birthplace	

Check your work with the Answer Key at the end of this chapter.

## Writing



Do you think Enbridge should be allowed to build a pipeline through the Great Bear Rainforest?

## Make a web

1. Make a web to brainstorm your ideas. Ask your instructor for a [Make a Web](#) sheet, or open and print one from the link.
2. Look at your past webs to help you make a web for this writing task.
3. You can use ideas from the reading to fill in the web. But do not copy word for word. Find synonyms for some words instead of copying them.

## *Writing Task*

Write a paragraph that answers this question:

**Should Enbridge be allowed to build a pipeline through the Great Bear Rainforest? Why or why not?**

When you have finished:

1. Make sure your paragraph includes a topic sentence, details, and a concluding sentence.
2. Take extra care to spell compound words correctly.
3. Hand your first copy in to your instructor.
4. Make changes based on your instructor's feedback.
5. Hand in your final copy with your web and first copy.

## Answer Key

Reading Strategies				
QUESTION	ANSWER			
1	opinion			
2	fact			
3	opinion			
4	opinion			
5	fact			
6	fact			
Word Attack Strategy				
QUESTION	ANSWER			
1				
	Sounds of Y			
	/y/ like yellow	long /i/ like cry		long /e/ like baby
	yet yes yard year	fry why sky shy		many carry empty fifty jelly very handy
3				
	mossy	2	only	2
	year	1	many	2
	mostly	2	carry	2
	by	1	yet	1
any	2			
Check Your Understanding				
QUESTION	ANSWER			
1	The spirit bear is really a kind of <b>black</b> bear.			
2	The Great Bear Rainforest is a place in <b>British Columbia</b> .			
3	Spirit bears have an <b>easier</b> time catching salmon than black bears do.			
4	In winter, spirit bears can go without food for <b>seven</b> months.			
5	The First Nations have <b>never</b> hunted the spirit bear.			
6	Spirit bears live to be about <b>25</b> years old.			



7	fact
8	opinion
9	opinion
10	fact
11	fact

Grammar	
QUESTION	ANSWER
1a	water fall
1b	rain forest
1c	pipe line
2	spirit bear, waterfall, rainforest, oil spill, pipeline, oil tanker, First Nations
3	good-bye, bath-tub, home-town, steam-boat, after-noon, some-thing, story-telling, blow-hole, birth-place

# The Journey of the Salmon



Sockeye salmon

## Reading Strategy



We can't believe everything we read. In the last chapter, you learned about the difference between fact and opinion. Knowing whether the statements we read are facts or opinions helps us form our own ideas.

Which of these statements are facts? Which are opinions?

1. A fish farm is a place where fish are bred and raised for food.	fact or opinion?
2. Many salmon are bred in fish farms in British Columbia.	fact or opinion?
3. Salmon are tasty.	fact or opinion?
4. Fish farms should not be allowed in British Columbia.	fact or opinion?

Check your work with the Answer Key at the end of this chapter.

Here are some statements about salmon

Some are true and some are false. Predict whether each statement is true or false.

5. Salmon act like food for trees.	true or false?
6. Salmon change colour at the end of their life.	true or false?
7. It is illegal to fish salmon in British Columbia.	true or false?
8. Salmon can leap up waterfalls.	true or false?
9. Salmon return to their birthplace to lay eggs and die.	true or false?

## Word Attack Strategy



In the [last chapter](#), you learned about syllables with the letter **y**. In this chapter, you will learn about r-controlled syllables.

### *Word Patterns*

An **r-controlled syllable** is a syllable that has a vowel followed by the letter **r**. The **r** changes the vowel sound. The vowel sound is neither short nor long.

Read these words:

- her
- bird
- burn

The **-er**, **-ir**, and **-ur** in the middle of these words all make the same sound. That means there are three ways to spell this sound: **-er**, **-ir**, and **-ur**. The **-er** is the most common.

The letters **-ar** can make many sounds. For now, think of their sound as the one you hear in **car**.

The letters **-or** can also make many sounds. For now, think of their sound as the one you hear in **horn**.

## Practice reading these words

her	bird	burst	park	horn
serve	first	burn	farm	thorn
nerve	shirt	nurse	arm	pork
fern	birth	surf	far	storm
	skirt	curl	harm	short
				corn

Remember, an r-controlled syllable has the letters **-er**, **-ir**, **-ur**, **-ar**, or **-or**.

