

## SESSION 1

## The Journal: Dear Future II

The Journal:  
Dear Future II



### Learning Outcomes

During this session, the children will...

- discuss text features
- share their ideas about life in the distant future
- sequence text
- begin writing a personal journal

### Synopsis

In the year 2198 a time capsule, buried over two hundred years ago, is found under Anika's learning centre. Inside the capsule are books, paper and a journal written in the late 20th century by a girl called Anna.

This journal inspires Anika to write her own journal and, with the help of her new friends, she makes another capsule. Before it is finished, Anika finds out some surprising information.

*The Journal: Dear Future II* presents a fascinating look into our possible future: the advances that may be made, but also the things we value that we may have to give up.

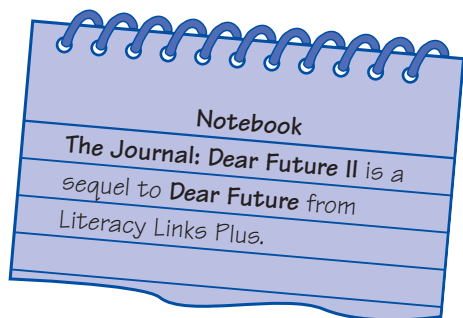
### Reading the Text (on or below grade)

#### Pages 3-12

- Show the children the cover and read the title, *The Journal: Dear Future II*. The children may have read a previous story by Meredith Costain, entitled *Dear Future*. If not, explain to the children that this is a sequel to that story, written about the future.
- Ask, *What do you think life will be like in two hundred years? What will be different? Why? Do you think you would like to live in the future?*
- Turn to page 3 and read the text in the box to the children. Discuss the use of the twenty-four-hour clock, and ensure the children understand how to convert this method of timekeeping to conventional timekeeping. Talk about the futuristic language used. Ask the children if they would like all their personal thoughts translated into text!
- Read the rest of page 3 and page 4 to the children. Have the children recall things that are different in Anika's environment. Say, *The text on page 5 tells us about Ronka's adventures using the SIM. Read this page and find out what Ronka liked to do.* While some of the children are reading this page independently, share-read with any children requiring more support. Discuss what the children have found out.

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- Continue working in this way, setting guide questions and encouraging the children to read as much of the text as they can, to the end of page 10. Stop and discuss any concepts the children may have had difficulty with, or any new language. Finish this section of text by reading page 12 to the children. Challenge the children to convert 1621 hours to conventional time.
- Help the children to sequence the events so far. Then, on a chart, write the heading Anika’s Journal. Tell the children that as they read the text, they will be keeping track of Anika’s actions in the form of a journal. Help the children to record their first entry, for example:

**Anika’s Journal**

**1600 hours, May 10, 2198**

Found a time capsule with lots of ancient stuff in it. There are things called videos, with images on them. The media expert is going to translate them. Can’t wait until tomorrow to find out what the images are.

- Read the entry together.

## Reading the Text (on or above grade)

### Pages 3-12

- Show the children the cover and read the title, *The Journal: Dear Future II*. The children may have read a previous story by Meredith Costain, entitled *Dear Future*. If not, invite the children to explain what the *II* in the title might refer to. Ensure that the children understand that this is a sequel to that story, written about the future.
- Divide the children into pairs or small groups to discuss the following: *What do you think life will be like in two hundred years? What will be different? Why? Do you think you would like to live in the future?* Have the children reform as a large group and compare their responses.
- Turn to page 3 and invite one of the children to read the text in the box. Have the children discuss the use of the twenty-four-hour clock and, if necessary, show the children

# SESSION 1

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how to convert this method of timekeeping to conventional timekeeping. Have the children discuss the futuristic language used. Ask, *Can you think of any problems with having your every thought translated into text?*

- Say, *Read to the end of the first paragraph on page 10, then turn to a partner and recall the significant events, and what you think the importance of the box may be.* As a large group, discuss the significance of the box. Have the children read on to the end of page 12. Challenge the children to convert 1621 hours to conventional time.
- Select a child or pairs of children to review, in order, the significant events of the story so far. Tell the children that as they read the text, they will each be keeping track of Anika's actions in the form of a class journal. Work on the first entry together (see *Reading the Text*, on or below grade, for an example).

## Responding to the Text (all groups)

### Keeping a personal journal

- Ask if any of the children keep personal diaries or journals. Discuss, broadly, the types of information that they usually record (ensure that this discussion doesn't get too personal).
- Tell the children that as well as recording a journal of Anika's actions, they will each be keeping a personal journal for the duration of the story. Tell the children to choose three topics to write about each day from the following list: what I did at home, how I got on at school, what I ate, what games I played, what television shows I watched, etc.
- Hand out **Blackline Master 11** and read through the instructions with the children. Suggest they try writing the dates for their entries using the twenty-four-hour clock. Work with any children who may need some encouragement.

# SESSION 2

## Learning Outcomes

During this session, the children will...

- discuss the futuristic language expressions used in the text
- design a personal time capsule
- continue working on their personal journals
- make generalizations
- draw conclusions

### Notebook

The third story in *Myth or Mystery?* (Unit 6) is written in the form of a personal journal or diary. Highlight that writing in the first person is a feature of this form of writing.

## Reading the Text (on or below grade)

### Pages 14-20

- Review the major events of the story so far and share-read the entry in Anika's Journal, from Session 1. Have the children suggest the types of images that might be on the videotape. Ask, *What would you put on a videotape if you wanted someone in the future to understand how people live today?*
- Read the text in the box on page 14 to the children and compare it with the previous message. Ask the children why they think Anika records at the same time each day. Read the rest of pages 14 and 15 to the children. Briefly discuss the use of unusual language expressions, for example: *Jupiter's moons, it's solar!*
- Remind the children of the strategies they can use when they encounter a difficulty. Have the children read pages 16 and 17 independently. Tell them to find out some of the things that have happened since the time capsule was buried. Monitor the children's progress and work with any children needing help.
- Share-read pages 18 and 19, helping the children to understand some of the humour, for example, the school being cool. Say, *The last page of this section tells us about an idea that Anika has just had. Can you think of what it might be? Read page 20 and see if you were right.*
- When the children have finished, decide on today's entry in Anika's Journal, and have the children help you to write it. Remind the children to continue to write in their own personal journals.

## Reading the Text (on or above grade)

### Pages 14-20

- Have the children read the entries in Anika's Journal to the rest of the group. Ask, *If you were the author, what sort of information would you include in the next section?*
- Have the children read independently to the end of page 19 and search for examples of humour and unusual language

# SESSION 2

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Resource Links

Exploring the past and the future is also the theme of the Literacy Links Plus title **Timedetectors** and its sequel, **A Theft in Time: Timedetectors II**, from the **Something Strange** module in this series. In these science-fiction novels, Tom and Coxie's adventures involve time travel into the distant past and future. These novels would be ideal for reading aloud to the children, or would make exciting and challenging recreational reading for mature, above-grade readers.



expressions, for example, *Jupiter's moons, it's solar!* When the children have finished, have them list and discuss their examples. Talk with the children about how word meanings change over time and can be quite confusing.

- Say, *Anika has suddenly had an idea. Think about what you would do in her place. Turn to a partner and tell them what you think Anika's idea is. Then read page 20 to find out.*
- Finish by having the children add to Anika's Journal and their own personal journals.

