

Second Story Press

Beginner Level ESL

# TEACHER RESOURCE GUIDE

WRITTEN BY HELEN WOLFE



## *The Way Home*

ISBN: 978-1-927583-01-2

Lexile: 660L Guided Reading: Q

[www.secondstorypress.ca/resources](http://www.secondstorypress.ca/resources)



---

# Book Summary

---

*The Way Home* is the story of Tory, a tough and strong-willed nine-year-old girl who has been bumped from one foster home to another. While she is living on a ranch with another new family, Tory develops a special bond with Lucky, a pony who is very different from the show horses on the ranch. Unfortunately, Lucky is the only member of her foster family that Tory gets along with. Because of her challenging life, the lonely girl has developed a hard shell to protect herself from being hurt yet again.

When forest fires threaten their safety, Tory and her foster family have to temporarily evacuate their home, leaving behind Lucky who stubbornly refuses to ride in the horse trailer. Tory returns to the ranch and discovers that Lucky has disappeared. She sets out herself, determined to find him.

*The Way Home* traces the journeys of Tory and Lucky, two survivors who are longing to find homes where they will be accepted, appreciated, and loved. The story is told both in the third person narrative style, and also from the point of view of the pony. It is appropriate for native speakers from nine to twelve years old and Intermediate level ESL students of the same age.

*The Way Home* was written by Becky Citra in 2013. The themes examined are abandonment, loneliness, loving animals and being a foster child. The book has 127 pages.

---

PART A

---

Pre-Reading Activities

---



## ACTIVITY 1

# Introducing Storytelling Vocabulary

*Before reading the book, ensure that students are familiar with some vocabulary used to describe and analyze stories. The words that they should know are PLOT, CHARACTERS, SETTING, CONFLICT, and CLIMAX. You could also introduce the vocabulary using the five questions of information: WHO, WHAT, WHERE, WHEN, WHY and HOW.*

For example:

WHO? – CHARACTERS

WHEN and WHERE? – SETTING

WHAT? – PLOT

WHY? – CONFLICT

HOW? – CLIMAX

*There are also many grade level appropriate activities available online or in textbooks.*



## ACTIVITY 2

# Discussion on Foster Care

*The challenge of being a foster child is one of the main themes of the novel. It would be valuable to have a discussion with your students so that they become sensitized to the needs of these children.*

*Divide your students into groups of four to six. If possible, have adult facilitators who can guide and encourage discussion in each group. Facilitators could be school social workers and psychologists, teacher's assistants, and parent volunteers.*

*To differentiate instruction, you could also use role plays to act out these situations and encourage even more discussion. Assign each group one role play to present to the rest of the class.*

*Give your students the following discussion sheet.*

 ACTIVITY 2

## Being a Foster Child: What's It Like?

The boys and girls who find themselves in these situations don't live with their parents because their parents have problems and can't take care of them. Instead, the children live with different families called foster families. Sometimes these foster children stay with one family, but other times, if they don't fit in well, they move from one foster family to another.

### Directions:

- a. Join a group with three or four other students.
  - b. Discuss these situations in your group.
  - c. If you need help with hard words or ideas, ask your group's adult leader to explain for you.
  - d. Your group's adult leader will record your ideas on chart paper.
- 
1. You just moved into a new foster home. In your last foster home, you had your own bedroom. Now, you have to share your room with another child. Would you say anything to anybody? How would you feel?
  2. In your new foster home, the other child that you share your bedroom with is a really messy person. You don't have any room to put your things. Who would you talk to? What would you say?
  3. You're having your first dinner in your new foster home. Your new foster mother made her own special macaroni and cheese but it doesn't taste the way you like it. What would you do? Would you say anything? What would you say?
  4. In your new foster home, there is an older brother or sister. That person says mean things to you, and also pushes and hits you when no one is looking. What would you do? Would you say anything? What would you say?
  5. In your last foster home, you were allowed to have one hour of computer time every day after you finished your homework. You see a computer in your new foster home, but your foster parents haven't given you permission to use it. Would you do or say anything?
  6. In your last foster home, your bedtime every school night was 9 pm. But your new foster parents say that your bedtime is now 8:30. Would you say anything? What would you say?