Examples	
<b>Ginger:</b>	The second syllable – ger – has the letters <b>-er</b> so it is r-controlled.
<b><u>char</u>ming:</b>	The first syllable – charm – has the letters <b>-ar</b> so it is r-controlled.
<b><u>mor</u>ning:</b>	The first syllable – morn – has the letters <b>-or</b> so it is r-controlled.

## Underline the r-controlled syllable in each word

1. water	2. forest	3. over	4. starting
5. farming	6. river	7. return	

## Use Your Strategies

Read *The Journey of the Salmon*. You'll see if your predictions are right. You will also come across many words with r-controlled vowels in **bold**.

# Check Your Understanding

Look to see whether each statement is true or false

Then look back at your predictions. Did anything surprise you?

	My guess	The text says
1. Salmon act like food for trees.	true or false?	true or false?
2. Salmon change colour at the end of their life.	true or false?	true or false?
3. It is illegal to fish salmon in British Columbia.	true or false?	true or false?
4. Salmon can leap up waterfalls.	true or false?	true or false?
5. Salmon return to their birthplace to lay eggs and die.	true or false?	true or false?

## Seeing both sides

People have different opinions about fish farms. Some people support fish farms. Others do not. Ask your instructor for the [Seeing Both Sides](#) sheet, or open and print one from the link.

Enter this question in the top box: *Should people in British Columbia be allowed to farm salmon?*

6. Use the good things about fish farms to fill in the Yes side.

7. Use the bad things about fish farms to fill in the No side.

Make your mind up. Write your answer to the question on the bottom line.

Title of Reading

Seeing Both Sides

When making a decision,  
it is important to look at  
different viewpoints.

Question	
Yes	No

Decision: .....

.....

Designed by Shantel Ivits.  
Feel free to reproduce.

Ask your instructor to check your work.

## Grammar



Look at these sentences from [\*The Journey of the Salmon\*](#):

- Fish farmers are keeping wild salmon safe from overfishing.
- They are making jobs for people.

These sentences are written using the continuous present tense.

### *Grammar Rule*

To write a verb in continuous present:

1. Begin with **am, is, or are**.
2. Add your **verb**.
3. Add an **-ing** ending to your verb.

The **continuous present tense** is used to talk about events that are happening right now.

### Underline the continuous present verbs

Below are some more examples from the reading.

1. A few communities are building fish farms on land, rather than in the ocean.
2. They are using closed tanks, rather than nets and cages.
3. Fish farms are spreading sea lice.
4. The drugs that fish farmers give the salmon are harming other sea life.

[\*\*Now watch this news clip about the return of salmon.\*\*](#)

### Underline the verbs

Here are some sentences from the news clip. They are written in many tenses — simple past, simple present, and continuous present.

5. Lives are beginning — and are ending — on the Adams River in Kamloops.
6. This year is a high point in the sockeye salmon cycle.
7. Once they were just eggs in this river bottom.
8. Now they are returning home.
9. They are dying because they are so old.
10. I saw a dead one on the beach.
11. This is a male and this is a female.
12. Every four years, a large push of fish comes in.
13. Five years ago, it was a different story.
14. Only some fish arrived.

## Try this

Which of the above sentences use continuous present tense?

Choose one of your favourite places in the world. For example, you might choose a lake or a city or your kitchen. Describe what is happening there right now using continuous present. Think of at least three things.

Example: *In Snug Cove, the otters are swimming. The boats are bobbing in the water. The seagulls are resting on the dock.*

Ask your instructor to check your work.

## Writing

### Writing Task



Write a poem in continuous present tense. Use this sentence frame again and again. Pick a new subject and verb for each line.

**Somewhere in British Columbia, a \_\_\_\_\_ is \_\_\_\_\_-ing.**

Examples:



Somewhere in British Columbia, a cedar tree is touching the stars.

Somewhere in British Columbia, a mountain is being climbed.

Somewhere in British Columbia, we are laughing in the rain.

Would you like to find an interesting synonym for any of your words?

1. If yes, ask your instructor for a thesaurus.
2. Check your spelling and grammar carefully.
3. Hand your poem in to your instructor.