## Responding to the Text (all groups)

### A personal time capsule

- With the children, make a list of some of the things that Anna put in the time capsule. Say, *What would you put in a personal time capsule? Imagine you had space for only six items. What would they be? How would you choose?*
- Have the children brainstorm a list of possible items, and then use **Blackline Master 12** to create their own personal time capsules. Ensure that the children understand that the goal is to include items that, when taken together, would be unique to them. When the children have finished, have some fun sharing their work.



# SESSION 3

## Reading the Text (on or below grade)

### Pages 22-35

### Learning Outcomes

During this session, the children will...

- review their Anika's Journal entries
- discuss the concept of a global language
- compose a rap
- discuss text features and enhancement
- recognize points of view

### Independent Activity

#### Using Acronyms

Have the children search through the text for examples of acronyms, for example: ROM, SIM, PDA, etc. Have the children list acronyms that are common to our own time, and what they stand for. As an extension activity, the children might like to invent some acronyms of their own.

- Start by reading the two entries in Anika's Journal. Share-read the text in the box on page 22, then say, *Put yourself in Anika's position. What are some of the things you would write in her journal? What language would it be recorded in?* Continue share reading to the end of page 23. Discuss the concept of a global language. Ask if the children have heard of Esperanto?
- Have the children think about what *PDA* stands for. Say, *Read pages 24 and 25 silently, and find out what PDA means and what it does.* Work with a small group, while the rest of the children complete reading the two pages.
- Continue in a similar way to the end of page 29, stopping to discuss Anika's relationship with her parents. Turn to page 30 and read through the rap with the children. Point out that the second and fourth lines always end in rhyming words. Invite the children to compare this to any other rap they are familiar with.
- Invite the children to finish reading pages 32 and 33 independently. Tell the children that the *feature* referred to by Anika is a chart showing how children live in 2198. Turn to pages 34 and 35 and assign a different section of text to each child or pair of children. Then have them compare sections.
- Finish by adding another entry to Anika's Journal, and allowing time for the children to update their own personal journals.

## Reading the Text (on or above grade)

### Pages 22-35

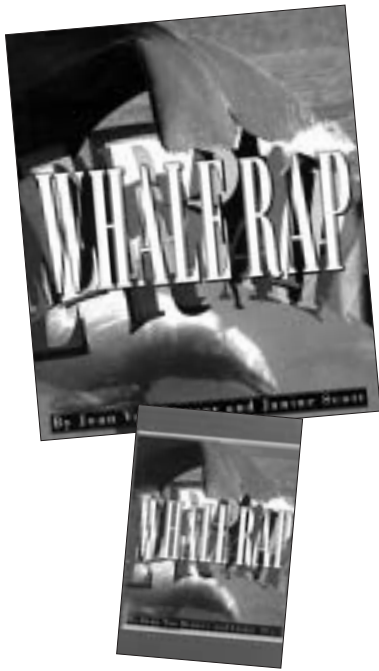
- Have the children read the entries they have added to Anika's Journal. Have them share some of the entries in their own personal journals.
- Invite a child to read the text in the box on page 22. Ask, *What are some of the things you think Anika would put in her journal?* Have the children make a list of these items, then read silently to the end of page 29 and compare what they thought would be in the journal with what was revealed in the text.

# SESSION 3

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Resource Links

The Literacy Links Plus title **Whale Rap** is available as instructional or recreational reading and as an audiotape for reading along and listening to.



- Organize the children into two small groups and have each group practise reciting the rap on pages 30 and 31. Have the children perform these for the other group. Challenge the children to suggest the rhyming scheme that makes the rap sound the way it does. (The second and fourth lines always end in rhyming words.) Invite the children to compare this form to any other rap they are familiar with.
- Read to the end of page 33 together, then have the children read pages 34 and 35 independently and compare the information to their own lives.
- Finish by having the children add another entry to Anika’s Journal and allow them time to update their personal journals.

## Responding to the Text (all groups)

### Composing a rap

- Review the rhyming requirements for a successful rap. Discuss the fact that rhyming words do not necessarily need the same spelling pattern.
- Have the children brainstorm a selection of rhyming words then, together, compose a short rap, for example:

*We're sitting in class  
 Composing a rap  
 It'll soon be our turn  
 So don't take a nap*

- Discuss the need to have a theme, as well as a pool of rhyming words to choose from, then have the children work in pairs to compose their own rap. When finished, give the children the opportunity to perform their rap.

# SESSION 4

## Learning Outcomes

During this session, the children will...

- discuss text features
- recognize important information
- make comparisons
- continue working on their personal journals

### Notebook

You may wish to draw the children's attention to the use of pronouns in this book, in particular, the pronoun *they* used on pages 37, 39 and 44. Ask the children to suggest whom *they* might refer to.

## Reading the Text (on or below grade)

### Pages 36-47

- Reread the entries in Anika's Journal, then have the children share some of the entries in their personal journals with a partner.
- Turn to page 36 and read the text in the box to the children. Say, *Today, Anika tells her friends about all the things Anna has written in her journal. As we read, let's stop and discuss these things and compare them to the things you included in your personal time capsule.*
- Share-read or have the children read in pairs to the end of page 40. Discuss the similarities and differences in the contents of the children's time capsules and the items mentioned in Anna's journal.
- Divide the children into two groups. Have one group read independently, while you share-read with the other. Before they begin, tell the children that the next short section is a message to Anika from a friend named Sweda. Ask the children to find out what Sweda had to tell Anika.
- Have the children look at the illustration on pages 46 and 47. Talk about these advances, as well as any others the children would like to see happen. Finish by adding to Anika's Journal and providing time for the children to work on their personal journals.

## Reading the Text (on or above grade)

### Pages 36-47

- Have the children reread some of the entries in Anika's Journal. Have the children share some of the entries in their personal journals with a partner.
- Turn to page 36 and choose a child to read the text in the box to the rest of the group. Have the children think about, and write down, some of the things that might be mentioned in Anna's journal. Then have the children read to the end of page 40 and compare.
- Before they begin, tell the children that the next short section is a message to Anika from a friend named Sweda. Ask the children to find out what Sweda has to tell Anika. When they

# SESSION 4

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Resource Links

An alternative view of the valuable commodity of time is presented in the modern fable **Time for Sale** from Literacy Links Plus.



have finished, challenge the children to suggest a list of possible medical advances in the future. Have the children compare this list with the information on pages 46 and 47.

- Finish by having the children add an entry to Anika’s Journal and to continue their personal journals.

## Responding to the Text (all groups)

### Making comparisons

- Have the children turn back to the material on “Unit Life” on pages 34 and 35. Ask, *How does this compare to your own lives? Are there some things that are similar?*
- Have the children write their own unit life charts, outlining the highlights in their lives in three sections: birth to two years, two to five years, and five to ten years. Suggest that the children use point-form notation.
- These charts could be illustrated, shared with others, then displayed in the area set aside for **Another Time, Another Place**.



# SESSION 5

## Learning Outcomes

During this session, the children will...

- make comparisons
- discuss their favourite songs
- plan an interview

### Notebook

Draw the children's attention to the way Anika personifies (i.e., endows with human characteristics) her robot. Discuss why Anika might do this.