7. Your last foster home was a big house. You had a yard to play in every day. Now, you live in a smaller apartment in the city. You have to wait for your foster mother or father to take you to a park in your neighbourhood. They don't have time to take you to the park every day. How would you feel? Would you say or do anything?



## ACTIVITY 3

# Being a Foster Child Brainstorm

*This is a follow-up to the previous activity. Do a class brainstorm that might look something like this.*

BEING A FOSTER CHILD IS HARD BECAUSE:

1. you meet different people all the time
2. the rules in every foster home are different
3. the food in every foster home is different
4. sometimes the other children in the home are mean to you
5. sometimes people in your new family do things differently than your other foster home



---

PART B

---

Reading and Writing Activities

---



## ACTIVITY 4

# Chapter Questions

*Use these questions to check your students' comprehension as you are reading the story. They require students to recall and analyze details of plot, setting, characterization, and theme. You can use them for group and class discussion, formative writing comprehension practice, and summative evaluation.*

 ACTIVITY 4

## Chapter Questions

### Chapter One (pages 1–6)

1. How was Lucky different from the other horses on the ranch?
2. Who were Tory's foster parents?
3. Who was Linda? What was her job?
4. What did Cathy mean when she said to Linda, "It's not working out very well." (page 2)
5. Why didn't Tory want to leave her foster home?
6. What was Oliver's job?
7. Why didn't Tory like being near the show horses?
8. Why were there so many forest fires?
9. Why were Tory and her foster family afraid of the forest fires?

### Chapter Two (pages 7–14)

10. Why did Tory have to live in foster homes?
11. What happened to Tory's mother?
12. Why didn't she stay in her second foster home?
13. The people on the radio said that everyone needed to prepare for a "possible evacuation." (page 9)  
Explain what that means in your own words.
14. How do we know that Oliver and Cathy didn't like all kinds of animals?
15. What were Mrs. Beeson and Cathy saying about Tory?
16. What proof do we have that Julia was a mean person?
17. How would you feel if you were Tory? Give two reasons for your feelings.

### **Chapter Three (pages 15–23)**

18. How did Lucky and the other horses know that there was something wrong?
19. Do you have a pet that can sense when something is wrong? If you do, what proof do you have that your pet can do this?
20. How did Tory feel about reading?
21. Do you think that Tory’s foster parents and Julia made her feel like she was part of their family? Give proof for your opinion.
22. Why was Julia angry about the Evacuation Alert?
23. Why didn’t Tory feel wanted during the evacuation?
24. How do we know that Tory loved Lucky?

### **Chapter Four (pages 24–27)**

25. What did Oliver do to Lucky when he refused to enter the horse trailer?
26. Do you think that Oliver was right to treat Lucky this way? Give your opinion and a reason for it.
27. What did Oliver decide to do about Lucky? In your opinion, did Oliver have any other choice? Why or why not?

### **Chapter Five (pages 28–33)**

28. Who is telling the story in this chapter?
29. Make a list of all the ways that Lucky, the young pony, behaved just like a small child.
30. Where were Julia and her foster family going to stay during the evacuation?
31. What proof was there that the forest fire would become more dangerous?
32. Where did the family stop to be with other people during the evacuation?
33. Why was Tory so worried?

### **Chapter Six (pages 34–40)**

34. Who was Deanna?
35. Why did Julia call Tory a liar?

36. Why did Julia tell Tory to brush Prince's tail? What was she trying to show?
37. Why did Tory get angry when Julia talked about Lucky?
38. How do we know that Tory had a challenge in controlling her anger?
39. What is a "timeout"? (page 39) When and why do most children get a timeout?
40. Why didn't it bother Tory to get a timeout?
41. Who made sure that Tory had something to eat?
42. How do you think Cathy treated Tory after her punishment? Give a reason for your opinion.

