

# David Suzuki

## • Reading Comprehension •

### Activity **1** Stop and Think

Read the paragraphs.  
Stop and think as you read.

Good readers are active readers.

Good readers stop and think about what they are reading. Active reading helps readers understand the ideas.

David's family moves to London, Ontario. David starts Grade 10. David finds it hard to make new friends. He feels like an outsider again.

**Stop and think:** Have you ever felt like an outsider? Describe your experience.

Nature becomes his friend. He fishes in the river. He hikes in the swamp.

**Stop and think:** The author says, "Nature becomes his friend." What does the author mean?

There are two groups of students in David's high school. The "innies" are the cool kids. They play sports. David belongs to the "outies." He does not play sports.

**Stop and think:** Did your high school have innies and outies? Describe the innies. Describe the outies.



## Activity 2 Main Idea and Details



Good readers can find the main idea and details.

The main idea is the important idea. The details support the main idea.

The details help you understand and remember the main idea.

Read the details.

Circle the correct main idea.

The first one is an example.

Details	Main Idea
David teaches people about the forest. David saves the forest in Windy Bay. David saves the rain forest in Brazil.	(a) David protects the forests. (b) David goes to different forests.
David writes books about the Earth. David teaches science. David hosts <i>The Nature of Things</i> .	1 (a) David is a busy scientist. (b) David wants people to learn about the Earth.
As a child... David spends time by himself outside. David feels like an outsider. David finds it hard to make friends.	As a child... 2 (a) David often finds himself alone. (b) David learns to love nature.

## Activity 3 Invisible Messages



Writers do not always explain everything.

Sometimes, writers expect readers to read between the lines. Writers expect readers to figure out the invisible messages.

Read the writer's words.

Figure out the invisible message.

The writer's words	The invisible message
We cannot wait for others to save the Earth.	<i>We must all try to save the Earth now. The Earth is in big danger.</i>
1. David's family is sent to an internment camp. There is no school.	
2. David's father says, "It is okay to lose." David decides to run for school president.	

## Activity 4 Fact and Opinion



Read the sentences.

Write (F) for fact or (O) for opinion.

- David teaches science. \_\_\_\_  
David is a great teacher. \_\_\_\_
- David writes very helpful books. \_\_\_\_  
David writes books for children and adults. \_\_\_\_
- When a forest is clear-cut, we all suffer. \_\_\_\_  
Forests are a home to many animals. \_\_\_\_

Good readers know the difference between facts and opinions.

Facts can be proven.

Opinions are ideas or beliefs.

## Activity 5 The Table of Contents



Read each question.

Look at the Contents page in your book.

Which chapter has the answer to the question?

Write the name of the chapter.

Find the answer to the question. Write the answer.

Good readers use the Table of Contents.

The Table of Contents helps readers find information quickly.

Question	Chapter	Answer
Where is David born?	Early Years	British Columbia
1. When does David finish university?		
2. How many TV programs does David host?		
3. What does David like to do as a child?		

# Activity **6** Make a Connection

Read the idea from the story.  
Make a connection to your life.

## Idea

David's family recycles.  
They throw out only one bag  
of garbage each month.



## Your Life

How many bags of garbage  
do you throw out each month?

Why should people recycle?

Describe the recycle program  
in your community.

Where can you get more information  
about recycle programs?

Describe some ways that  
people can cut down on garbage.

Reading is more than understanding  
the ideas on a page.

Good readers connect the ideas  
to their lives.



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# • Writing •

## Activity 1 Write Your Ideas

Complete these paragraphs about recycling.  
Use your ideas from page 28.

Your instructor will help you with spelling.

### Paragraph 1

I throw out \_\_\_\_\_ bags of garbage each  
\_\_\_\_\_. I throw out \_\_\_\_\_  
and \_\_\_\_\_. I try to recycle \_\_\_\_\_  
and \_\_\_\_\_.

### Paragraph 2

It is good to recycle for many reasons.

First, \_\_\_\_\_.

Second, \_\_\_\_\_.

Read each paragraph out loud.

Which paragraph do you like better?

Copy the paragraph on the lines.

Check for capital letters and end punctuation.

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Good writers know that writing is a process.

Good writers think of ideas before they write.

Good writers check their writing.



