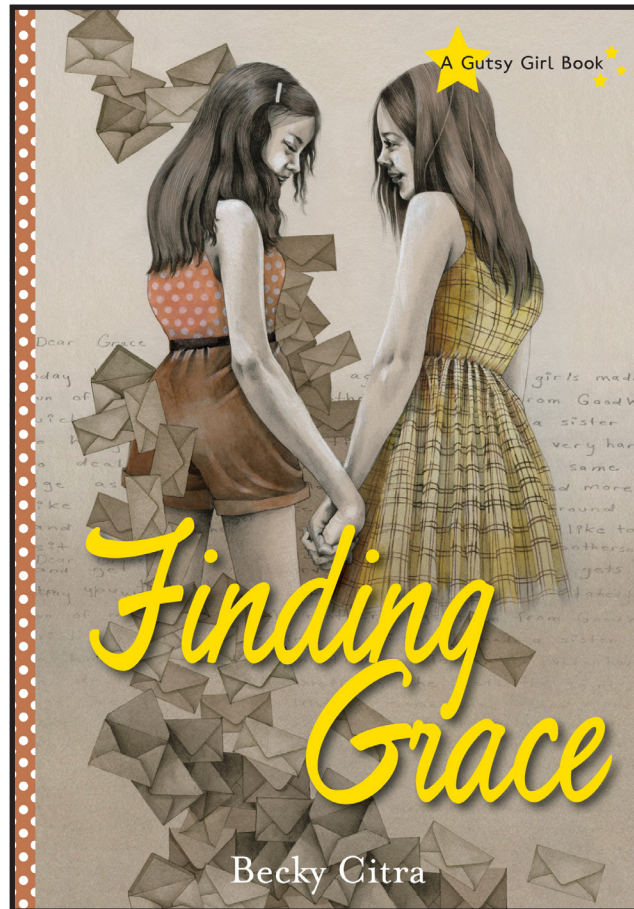


Second Story Press

Intermediate Level ESL

# TEACHER RESOURCE GUIDE

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## *Finding Grace*

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# Book Summary

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*Finding Grace* is the story of Hope King, an eleven-year-old girl growing up in Vancouver in 1954. In an era of traditional nuclear families, Hope is the lonely only child of her single mother. Their relationship is unusual and complex. Hope's beautiful but unreliable Mom is often withdrawn and has a series of unsuccessful relationships with men. Often unemployed, she's also unable to provide her daughter with any meaningful information about the father she has never met. Hope's only stable influence is her Granny, whose love and encouragement are the biggest positive in her life. But when Granny suddenly dies, that stability is gone.

The only other constant in the little girl's life is Grace, an imaginary best friend Hope has been writing secret letters to since she was seven years old. But when she accidentally finds an envelope of photographs of another little girl, Hope is shocked to learn the family secret. She has a real twin sister named Grace, whom her mother had given up for adoption when she was a toddler. After confronting her mother, Hope learns that her grandmother had kept in contact with Grace's adoptive family. She convinces her mother that they should both travel to Harrison Hot Springs, the resort town where Grace lives with an aunt, to be reunited with her.

*Finding Grace*, is a A Gutsy Girl Book, written by Becky Citra in 2014. Originally written as a chapter book for children from grades four to eight, it is also appropriate for Intermediate ESL students in the same grades. Adult learners in non-credit and credit Intermediate ESL courses would also appreciate studying and discussing the book from an adult perspective.

The themes that are explored are the 1950s, adoption, keeping secrets, family relationships, and single parenthood. The book has 195 pages.

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PART A

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Pre-Reading Activities

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## ACTIVITY 1

# Making My Family Tree

*Students do this activity to identify as many family members and generations as they can. Before assigning the activity, contact parents to let them know that their help might be needed to help students complete their trees. There are many family tree templates available for children online. Provide your students with copies of a family tree template. Make sure that your students keep the family tree to complete Activity 2.*

*Write these questions and the directions on the chalkboard or Smart Board.*

1. How many people in your family do you know?
2. What does the word “generation” mean? How many years separate one generation from another?
3. How many generations of your family do you know?
4. Make a list of the names of as many family members as you know.
5. Now, write those names in the correct places on your family tree diagram.

