

Canadian ADVENTURES Flyer



Teacher Resource Guides

Grades 4/5

Try these activities in your grade 4/5 classrooms:

1 Time Travel

Matt and Emily read or hear about places they want to visit. Ask your students to think about a movie they've seen or a book they've read that has made them want to visit another time. Have each student give a presentation to tell the class about the movie or book, and why they'd like to go to the place they learned about.

Curriculum Connections: language arts (oral)

Learning Outcomes: making connections, explaining choices, discussing

Grouping: whole class

2 Travel and Transportation



REPRODUCIBLE Page 5

Use this activity for any story where the characters travel from one location to another, for example: *Crazy for Gold*; *Yikes, Vikings!*; *Hurry, Freedom*; *All Aboard!*; *Far from Home*; *Stop that Stagecoach!* Ask students to label locations on the map provided and indicate the route taken in the story. How long did it take at the time of the story to get from one place to another? How long would it take now? What methods of transportation could be used to get there then and now?

Curriculum Connections: geography (mapping), social studies (research), transportation

Learning Outcomes: extending understanding, research, analyzing and selecting information

Groupings: individual

3 Then and Now



REPRODUCIBLE Page 6

The details of daily life in the Canadian Flyer Adventures series give readers a glimpse into history that they can relate to their own life experience. Have students pick out details that they learn about the way of life (play, clothing, work, learning, food) at the time the book was set. Encourage extra research using non-fiction books and websites into life at that time. The activity challenges students to examine five things in the story that are different from the way they live now.

Curriculum Connections: social studies (research)

Learning Outcomes: making comparisons, analyzing and selecting information

Groupings: individual

4 Another Point of View



REPRODUCIBLE Page 7

Ask students to write a story about meeting Emily and Matt from the point of view of another character in the story. Through that person's eyes: What are your first impressions of the pair? What changed because Matt and Emily came on the scene?

Curriculum Connections: language arts (writing)

Learning Outcomes: extending understanding

Groupings: individual

5 You Are There



REPRODUCIBLE Page 8

This writing exercise gets students to imagine walking through one of the scenes in the book and describing the physical details of their surroundings and the emotions they evoke. Prompts ask them to tune into their senses and write about what they would see, hear, and smell around them, and how they'd feel.

Curriculum Connections: language arts (writing)

Learning Outcomes: extending understanding

Groupings: individual

6 Mime

Divide students into groups of three. Ask each group to pick out a scene from the book and act out a short, silent skit around that scene without using any words. Invite the groups to act the scene out for the class in mime. Ask the class to guess which scene is being acted out.

Curriculum Connections: drama

Learning Outcomes: role-playing, inferring

Grouping: small group, whole class

7 Famous Figures



REPRODUCIBLE Page 9

Choose one of the famous real historical characters from the book. Using what you've learned in the book and some extra research, write a one-page biography of that person.

Curriculum Connections: social studies (research), language arts (writing)

Learning Outcomes: extending understanding, summarizing

Grouping: individual

8 Picture This!



REPRODUCIBLE Page 10

Have students work in groups to create a larger piece of art, like a mural, for one or several of the books in the Canadian Flyer Adventures series. Or have students work individually to make a collage or illustration. Ask them to present their work to the other students and tell the others why they chose the people, places, and events they showed.

Curriculum Connections: fine art

Learning Outcomes: discussing; creating a visual representation of fiction

Grouping: individual, small group, or class

9 Ad Art



REPRODUCIBLE Page 11

Have your students design an advertisement for the Canadian Flyer Adventures series, or a single title in the series, using words and art. Encourage students to invent a slogan or headline (example: "Will Matt and Emily save the day? Read Canadian Flyer Adventures and find out!") and also work with visuals and type. Note this could be a computer activity but a downloadable handout is also included for students to work on paper. You can display all the artwork and/or ask students to present their ad to the class.

Curriculum Connections: fine art

Learning Outcomes: discussing; creating a visual representation of fiction

Grouping: individual, small group, or class

10 *Fact and Fiction*



REPRODUCIBLE Page 12

Historical fiction blends historical facts with invented characters and scenes. Ask your students to identify three things/people/events in the story that are historical facts and three that the author made up for the story. Ask students to write how both the fact and the fiction helped them to learn about another place and time.

For example, Tuta from *A Whale Tale* is a made-up character, but his presence in the story allows readers to learn real historical details about Nuu-chal-nuth daily life and rituals. In the same story, Captain Cook is a real character and the author used what she could find in reference books to place him in the story in a believable way.

Name: _____

Travel and Transportation

Label the locations on this map of Canada where this Canadian Flyer Adventures story took place.



1. How long did it take at the time of the story to get from one place to another?

2. How long would it take now?

3. What methods of transportation could be used to get there then and now?

Name: _____

Then and Now

The books in the Canadian Flyer Adventures series are full of details about life in another time. Think about your daily life: how you get around, how you keep in touch with people, what you eat, the clothes you wear, the games you play, how you live and go to school. Look for everyday details like this that are mentioned in the book.

What did you learn about the way of life at the time the book was set? Do extra research using non-fiction books and websites into that time period and name five things that are different from the way you live now. Describe how that would change your daily life.

1.

2.

3.

4.

5.

Name: _____

Another Point of View

Imagine yourself as a character from the book other than Matt or Emily. Tell the story of meeting Emily and Matt for the first time through that person's eyes. What were you doing before they appeared? What is your first impression of Emily and Matt? How do the kids seem, and are you glad to see them? Why or why not? What changed from your point of view because the kids came on to the scene? Continue on the back of the page if you need more space to write.