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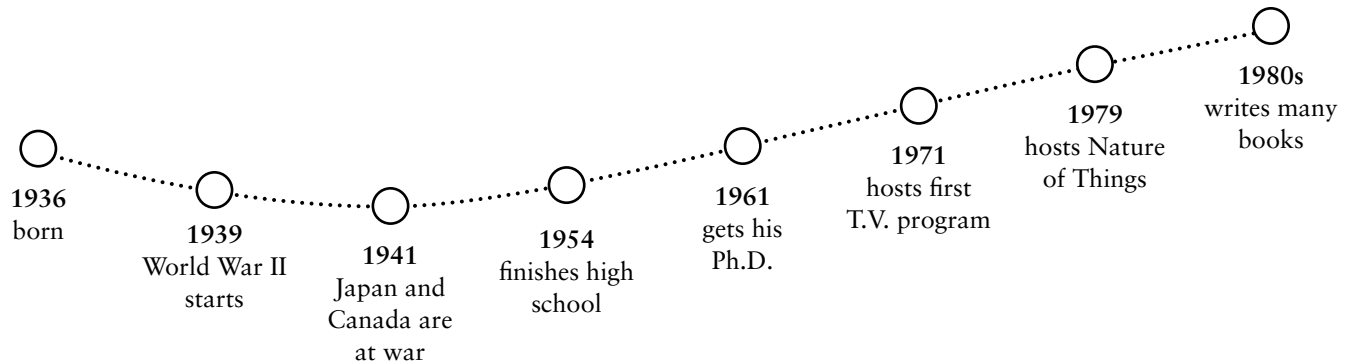
## Activity 2 Organize Ideas



Look at the time line.

1. What is the topic of the time line?
2. How many events are on the time line?
3. Why does the time line go up and down?

### David Suzuki's Time Line



Good writers know that writing is a process.

Good writers organize their ideas before they write.

One way to organize ideas is to use time lines.

Use David Suzuki's time line to complete the paragraphs.

#### Paragraph 1: The Early Years

David is born \_\_\_\_\_ . \_\_\_\_\_  
in 1939. Two years later, \_\_\_\_\_ .

#### Paragraph 2: David's Education

David \_\_\_\_\_ in 1954. He gets  
his Ph.D \_\_\_\_\_ .

#### Paragraph 3: David the Activist

\_\_\_\_\_, David hosts his first TV program.  
He starts to host *The Nature of Things* \_\_\_\_\_ .  
In the 1980s, he \_\_\_\_\_ .

Think of your life  
or the life of somebody you know.

Draw a time line.

# • Word Attack Skills •

## Activity

# 1

### Predict the Word



Complete each sentence.

Use the pictures to predict the word.

Readers see new words all the time.  
They need to decode the new words.

Good readers decode words  
in different ways.

They use pictures to predict words.  
They use meaning clues to predict words.

These are two ways to decode words.



© David Suzuki/Greystone Books.

1. David catches \_\_\_\_\_  
fish.



© National Film Board of Canada/Library and Archives Canada.

2. This is a \_\_\_\_\_  
in an internment camp.



© David Suzuki: The Autobiography, 2006.

3. David holds a big \_\_\_\_\_ .

Complete each sentence.

Use meaning clues to predict the word.

4. In the forest, the \_\_\_\_\_ give shade.
5. David is a good \_\_\_\_\_. His students like him.
6. They have no water. They are \_\_\_\_\_ .

## Activity 2 Find Common Patterns

Look at each word in the box.

Each word has a common pattern.

Group the words under the correct pattern.

*school* ✓    *grow*    *took*    *cook*  
*book*    *tool*    *hook*    *flow*  
*know*    *blow*    *fool*    *cool*

Good readers look for common patterns in words.

This is another way to decode words.

**ool**

*school*

**ow**

**ook**

Read the sentences in the box.

Circle the words that have one of these patterns:

**ool   ow   ook**

Many words have common patterns.

The patterns look and sound the same.