 ACTIVITY 2

## Cloze Exercise: Analyzing A Family Tree

*Give students these questions so that they can understand their own family tree.*

*Have them work in pairs or small groups. If possible, involve parents to help their children answer the questions and fill in necessary names and relationships.*

*ESL students in your class may need the vocabulary list so that they can fill in the appropriate words for family members.*

*Give students this worksheet.*

 ACTIVITY 2

# Looking At My Family Tree

## Directions

- Use your Family Tree diagram to complete these sentences. Don't worry if you don't know the names or if you don't have these people in your family. Just fill in as much as you can.
- Use this vocabulary list to fill in some of the blanks in the sentences below.
- Fill in other blanks with the names of your own family members.

## Vocabulary List

*aunts*

*grandparents*

*uncles*

*parents*

*sibling*

- There are \_\_\_\_\_ generations on my family tree.
- One generation older than me are my \_\_\_\_\_. Their names are \_\_\_\_\_ and \_\_\_\_\_.
- One generation older than my parents are my \_\_\_\_\_. In my family, their names are \_\_\_\_\_ and \_\_\_\_\_.
- If my mother and father have sisters, they would be my \_\_\_\_\_.
- If my mother and father have brothers, they would be my \_\_\_\_\_.
- If I have a brother or sister, another name for them is \_\_\_\_\_.
- The names of my brothers and sisters are \_\_\_\_\_.

 ACTIVITY 3

## Pair Work: Describing A Favourite Relative

*To improve oral fluency and the use of descriptive language, have students talk about their favourite relative and their relationship with that person. Give students this assignment sheet a day or two before they are to present the assignment.*

 ACTIVITY 3

## Describing A Favourite Relative

### My Favourite Relative

#### Directions:

- a. If you can, find a real photograph of your favourite relative. If you only have a picture on your cellphone, you may show it for this one time only. You may also draw a picture, but make sure your picture is ready on the day of the activity.
- b. For homework, prepare the answers to these questions using point-form notes. Use the answers and your picture to present the assignment.
- c. On the day of the activity, pick a partner and you will each have a turn talking about your favourite relative.

Here are the questions you need to answer.

1. What is the name of your relative? \_\_\_\_\_

2. What is his or her relationship to you? \_\_\_\_\_

3. What does he or she look like? Describe that person's age, gender, height, body type, usual clothing, or any special physical characteristics.

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4. Would you notice that person in a crowd? Why or why not?

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5. What special experiences have you shared with that relative?

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6. Why do you like spending time with your relative?

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7.

Why did you choose that relative as your favourite? Give two reasons.

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## ACTIVITY 4

# Introducing Storytelling Vocabulary

*Before reading the story, ensure that your students are familiar with the vocabulary used to analyze stories. These words include FICTION, NON-FICTION, NOVEL, PLOT, CHARACTER, SETTING, CONFLICT, and CLIMAX. There are many grade-appropriate exercises and activities available online or in textbooks.*

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PART B

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Reading And Writing Activities

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## ACTIVITY 5

# Chapter Questions

*Students complete these questions to show their understanding of plot, characterization, theme, setting, climax, and conflict. Use these questions for guided discussion, to check comprehension in individual and group reading, formative written and comprehension practise, and written summative evaluation. These questions also require students to make predictions and inferences, to express feelings and opinions and make connections to the characters and themes of the story.*

 **ACTIVITY 5**

## Chapter Questions

### Part One: Vancouver, 1954

#### Chapter One (pages 3-5)

1. What is the first setting of the story?
2. What do you learn about Hope's mother?
3. Why do you think Hope writes letters to Grace?
4. Why does Hope say that she "went underground with Grace"? (page 4)
5. What does she mean?
6. Why do you think Hope has an imaginary friend?
7. Why do some children have imaginary friends? Give some reasons.

#### Chapter Two (pages 6-9)

8. What is a family tree? Does your family have one? Why are some families interested in making family trees?
9. How would Hope feel when everyone in her class can complete a big family tree, but she can't?
10. How do we know that Hope isn't a strong student?
11. What does Hope decide to do with her family tree? Why does she do that?
12. What does Miss Noonan realize about Hope's family tree?
13. Why does Hope think that she is Grace's best friend?
14. Do you think that Hope has a real best friend? Why or why not?