## Answer Key

Reading Strategy	
QUESTION	ANSWER
1	fact
2	fact
3	opinion
4	opinion
Word Attack Strategy	
QUESTION	ANSWER
1	water
2	forest
3	over
4	starting
5	farming
6	river
7	return
QUESTION	ANSWER
Check Your Understanding	
QUESTION	ANSWER
1	true
2	true
3	false
4	true
5	true
6 Under <b>Yes</b>	<ul style="list-style-type: none"> <li>• Fish farms are keeping wild salmon safe from overfishing.</li> <li>• Fish farms are making jobs for people.</li> </ul>
7 Under <b>No</b>	<ul style="list-style-type: none"> <li>• Fish farms are spreading sea lice.</li> <li>• The drugs that fish farmers give the salmon are harming other sea life.</li> <li>• Seals and sea lions are getting stuck in the nets.</li> </ul>

Grammar	
QUESTION	ANSWER
1	A few communities <u>are building</u> fish farms on land, rather than in the ocean.
2	They <u>are using</u> closed tanks, rather than nets and cages.
3	Fish farms <u>are spreading</u> sea lice.
4	The drugs that fish farmers give the salmon <u>are harming</u> other sea life.
5	Lives <u>are beginning</u> – and lives <u>are ending</u> – on the Adams River in Kamloops.
6	This year <u>is</u> a high point in the sockeye salmon cycle.
7	Once they <u>were</u> just eggs in this river bottom.
8	Now they <u>are returning</u> home.
9	They <u>are dying</u> because they <u>are</u> so old.
10	I <u>saw</u> a dead one on the beach.
11	This <u>is</u> a male and this <u>is</u> a female.
12	Every four years, a large push of fish <u>comes</u> in.
13	Five years ago, it <u>was</u> a different story.
14	Only some fish <u>arrived</u> .
The sentences that use continuous present tense are 5, 8, and 9.	

## Attributions

Sockeye salmon by Epipelagic is in the public domain.

# Spy-Hopping with Orca Whales



*Orca whales jumping*

## Reading Strategy



You are getting better and better at telling the difference between fact and opinion. Let's practice one more time.

Which of these statements are facts? Which are opinions?

1. Orca whales are mammals.	fact or opinion?
2. We should not build dams on rivers.	fact or opinion?
3. Orca whales live in family groups called pods.	fact or opinion?
4. It is a sign of stress when a whale's fin flops to one side.	fact or opinion?
5. We should not allow whales to be kept in pools.	fact or opinion?

Check your work with the Answer Key at the end of this chapter.

## Predict whether these statements are true or false

6. A male orca whale can live up to 90 years.	true or false?
7. Orca whales hunt by sending out sound waves and listening as the waves come back.	true or false?
8. If a whale's fin flops to one side, it is a sign that the whale is stressed out.	true or false?
9. Orca whales mate for life.	true or false?
10. Orca whales can hold their breath underwater for up to one hour.	true or false?

You will return to your predictions after you read [Spy-Hopping with Orca Whales](#).

## Word Attack Strategy

### Word Patterns



When we read, we sometimes come across words we cannot sound out or do not understand. Sometimes writers put a definition of a word in the text so that you don't have to look it up in a dictionary.

Here are some examples you have seen before:

- Coal was very important back then. **Coal** is a black rock that can be used for fuel.
- Sook-Yin Lee has been called “a cultural **Jill of all trades**.” This means she can do a little bit of everything.

Here are some examples you will see in the reading for this chapter:

- A female orca whale is called a **cow**.
- A male orca whale is called a **bull**.

When the writer does not give us the meaning, we can make a guess based on what makes sense. To make a good guess, we have to think about the other words around it. Read this sentence:

- Orca whales must breathe air through a \_\_\_\_\_ on top of their head.

What word might make sense in the blank? Once you make a guess, you will likely find it easier to read this sentence:

- Orca whales must breathe air through a **blowhole** on top of their head.

## Try this

Look quickly at *Spy-Hopping with Orca Whales* in your reader. Don't read it, just find the words *fluke*, *spy-hop*, and *breach*. Read the paragraph that contains these words.

Write definitions for *fluke*, *spy-hop*, and *breach* in your own words.

Word	What it means in my own words
1. fluke	
2. spy-hop	
3. breach	

4. Look at these sentences from the reading. Make a guess about what word goes in the blank. Does your guess sound right? Does it make sense? Write down your words.

- a. When a baby is born it comes out tail first. The mother brings it to the \_\_\_\_\_ of the water. The baby takes its first breath of air.
- b. The biggest \_\_\_\_\_ to orca whales is people. People build dams on rivers. The dams kill many salmon. With fewer salmon to eat, orca whales die, too.
- c. In British Columbia, orca whales do something we do not understand. They come onto some beaches and rub their bodies on the smooth, round \_\_\_\_\_.
- d. Their two flippers help them steer. Their fin keeps them \_\_\_\_\_ when they go fast.