## Reading the Text (on or below grade)

### Pages 49-59

- Continue reading Anika's Journal and the children's personal journals. Then share-read the text in the box on page 49. Tell the children that as they read, they should think about the similarities and differences between Anika's life and their own.
- Share-read to the end of page 50, and make comparisons. Have the children read independently to the end of page 53. Share-read with any children requiring support. Help the children recall some of the differences between Anika's life and their own, then write these on a chart, for example:

Item	Comparison
Exercise	Quite similar. Some machines used in each time period.
Food	Quite different. Capsules have replaced conventional foods.
Homes	Quite different. Children live in small cubicles away from their parents.

- Share-read page 54. Have the children look at the illustrations on page 55 and discuss using robots to help with daily work. Talk about how advanced robots might be quite similar to human beings. Ask, *Do you think a robot could ever become a friend? Why?*
- Have the children read pages 56 and 57 and think about the above question. Turn to page 58 and discuss the songs that Anika has listed as her favourites. Tell the children that they will get the chance to write about their favourite songs later. Finish reading page 59 to the children. Continue adding to Anika's Journal and the children's personal journals.

## Reading the Text (on or above grade)

### Pages 49-59

- Continue having the children read Anika's Journal, as well as their personal journals to a partner.

# SESSION 5

## CONTINUED

### Word Study

Draw the children's attention to the way the author sometimes begins sentences with conjunctions, such as *So* (p 52), *And* (p 52) and *But* (p 54). Discuss the way these words are normally used and why the author may have chosen to use these words as sentence starters. (It makes the text seem more conversational, more like spoken language.)

### Writing Workshop

#### Creative Writing

Have the children reread pages 54-57, and think about what it would be like to have their own personal robot. The children could write and illustrate the sorts of tasks they would have the robot perform.

- Tell the children that as they read, you want them to think about similarities and differences between Anika's life and their own. Have the children read to the end of page 54 and then comment on the similarities and differences. Have the children suggest comparisons and write these in chart form (see Reading the Text, on or below grade, for an example).
- Have the children consider the illustrations on page 55 and then read pages 56 and 57. Ask, *Do you think robots will ever be able to do everything humans can? Why?* Have the children finish reading to the end of page 59 and discuss the songs that Anika has listed as her favourites. Continue with Anika's Journal and children's personal journals.

## Responding to the Text (all groups)

### Our favourite songs

- Discuss Anika's rather eclectic taste in music. Have the children discuss their favourite songs. Ask, *What songs do you currently like? What songs did you like when you were younger? Do your friends like the same songs? What about other family members?*
- Have the children list their three favourite songs, and then interview a classmate and list the classmate's three favourite songs. Then, using **Blackline Master 13**, set a homework assignment. Have the children interview their parents or other family members and list their three favourite songs. Have the children compose a title and a group name for the most popular song in the year 2198.

## SESSION 6

## Learning Outcomes

During this session, the children will...

- report on their interviews
- make comparisons
- make summaries
- discuss virtual reality in relation to sports
- design a super sport of the future

## Independent Activity

## My Family Tree

Some children might like to interview their parents, caregivers, or other relatives and compose their own family tree.

## Reading the Text (on or below grade)

## Pages 60-71

- Have the children report on their homework assignments, Our Favourite Songs, and compare favourites from different age groups. Have some fun sharing the best songs and groups from 2198.
- Share-read pages 60-62, stopping to discuss any difficult language, and the strategies the children can employ if necessary. Discuss some of the children's favourite games and compare these to those described in the text.
- Tell the children that the next section is about life on a moon colony, written by one of Anika's friends. Tell the children that as they read, they will find out about the living conditions on a moon colony. Remind the children of what to do if they have difficulty with any of the language, then have them read pages 65 and 66 with a partner. Discuss why life on the moon in two hundred years might be more like life on Earth now.
- Either repeat the above process for pages 68-71 or, if appropriate, have the children read independently. Say, *Now that Anika has read about Gudrun's family tree, what do you think she might do? What do you think she might find out?* Continue with Anika's Journal and the children's personal journals.

## Reading the Text (on or above grade)

## Pages 60-71

- Have the children report on their homework assignments, Our Favourite Songs, and compare favourites from different age groups. Have some fun sharing the best songs and groups from 2198.
- Divide the children into two groups and assign one of the following to each group to read: pages 60-63 or pages 65-69. Say, *I want you to read your section and then, using point-form notes, summarize your section for the other group.* When the children have finished, have them read their summaries to members of the other group, then change over and read the other section and compare.

# SESSION 6

CONTINUED



- Read pages 70 and 71, then challenge the children to suggest why life on the moon in two hundred years might be more like life on Earth now. Ask, *Now that Anika has read about Gudrun's family tree, what do you think she might do? What do you think she might find out?* Continue with Anika's Journal and the children's personal journals.

## Responding to the Text (all groups)

### A super sport

- Have the children discuss some of the new sports described in the text. Ask the children what they know about virtual reality. Ask, *What are the types of things we can do in virtual reality that we can't do in real life?*
- Discuss the way that the sports in the book are all based on 20th-century sports, but altered by technology. Say, *Think of a sport or other leisure activity you like. If you had the technology available, how would you change it to make it even more exciting?*
- Take an example, such as basketball, and list some suggestions, for example: a laser-guided ball, rocket shoes for the players, etc.
- Have the children work individually, or in groups, based on their sporting or leisure interests. Have the children take an activity they like and, assuming incredible technological advances, make it more exciting. Have the children write and illustrate these activities. Have some fun sharing these, then combine them into a booklet that the children can read during their free time.

### Writing Workshop

#### Writing a Report

The children could imagine that they had somehow been transported to the year 2198, then list the things (food, clothing, games, people, etc.) that they would miss the most.

## SESSION 7

## Learning Outcomes

During this session, the children will...

- discuss Anika's feelings and her personality
- make predictions
- complete their personal journals

## Independent Activity

## Art and Craft

Individuals or small groups of children might like to compose a poster that encourages others to read **The Journal: Dear Future II**. These posters could then be displayed in the area set aside for **Another Time, Another Place**.

## Reading the Text (on or below grade)

## Pages 72-92

- Share-read the entries in Anika's Journal, and have the children read their personal journals to a partner.
- Discuss why Anika might be feeling sad. Say, *The next section of the book is about how Anika is feeling, as well as her growing interest in her ancestors. As we read this section, see if you can answer some of her questions.* Read pages 72-77 together and discuss how Anika is feeling and what she wants to find out, for example: Can robots really have feelings? Why does Anika seem to have more feelings than other people? Will she find out whom she is related to? Talk with the children about how the questions need to be resolved before the end of the story.
- Tell the children that the next short section of text is from a boy in Vietnam who wishes to add to the time capsule. Have children, in pairs, read pages 79-83. Work with any children who may need more support. Remind the children of how they can help each other with difficult words, and the strategies they can employ. When finished, discuss Nyoc's clothing project.
- Turn to page 84 and say, *Now we are going to read the final part of the story. Turn to your partners and tell them what you think might happen, and what you would like to happen.* Remind the children of the earlier unanswered questions. Share-read up to the end of page 89, and discuss what has happened in relation to the previous questions. Then invite the children to finish reading the story independently. Discuss the ending, and the story as a whole. Ask, *What do you think are the most important things Anika found out about the past, and about herself?*
- Write a final entry in Anika's Journal, and allow time for the children to finish their own personal journals.

