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# Health and Safety

## Medicine

**Mini-Lesson:** Sequencing

**Literacy Practice:** Prescription Label

### ►► Discussion

What should you know about medicine before you take it?

What if you have a question about your medicine? How do you find the answer?

Read the passage on the next two pages.  
Learn who answers Carla's questions about medicine.



# Medicine

Carla is at the drugstore. She holds Tony because he is sick and crying. Five-year-old Becky is bored. They have waited in line for 15 minutes. At last, Carla gets to the counter. The pharmacist fills Carla's prescription. Now Carla can go home.

Carla reads the label on the medicine bottle. She must give Tony the medicine every eight hours. He sleeps a lot. Will Carla have to wake Tony up to give him the medicine? She is not sure. So Carla phones the drugstore.

## *Stop and Think:*

**Do you think Carla will have to wake Tony up?**

"I have a question about my son's medicine," says Carla. The pharmacist at the drugstore is helpful. At the end of the phone call, Carla knows what to do.

## *Stop and Think:*

**Why do you think Carla phones the drugstore instead of her doctor?**

For seven days, Carla gives Tony medicine every eight hours. Sometimes she has to wake him up. Every day, Carla watches Tony. She wants to make sure the medicine is working. Tony seems better. But Carla must give him the medicine until it is all gone.



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Finally, Tony is back to his playful self. Carla does not worry about him. The whole family will sleep better now.

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## ►► Check the Facts

1. What steps does Carla take when Tony gets sick? Check the passage to find the answer.
2. What is the most important idea in the passage?
  - (a) If you have to wait in line at a drugstore, be patient.
  - (b) If you have questions about medicine, ask a pharmacist.

## ►► Discussion

1. Tony seems better. Why do you think Carla must keep giving Tony the medicine?
2. Think about the last time you needed to use medicine. How did you feel about using the medicine? Okay? Worried? Upset? Why did you feel this way?
3. Sometimes medicine causes side effects like headaches. What other side effects might medicine cause? Should people see a doctor if they suffer side effects from medicine? Why or why not?

# Mini-Lesson: Sequencing

Good writers use a plan to develop their ideas. One kind of plan is sequencing. Writers use sequencing to

- (1) tell us how to do things and
- (2) put things in the order they happen.

Writers help readers follow a sequence. Writers use word clues such as **first**, **then**, **while**, and **finally**.

The sentences below tell you Carla's story.  
Put the sentences in sequence.

- \_\_\_\_\_ After Carla got home, she phoned the drugstore.
- \_\_\_\_\_ Finally, Tony was better.
- \_\_\_\_\_ Then she gave Tony the medicine.
- \_\_\_\_\_ First, Carla went to the drugstore to get medicine.
- \_\_\_\_\_ After seven days, the medicine was all gone.

Circle the words that helped you put the sentences in sequence.

Carla's daughter, Becky, had a fever.  
The sentences below tell you what Carla did.  
Put the sentences in sequence.

- \_\_\_\_\_ The next day, Becky's fever was gone.
- \_\_\_\_\_ Then Carla phoned the doctor.
- \_\_\_\_\_ First, Carla took Becky's temperature.
- \_\_\_\_\_ While on the phone, Carla asked the doctor lots of questions.

Circle the words that helped you put the sentences in sequence.

## The Smoker

Alex started to smoke at the age of 12.  
At the age of 50, Alex said, “Enough! It’s  
time to quit!”



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Alex takes many steps to quit smoking.  
Read the paragraph below.  
Circle the words that help you follow the sequence.

Alex wanted to quit smoking. First, he threw his  
smokes away. Then he added up how much smokes  
cost him each month. It was a lot! After talking to  
his friends, Alex bought some nicotine gum. But the  
gum made Alex dizzy. Finally, Alex went to a clinic.  
The clinic helped Alex. Alex became a non-smoker.

Now put these steps in sequence.

- \_\_\_\_\_ Alex bought nicotine gum.
- \_\_\_\_\_ Alex threw his smokes away.
- \_\_\_\_\_ Alex talked to his friends.
- \_\_\_\_\_ Alex went to a clinic.
- \_\_\_\_\_ Alex added up the cost of smoking.