## Use Your Strategies

Now it's time to read *Spy-Hopping with Orca Whales*. You will see some **bold** words. If you do not know the word, look at the guess you wrote for the task above. Does it help you figure out the word?

## Check Your Understanding

### Are these statements true or false?

Look back at the reading to find the answer. Then see if your guesses at the start of the chapter were right.

- 1. A male orca whale can live up to 90 years.
- 2. Orca whales hunt by sending out sound waves and listening as the waves come back.
- 3. If a whale's fin flops to one side, it is a sign that the whale is stressed out.

4. Orca whales mate for life.
5. Orca whales can hold their breath underwater for up to one hour.

Check your work with the Answer Key at the end of this chapter.

## The reading talks about three ways that people are a threat to orca whales

6. What are the three ways? Write a summary paragraph. Then check your spelling and grammar. Follow this format when you write your paragraph:

- a. Topic sentence.
- b. Details of the three ways people are a threat to orca whales. Use your own words.
- c. Concluding sentence.

Ask your instructor to check your work.

## Grammar

### *Grammar Rule*

**Homonyms** are words that sound the same but have different meanings. For example, *male* and *mail* are homonyms. They sound the same. But a *male* is a man and *mail* is a letter or package with a stamp on it.

It is important to know which words are homonyms so that you can learn to spell the word that you mean. This way, your reader will understand what you are saying.

*Spy-Hopping with Orca Whales* has lots of homonyms.

### Try this

**Tale** and **tail** sound the same. But they have different meanings. Look at these sentences:

- a. In some **tales**, orca whales take people from canoes and turn them into whales, too.
- b. Orca whales have **tails** called flukes. Their flukes give them power when swimming.

1. Which word means “story”? Tale or tail?
2. Which word means “the back part of an animal’s body”? Tale or tail?

**No** and **know** sound the same. But they have different meanings. Look at these sentences:

- a. Did you **know** that orca whales cannot breathe underwater?
- b. In British Columbia, orca whales do something **no** one understands.

3. Which word means “not any”? No or know?
4. Which word means “to have learned something”? No or know?

**There** and **their** sound the same. But they have different meanings. Look at these sentences:

- a. **Their** fin keeps them stable when they go fast.
- b. Up north, they tip floating sea ice so that seals, walruses, and sea lions will slide into the mouth of another whale who has been waiting **there**.

5. Which word means “in that place”? There or their?
6. Which word shows that “something belongs to someone”? There or their?

**Two**, **to**, and **too** sound the same. But they have different meanings. Look at these sentences:

- a. Their **two** flippers help them steer.
- b. Often the fins of whales that are kept in pools flop **to** one side.
- c. The dams kill many salmon. With fewer salmon to eat, orca whales die, **too**.

7. Which word means “as well.”
8. Which word has to do with “the direction something is moving”?
9. Which word means “the number 2”?

Check your work with the Answer Key at the end of this chapter.



## Writing

### Writing Task



**Imagine that there was an oil spill off the coast of British Columbia.**

You are a newspaper reporter. Write a paragraph about what happened. Include the five W's – who, what, where, when, why – and how. Predict how the oil spill will affect wildlife in British Columbia.

Make a web before you write. Ask your instructor for a [Make a Web](#) sheet, or open and print one from the link.

You can use ideas from the reader, but do not copy word for word.

When you have finished:

1. Check that you used past and future tenses correctly.
2. If you used any homonyms from this chapter, check that you used the correct spelling.
3. Hand in your first copy to your instructor.
4. Make changes based on your instructor's feedback.
5. Hand in your web with your first and final copies.

## Answer Key

Reading Strategy	
QUESTION	ANSWER
1	fact
2	opinion
3	fact
4	fact
5	opinion
Word Attack Strategy	
QUESTION	ANSWER
1	A fluke is a tail.
2	Spy-hop is when the whale stays upright in the water.
3	Breach is when the whale jumps right out of the water.
4.	Answers will vary.
Check Your Understanding	
QUESTION	ANSWER
1	false
2	true
3	true
4	true
5	false
6	<i>Example Paragraph:</i> People are a threat to orca whales in three main ways. First, they build dams. The dams kill the salmon that the whales feed on. Second, they cause oil spills that harm the animals that orca whales eat. Soon after, this harms the whales themselves. Third, they remove orca whales from the wild. The whales usually die within five years. In these ways, people harm the lives of orca whales.