## **Chapter Seven (pages 41-45)**

43. Who is telling the story in this chapter?
44. What human character trait did Lucky show when the fire was approaching? What verbs on pages 41 and 42 prove that he had this trait?
45. "Every one of his senses was alert to danger." (page 43) What are the five senses that every person and most animals have?
46. Why did Lucky need to run quickly?
47. Why was Lucky an "abandoned" pony? (page 45)

## **Chapter Eight (pages 46-51)**

48. How did Julia show that she was an unkind person?
49. What are two words that describe the relationship between Tory and Julia? Give reasons for the words you use.
50. In your opinion, whose fault was it that Julia and Tory didn't have a good relationship? Was it Julia's fault? Was it Tory's fault? Were both of them responsible for their problems? Give your opinion and reasons for it.
51. How could a change in the weather put out the forest fires?
52. How did Tory feel about living with another foster family?
53. Make a list of all of the challenges of living with different families.
54. Who seemed to treat Tory better: Martha or Cathy? Give reasons or examples to prove your answer.

55. Who did Tory believe she was going to live with next? Why did she believe that?
56. Why was Tory crying at the end of the chapter?

### **Chapter Nine (pages 52–56)**

57. Whose point of view do we see in this chapter?
58. What was Lucky's biggest challenge to survive?
59. How did Lucky know that people had been where he was now?
60. Why didn't he like being by himself?
61. Read the description on page 56 of what happened to Lucky? Guess or predict what happened to him.

### **Chapter Ten (pages 57–62)**

62. Why did Oliver and Cathy decide that it was all right to go back home?
63. Why couldn't Tory sleep on the car ride home?
64. What did Tory decide to do when she didn't see Lucky? Why did she do that?
65. Would you have done the same thing as Tory? Why or why not? Give a reason for your answer.

### **Chapter Eleven (pages 63–67)**

66. Read the description of Lucky on page 63. Draw a picture of what he looked like. In your picture, include all of the details in the description.
67. What kind of sound is a horse's "whinny"? (page 64) Can you make that sound? What human sound is similar to a whinny?
68. Why was Lucky afraid of the man who came to him? Give a few reasons.
69. Why didn't the man want to let Lucky go?
70. What proof do we have that the man was unkind and not very smart?

### **Chapter Twelve (pages 68–72)**

71. Where did Tory run to search for Lucky?
72. How do we know that Tory and Lucky had a special relationship?

73. Who had followed Tory? Why did he follow her?
74. Why did they have to stop the ATV and walk farther to search for Lucky?
75. Why did seeing wolf “scat” make Tory afraid?
76. What did Oliver’s actions prove about his character?
77. What bad habit did the man who found Lucky have?
78. What did the man see when he went to give Lucky some water?

### **Chapter Thirteen (pages 73–78)**

79. How were Cathy and Tory both trying to find Lucky?
80. How do we know that printing was hard for Tory?
81. How did Tory feel when she saw her printing?
82. How did Cathy try to help Tory with her printing? Was her suggestion helpful or not?
83. What did Tory want Cathy to do for her?
84. What surprising thing did Julia do?
85. Why was Tory confused by Oliver’s, Cathy’s, and Julia’s actions?
86. Why did Tory think, “Things were easier when she could hate everybody?” (page 75)
87. What was Lucky’s new rule?
88. Why was it hard for Lucky to climb the mountain?
89. When did Lucky start to feel better?
90. Who did Lucky see when he got to the water?

### **Chapter Fourteen (pages 79–83)**

91. What did Tory think whenever the telephone rang?
92. What did Lucky sense about the boy he met? Why would he feel this way?
93. What were two differences between the way the man in chapter eleven treated Lucky and the way the silent boy treated him?
94. How do we know that the boy, the man, and the woman loved animals?
95. What important information do we learn about the boy right at the end of the chapter?