## Chapter Three (pages 10-15)

15. How do we know that Hope's mother doesn't have a lot of money?
16. Why doesn't Hope want to go to the thrift shop in her neighbourhood?
17. Why is Mom embarrassed when she runs into Mr. Finlater?
18. According to Hope, why has Mom had a lot of boyfriends?
19. Mom says, "I'm a terrible person. I don't deserve to be happy." Why do you think she says this about herself?
20. Predict what Mom's "deep, dark secret" (page 14) might be?
21. Summarize the information that Hope writes in her letter to Grace. (pages 14-15) Do you think that Hope can tell anyone else these things? Why or why not?

## Chapter Four (pages 16-18)

22. Why do Mom and Hope need to move in with Granny?
23. How would you feel if Mom were your mother? Give reasons for your feeling.
24. Why does Hope need Granny in her life?

## Chapter Five (pages 19-23)

25. Why does Hope hide her "Dear Grace" letters as she is packing to move?
26. Why does Mom say, "Why do I always have such rotten luck?" (page 21)
27. What does her question show about her personality?
28. Describe the problem between Mom and Granny. What is the reason for the problem?
29. Why is Hope so worried about Granny's smoking?
30. What does Hope mean when she writes, "What would we do without Granny?" (page 23)

## Chapter Six (pages 24-26)

31. What are the main facts that Mom tells Hope about her father.
32. Why does Hope think that the story about her father is "disappointing"? (page 26)

## Chapter Seven (pages 27-33)

33. Why does Hope want the girls at school to see her mother?
34. Read Hope's description of a Strawberry Tea. (pages 27-28) Do you think that schools nowadays would have an event like this? Why or why not?
35. Why does Hope "almost faint" when Granny arrives at the Strawberry Tea?
36. Why do you think Granny goes to the Strawberry Tea in Mom's place?

## Chapter Eight (pages 34-45)

37. Why does the principal, Mr. Hubert, come to the classroom to get Hope?
38. Why didn't Hope ever accept Nicky's invitation to come to her house?
39. What has happened to Granny?
40. Who is being more mature about Granny's illness: Hope or Mom? Give a reason for your opinion.
41. Read Hope's letter to Grace on page 41. What are her feelings about Granny's death?
42. Why does Hope say, "Maybe not having a lot of friends runs in our family." (page 42)? Why do you think some people do not have a lot of friends? Give some reasons.
43. Why does Hope think that Jingle died so soon after Granny?
44. Why doesn't Hope want to sleep in Granny's bed?

## Chapter Nine (pages 46-49)

45. Who is Mr. Pinn?
46. What is a life insurance policy? Why would finding it be important for Hope and Mom?
47. Where do you think Mom goes when she says, "I need to go out." (page 49)?
48. Why doesn't Hope want to go with her?

## Chapter Ten (pages 50-53)

49. Why has Mom liked to go to parks since Hope was a small child?
50. Why do you think Mom stares at the children in the park?
51. Why does Hope want Mom to get money from Granny's life insurance policy?

## **Chapter Eleven (pages 54-56)**

52. What does Mom find as she's looking through Granny's closet?
53. Why does Hope think that Mom is lying about what is inside the brown envelope?

## **Chapter Twelve (pages 57-63)**

54. Why does Hope cry when her mother gives her her birthday presents? Give two reasons.
55. Would you like to spend your birthday in the same way as Hope does? Why or why not?
56. Why does Hope run away from the swimming pool at 3:30?
57. What happened at Mom's job interview?
58. Why do you think Mom sleeps so much in the middle of the day?

## **Chapter Thirteen (pages 64-68)**

59. Why doesn't Hope tell Joe the real reason that she can't join his swim team?
60. Why does she run quickly back to her apartment?
61. As she is sitting in the living room, what memory does Hope have? How would she feel about this memory?
62. What does Hope find as she is dusting the figurines?
63. How could Granny's life insurance policy change Hope's life?