Grammar	
QUESTION	ANSWER
1	tale
2	tail
3	no
4	know
5	there
6	their
7	too
8	to
9	two

## Attributions

[Orca whales jumping](#) by [skeeze](#) is in the [public domain](#).

# Appendix 1: Writing Rubrics

**Use these rubrics to score learners' writing**

## Unit 1: Mysteries in BC History

[Rubric- The Shooting of Ginger Goodwin](#)

[Rubric- The Gentleman Bandit](#)

## Unit 2: Snapshots of BC Culture

[Rubric- All Together Now: BC Festivals](#)

[Rubric- Bold and Bright: Sook-Yin Lee](#)

[Rubric- Spread the Word: First Nations Languages in BC](#)

## Unit 3: Wild BC

[Rubric- The Rare Spirit Bear](#)

[Rubric- Journey of the Salmon](#)

[Rubric- Spy-Hopping with Orca Whales](#)

Print-friendly versions of these same writing rubrics are also provided on the following pages.

# Writing Rubric

The Gentleman Bandit

Name \_\_\_\_\_

	Yes	Somewhat	No
<b>The Writing Process</b>	Brainstorms ideas using a web. Writes a draft. Uses most of the feedback to improve final copy	Brainstorms ideas using a web. Writes a draft. Uses some feedback to improve final copy	Does not brainstorm ideas. Does not use feedback to improve final copy. Or did not submit web and draft
<b>Complete sentences</b>	Includes both a subject and verb in almost all sentences	Writes many sentences that contain both a subject and a verb	Writes very few sentences with both a subject and a verb
<b>Past Simple</b>	Writes sentences using past simple with only a couple of errors	Writes sentences using past simple with many errors, mostly due to irregular verbs.	Does not write any sentences that use past simple

Comments: .....



Designed by Shantel Ivits

# Writing Rubric

The Gentleman Bandit

Name \_\_\_\_\_

				Yes	Somewhat	No
The Writing Process				Brainstorms ideas using a web. Writes a draft. Uses most of the feedback to improve final copy	Brainstorms ideas using a web. Writes a draft. Uses some feedback to improve final copy	Does not brainstorm ideas. Does not use feedback to improve final copy. Or did not submit web and draft
Complete sentences				Includes both a subject and verb in almost all sentences	Writes many sentences that contain both a subject and a verb	Writes very few sentences with both a subject and a verb
Past Simple				Writes sentences using past simple with only a couple of errors	Writes sentences using past simple with many errors, mostly due to irregular verbs.	Does not write any sentences that use past simple

Comments: .....

# Writing Rubric

All Together Now: BC Festivals

Name \_\_\_\_\_

	Yes	Somewhat	No
<b>Presentation</b>	Writing is clear and neat. Follows instructions	Writing is mostly legible. Follows most of the instructions	Writing is not legible. Does not follow instructions closely
<b>Dictionary Use</b>	Finds the spelling of many words in the dictionary	Finds the spelling of a few words in the dictionary	Did not look up the spelling of any words in the dictionary
<b>Capitalization</b>	Capitalizes all proper nouns and the first letter of each sentence	Sometimes capitalizes proper nouns and the first letter of each sentence	Rarely capitalizes proper nouns and sometimes capitalizes the first letter of a sentence

Comments: .....



Designed by Shantel Ivits

# Writing Rubric

Bold and Bright: Sook-Yin Lee

Name \_\_\_\_\_

				Yes	Somewhat	No
Contractions	Correctly uses 2-3 contractions	Correctly uses 1 contraction	Does not correctly use any contractions			
Synonyms	Finds and uses 3 or more synonyms when writing or editing work	Finds and uses 1-2 synonyms when writing or editing work	Did not attempt to find or use synonyms			
Complete sentences	Includes both a subject and verb in almost all sentences	Writes many sentences that contain both a subject and a verb	Writes very few sentences with both a subject and a verb			
Capitalization	Capitalizes all proper nouns and the first letter of each sentence	Sometimes capitalizes proper nouns and the first letter of each sentence	Rarely capitalizes proper nouns and sometimes capitalizes the first letter of a sentence			

Comments: .....