## Chapter Fifteen (pages 84–93)

96. Why would Tory lose hope of finding Lucky? Give two reasons.
97. Why would Tory feel “sick to her stomach” (page 85) at any news from Linda?
98. Why did Tory feel that Linda was now a traitor?
99. What were two reasons that Tory thought she would hate her new foster home?
100. Why did Tory think that her new foster mother would not want her?
101. How did Linda show that she felt guilty about sending Tory to a new foster home?
102. Why didn't Tory want to give Daphne her backpack?
103. Why was Tory excited when she pretended to look for a book to read?
104. What did Daphne say when Tory chose *Black Beauty*? How would Tory feel about that?
105. What did Tory do when Daphne told her to choose a picture book? Why did she do that?
106. What did Tory do with *Black Beauty*? Why did she do that?

## Chapter Sixteen (pages 94–98)

107. How was Tory feeling as she walked to Daphne's apartment? Give a reason for her feeling.
108. Why did Tory wonder what she was going to do every day?
109. Why wasn't Tory happy with her new bedroom? Give three reasons.
110. Why did Tory say that she and the cat were the same?
111. What did it mean that Tory had “hardened her heart”? (page 97)
112. Why was Tory that kind of person?
113. Why was Daphne disappointed in Tory?
114. In your opinion, why didn't Tory and Daphne get along well? Whose fault was it?

## Chapter Seventeen (pages 99–106)

115. Tory thought to herself, “Who would like a thief?” How do you think Tory felt about herself as a person? Why would she feel this way?
116. What news did Tory get when Oliver answered the telephone?
117. What were the names of the people who lived on Rainbow Ranch?



118. Who was Patrick? How was he similar to Tory?
119. What did Oliver tell Tory about Hippies?
120. Why did Tory think it must have been a lot of fun to be a Hippie?
121. How did Patrick help to take care of Lucky?
122. Why do you think a foster child like Patrick did not talk for a long time?
123. Do you know any people with problems or disabilities who have been helped by animals?
124. How do we know that Patrick's foster parents were good foster parents?
125. In your opinion, what would be some important character traits of foster parents? Make a list of these traits.

## **Chapter Eighteen (pages 107–111)**

126. How do we know that Patrick took good care of Lucky? What proof do we have?
127. What did Tory remind herself about?
128. What surprising object did Tory find in the straw?
129. Whose book was it?
130. Describe the problem or conflict Patrick and Tory had.
131. Why did Tory shout, "How dare you!"(page 110) at Patrick?
132. Why do you think Patrick told Tory to leave? Give two reasons.
133. What do you think would happen? Where would Lucky live now?

## **Chapter Nineteen (pages 112–118)**

134. Why did Tory secretly listen to the adults when they were speaking? Give two reasons.
135. Why was Tory upset by Oliver's suggestion to Patrick's foster parents?
136. How did Jonah and Summer show that they cared about Tory's feelings?
137. Why did Tory think that Oliver was cruel? Do you agree with her? Why or why not?
138. Why did Tory decide to hide in the Hippie bus?
139. How do we know that Patrick was a good reader?
140. Why did Tory tell Summer that Lucky should stay with them? Give two reasons.

