

Second Story Press

Beginner/High-Beginner Level ESL

# TEACHER RESOURCE GUIDE

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*Our New Home:  
Immigrant Children Speak*

ISBN: 978-1-897187-32-7

Lexile: 800L Guided Reading: P

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# Book Summary

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*Our New Home* is an illustrated children's chapter book. Each chapter has a series of short readings on a specific theme. These readings are the personal stories of children whose families are new Canadian immigrants. The book's chapters are titled thematically: Leaving, Differences, Adjusting, Problems, and Feelings. *Our New Home* has a few illustrations and graphics, but is mostly text and is 129 pages long. It can be used in an ESL A (Beginner) or B (High Beginner) credit class as a core text. The book is also appropriate for non-credit high beginner ESL classes for adults and adolescents. This text would be especially useful for elementary school students from grade three and up as the text blocks are the original readings of immigrant children and reflect their feelings, thoughts, and experiences. The book explores important aspects of the immigrant experience and fosters an appreciation of community and multiculturalism.

**Note to teachers: The stories in this book have been written by immigrant children and do contain some errors in grammar, vocabulary, and sentence structure. The writing has not been strictly edited to preserve authenticity.**

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PART A

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Pre-Reading Activities

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## ACTIVITY 1

*Brainstorm with students about their native countries and make a list of these countries. Display the list so that everyone in the class can always refer to it. Help the students pronounce the names of these first countries. Also teach the vocabulary for nationalities and display those words beside the country's name. This list and vocabulary words could be displayed next to a world map with string or tacks or stickers to mark their countries of origin.*

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## ACTIVITY 2

*With your students, do a tally of how many students come from different first countries. Use the tally to create a class bar graph of your students' first countries.*

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## ACTIVITY 3

*Have the students stand and see if they can find classmates from their first countries. Using a world map, “map the classroom” by labeling different parts of the room: north, south, east, and west. The students whose first countries are the same or close geographically can stand or sit near each other. Once this “mapping” is done, the students introduce themselves by giving their names, first countries, and nationalities.*



## ACTIVITY 4

*Ask students to provide common vocabulary from their first languages, words such as HELLO, WELCOME, and FRIEND, or phrases such as HELLO, MY NAME IS... Create separate lists with these words written phonetically in each of the students' first languages. As a follow-up, you might ask the students to greet each other every day using their own first languages. Later they may try to greet each other using a classmate's first language.*

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## ACTIVITY 5

*Organize students in pairs or small groups and have them interview their partners or group members by asking the questions below. Students can do this assignment orally or write short answers.*

### **Follow-up**

*Students could complete this activity as a homework assignment, especially if they were very young when they immigrated. They could ask their parents or older siblings to help them answer these questions.*

*If the activity is done in groups, have each group assign a scribe or reporter who can report on the findings of the group to the whole class.*

*Create charts, lists or other graphic organizers that include the students' feedback for all of these questions and have these prominently displayed in the classroom as you study the book.*

 ACTIVITY 5

1. What country did you and your family come from?
2. When did you and your family immigrate to Canada?
3. Did you immigrate to Canada straight from your first country? Or did you travel and live in different countries before you came to Canada?
4. Was it difficult to immigrate to Canada? If the answer is YES, why was it difficult?
5. What are some words that you can use to describe how hard or different it is to live in Canada?
6. What are some words to describe your feelings about Canada?

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PART B

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Listening and Speaking Activities

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## ACTIVITY 6

*If possible, have the students bring in family photographs of their immigration experience to Canada. Either as a class or in small groups, have the students describe the photographs. Use these questions as a guideline for their descriptions.*

1. Who is in the picture?
2. Who took the picture?
3. When was the picture taken?
4. Where was the picture taken?
5. What was happening when the picture was taken?
6. Why did you choose this picture?
7. Why is it important to you?



## ACTIVITY 7

*Have the students draw pictures of their immigration experience. Provide them with key vocabulary and phrases they can use to label their picture, such as NATIVE COUNTRY, TRAIN, AIRPLANE FLIGHT, TRAVELLING, FAMILY, IMMIGRATING, and ARRIVING. Then they can use their pictures to describe their move to Canada. Introduce time and sequence transitions they can use to tell their stories such as FIRST, THEN, NEXT, AFTER THAT, and FINALLY. Also encourage your students to ask questions, if they can, about each other's pictures. They can ask the same questions that were used in Activity 6.*

*This activity could also be an evaluated oral presentation assignment before, after, or while the book is being studied. It could also be done in a digital format, scanning the photos and making a Google slides or PowerPoint presentation or a digital book.*



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PART C

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Reading and Writing Activities

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## ACTIVITY 8

*These are comprehension activities for each chapter. Students can answer them orally or in writing and they can be used to assess and/or evaluate learning. The activities include factual, inference and vocabulary questions.*

 ACTIVITY 8

## Chapter 1: Leaving

**NEW VOCABULARY**

Look at these new words and phrases from the chapter. Think of another word that is a synonym or means the same as that word or phrase. If the word or phrase does not have a synonym, write the meaning in a short phrase. Do this without using an English dictionary.