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# Writing Rubric

Spread the Word: First Nations Languages in BC

Name \_\_\_\_\_

	Yes	Somewhat	No
<b>Paragraph Format</b>	Develops a topic sentence, details, and a conclusion	Missing one of the elements of a paragraph	Does not follow paragraph format at all
<b>Word Choice</b>	Finds and uses 3 or more synonyms or antonyms when writing or editing work	Finds and uses 1-2 synonyms or antonyms when writing or editing work	Did not attempt to find or use synonyms or antonyms
<b>The Writing Process</b>	Did a pre-writing exercise. Wrote a second draft based on instructor feedback	Did not do a pre-writing exercise or made few changes based on feedback	Did not do a pre-writing exercise or make any changes based on feedback
<b>Future Tense</b>	Writes sentences using future tense with only a few minor errors	Writes sentences using future tense with many errors	Does not write any sentences in future tense

Comments: .....



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# Writing Rubric

The Rare Spirit Bear

Name \_\_\_\_\_

	3. Meets Expectations	2. Approaching Expectations	1. Beginning
<b>The Writing Process</b>	Makes a web with little help. Uses instructor feedback to improve work	Makes a web with lots of help. Uses some instructor feedback to improve work	Does not do a web or use instructor feedback to improve work
<b>Paragraph Format</b>	Develops a topic sentence and a conclusion	Missing either a topic sentence or a conclusion	Does not develop a topic sentence or a conclusion
<b>Paragraph Format - Details/ Summarizing</b>	Gives at least 3 ideas from the text to support point of view. Uses own words	Gives 1-2 ideas from the text to support point of view. Mostly uses own words	Does not give any ideas to support point of view or copies almost entirely from the text
<b>Compound Words</b>	Correctly uses and correctly spells compound words	Uses and spells compound words, sometimes incorrectly	Does not use any compound words - or misspells them all

Comments: .....



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# Writing Rubric

The Journey of the Salmon

Name \_\_\_\_\_

	3. Meets Expectations	2. Approaching Expectations	1. Beginning
Continuous Present	Develops 3 or more sentences correctly using continuous present	Develops 1-2 sentences correctly using continuous present	Does not develop any sentences correctly using continuous present
Word Choice	Finds and correctly uses some synonyms or antonyms	Finds and correctly uses 1 synonym or antonym	Does not use any synonyms or antonyms

Comments: .....

.....

# Writing Rubric

Spy-Hopping with Killer Whales

Name \_\_\_\_\_

	3. Meets Expectations	2. Approaching Expectations	1. Beginning
<b>The Writing Process</b>	Makes a web with little help. Uses instructor feedback to improve work	Makes a web with lots of help. Uses some instructor feedback to improve work	Does not do a web or use instructor feedback to improve work
<b>Past Tense</b>	Uses past tense almost always correctly	Uses past tense with many errors	Does not use past tense
<b>Future Tense</b>	Use future tense almost always correctly	Uses future tense with many errors	Does not use future tense
<b>Paragraph Format - Details/ Summarizing</b>	Gives at least 3 ideas from the text to support point of view. Uses own words	Gives 1-2 ideas from the text to support point of view. Mostly uses own words	Does not give any ideas to support point of view or copies almost entirely from the text
<b>Homonyms (if applicable)</b>	Uses homonyms correctly	Uses some homonyms correctly	Does not use any homonyms correctly

Comments: .....



Designed by Shantel Ivits.

# Appendix 2: Level 3 Scope and Sequence

For detailed information on the contents of each chapter in this course pack, please refer to the [Level 3 Scope and Sequence](#) document. A print-friendly version of each of the three pages of this document are provided on the following pages.

# ALFE Level 3 Unit 1 Scope & Sequence

Reading Strategy		Word Attack Strategy	Grammar	Writing
The Search for Sasquatch	Pre-read and reflect on short written passages: Connect <i>Assessment Tool: Make a Web sheet</i>	Accurately read words using a variety of word attack skills: -dge and -tch	Identify subject and verb in a simple sentence	Complete a variety of simple forms and documents <i>Assessment Tool: Sasquatch Searchers forms</i>
The Shooting of Ginger Goodwin	Pre-read and reflect on short written passages: Predict <i>Assessment Tool: Predict Sheet</i>	Accurately read words using a variety of word attack skills: word families igh, ain, ound	Write complete sentences	Generate, organize and write ideas. Write complete sentences. <i>Assessment Tool: Paragraph</i>
The Gentleman Bandit	Pre-read and reflect on short written passages: Question <i>Assessment Tool: Question sheet</i>	Accurately read words using a variety of word attack skills: Chunking (with compound words)	Correctly use simple past	Generate, organize and write ideas. Write complete sentences. Correctly use simple past. <i>Assessment Tool: Journal entry</i>

\*Assess word attack strategies through the *Check Your Understanding* tasks and by asking the student to read to you from the reader. Assess grammar skills through the writing exercises. See Writing Rubrics in Appendix 1.