141. What character trait did Tory show by making that decision?

## **Chapter Twenty (pages 119-127)**

142. What surprise did Tory get after Linda's phone call?

143. Who was Hilary? Explain why she couldn't live at the Rainbow Ranch.

144. Who was Hilary going to live with?

145. Why did Linda think that Tory should live with Jonah and Summer?

146. How did Patrick convince Tory to live with his foster family?

147. How was Summer helping Tory with her reading?

148. What is your opinion of the ending of the story? Give your opinion and two reasons for it.

 ACTIVITY 5

## Understanding the Story: Fill in the Blanks

**Word Bank**

trainer	evacuation	pony
social	backpack	bandages
teenager	apartment	hippie
thief	fires	trailer
instinct	foster	bookstore

**Directions:**

- Find a partner.
  - Fill in the blanks in these sentences with these words. Use each word only once.
  - The first example is done for you.
- Tory's mother couldn't take care of her, so she lived with four different foster families.
  - When Tory was born, her mother was too young to look after her. Her mother was a \_\_\_\_\_ at that time.
  - A woman named Linda always tried to help Tory wherever she was living. Linda's job was to find Tory new foster families. Linda's job was as a \_\_\_\_\_ worker.
  - Tory's foster father, Oliver, owned a ranch where he worked with show horses. He was a horse \_\_\_\_\_.
  - Tory's only friend on the ranch was a young horse or \_\_\_\_\_ named Lucky.

6. The ranch where Tory lived with her foster family was near a forest. When the weather is hot and dry, sometimes there are dangerous \_\_\_\_\_ in that area.
7. Tory's foster family and many people in her area had to leave their homes for a short time in an \_\_\_\_\_ because their lives could be in danger.
8. During the evacuation, Oliver, Tory's foster father, tried to get Lucky to go in the horse \_\_\_\_\_ with the rest of the horses, but Lucky refused to go.
9. When's Tory's foster parents decided that she wasn't doing well, Linda found her another foster parent named Daphne who owned a \_\_\_\_\_.
10. Daphne was nice, but Tory didn't think that she would like it because she lived in a small place called an \_\_\_\_\_.
11. When Tory visited Daphne's bookstore, she saw a book called *Black Beauty*, which Daphne thought was too hard for her to read. Tory really wanted the book so she put it in her \_\_\_\_\_ when Daphne wasn't looking.
12. Daphne caught Tory trying to steal the book and made her put it back, but Tory felt like a \_\_\_\_\_ anyway.
13. Lucky used his brain and all of his senses to survive. Animals and people use these abilities when they need to survive dangerous situations. These skills are called \_\_\_\_\_.
14. Jonah and Summer, Patrick's foster parents, had a colourful bus that Tory hid in when she ran away from her foster home. Tory called it the \_\_\_\_\_ bus.
15. Tory knew that Patrick had taken very good care of Lucky because she saw clean \_\_\_\_\_ on his legs.

Now, choose three words from the Word Bank. Write your own complete sentence for each word on the lines below.

1. \_\_\_\_\_  
\_\_\_\_\_
  2. \_\_\_\_\_  
\_\_\_\_\_
  3. \_\_\_\_\_  
\_\_\_\_\_
-

 ACTIVITY 6

## Identifying Adjectives

*Students can do this exercise to practise identifying adjectives in the story. If necessary, before doing this exercise have them complete more generic activities, which are easily available online or in textbooks.*

*Give them this worksheet.*

 ACTIVITY 6

## Finding Adjectives

**ADJECTIVES** are words that describe people, places, and things.

**ADJECTIVES** paint a clearer, better picture or description of people, places, and things.

**ADJECTIVES** are:

**NUMBERS**

He is seven years old.

**PHYSICAL QUALITIES**

She has curly hair.

**FEELINGS**

I'm feeling tired today.

**OPINIONS**

This is an excellent book.

**COMPARISONS**

My friend is taller than I.

**WEATHER WORDS**

It's cold and windy today.

**CHARACTER TRAITS**

My mother is a friendly person.

**NATIONALITIES**

Her cousin is Iranian.

**RELIGIONS**

Many students in our school are Muslim.

**WORDS TO MEASURE TIME**

It takes a few minutes to walk to school.

**WORDS THAT DESCRIBE OBJECTS**

My canvas backpack is heavy.

**WORDS THAT DESCRIBE AGE**

The university student is a young woman.

What are the adjectives in these sentences? What ideas are they describing?