## **Chapter Fourteen (pages 69-72)**

64. What does Hope find when she opens the white envelope addressed to Granny?
65. What are two reasons that Hope feels that she has been "punched in the stomach"? (page 71)

## **Chapter Fifteen (pages 73-82)**

66. Who is the Grace in the picture?
67. What does Mom mean when she says that she "gave up Grace for adoption"? (page 74)
68. Read the description of Grace's polio illness on page 75. Why does Mom feel that she couldn't take care of her?



69. Would you have reacted the same way to this news as Hope does? Give reasons for your opinion.
70. What does Hope know about polio?
71. Why has Mom actually been visiting parks for so many years?
72. What does Mom know about Grace's adoptive family and where she is living now?
73. How do we know that Hope begins to feel less angry at Mom for giving up Grace? Why would Hope be less angry?
74. What do Mom and Hope decide to do?

## **PART TWO: HARRISON HOT SPRINGS 1954**

### **Chapter Sixteen (pages 85-91)**

75. What does Mr. Pinn tell Mom and Hope about Harrison Hot Springs?
76. Why does Hope think that finding Grace will make Mom feel worse?
77. What are Hope's mixed feelings about finding Grace?
78. Why does Hope mean when she says that she and Grace will have an "instant bond"? (page 88)
79. Do you know any twins? If you do, do you think that twins have a bond that brothers and sisters who aren't twins don't have? Why or why not?
80. Explain why Hope says, "I feel like I'm in a fairy tale." (page 89)
81. How is Harrison Hot Springs different from Vancouver?

### **Chapter Seventeen (pages 92-99)**

82. How do we know that Hope has never been in a fancy hotel before?
83. Why does Mom want to stay in the hotel room instead of exploring the hotel?
84. Why do you think Hope decides to go into the village?
85. Explain why and how Hope finds Grace?

## Chapter Eighteen (pages 100-102)

86. Why does Hope say that she “feels like a spy in a secret agent movie”? (page 100)
87. Describe one similarity and one difference between Hope and Grace?
88. Why do you think Hope didn’t introduce herself to Grace?

## Chapter Nineteen (pages 103-108)

89. Why does Mom say that the village “would be a nice place to grow up”? (page 104) What is she thinking about when she says this?
90. Do you think that the relationship between Mom and Hope is getting better? Why or why not?
91. Who is Daphne? What words would you use to describe her personality?
92. What does Mom do at the Top Notch Café that surprises Hope? Why is Hope surprised?

## Chapter Twenty (pages 109-114)

93. Why do Mom and Hope like eating at the Top Notch Café? Give three reasons.
94. Why does Hope ride around on a bike?
95. Why doesn’t Mom want to ask Daphne about Grace?
96. Why does Hope bike to the Fraser Valley Regional Library?
97. Where does she see Grace’s name? Why would Hope be disappointed when she sees her name?

## Chapter Twenty-One (pages 115-121)

98. How does Hope find Grace’s name and address?
99. Why does Hope crash as she bikes past Grace’s house?
100. How does Grace help Hope?
101. Grace gives her a “penetrating look.” (page 119) What does that mean?
102. What is one big difference between Hope and Grace?
103. What do the two girls agree to do the next day?

## **Chapter Twenty-Two (pages 122-128)**

104. What happens when Hope tells Mom that she has found Grace?
105. Why does Mom get upset when Hope tells her about Grace?
106. Why would Mr. Pinn be in the Copper Room?
107. How does Hope feel about Mr. Pinn being there? Why would she feel this way?
108. Why do you think Mom tells Mr. Pinn the story of giving up Grace?

## **Chapter Twenty-Three (pages 129 -131)**

109. Read the three burning questions on page 129. What do you think they should do about all of the questions?
110. Why does Hope think that Mom is being “ungrateful”? (page 130)
111. How does Hope know that Mom can’t do things that are hard?
112. Do you think that Hope is being fair to Mom? Why or why not?
113. Why does Hope feel uncomfortable about what Mom is asking her to do about Grace?

## **Chapter Twenty-Four (pages 132-138)**

114. How are Grace and Hope different in the way they do their schoolwork?
115. Why does Grace hate Bible camp?
116. Why does Grace’s Aunty Eve say she doesn’t want her to go to the summer camp where her friends go?
117. What could be another reason that her aunt doesn’t allow her to go to summer camps with more physical activities? What would Aunty Eve be worried about?
118. Why doesn’t Hope like the idea of summer camp?
119. What is another difference between Hope and Grace when it comes to friendships?
120. Why does Hope’s heart “skip a beat” (page 138) when she sees the stuffed animals on Grace’s bed?