### Find the Common Patterns



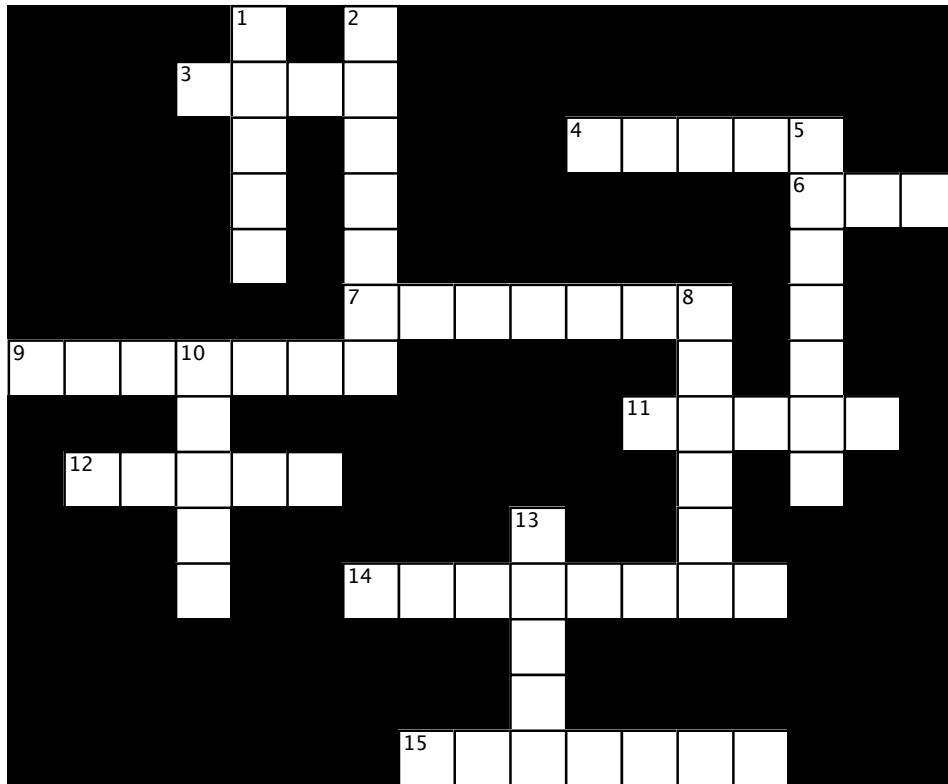
1. David starts school.
2. David is not a cool kid in school.
3. David knows that we need forests.
4. He wants trees to grow very old.
5. David has written more than 40 books.
6. It took David many years to write these books.





# • Crossword •

David Suzuki



## Crossword Clues

All the answers to the clues are from David Suzuki's biography.

### ACROSS

3. a body of fresh water
4. part of the tree trunk that is left after cutting the tree down (rhymes with jump)
6. a place where scientists work
7. people who cut down trees
9. opposite of inside
11. part of the tree that is under the ground
12. trees give us this on hot, sunny days
14. people in Japan speak this language
15. rubbish; trash

### DOWN

1. the planet we live on
2. use something again
5. Mars, Venus, Pluto, Jupiter
8. baseball, football, hockey
10. a place with muddy water, insects, and water plants
13. lakes, rivers, and oceans are filled with this wet stuff

# David Suzuki



1. **Main Idea and Details:** (1) b (2) a
2. **Invisible Messages\*:** (1) The internment camps are basic. David cannot continue his education. The government shows little respect for Japanese-Canadians. (2) David listens to his father. David's father is a wise man. David is prepared if he loses.
3. **Fact and Opinion:** (1) F/O (2) O/F (3) O/F
4. **Table of Contents:** (1) David Becomes a Scientist / 1961 (2) David and the Media / 2 (3) Early Years / collect insects; pick mushrooms; fish in the river; hike in the swamp
5. **Organize Ideas:** (1) David Suzuki's life (2) 8 (3) positive events go up and negative events go down  
**Paragraph 1:** in 1936 / World War II starts / Japan and Canada are at war **Paragraph 2:** finishes high school / in 1961 **Paragraph 3:** In 1971 / in 1979 / writes many books
6. **Predict the Word\*:** (1) lots of; many; fresh (2) school / classroom (3) snake (4) trees (5) teacher; professor (6) thirsty
7. **Find Common Patterns:** (1) school (2) cool / school (3) knows (4) grow (5) books (6) took / books
8. **Divide and Conquer:** (1) stump (2) teach (3) wind (4) sweat (5) fish (6) finish (7) root (8) forest (9) catch (10) tree (11) forests (12) sweating (13) trees (14) roots / stumps (15) machines (16) finishes (17) teaches / forests (18) windy

\*Accept any answer that makes sense.

## Crossword Solution

