It is 1968. Some young people live on the streets of Toronto. Others live in shelters. The police treat them badly.

**Stop and think:** Why do you think the young people live in shelters and on the streets?
Why do you think the police treat these young people badly?

The police try to arrest a young man. June watches. She thinks the police are hurting the young man. She asks the police to stop.

**Stop and think:** Imagine you are June. What would you say to the police?

The police say, “This is none of your business.”

**Stop and think:** Do you agree with the police? Why or why not?

June will not leave.

**Stop and think:** What does this say about June’s character?
Activity 2 Main Idea and Details

Check the details that support each main idea.

The first one is an example.

<table>
<thead>
<tr>
<th>Main idea</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>June lives in a friendly community.</td>
<td>✓ People in Belle River take care of June. ✓ People in Belle River know June's family. ✓ People in Belle River take care of one another.</td>
</tr>
<tr>
<td>1. Many people respect June for her work.</td>
<td>(a) June gets 50 awards. (b) June becomes an activist. (c) 2000 people light candles for June.</td>
</tr>
<tr>
<td>2. June faces hard times.</td>
<td>(a) June spends time in jail. (b) June lives in the Depression. (c) June's family is different.</td>
</tr>
</tbody>
</table>

Activity 3 Invisible Messages

Read the writer's words. Figure out the invisible message.

<table>
<thead>
<tr>
<th>The writer's words</th>
<th>The invisible message</th>
</tr>
</thead>
<tbody>
<tr>
<td>June finds out she has cancer. She keeps working.</td>
<td>Nothing will stop June from helping others.</td>
</tr>
<tr>
<td>1. June skips three grades.</td>
<td></td>
</tr>
<tr>
<td>2. June becomes an activist. It is like having a second job.</td>
<td></td>
</tr>
</tbody>
</table>

Writers do not always explain everything. Sometimes, writers expect readers to read between the lines. Writers expect readers to figure out the invisible messages.
Activity 4 Fact and Opinion

Read the sentences. Write (F) for fact or (O) for opinion.

1. June becomes a reporter at age 16. ___
   June is a very good reporter. ___

2. Everybody respects June very much. ___
   June wins more than 50 awards for her work. ___

3. June names the hospice after her son. ___
   June loves her son more than anything. ___

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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Chapter</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>When is June born?</td>
<td>Early Years</td>
<td>1924</td>
</tr>
<tr>
<td>1. Who does June marry?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Which groups of people does June help?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When does June die?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Good readers know the difference between facts and opinions. Facts can be proven. Opinions are ideas or beliefs.

Good readers use the Table of Contents. The Table of Contents helps readers find information quickly.
Think about your community. Which groups of people need help? Which volunteer groups help these people? Does anyone else help these people? How? How do these people help themselves?

Have you ever thought about joining a volunteer group? Have you ever volunteered? Describe your experience. How can you find out about volunteer groups in your community?
Activity 1 Write Your Ideas

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

Your instructor will help you with spelling.

Paragraph 1
Volunteer groups are important because
__________________________________________.
Volunteer groups help people by ____________
__________________________________________.

Paragraph 2
I would like to join a volunteer group that helps
__________________________________________.
The job I would like to do in this volunteer group
is ________________________________________.
Doing this job would make me feel ____________.

Read each paragraph out loud.
Which paragraph do you like better?
Copy the paragraph on the lines.
Check for capital letters and end punctuation.
Activity 2 Organize Ideas

Look at the idea map.
What is the topic of the idea map?
What are the 3 main ideas?

Add these details to the idea map.
Put the number in the correct box.

1. A park is named after June.
2. June grows up in a friendly community.
3. June helps pregnant teens.
4. June is a child during the Depression.
5. June makes life better for poor people.
6. A street is named after June.
7. June opens the Digger House for homeless teens.
8. June becomes a reporter at a young age.
10. June helps people with AIDS.

A. June’s early experiences teach her to care about others.
   - Detail: 

B. June supports many causes.
   - Detail: 

C. June gets many honours.
   - Detail: 

Good writers know that writing is a process.
Good writers organize their ideas before they write.
One way to organize ideas is to use a main idea and details.
Choose details from the idea map to complete the paragraphs. Copy the details into the paragraphs.