## Reading the Text (on or above grade)

## Pages 72-92

- Select a child to read the entries from Anika's Journal to the rest of the group, then have the children read their personal journals to a partner.

# SESSION 7

CONTINUED

## Independent Activity

Share-read the notes about the author and illustrator on pages 94 and 95. Discuss Meredith Costain's reaction to being asked to write a sequel. Highlight the distinctive style of drawing the illustrator has used throughout the book.



- Turn to page 72, and say, *I want you to read to the end of page 77 and find out how Anika is feeling and why.* When the children have finished, discuss their findings and have the children suggest ways Anika's feelings could be resolved.
- Have the children read pages 79-83 and discuss Nyoc's clothing project. Say, *Now you are going to read the final part of the story. Before you begin reading, write down what you think might happen, and what you would like to happen.* Then have the children complete reading the story.
- Discuss the ending and the story as a whole. Ask, *What do you think are the most important things Anika found out about the past, and about herself?*
- Have the children write a final entry in Anika's Journal, and allow the children time to finish their own personal journals.

### Responding to the Text (all groups)

#### Looking at language

- Before beginning this activity, have the children share their personal journals with a friend, and allow some time for them to illustrate these. Suggest that the children might like to continue writing in their journals from time to time.
- Have the children think back to some of the expressions used by the children in the book. Make a list of these expressions and challenge the children to come up with 20th-century synonyms and definitions, for example:

New Word	Meaning	Our Word	Caregiver's Word
solar	amazing	awesome	out of sight
Plutonian	out of date	ancient	square

- Invite the children to repeat this exercise with antonyms instead of synonyms.
- Challenge the children to think about their own use of language and complete **Blackline Master 14**. When the children have had the chance to talk with their parents or caregivers, have some fun sharing their findings with the class.

## SESSION 1

## Myth or Mystery?

Myth or  
Mystery?



### Learning Outcomes

During this session, the children will...

- discuss their beliefs and opinions about monsters
- take part in a debate
- discuss text features
- evaluate fact and opinion

### Synopsis

*Myth or Mystery?* examines some of the most enduring mysteries of the 20th century. Using a variety of narrative forms, the book asks the question, Are there monsters among us?

On land, in the air, or in the water, there are mysteries that we can't quite understand: Sasquatch, or Bigfoot; Kongamato, a giant bird, much like a pterodactyl; and the monster of Lake Lliamna, an underwater creature of enormous size.

Are these monsters real? Or are they simply figments of our imaginations? *Myth or Mystery?* leaves the question open for readers to decide for themselves.

### Setting the Scene (all groups)

- Show the children the cover of *Myth or Mystery?* and read the title. Ask the children if they know what any of the animals on the cover are, and what the mystery surrounding them may be. Read the back-cover text to the children and ask them if they are familiar with any of these mysteries.
- Have the children help you to compose a list of other mysteries, for example: the Loch Ness monster, visits from aliens and, if appropriate, the existence of ghosts.
- Take one of these mysteries, and have the children discuss their beliefs, as well as the evidence that would be needed to prove those beliefs. Say, *There have been a number of sightings of the Loch Ness monster. Do you think it exists? Can you think of another explanation? What sort of evidence would you need to be convinced that it does, or doesn't, exist?*
- Survey the children's current beliefs about the Loch Ness monster, then discuss hard evidence, such as authenticated photographs or videotapes, a piece of the monster, etc. Challenge the children to try to evaluate and distinguish between fact and opinion throughout their study of *Myth or Mystery?*

# SESSION 1

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## Resource Links

The Literacy Links Plus title **The Week of the Jellyhoppers** is a science-fiction novel about some most unusual alien visitors to Earth. This would be an ideal story for reading aloud to children or to recommend as recreational reading for above-grade readers.



## Responding to the Text (all groups)

### Aliens: myth or mystery?

- Have the children brainstorm what they know about alien reports from magazines, television and film. Ask, *Do you think we could have been visited by aliens? Why are so many people interested in this topic?*
- Discuss some of the most common descriptions of aliens and their crafts, for example: little green men, large heads, gigantic brains, frail bodies, flying saucers, lots of coloured lights, etc. Challenge the children to think about why these descriptions make sense, for example, creatures who have the technology to travel from another planet might be expected to be very intelligent and have large brains.
- Organize a debate as a class activity or divide the children into small groups. Separate the children into believers and non-believers, and have them prepare appropriate arguments that recognize and use various points of view. If necessary, assign the children to one position or the other, explaining that even if they don't support the side they have been assigned to, they can still find suitable arguments.
- Hold the debate, then tell the children that as they read through *Myth or Mystery?*, they will get the chance to debate other famous mysteries.

# SESSION 2

## Reading the Text (on or below grade)

### Pages 5-13

### Learning Outcomes

During this session, the children will...

- recognize points of view
- discuss the characteristics of traditional tales
- state an opinion or theory and write in support of it
- make comparisons

### Notebook

Revisiting the work the children did on theories in Unit 3 of this module may help the children to complete the Responding to the Text activity on the next page.

- Review some of the points made during the Session 1 debate. Remind the children of the importance of keeping an open mind and being able to call upon evidence to support or reject a certain position or point of view.
- Turn to page 5 and read the heading, “The Monster of Lake Iliamna”, to the children. Read the text in italics, and ask, *What is a traditional tale? What do a lot of traditional tales have in common? Can you think of any?* Make a list of some common elements of traditional tales that can be referred to throughout the reading of the story, for example: the story takes place in the distant past, often occurs in an isolated community, and involves a happy family, conflict, conflict resolution, and some suspension of belief. Write these elements on the left-hand side of a chart (see below).
- Read pages 5 and 6 to the children, pausing to comment on the similarities of this tale to other traditional tales. Say, *What do you think went wrong? Read the first two paragraphs on page 9 and find out.* Read together with any children requiring more help. Discuss what has happened, and how the family might respond. Either share-read, or have the children read independently to the end of page 12.
- When finished, discuss the tale in relation to other traditional tales, and record any similarities and differences in chart form, where possible use direct quotes from the text for support, for example:

### Elements of Traditional Tales

takes place in the distant past  
 often occurs in an isolated community  
 involves a happy family  
 conflict  
 conflict resolution  
 some suspension of belief

### “The Monster of Lake Iliamna”

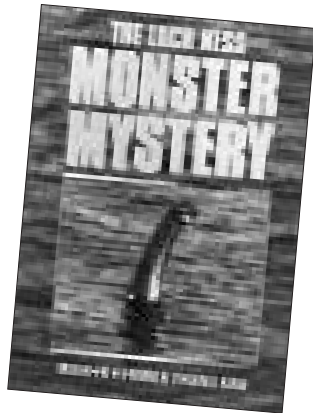
*Long ago...* (p 5)  
*...a land far to the north...* (p 5)  
*...had everything they could ever want.* (p 6)  
*...he disappeared from sight.* (p 9)  
*...father vowed...to kill the monster.* (p 9)  
*...so many trees...covered the lake like a heavy blanket.* (p 10)

# SESSION 2

CONTINUED

## Resource Links

**The Loch Ness Monster Mystery** from Literacy Links Plus would be an ideal book to read aloud to the class while they are reading “The Monster of Lake Iliamna”. Challenge the children to find similarities and differences in the two stories about lake monsters.