## **Chapter Twenty-Five (pages 139-145)**

121. Who gave Hope Harry the Hippo? How does Grace know this?
122. What has Grace ordered that upset Aunty Eve?

123. What is Grace's attitude about having polio? What words would you use to describe her attitude?
124. How did David hurt Grace when they were younger?
125. What is mental telepathy? (page 143) How do we know that Grace and Hope do not have mental telepathy?
126. How would you describe Aunty Eve's personality? Give reasons for your choices.

## **Chapter Twenty-Six (pages 146-155)**

127. Why does Hope say that Mom is making her feel like a spy?
128. How does Hope make her mother feel guilty?
129. How are Mom and Mr. Pinn acting? How does Hope feel about their relationship?
130. Summarize Mr. Pinn's explanation about the hot springs.
131. How are Mom and Aunty Eve different as parents?
132. According to Hope, how would Mom react if she knew about Aunty Eve's personality?
133. Aunty Eve has grounded Grace. What does that mean?
134. Why does Grace's childhood memory of having a cat upset Hope?
135. What kind of chance is Grace taking while her aunt is away? What does her behaviour prove about her personality?
136. What does David do when Hope and Grace touch his raft?
137. What does Grace's fight with David show about her personality?

## **Chapter Twenty-Seven (pages 156-160)**

138. What does Aunty Eve find out about Grace's behaviour at Bible Camp?
139. Why do you think Aunty Eve is so strict with Grace?
140. What does it say about Grace's personality that she enjoys roller skating even though she has a disability?
141. How is Hope going to help Grace?

## Chapter Twenty-Eight (pages 161-168)

142. How does Auntie Eve show that she cares about Grace?
143. Why do Auntie Eve and Grace need to bake so many pies?
144. Hope wonders about herself and Grace, “Is there anything about us that’s the same?” Why is she asking herself that question?
145. How does Grace show that she likes having adventures?

## Chapter Twenty-Nine (pages 169-177)

146. Why is Hope happy about the weather forecast?
147. What does Hope decide to do after Mom leaves for the Top Notch?
148. When Hope looks out at the lake, she sees “white caps.” (page 172) What does that mean?
149. What happens to the raft as both girls take turns using the pole to guide it?
150. Why won’t Grace jump off the raft?
151. What happens to the raft as the girls are trying to figure out what to do?
152. How do they try to save themselves?
153. How is Grace being especially brave?
154. How does Grace’s attitude motivate Hope to keep swimming to the shore?
155. Where does Hope run for help?

## Chapter Thirty (pages 178-182)

156. Is it surprising that Mom runs to rescue Grace, or not? Give a reason for your opinion.
157. Who does Grace ask for after she is rescued? Is that surprising or not? Explain your answer.
158. Why is Mom’s face “all mixed up with sadness and relief” (page 180) when she looks at Grace and Auntie Eve together?
159. Summarize the different things that Mom and Hope talk about after Mom rescues Grace.
160. In your opinion, how has the relationship between Mom and Grace changed?
161. Do you think that Grace should find out about Hope and that her mother saved her life? Why or why not?

## Chapter Thirty-One (pages 183-189)

162. What does Aunty Eve confess to Mom?
163. What does Aunty Eve mean when she says that Hope and Grace are like “two peas in a pod”? (page 184)
164. Why do you think Sharon, Grace’s adoptive mother, made Aunty Eve promise not to tell her that she was adopted until the age of sixteen? Why did she pick that particular age?
165. Why do you think Aunty Eve thinks that Grace should know the truth before Hope and Mom go home? Do you agree with her? Why or why not?
166. Why do you think Hope feels differently about the “Dear Grace” letters since she met the real Grace?
167. Why would Hope want Grace to have the “Dear Grace” letters?
168. How does Grace feel about knowing the truth?
169. Do you understand how Grace feels? Why or why not?