Name: _____

You Are There

Choose a scene in the book and imagine you are there, taking a walk in your surroundings. Describe what you would see, hear, and smell around you. And don't forget to include how you feel to be there in that moment—excited, scared, angry? Continue on the back of the page if you need more space to write.

Name: _____

Famous Figures

Choose one of the famous real historical characters from the book. Using what you've learned in the book and some extra research from books and the internet, write a one-page biography of that person. Continue on the back of the page if you need more space to write.

Name: _____

Picture This!

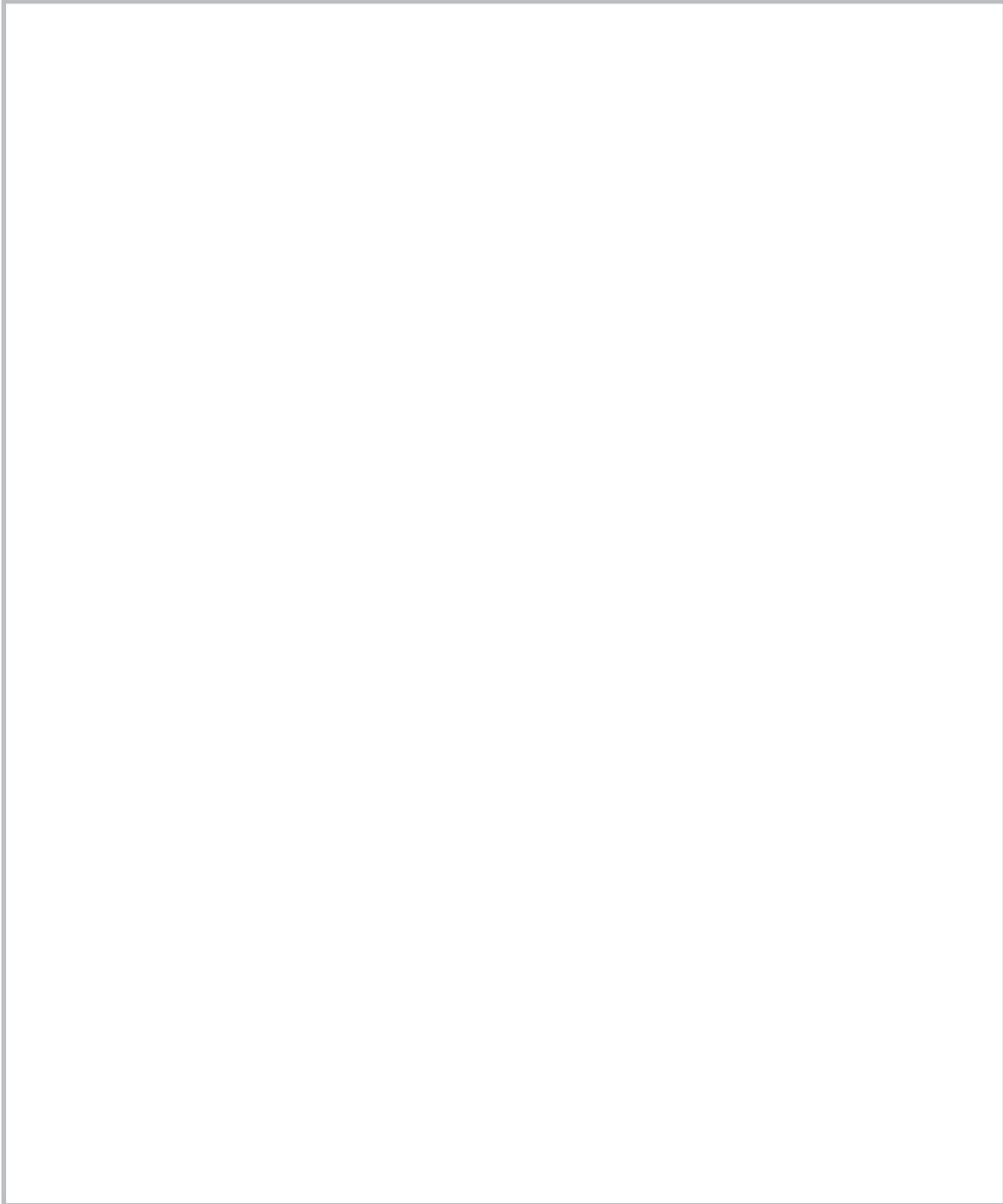
Create an illustration or a collage based on one or several books from the Canadian Flyer Adventures series. What people, places, and events would you show? Prepare to share your art with the class and tell everyone why you chose what you included in your piece.



Name: _____

Ad Art

Design an advertisement, using words and art, for the whole series or one of the books in the Canadian Flyer Adventures series. Include a headline or slogan (for example: "Will Matt and Emily save the day? Read Canadian Flyer Adventures and find out!") along with visuals.



Name: _____

Fact *and* Fiction

The Canadian Flyer Adventures series belongs in a group of books known as *historical fiction*. This kind of writing blends historical facts with invented characters and scenes. List three things, people, or events in the story that are historical facts and three things, people, or events that the author made up for the story.

For each fact and each made-up part that you list, identify how it helped you learn about another place and time.

HISTORICAL FACT

1. _____

2. _____

3. _____

FICTION (MADE UP)

1. _____

2. _____

3. _____