## Reading the Text (on or above grade)

### Pages 5-13

- Have the children review some of the points made during the debate from Session 1. Challenge the children to suggest some important considerations when deciding on the truth of a given situation, such as keeping an open mind, calling on evidence to support or reject a certain position.
- Turn to page 5 and invite one child to read the title and the text in italics. Ask, *What is a traditional tale? What do a lot of traditional tales have in common? Can you think of any?*
- Tell the children that, as they read “The Monster of Lake Iliamna”, to jot down any details that are common to other traditional tales they know of. Have the children read to the end of page 12 then, together, compose a chart, comparing this story with some of the elements of traditional tales (see Reading the Text, on or below grade, for an example).

## Responding to the Text (all groups)

### What do you think?

- Either have the children read page 13 independently, or share-read this page. Discuss the varying opinions as to what might be in Lake Iliamna.
- Record some of the children’s suggestions and have them write a brief account of what they personally think. Have the children also state the type of evidence they would require to prove or disprove their theory. Work with a group of children requiring more support. The recorded suggestions could be illustrated to share with others, then placed in the area set aside for **Another Time, Another Place**.

## SESSION 3

## Learning Outcomes

During this session, the children will...

- discuss text features
- make inferences
- discuss text enhancement
- rank sources of information
- compare the newspaper articles presented in the text
- compose a newspaper article

## Independent Activity

## Advertise a Trip

Small groups of children could work on a brochure involving a trip to one of the areas mentioned in **Myth or Mystery?**

## Reading the Text (on or below grade)

## Pages 14-30

- Ask the children if they have heard about Bigfoot. Have them talk about this briefly, then ask, *Where have you heard about Bigfoot? What different ways do we have of gathering information?* List some of these, for example: television, newspapers, magazines, word of mouth, etc. Ask, *Are all of these methods always reliable? Which types would you consider most reliable?*
- Tell the children that they will be reading about Bigfoot from a variety of sources and they will be able to make up their own minds about the existence, or non-existence, of Bigfoot.
- Turn to page 14, read the heading, and then the italicized text on page 15. Discuss the unique use of language in newscasting. Help the children to see how it differs from the way we normally speak. Ask, *Do you think the newscasters believe in Bigfoot? Why?*
- Share-read pages 16 and 17 and the first paragraph on page 18. Ask, *Why do you think Grandpa doesn't believe Bigfoot is just a myth?* After reminding the children of the reading strategies they can use when having difficulty, have the children read the rest of page 18 and the newspaper report on page 19 independently. Talk about the newspaper report, discussing the layout and the concise use of language. Ask the children if there is anything in the report they find suspicious, for example, how could the observers be so precise about the animal's weight?
- Repeat the above process for pages 20 and 21. Read page 22 to the children and discuss the illustrations on page 23. Have the children compare this type of information with what they have previously read.
- If appropriate, organize the children into pairs and have them help each other read to the end of page 28, or share-read this section. Discuss any difficulties, and ask the children if anything they have read so far has helped them come closer to making a decision about Bigfoot.
- Read page 29 to the children. Ask, *Do you think Bigfoot saved Austin? What other explanations could there be?* Finish reading page 30. Stop and review the various forms in

# SESSION 3

CONTINUED

Writing Workshop

### Composing a Newspaper Article

Have the children think about a newspaper story they could write that involves themselves or something about their school. Make a list of some of the more humorous suggestions, for example: Harry does his homework, it happened at lunchtime, another A for Sharon, etc.

Hand out **Blackline Master 15** and have the children compose their own newspaper articles. Choose one of the listed topics and work with a group of children who may need help.

When the children have finished, have them share some of their articles and combine them into a booklet.



which information was presented. Have the children rank the sources of information, for example:

Source of Information	Believability Rank
Newscast	*4
Newspaper articles	*3
Reports (for example pp 22,29)	*1
Word of mouth (for example p 17)	*2

\*These rankings are arbitrary

## Reading the Text (on or above grade)

### Pages 14-30

- Have the children discuss what they know about Bigfoot and list some of the sources of information about the mystery, for example: television, newspapers, magazines, word of mouth, etc. Ask, *Are all of these sources always reliable? Which types would you consider most reliable?*
- Say, *As you read the text, you will come across different views of Bigfoot, from different sources. While you are reading, think about which of these sources you consider most reliable.*
- Have the children read independently to the end of page 30. Ask, *Do you think Bigfoot saved Austin? What other explanations could there be?* Ask the children if what they have now read about Bigfoot has helped them come any closer to making a decision about its existence, or otherwise.
- Have the children review the various forms in which the information was presented and challenge them to rank these sources of information (see Reading the Text, on or below grade, for an example).

## Responding to the Text (all groups)

### Comparing newspaper articles

- Have the children compare some of the newspaper articles about Bigfoot. Discuss some of the articles' features, for example: eye-catching headlines, source of the story, use of direct quotes, concise language, use of double columns and inclusion of pictures.

# SESSION 4

## Learning Outcomes

During this session, the children will...

- make inferences from visual information
- review features of journal writing
- use guide questions to direct their reading
- make summaries
- compare figurative and literal language
- discuss phrases and expressions from the text

### Notebook

Ensure that the children know that the reference to small vertebrates on page 37 refers to animals.

## Reading the Text (on or below grade)

### Pages 32-42

- Turn to page 32 and read the title to the children. Have the children research the picture and suggest the setting for this section. Tell the children that “The Search for Kongamato” is written in the form of a journal. If the children have read *The Journal: Dear Future II*, have them review some of the aspects of journal writing. If not, discuss the features of journals, such as writing in the first person.
- Read page 33 to the children. Talk about the time period referred to and compare it to *The Dinosaur Connection*, if appropriate. Share-read pages 34 and 35. Ask, ***Do you think the similarities between Kongamato and a pterodactyl could be coincidence, or something else?***
- Prepare a set of guide questions, in chart form, to help the children read the rest of the journal, for example:

How could the writer of the journal find out more about pterodactyls?	(pp 36,37)
Are there tales of similar creatures from other parts of the world?	(pp 38,39)
Did the writer finally find the creature?	(pp 40-42)

- Have the children read to the end of page 42 independently, while you work with any children requiring more help. When the children have finished, discuss the events in the journal. Say, ***Do you think there is enough evidence to prove or disprove the existence of Kongamato?***
- Finish by having the children match significant events with journal dates. Write one event from each of the five journal entries on separate cards, and journal dates on five other cards. Hand these out to the children and challenge them to use the text to match them correctly.

## Reading the Text (on or above grade)

### Pages 32-42

- Turn to page 32 and read the title to the children. Have the children research the picture and suggest the setting for this

# SESSION 4

CONTINUED

## Resource Links

The children interested in extra reading about gigantic and fearsome birds can be directed to **Rupert and the Griffin** from Literacy Links Plus.



## Writing Workshop

### Creative Writing

Have the children write a fictional account from the point of view of one of the creatures highlighted in **Myth or Mystery?** Have the children write an account of how that creature has managed to stay hidden for so many years. These could then be suitably illustrated.

section. Tell the children that “The Search for Kongamato” is written in the form of a journal. If children have read *The Journal: Dear Future II*, have them review some of the aspects of journal writing. If not, discuss the features of journals.