# Literacy Practice: Prescription Label

A prescription label tells you what you need to know about medicine. The label has information about

- who the prescription is for
- what the medicine is
- how to take the medicine
- how often to take the medicine

All prescription medicine must have labels.  
This is the law.



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## Prescription Label

<b>Local City Pharmacy</b> 123 Main St Anytown, AB A1A 1A1      (800) 555-5555	
Rx#: 123456	REFILLS: 0
<b>b</b> — ○ <b>TONY PEREZ</b>	DR. M. WHITE ○ <b>g</b>
<b>c</b> — ○ <b>GIVE 1 TEASPOON (5 mL) EVERY 8 HOURS UNTIL FINISHED</b>	
<b>d</b> — ○ <b>ADO. AMOXICILLIN (125 g / 5 mL)</b> ○ <b>AMOXICILLIN (125 g / 5 mL)</b>	
<b>e</b> — ○ <b>QTY: 105 mL</b>	15 / 01 / 2010

.....

Look at the prescription label on page 56.

Where can you find information to answer the questions below?

Put the correct letter in each blank.

The first one is an example.

1. Who is the prescription for?  b
2. How much medicine should Carla give Tony? \_\_\_\_\_
3. How often should Carla give Tony the medicine? \_\_\_\_\_
4. Who is the doctor that wrote the prescription? \_\_\_\_\_
5. How many refills of medicine can Carla get? \_\_\_\_\_
6. What is the name of the drug in the medicine? \_\_\_\_\_
7. How can Carla contact the drugstore? \_\_\_\_\_
8. How much medicine is in the bottle? \_\_\_\_\_

## ►► Discussion

9. Carla gave Tony a teaspoon of medicine at 10:00 a.m.  
When must she give Tony the next teaspoon of medicine?  
(a) 5:00 p.m.    (b) 6:00 p.m.    (c) 8:00 p.m.

How did you figure out the answer?

10. A drugstore can be a busy place. So always check to make sure you get the right medicine. What information on the prescription label should you check?



# Word Attack 1: Predict the Word

Look at each picture. Finish the sentence.  
Think of a word that makes sense.  
Say or write your word.

What do you do if you  
can't read a word?

Active readers think of a  
word that makes sense.



1. The \_\_\_\_\_ helps Carla.



2. Carla uses a \_\_\_\_\_ to  
give Tony the medicine.

Finish the sentences. Think of a word that makes sense.  
Say or write your word.

1. We buy medicine at a \_\_\_\_\_ .
2. The \_\_\_\_\_ on the bottle tells us how to use the medicine.
3. Carla wipes Tony's nose with a \_\_\_\_\_ .
4. Tony has a fever. His \_\_\_\_\_ is over 37°C.

# Word Attack 2: Word Families

Look at the words in the box below.  
Group the words into three word families.  
Each word family has the same letter pattern.

The first one is an example.

A word family is a group of words that

- 1) sounds the same and
- 2) has the same letter pattern.

**sound**   **round**   **found**

must ✓	light	fold	crust
night	told	just	right
hold	dust	might	sold

**ust**

**ight**

**old**

must

Read each sentence.  
Circle two words that have the bolded letter pattern.

**ust**      1. I must take just one pill every six hours.

**ight**      2. I keep a light on at night when my son is sick.

**old**      3. The doctor told me to hold my breath.

# Word Attack 3: Long Vowel Sounds

A. Say the words. Focus on the bolded letters.

What sound do the bolded letters make?

make	name	case
wait	rain	snail
day	playful	pray

All the bolded letters make the long /a/ sound.

B. Finish the sentences. Use a word that has a long /a/ sound.

Think of a word that makes sense. Say or write your word.

1. It is not \_\_\_\_\_ to walk alone.
2. Don't cheat. It's just a \_\_\_\_\_.
3. The sink's \_\_\_\_\_ is plugged.
4. The killer is in \_\_\_\_\_ for life.
5. What a nice thing to \_\_\_\_\_!
6. My son uses \_\_\_\_\_ to colour.

Are your words in the box?  
If yes, check your spelling.

say	game	safe
jail	crayons	drain

C. Read each sentence out loud.

Circle two words that have the long /a/ sound.

- /a/ 1. The label tells us to take two pills.
- /ai/ 2. Wait for the pain to stop.
- /ay/ 3. It will go away within one day.