- a. alien: \_\_\_\_\_ (page 5)
- b. intense: \_\_\_\_\_ (page 7)
- c. owned: \_\_\_\_\_ (page 8)
- d. applied: \_\_\_\_\_ (page 9)
- e. accepted: \_\_\_\_\_ (page 9)
- f. Have in store: \_\_\_\_\_ (page 10)
- g. packing: \_\_\_\_\_ (page 11)
- h. jet lag: \_\_\_\_\_ (page 12)
- i. disputes: \_\_\_\_\_ (page 13)
- j. burglars: \_\_\_\_\_ (page 14)
- k. peace: \_\_\_\_\_ (page 15)
- l. victory: \_\_\_\_\_ (page 16)
- m. got married: \_\_\_\_\_ (page 17)
- n. demand: \_\_\_\_\_ (page 18)
- o. two decades: \_\_\_\_\_ (page 19)
- p. supplies: \_\_\_\_\_ (page 20)
- q. manager: \_\_\_\_\_ (page 21)
- r. passport: \_\_\_\_\_ (page 22)
- s. refugee: \_\_\_\_\_ (page 22)
- t. bullying: \_\_\_\_\_ (page 23)

 **ACTIVITY 9****Directions:**

- a. Choose one story from Chapter 1. You may want to choose a reading written by someone from your own first country, or it could be any reading that you like or understand the most.
- b. Complete these sentences about the story you have chosen, using correct information and your own ideas.

1. The story I have chosen is on page(s) \_\_\_\_\_.
2. The person who wrote this story is named \_\_\_\_\_ and he/ she is from \_\_\_\_\_.
3. The most interesting or important part of this story is that \_\_\_\_\_.
4. After I finished reading this story, I felt \_\_\_\_\_ because \_\_\_\_\_.
5. This story is similar or the same as my family's story because \_\_\_\_\_.
6. This story is different from my family's story because \_\_\_\_\_.
7. I think that other students should read this story because \_\_\_\_\_.



## ACTIVITY 10

### Chapter 2: Differences

*Depending on the language level of your students, you may choose to have them read independently or in groups. Or, you can read aloud with the students and have them complete the chapter activities in the order that you feel is appropriate.*

*Arrange students in groups and assign a few stories to each group.*

*Ask each group to create a chart that shows some differences between Canada and their first countries. You might wish to show them this example to help them start.*

CANADA	OTHER COUNTRY	WRITER/PAGE
People feel safe.	Afghanistan is dangerous.	Fereshta, 29
People aren't hungry.	People are hungry.	
Girls don't cover their faces.	Girls are afraid and cover their faces	



## ACTIVITY 11

*Have students read the chapter independently and then ask them, “Which story is similar or the most similar to your own family’s story?” Have them give the reasons that story is the most similar to theirs. You may need to introduce vocabulary that expresses similarity and reasons. Here are some helpful words and phrases.*

\_\_\_\_\_ is similar to \_\_\_\_\_

\_\_\_\_\_ is the same as \_\_\_\_\_

My first reason is \_\_\_\_\_

My second reason is \_\_\_\_\_

My last reason is \_\_\_\_\_



## ACTIVITY 12

### Chapter 3: Adjusting

*Introduce the chapter by having a class discussion and brainstorming activity about the word Adjusting. For example, you might begin this way:*

**ADJUSTING means getting used to something new.**

**ADJUSTING means changing your life.**

*Spend a few minutes having the students complete the ADJUSTING MEANS sentence and record their sentences to be displayed in the classroom either on chart paper or a Smart Board.*



## ACTIVITY 13

1. *Have students choose one of the stories in the Adjusting chapter to read out loud in class.*
2. *They can practice reading the story alone or with a small group of classmates.*
3. *If they have trouble pronouncing or understanding some of the words offer to help.*

*After the students have finished reading their selections, ask the following:*

4. *Why did you choose this story? Why is it special to you? Give some reasons.*
5. *Did the person who wrote your story make any mistakes in spelling, grammar or vocabulary? If so, can you correct those mistakes?*



## ACTIVITY 14

# Chapter 4: Problems

*Introduce this vocabulary to your students.*

- a. bullying
- b. bullied
- c. racism
- d. racist
- e. “a snitch”
- f. “Newfie”
- g. dilemma
- h. swearing
- i. spying
- j. violence

*Have them work with a partner or small group to complete these questions:*



 ACTIVITY 14

## Chapter 4

Here is a list of words found in Chapter 4.