- Have the children read the journal and, as they are reading, summarize each of the journal entries. Have the children compare these with each other, and decide on which are the most suitable. When finished, discuss the events in the journal. Ask, *Do you think there is enough evidence to prove or disprove the existence of Kongamato? What further evidence would persuade you one way or the other?*
- Ask the children if they think there is more evidence for Kongamato or Bigfoot.

## Responding to the Text (all groups)

### Looking at language

- Discuss some of the phrases and expressions used throughout “The Search for Kongamato” and make a list of some of these, for example:

*Tomorrow will be a long day.* (p 33)

*...bloodthirsty bird...* (p 34)

*...deep into the past...* (p 36)

*...once and for all,...* (p 37)

*...behind all these stories.* (p 37)

*...the more things seem to change, the more they stay the same.* (p 38)

- Talk about the difference between figurative and literal meanings. Say, *Can you imagine what a picture of the literal meaning of “Tomorrow will be a long day” might look like?* (a clock with thirteen hours, etc.)
- Hand out **Blackline Master 16** and carefully read through the instructions. When the children have finished, have some fun sharing their pictures and challenge others to decipher their pictures.

# SESSION 5

## Learning Outcomes

During this session, the children will...

- make summaries
- critically evaluate the stories they have read
- discuss the three forms of writing used in the book
- write creatively

### Notebook

Read the From the Author notes on page 46 to, or with, the children. Highlight the way the personal experiences of the author might have led to the writing of this book.

## Reading the Text (on or below grade)

### Pages 43-45

- Have the children discuss some of the myths and mysteries they have read so far. Ask, *Which creature is most likely to exist? Which creature is least likely to exist? Why?* Encourage the children to think critically about the need for evidence, and the reliability of information from various sources.
- Share-read pages 43-45, and discuss the three creatures highlighted. Then organize the children into small groups, or pairs, and assign one of the pages to each group or pair. Have the children summarize their section in point form. Have the children think about why people believe in these creatures, and the nature of proof that is required to prove or disprove these creatures' existence.
- Finish by having the children select a section from *Myth or Mystery?* to reread for pleasure.

## Reading the Text (on or above grade)

### Pages 43-45

- Organize the children into small groups, or pairs, and assign one of the previously read sections to each. Have each group, or pair, prepare a short oral report outlining the evidence for, and against, the existence of the creature they are reporting on. Encourage the children to think critically about the need for evidence, and the reliability of information from various sources.
- Still in their groups, have the children read pages 43-45 and discuss their views on the possibility of the existence of each of the highlighted creatures.
- Finish by having the children select a section from *Myth or Mystery?* to reread for pleasure.

## Responding to the Text (all groups)

### Creative writing

- Discuss the three different forms of writing used in *Myth or Mystery?* (traditional tale, narrative with imbedded newspaper reports, and journal form).

# SESSION 5

CONTINUED

Research  
Reading Link

The children could select one of the creatures highlighted in **Myth or Mystery?** and using encyclopedia, CD-ROMs, the Internet, or other resource material, find out and present more information about that creature.

- Have the children choose one of these forms, then write and illustrate an account of the sighting of one of the creatures from pages 43-45. Work with a small group of children who may require more support. When finished, have the children share some of these and display their work in the area set aside for **Another Time, Another Place**.

## Independent Activities

- The following activities are designed for the children to engage in independently, while you are working with selected groups. Either direct the children to specific activities or ask them to choose an activity.

### Comparing creatures

- For this activity, the children could work individually or in pairs. Using **Blackline Master 17**, the children could summarize the evidence presented for the existence of each creature, as well as their own views about each creature.

### An account of a local mystery

- Have individual children, or pairs of children, investigate a local myth or mystery and write a report about it.

### Writing questions

- The children might like to reread a section of the book they are interested in, using **Blackline Master 18** to write questions they would like to have answered. These questions and answers can be displayed in the area set aside for **Another Time, Another Place**.



# Concluding Another Time, Another Place

## Complete an Independent Activity

Have the children discuss some of the independent activities they have been involved in throughout **Another Time, Another Place**.

Ask, *Which activity did you most enjoy?*

*Which activity did you learn something new from?*

*Which activity would you like a chance to complete?*

Make a list of the various activities that are featured in the units. Invite the children to choose an activity that they would like to complete. Depending on the activity, these could be done individually, in pairs, or in small groups.

Invite the children to share their activities when they have finished.

## Make a Display

Divide the children into small groups and assign one of the books in **Another Time, Another Place** to each group.

Have the children discuss the contents and theme of their book, then decide on three or four descriptive phrases that highlight their book.

The children could then either draw or find appropriate pictures in magazines to combine with their phrases.

This work could then be displayed on a large sheet of card with the heading **Another Time, Another Place**.

## Write a Dialogue

Make a list of all the characters from the fictional stories in the **Another Time, Another Place** titles.

*Ask, What do you think it would sound like if a character from one story had a conversation with a character from another story? What would they talk about? Would they become friends?*

Discuss possible combinations of characters and have the children write a brief, humorous dialogue between the characters. These could then be suitably illustrated and shared with the rest of the class.

### Interview a Character

Discuss with the children some of the characters they have read about in **Another Time, Another Place**.

Have the children choose the character they thought was the most interesting and think of three questions to ask that character.

Then have the children choose a partner and swap questions. Have the partners take turns responding to the questions in character.

Some of the more interesting responses could then be shared with the class.

### Revisit Discussion Questions

Review the children’s responses to the discussion questions from **Blackline Master 1**. Divide the children into small groups and assign each group one of the questions.

Say, *Think of the stories we have read in Another Time, Another Place. Think about how we can now answer our questions.*

Record the children’s responses and compare them to their original ideas.

### Rate the Stories

List the six stories from **Another Time, Another Place** on the board or on chart paper. Have the children copy these, then say, *Write a number beside each book. Put number 1 beside the story you liked most, number 2 beside the story you thought was next best, and so on, until you have finished rating the stories you have read.*

When the children have finished, have them take turns reading their ratings. Record the children’s ratings, then add the ratings for each story. The book with the lowest number will be the class favourite.

### Evaluate the Module

Allow the children time to discuss their opinions of the stories in the module: what they liked, what they learnt, what they would like to have learnt more about, etc.

Then have individual children complete the following:

I read the following books:

.....

I completed the following activities:

.....

I learnt:

.....

I would like to learn more about:

.....

The children’s responses could then be shared and compared with others.