## Chapter Thirty-Two (pages 190-195)

170. Who surprises Hope just as she is about to leave?
171. Why do you think Grace changed her mind after she read the “Dear Grace” letters?
172. Hope says “part of me must have remembered you all along.”(page 191) In your opinion, can children who were separated when they are so young remember each other? Why or why not?
173. How do we know that David forgives the girls for ruining his raft?
174. What does Hope suggest that Grace call their mother? Do you agree with Hope’s suggestion? Why or why not?
175. Read Hope’s letter to Grace on pages 194 and 195. How is this letter different from the other “Dear Grace” letters at the beginning of the book? Why is it so different? Give some reasons.



## ACTIVITY 6

# Understanding Plot Development

*Students need to understand these terms used to describe plot development. Hand out this information sheet or write these definitions on a chart displayed in your classroom, class website or blog.*

*If you have previously studied storytelling with students, use examples from those stories to explain or review these terms.*

 **ACTIVITY 6**

# Important Storytelling Words

Everything that happens in a story is called the **PLOT**.

A **PLOT** has five different parts.

## 1. EXPOSITION:

- the beginning of the story
- introduces the main character and other important characters in the story
- tells when and where (setting) the story is happening

## 2. RISING ACTION:

- one or more event in the story changes the lives of the characters
- could have another setting
- introduces more important characters
- introduces more conflicts (problems)

## 3. CLIMAX:

- the point in the story when there is the most action or suspense
- the reader feels nervous or scared about what will happen to the characters
- there are one or more conflicts that need to be solved

## 4. FALLING ACTION:

- the conflicts are worked out
- the reader doesn't feel nervous or scared anymore about what will happen to the characters

## 5. RESOLUTION:

- the conflicts are solved
- the relationships between characters are better
- the reader is happy about the end of the story





## ACTIVITY 7

# Using A Graphic Organizer: Creating A Storyboard

*Students can use the information from Activity 6 and their own knowledge of the story to create a storyboard. Storyboarding templates are available online or in textbooks. Provide your students with copies of a storyboard template. They can work in pairs or small groups to complete the activity. Take it up as a class to ensure that they all have recorded correct plot details. Having their own organizers helps students recall plot details and to analyze the other elements, including characterization and theme.*



## ACTIVITY 8

# Creating A Graphic Organizer: Character Development

*Students can use a graphic organizer to analyze character development in a story. Give them these directions and this graphic organizer to do the activity. Have ESL students work in pairs or small groups with native speakers. There are many other examples of graphic organizers online or in textbooks.*

 ACTIVITY 8:

# How and Why Does a Character Change?

## Directions

- a. Choose either Hope or Mom.
- b. Describe two ways that character changes in the story.

Character's Name \_\_\_\_\_

Character Traits at the Beginning

Character Traits at the End

1. \_\_\_\_\_

1. \_\_\_\_\_

2. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

3. \_\_\_\_\_

When did the character change?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Why did the character change?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



## ACTIVITY 9

# Paragraph Writing: Character Sketch

*Students use the graphic organizer from Activity 8 to write a character sketch. This assignment can be used as formative writing practise in lower grades or as a summative writing assignment in credit ESL classes.*

*Give the students this assignment.*

 ACTIVITY 9

## Writing a Character Sketch

### Directions:

1. Choose either Hope or Mom.
2. First, draw or sketch what you think the character looks like.
3. Then, use your work from Activity 8 to write a character sketch of that character.
4. When you write your paragraph, make sure it includes these parts.
  - a. a title
  - b. a topic sentence (first sentence) where you introduce the character
  - c. a body ( 4 or 5 middle sentences) where you write about three character traits and explain how or why the character changes
  - d. a concluding sentence (last sentence) where you write a summary sentence about that character

( Draw your character here).



## ACTIVITY 10

# Graphic Organizer: Comparing/Contrasting Characters

*Students can use a graphic organizer to brainstorm similarities and differences between the twins, Hope and Grace. Compare and contrast vocabulary is difficult for ESL students, so have them work in pairs or in small groups with native speakers.*

*Give students this worksheet.*

 ACTIVITY 10

## Character Connections

### Directions

1. Work with a partner or small group.
2. Brainstorm and complete this organizer about Hope and Grace with your partners.