# ALFE Level 3 Unit 2 Scope & Sequence

	Reading Strategy	Word Attack Strategy	Grammar	Writing
<b>All Together Now: BC Festivals</b>	Use dictionary skills to find meaning. Demonstrate strategies for learning and remembering words. <i>Assessment Tool: Vocab Builder</i>	Accurately read words using a variety of word attack skills: suffixes -er, -or, -ar and -est	Use capitals for proper nouns	Use capitals for proper nouns. Use dictionary to check spelling. <i>Assessment Tool: Festival Poster or Ad</i>
<b>Bold and Bright: Sook-Yin Lee</b>	Recognize and use synonyms <i>Assessment Tool: Syn Circles</i>	Accurately read words using a variety of word attack skills: suffixes -less and -ful	Use contractions	Generate, organize and write ideas. Use contractions. Use synonyms. <i>Assessment Tool: Review</i>
<b>Spread the Word: First Nations Languages in BC</b>	Recognize and use antonyms <i>Assessment Tool: ANT Circles</i>	Accurately read words using a variety of word attack skills: CVCE words	Correctly use future verb tense	Generate, organize and write ideas. Use paragraph format. Correctly use future tense. <i>Assessment Tool: Paragraph</i>

\*Assess word attack strategies through the *Check Your Understanding* tasks and by asking the student to read to you from the reader. Assess grammar skills through the writing exercises. See Writing Rubrics in Appendix 1.

# ALFE Level 3 Unit 3 Scope & Sequence

Reading Strategy		Word Attack Strategy	Grammar	Writing
<b>The Rare Spirit Bear</b>	Apply critical thinking for fact vs. opinion	Accurately read words using a variety of word attack skills: open syllables	Use compound words	Generate, organize and write ideas. Use compound words. Assessment Tool: Paragraph
<b>The Journey of the Salmon</b>	Apply critical thinking for fact vs. opinion. <i>Summarize a short passage</i> Assessment Tool: <i>Seeing both sides</i>	Accurately read words using a variety of word attack skills: r-controlled syllables	Use continuous present	Use continuous present. Use synonyms. Assessment Tool: <i>Poem</i>
<b>Spy-Hopping with Killer Whales</b>	Apply critical thinking for fact vs. opinion Assessment Tool: <i>Reading Strategy Exercise 1</i> Summarize short passages. Assessment Tool: <i>Summary Paragraph</i>	Begin to use context clues	Recognize and use homonyms	Generate, organize and write ideas. Use paragraph format. Correctly use future tense: past and Assessment Tool: <i>Paragraph</i>

\*Assess word attack strategies through the *Check Your Understanding* tasks and by asking the student to read to you from the reader. Assess grammar skills through the writing exercises. See Writing Rubrics in Appendix 1.



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# About the Author



Shantel Ivits is an instructor in the Basic Education Department at Vancouver Community College, on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

Shantel has designed curricula for the National Film Board of Canada, the British Columbia Teachers' Federation, and many community-based projects.

Over the past decade, they have taught in literacy programs, university bridging programs, an ESL academy, and K-12 public schools.

They hold a Bachelor of Arts in English Literature from Trent University, as well as a Bachelor of Education and a Master of Arts in Educational Studies from the University of British Columbia.

Shantel identifies as a queer and trans person with white settler privilege. Their goal as an educator is to help people build their capacity to reach their goals and create more socially just communities.

Shantel also enjoys raising awareness that “they” can be used as a singular pronoun!

# Versioning History

This page provides a record of edits and changes made to this book since its initial publication in the B.C. Open Textbook Collection. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve substantial updates, the version number increases to the next full number.

The files posted by this book always reflect the most recent version. If you find an error in this book, please fill out the [Report an Error](#) form.

Version	Date	Change	Details
1.0	November 9, 2015	Added to the B.C. Open Textbook Collection.	
1.1	June 11, 2019	Updated the book's theme.	The styles of this book have been updated, which may affect the page numbers of the PDF and print copy.