# Oral Reading Record

## Benchmark Book: *Cloudcatcher*

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Page	Text	Observations/Comments Did the child: read for meaning? self-correct for meaning? attend to graphophonic cues?
10	<p>But try as he might, he couldn't ignore the living things around him. He had to know why that big blue jay wanted that acorn. He had to know which creature made that whirring sound in the grass.</p> <p>Then the women would look back and laugh at him. Manytracks was soon so embarrassed that he decided to try to improve his reputation. He would show them he was eager to work.</p>	



# Reading Development Record Sheet Benchmark Book: *Cloudcatcher*

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Suggested Procedure	Assessment	Comments
<p>Turn to page 5 and say, <i>Read the first paragraph and tell me why the people at the pueblo usually blame Manytracks.</i></p>	<p>Did the child draw the appropriate conclusion? <input type="checkbox"/></p>	
<p><i>Read the paragraph again. Can you find the specific words that describe Manytracks' personality?</i></p>	<p>Did the child locate the words <i>happiness</i> and <i>curiosity</i>? <input type="checkbox"/></p>	
<p><i>Can you find a phrase in this paragraph?</i></p>	<p>Could the child locate a phrase? <input type="checkbox"/></p>	
<p>Have the child read the second paragraph on page 5. Say, <i>Why do you think the people chose to live by a stream?</i></p>	<p>Was the child able to make the appropriate inference? <input type="checkbox"/></p>	
<p>Turn to page 7. Say, <i>Read page 7 silently and then tell me why you think the people of the pueblo thought Manytracks was bad, while his father didn't.</i></p>	<p>Was the child able to articulate differing points of view? <input type="checkbox"/></p>	
<p><i>Can you find a figure of speech in the second paragraph?</i></p>	<p>Was the child able to locate a figure of speech? <input type="checkbox"/></p>	
<p><i>Can you find a noun in the second paragraph?</i></p>	<p>Did the child locate a noun? <input type="checkbox"/></p>	
<p><i>Can you find an adjective in the second paragraph?</i></p>	<p>Did the child locate an adjective? <input type="checkbox"/></p>	



# Reading Development Record Sheet

## Benchmark Book: *Cloudcatcher*

Name \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Suggested Procedure	Assessment	Comments
Turn to page 8 and have the child read it silently. Say, <i>What is the main idea on this page?</i>	Was the child able to recognize important information? <input type="checkbox"/>	
<i>Think about what you have read and tell me the story so far, in your own words.</i>	Was the child able to summarize? <input type="checkbox"/>	
Have the child read the last paragraph on page 8. Say, <i>Look at the word disgraces. What is the prefix?</i>	Did the child locate the the prefix <i>dis</i> ? <input type="checkbox"/>	
<i>Can you think of a suffix to add to the word disgrace?</i>	Did the child offer an appropriate suffix, such as <i>ful</i> ? <input type="checkbox"/>	
<i>Can you think of a synonym for disgraces?</i>	Was the child able to offer a synonym, such as <i>shames</i> ? <input type="checkbox"/>	

**Review the information you have recorded and note evidence of:**

- engaging with the text
- expectation that the text will make sense
- self-correcting strategies
- rereading to regain or check meaning
- referring to illustrations
- confirming a word using graphophonic cues
- rereading high-frequency words with ease
- sub-vocalizing or reading aloud
- pointing to check words or word order
- asking for help
- attending to punctuation

Teaching Implications/Action: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

# Individual Assessment: Reading Profile

Name \_\_\_\_\_ Age \_\_\_\_\_

	Level				Comments
<p>chooses to read silently</p> <p>reads a variety of material</p> <p>reads for a variety of purposes</p> <p>responds in a variety of ways</p> <p>shares reading with others</p> <p>integrates all cues</p> <p>self-corrects when cues don't match</p> <p>finds, recalls and summarizes information</p> <p>recognizes points of view/persuasion</p> <p>compares/contrasts/draws conclusions</p> <p>uses indices, contents pages and glossaries</p> <p>uses a variety of reference material</p> <p>recognizes techniques employed by authors/illustrators</p> <p>explores characterization</p> <p>recognizes and explores poetic language</p> <p>recognizes variety in sentence construction</p> <p>is familiar with parts of speech</p> <p>recognizes relationships among words (synonyms, antonyms, etc.)</p> <p>recognizes parts of words (onsets, rimes, syllabification)</p> <p>recognizes a large number of high-frequency words in context</p>					

## ***Another Time, Another Place***

1. How do we know about the past? Why is it important?

2. What is a theory? What theories do we have? What sort of proof is needed?

3. Why do some animals survive while others become extinct?

4. What sort of improvements do you think will happen in the future?

# Cloudbatcher

## Character Web

1. Choose a character from the story.
2. In the boxes below, write what the character does.
3. Think about words to describe the character's actions. Write one word in each circle below, for example, exciting.
4. Draw a line to join each box with a matching circle.

Title of book \_\_\_\_\_

The diagram is a 'Character Web' template. At the top center is a rectangular box labeled 'Character'. Below this box is a larger, empty rectangular box. In the center of the page are four empty circles arranged in a diamond pattern. Surrounding these circles are six empty rectangular boxes: one on the left, one on the right, one at the bottom center, and one on each of the two sides. The boxes are intended for students to write descriptions of a character's actions, and the circles are for writing descriptive words. Lines are to be drawn connecting the boxes to the circles.

# Cloudcatcher

## Story Staircase

Use the outline below to retell the main events in the story order.

Title of book \_\_\_\_\_

This story begins when \_\_\_\_\_

---

---

The problem is \_\_\_\_\_

---

---

---

The next thing that happens is \_\_\_\_\_

---

---

---

Then \_\_\_\_\_

---

---

---

After that, \_\_\_\_\_

---

---

---

The problem is solved when \_\_\_\_\_

---

---

---

# Flags

## Questions and Answers

1. Before reading the book, look at the cover, title page, and contents.
2. Think of questions you would like the book to answer. Write the questions on the chart below.
3. As you read parts of the book, write down the answers to your questions on the other side of the chart.

Title of book \_\_\_\_\_

My Questions	The Book's Answers

# Flags

## Let's Flag It!

1. Choose either the international flag code on page 19, or semaphore on page 21, to write a message to a friend, using flags.
2. Use the code to write the friend's name, the message, and your own name.
3. Remember to keep the message friendly.

A message to .....

.....

The message is .....

.....

.....

.....

.....

The message is from.....

.....

.....

.....

.....

.....

.....

# ***The Dinosaur Connection***

## **A Recipe for Extinction**

1. Think about the conditions that may have contributed to the extinction of the dinosaurs. Write these as the ingredients.
2. Write a paragraph about how these ingredients may have combined to bring about extinction.

**Ingredients** .....

.....

.....

.....

.....

**How to prepare** .....

.....

.....

.....

.....

.....

## ***The Dinosaur Connection***

### **Comparing Survivors**

1. Use the table of contents and the index to locate the appropriate animals.
2. In the boxes below, write about how each animal type survived, then include some examples of each type of animal.

<b>Animal Type</b>	<b>How They Survived</b>	<b>Examples</b>
Amphibians		
Reptiles		
Birds		

## Where Did the Maya Go?

### King for a Day!

1. Think of a real or fictional person that you would like to be for just one day.
2. Write about what you would do, from the time you got up to the time you went to bed.  
Think about food you would eat, games you would play, people you would meet.
3. Write the time of each event in the left-hand column, and what happens in the right-hand column. If you need more space, continue on the back.

For just one day, I would like to be.....

This is what my day would be like:

Time	Event

## ***Where Did the Maya Go?***

### **The Great Day**

1. On scrap paper, write down four events that tell the story of the great day in Ah Cacau's life.
2. Draw each of these events in one of the boxes below, using the illustrations in the story to help you.


# Where Did the Maya Go?

## Find the Meaning

1. Reread the story and write any new words on the chart below.
2. Look at how each word is used in the story, then write your own idea of what the word means.
3. Look up each word in a dictionary and write the dictionary meaning.  
Compare it with your idea of the meaning.