- a. bullying
- b. bullied
- c. racism
- d. racist
- e. “a snitch”
- f. “Newfie”
- g. dilemma
- h. swearing
- i. spying
- j. violence

### Directions:

Work with a partner or in a small group to answer these questions.

1. These words are all the same in at least one way. Do these words explain negative or positive actions or ideas? Explain.
2. Explain the meaning of these words in your own way.
3. What are synonyms for any of these words?
4. Create your own sentence for each of these words.
5. For example, Bullying happens when \_\_\_\_\_
6. Create a pantomime or a role play that illustrates the meaning of the words above.

 ACTIVITY 15

# Describing and Solving Immigrants' Problems

## Directions:

Choose one of the stories in the chapter and then complete these questions:

1. The story describing immigrants' problems is called \_\_\_\_\_ and it

is on page \_\_\_\_\_

2. The story is about (Write 2 or 3 sentences in your own words.) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. I would try to solve this problem by \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## ACTIVITY 16

### Bullying Rap (pages 99–100)

*If the students are not already familiar with the form, introduce RAP as rhythmic poetry. If they know any famous rap artists, make a list of their names.*

*If available and appropriate to their age level, play selections from famous rap artists such as Queen Latifah, L.L. Cool J, Drake, and Kanye West, which will help them to become familiar with the genre.*

*Read the rap together and ask these questions:*

1. How do you know that this rap is a poem?
2. What are the words that rhyme or sound alike? Where do you see these words?
3. What is the theme of this rap? (Explain that **theme** means the main idea, message, moral lesson that we learn after reading this rap.)

*The students can then work in groups to practice the rap. Suggest that they might have each student in the group take turns to rap their own individual lines. Finally, give each group the chance to perform the rap in front of the whole class.*



## ACTIVITY 17

# Dr. Martin Luther King And “I Have A Dream”

(pages 101, 102 and 103)

*Give students a short handout on the life of Martin Luther King, which is easily available on the Internet.*

*Examine the readings on Dr. King with students and discuss the kind of ideas that the writers are expressing.*

*Ask these questions:*

1. How or why is the life of Dr. King important to new immigrants?
2. What are the important lessons that we can learn from his life and work?
3. *Make a list of other anti-discrimination activists students may know about. These are people who may be famous in some first countries but perhaps not internationally. Display this list prominently in the classroom.*



## ACTIVITY 18

# Chapter 5: Feelings

*The immigrant students' writings in this chapter compare their feelings when they arrived with their feelings after having lived in Canada for a while. This activity is appropriate if you have some students who have lived in Canada for one or two years. It can be done before or after reading the chapter.*

*Ask the following questions:*

1. Who has lived in Canada for at least one year?
2. Do you think that your feelings about living in Canada would be different after you have lived here for a while?
3. How would they be different?

As a class activity create a chart similar to the one below.

 ACTIVITY 18

## Chapter 5: Feelings

### Directions:

As a class, create a chart of your and your fellow students feelings about the experience of moving to a new country. Here is an example to get you started:

OUR FEELINGS ABOUT CANADA		
<u>BEFORE</u>	<u>NOW</u>	<u>REASON</u>
1. shy	outgoing	have friends

Now use the information in the chart to create sentences that compare feelings. For example:

When I came to Canada I was shy, but now I'm outgoing because I have friends.



## ACTIVITY 19

*Have the students read the stories in Chapter 5 independently and create another feelings chart similar to the one above, but adding the name of the writer expressing the feeling.*

For example,

STUDENTS' FEELINGS ABOUT CANADA				
STUDENT'S NAME	FEELING BEFORE	FEELING NOW	REASON	WRITER
1. Eva's family	struggling	satisfied	<ul style="list-style-type: none"><li>- went to school</li><li>- got good jobs</li><li>- learned English</li></ul>	

 **ACTIVITY 19**

Read the stories in Chapter 5 independently and create another feelings chart similar to the one in Activity 18, but adding the name of the writer expressing the feeling.