**Paragraph A**
June’s early experiences teach her to care about others. She ________________ in a friendly community. She ________________ during the Depression. She becomes a reporter ____________________________.

**Paragraph B**
June supports many causes. June helps pregnant teens. June ________________ ________________ . June opens the Digger House for homeless teens. And she ____________________________.

**Paragraph C**
June ____________________________ . ______________ is named after June. ____________________________ is named after June. June gets the Order of Canada.

**Activity 3 Use Capital Letters and Punctuation**

Read these sentences. Add capital letters and end punctuation.

1. where does june grow up
2. she grows up in belle river
3. june’s mother speaks french
4. does she speak english
5. june’s mother is catholic
6. her father is anglican

**In this activity...**
- **use capital letters** at the beginning of a sentence, with names of people and places, and with names of languages and religions.
- **use punctuation** at the end of a sentence.
Activity 1: Predict the Word

Complete each paragraph.
Use the pictures to predict the word.

Paragraph 1
June opens Casey House. The ____________ for Casey House has an open door on it. It also has a ________________.

Paragraph 2
These people do not have a home or a job. They sleep in _________________. They use ________________ for sheets and blankets.

Complete each sentence.
Use meaning clues to predict the word.

1. June’s family __________________ two languages.
2. The police ________________ June. They take her to jail.
3. AIDS is a new ________________ in the 1980s.
4. June helps ________________ people. They need a place to live.
Good readers look for common patterns in words.
This is another way to decode words.

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.

- clear ✓ night face fear
- light hear place trace
- race fight right year

Find the Common Patterns

1. Junes helps others for over 40 years.
2. June does not let her fears stop her.
4. June spends a night in jail.
5. June faces hard times in her life.
6. The Depression takes place in the 1930s.

Many words have common patterns. The patterns look and sound the same.

Read the sentences in the box. Circle the words that have one of these patterns:

ear ight ace

clear
light
race
night
hear
fight
face
place
right
fear
trace
year

WORD ATTACK SKILLS
Crossword Clues

All the answers to the clues are from June Callwood’s biography.

ACROSS
1. expecting a baby
2. go into water headfirst
3. English, French, Spanish
4. we read the news in this
5. not dangerous
6. a place for homeless people to stay
10. a room in a jail
11. a disease that can kill
12. people between the ages of 13 and 19

DOWN
1. march in the street to complain about something
2. cancer is an example of this
3. a person who likes to be alone
7. without a home
8. the police do this to criminals
9. this gives us light with its small flame; it is made of wax
June Callwood

1. Main Idea and Details: (1) a, c (2) a, b

2. Invisible Messages*: (1) June is smart. June works hard at school. June likes school. (2) June is busy as an activist. June takes her work seriously. She spends many hours a day helping people.

3. Fact and Opinion: (1) F/O (2) O/F (3) F/O

4. Table of Contents: (1) June Falls in Love / Trent Frayne (a sports writer) (2) June the Activist / homeless kids; pregnant teens; AIDS victims; poor people (3) A Woman to Remember / April 14, 2007

5. Organize Ideas: Main Idea A with details 2, 4, 8 Main Idea B with details 3, 5, 7, 10 Main Idea C with details 1, 6, 9 Paragraph A: grows up / is a child / at a young age Paragraph B: makes life better for poor people / helps people with AIDS Paragraph C: gets many honours / A park / A street

6. Use Capital Letters and Punctuation: (1) Where does June grow up? (2) She grows up in Belle River. (3) June’s mother speaks French. (4) Does she speak English? (5) June’s mother is Catholic. (6) Her father is Anglican.

7. Predict the Word*: Paragraph 1: sign; logo / heart Paragraph 2: parks; public places / newspapers (1) speaks; uses (2) arrest (3) disease; sickness (4) homeless

8. Find Common Patterns: (1) years (2) fears (3) fights (4) night (5) faces (6) place

*Accept any answer that makes sense.

Crossword Solution