Title of book \_\_\_\_\_

Word _____
My meaning _____
Dictionary _____
Word _____
My meaning _____
Dictionary _____
Word _____
My meaning _____
Dictionary _____
Word _____
My meaning _____
Dictionary _____
Word _____
My meaning _____
Dictionary _____

## ***The Journal: Dear Future II***

### **My Personal Journal**

1. Choose three of the topics on the board to write about each day.
2. Remember to record the date and time (using the twenty-four-hour clock).
3. Rule your own lines on the back when you need more space.

**Date:**

**Events:**

**Date:**

**Events:**

**Date:**

**Events:**

**Date:**

**Events:**

## ***The Journal: Dear Future II***

### **My Personal Time Capsule**

1. Draw pictures of, and label, the six items you would place in a personal time capsule.
2. Remember, you want whoever discovers the capsule to know the real you.


## ***The Journal: Dear Future II***

### **Our Favourite Songs**

1. List your three favourite songs, and a friend's three favourite songs.
2. Interview two other people, write their names and ages in the spaces (family members, if possible) and list their three favourite songs.
3. Finally, create a new song title, and group, from the year 2198.

#### **My three favourite songs**

1.

2.

3.

#### **My friend's three favourite songs**

1.

2.

3.

#### \_\_\_\_\_ favourite songs

1.

2.

3.

#### \_\_\_\_\_ favourite songs

1.

2.

3.

**From 2198**

**Song title** \_\_\_\_\_

**Name of group** \_\_\_\_\_

# The Journal: Dear Future II

## Fun with Words

1. Think of five words or expressions you use that your parents or caregivers don't use. Write these in the spaces provided.
2. Write a brief definition for each word.
3. Talk with your parents or caregivers and write the word or expression they would have used instead.

My Word	Definition	Caregiver's Word
1.		
2.		
3.		
4.		
5.		

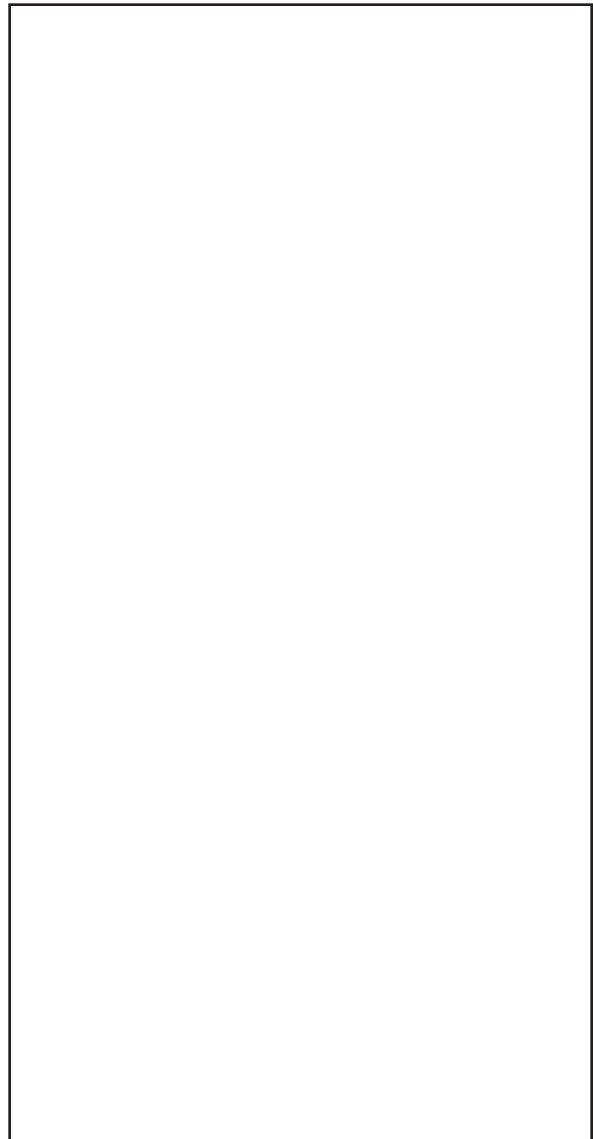
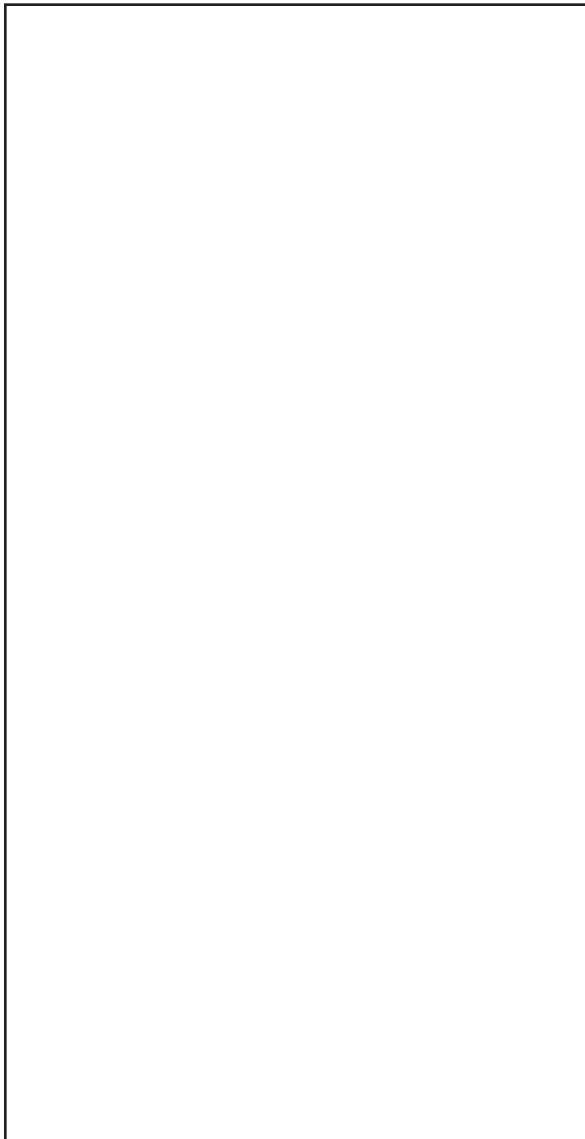
# ***Myth or Mystery?***

## **A Late-Breaking Story**

1. Choose one of the listed topics, or one of your own.
2. Write your headline in the first space and the story source in the second space.  
Then write your article in the two columns, leaving space for an illustration.
3. Finish by drawing a “photograph” of the event.

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## Myth or Mystery?

### Literal Pictures

1. Choose three of the phrases or expressions from the list, then draw pictures of the literal meaning for each expression.
2. Then think of another phrase or expression, not used in the book, and draw a *literal picture* of its meaning.


## ***Myth or Mystery?***

### **Monsters: Myth or Mystery?**

1. Write important facts, in point form, about the evidence for the existence of each creature.
2. Then write two or three sentences stating your opinion.

<b>The Creature</b>	<b>What the Book Says</b>	<b>What I Think</b>
<b>Lake Iliamna monster</b>		
<b>Bigfoot</b>		
<b>Kongamato</b>		

# ***Myth or Mystery?***

## **Questions and Answers**

1. Before reading the book, look at the cover, title page, and contents, and write down a list of questions you would like answered in the left-hand column.
2. As you read parts of the book, write down the answers to your questions in the right-hand column.

Title of book \_\_\_\_\_

<b>My Questions</b>	<b>Possible Answers</b>