For example,

STUDENTS' FEELINGS ABOUT CANADA				
STUDENT'S NAME	FEELING BEFORE	FEELING NOW	REASON	WRITER
1. Eva's family	struggling	satisfied	<ul style="list-style-type: none"><li>- went to school</li><li>- got good jobs</li><li>- learned English</li></ul>	



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PART D

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Social, Cultural, and Media Literacy

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## ACTIVITY 20

# Interview and Video

*Have the students create interview questions and then interview a friend or classmate who immigrated to Canada. Provide them with the list of questions they might use and film each student conducting an interview, if possible. Show the videos of the interviews to the whole class to get their feedback.*

*Here are some sample questions that can be used in the interview.*

1. When did you immigrate to Canada?
2. How did you feel when you came here?
3. Why did you have these feelings?
4. What has been the hardest or most challenging part of living in Canada?
5. Did you ever think about going back to your native country? When and why?
6. Have you ever been bullied or discriminated against? If yes, describe that situation, how you felt, and how or if it was solved in some way.
7. Have any special people in Canada helped you to adjust? If so, who are they?
8. How would you describe your life in Canada now?
9. Do you feel differently about Canada now than you did when you immigrated?
10. What advice would you give to people your age who have just come to Canada now?

 ACTIVITY 20

## An Interview and Video

### Directions:

Create a list of questions you would ask when interviewing a new arrival to this country. Then interview a fellow classmate or a friend. If possible, your interview will be taped and the video will be shared with class.

Here are some sample questions that could be used in the interview.

1. When did you immigrate to Canada?
2. How did you feel when you came here?
3. Why did you have these feelings?
4. What has been the hardest or most challenging part of living in Canada?
5. Did you ever think about going back to your native country? When and why?
6. Have you ever been bullied or discriminated against? If yes, describe that situation, how you felt, and how or if it was solved in some way.
7. Have any special people in Canada helped you to adjust? If so, who are they?
8. How would you describe your life in Canada now?
9. Do you feel differently about Canada now than you did when you immigrated?
10. What advice would you give to people your age who have just come to Canada now?



## ACTIVITY 21

# Creating a Role Play and Video

*Students who are more imaginative can create a role play or short skit about some aspect of immigration. Encourage them to explore serious or comedic situations as long as they are relevant to immigration. You can provide students with a list of themes or topics they can use as the basis of their role plays. The list might include the following:*

1. My First Day in Canada
2. My Family in Canada
3. My First Day in Canadian School
4. Making Canadian Friends
5. Bullying
6. Discrimination

*If possible, the students can film their role play and present it to the class.*

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PART E

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Extension and Enrichment Activities

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## ACTIVITY 22

# Coming To Canada Online Conversation

*If the technology exists in your classroom, students can participate in an online conversation about immigration. The teacher posts relevant questions regularly and monitors students' responses to the teacher and to each other.*

*A platform like Google classroom or wikispaces.com can be used for this activity.*



## ACTIVITY 23

# Journals

*Students create and maintain private journals where they respond to specific questions. This activity might be more appropriate if you have students who are having difficulty adjusting to Canada. They will have the opportunity to share feelings and experiences that may require teacher intervention or counseling.*



## ACTIVITY 24

# Class Newspaper

*Either online or in hard copy, have your class publish a newspaper that focuses on the immigrant experience. The newspaper could include polished copies of unit assignments, student-created raps, cartoons, photographs, and memoirs. You could also include a section that celebrates the multiculturalism in your classroom and write about cultural holidays and celebrations, clothing, food and religious customs.*

## ABOUT THE AUTHOR OF THIS GUIDE

Helen Wolfe has been an educator for almost 40 years. She has a Bachelor of Arts and a Bachelor of Education and has earned professional certification in Senior English, ESL, Law, Special Education, and a Guidance Specialist.

Helen is experienced in all grade levels from Kindergarten to Grade 12. She has taught in a wide variety of public and private school settings. Since 1988, her focus has been as an adult educator in secondary school credit programs. During that time, she has written, revised, and implemented many courses of study in English, Social Science, and English as a Second Language.

In 2011, she wrote *Terrific Women Teachers*, a non-fiction chapter book for young readers that is part of the Women's Hall of Fame Series from Second Story Press. Her belief is that every student, even those with language and other learning challenges, has the right to read and appreciate well-written children's literature. That philosophy of inclusion motivates her to write teacher's guides to help make quality literature accessible to all learners.

Helen lives in Toronto and continues to work in adult education and ESL.

## QUESTIONS?

If you have questions about this guide or would like to get in touch with Helen Wolfe, please send an e-mail to [info@secondstorypress.ca](mailto:info@secondstorypress.ca).

## FEEDBACK

Let us know about your experience using this guide by completing a short online survey: <https://www.surveymonkey.com/r/CQHKZG5>