CHARACTER 1 : HOPE		CHARACTER 2: GRACE	
Unique Traits	Proof	Unique Traits	Proof
Shared Traits		Proof	



## ACTIVITY 11

# Compare/Contrast Writing

*Students complete this activity as an alternative to Activity 10. Before assigning this activity, introduce words and phrases that are used to compare and contrast. This worksheet is a simplified version of compare/contrast writing that students will need to do in later grades and more advanced ESL levels.*

 ACTIVITY 11

## Hope and Grace: Similar And Different

### Directions

- a. Complete these sentences with correct vocabulary and ideas from the story.
- b. Make sure to check your spelling and grammar to write clear sentences.

### Writing About Similarities

1. The first similarity between Hope and Grace is that they are both \_\_\_\_\_  
We know this because \_\_\_\_\_  
\_\_\_\_\_
2. Both Hope and Grace \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. At the climax, Hope and Grace acted in the same way because they were \_\_\_\_\_  
\_\_\_\_\_  
when \_\_\_\_\_  
\_\_\_\_\_
4. At the end of the story we know that both Hope and Grace have parents who love them because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Writing About Differences

5. Hope and Grace are different because Hope \_\_\_\_\_ to read but \_\_\_\_\_  
Grace \_\_\_\_\_.
6. Another difference between Hope and Grace is that Hope lives in \_\_\_\_\_  
with \_\_\_\_\_,  
but Grace lives in \_\_\_\_\_  
with \_\_\_\_\_.
7. When she meets Grace, Hope knows that she and Grace are \_\_\_\_\_  
but Grace thinks \_\_\_\_\_  
\_\_\_\_\_.
8. In the story, we learn that Grace has friends named \_\_\_\_\_  
who are at summer camp but Hope \_\_\_\_\_  
\_\_\_\_\_.

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PART C

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Extension/Enrichment Activities

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## ACTIVITY 12

# Research Assignment And Photo Essay

*To differentiate instruction, ESL students and native speakers whose reading and writing skills are still developing can complete this assignment. Students do online research, prepare and deliver a PowerPoint presentation with their own commentary. Give them these directions.*

 ACTIVITY 12

## Research and Photo Essay

These are three important themes (big ideas) from this story.

- a. What is Polio?
- b. What is Adoption?
- c. Being Twins

### Directions

1. Choose one of the topics.
2. Use your school's subscription databases to research your topic. Find and read three separate documents.
3. Find ten pictures for your topic.
4. Organize your pictures to create a PowerPoint presentation.
5. Each picture has to show a different idea about your topic. Also, under each picture, write a caption or short complete sentence that describes it. Write your sentence in your own words.
6. Along with your pictures and captions, you can add any other information to your PowerPoint presentation in your own words.
7. Your presentation will be marked for INFORMATION and IDEAS, ORGANIZATION, GRAMMAR, SPEAKING SKILLS and, CREATIVITY.



## ACTIVITY 13

# Journalling

*You can distribute this list of journalling prompts while your students are reading the book. If the technology is available in your classroom, create an online journal so that students can create an ongoing dialogue with each other. To differentiate instruction, students with language challenges can draw as well as write their responses.*

1. How was living in the 1950s different from our lives now?
2. Can you understand why Grace doesn't have any friends? Give some reasons.
3. How would you feel if Mom were your mother? Write two feelings and reasons for them.
4. Why do you think giving Grace up for adoption was such a big secret in Hope's family? Give two or three reasons.
5. Do you think that adoption is such a big secret nowadays? Why or why not?
6. Do you know anyone who is adopted? If you do, what are their feelings about being adopted?
7. Do you know any twins? If you do, is their relationship different than other brothers and sisters? What proof do you have?
8. Do you think it's hard for people to be single parents? Why or why not?
9. What could be some advantages (good things) about being an only child?
10. What could be some disadvantages (hard things) about being an only child?
11. In your opinion, who is the most interesting character in the book? Give two or three reasons.
12. In your opinion, what is the most interesting or exciting part of the story? Give your opinion and two or three reasons.
13. There are two settings in the story: Vancouver and Harrison Hot Springs. Where would you prefer to live: a city or a resort town? Give your opinion and two or three reasons for it.