- a. My hardworking teacher is tall, and has blond hair and blue eyes.
- b. I felt sad when my old dog died after a long illness.
- c. My older sister thinks that art is interesting.
- d. I have an American cousin who lives in a huge city called Los Angeles.
- e. Last winter, our weather was very cold and snowy.

The author of *The Way Home* uses many adjectives in her writing. Here is one example.

“You’re a lazy pony,” said Tory, but she didn’t mean it. (page 1)

lazy

### Directions:

- a. Underline the adjectives in each of these sentences.
- b. Then, print the adjectives on the lines after the sentences.
- c. The number of lines under each sentence matches the number of adjectives in that sentence.

1. She reached out and patted his thick, snowy mane. (page 3)

---

---

2. She could pack her few things in her brown duffel bag and backpack in five minutes. (pages 9-10)

---

---

---

---

3. Then she felt frightened by what she had done. (page 37)

---

4. Something told him to hurry, so he kept trotting through a field of tall brown grass that was so dry and brittle it scratched his legs. (page 41)

---

---

---

---

5. He was tall and heavy, with a black beard and a sour smell. (page 64)

---

---

---

---

6. Below him stretched a new valley, long and narrow, with golden meadows and groves of trees.  
(page 77)

---

---

---

---

7. Linda was always cheerful and friendly, and she had a long braid almost to her waist that Tory admired. (page 87)

---

---

---

---

8. The book was much older than the one in the store, and the cover wasn't shiny. (page 109)

---

---

---

---

9. She tried to imagine something so terrible happening to her that it made her not want to talk.  
(page 116)

---

---

---

---

10. Tory thought he would make a pretty neat brother, Jonah and Summer were nice, and she could play with the orange cat and all those dogs. (page 25)

---

---

---

---





## ACTIVITY 7

# Character Description

*In this sentence completion exercise, students use their own words to describe each character and then draw a picture of what they think the character looks like.*

*Give this assignment to students.*

 ACTIVITY 7

## Describe These Characters

### Directions:

- a. Read the author's description of each character below.
- b. Then, use your imagination to draw a picture of that character.
- c. Finally, write a clear sentence that describes one trait about that character.

CHARACTER'S PICTURE	CHARACTER TRAIT SENTENCE
1. Tory	Tory is
2. Lucky	Lucky is
3. Julia	Julia's character is

4. Daphne	Daphne is
5. Patrick	Patrick is
6. Summer	Summer is



## ACTIVITY 8

# Understanding and Identifying Idioms

*ESL students do this activity to identify and practise using idiomatic language. If possible, have ESL students and native speakers work together to complete this exercise. Do not allow them to use electronics or any dictionaries.*

*Before assigning this activity, you may wish to give your students a more generic assignment on idioms, readily available on the Internet or in textbooks*

*Give them this worksheet.*

 ACTIVITY 1

## Understanding Idioms In *The Way Home*

An **IDIOM** is a word or group of words which have one meaning. There are many idioms in other languages that you cannot translate into English. There are also many English idioms that you can't translate into any other languages.

Here are some common English idioms and their meanings .

**IDIOM****MEANING**

It's raining cats and dogs.

raining a lot

I'm feeling a little blue today.

feeling sad

Maria had butterflies in her stomach  
before her piano recital.

was very nervous

Time flies when you're having fun doing something.

time passes quickly

Ali was under the weather, so he  
didn't come to school today.

physically sick

**Directions:**

- Find these sentences with their underlined idioms in the story.
- Write the meaning of the idiom in your own words on the line after the sentence. The first one is done for you.

1. “But I told you we would keep her for the summer, and we’ll stick to that.” (page 2)  
keep our promise  
\_\_\_\_\_
2. Tory guessed that she was thinking about the big blue china platter that Tory had smashed to smithereens the first night she had come. (page 21)  
\_\_\_\_\_
3. It would have served her right, thought Tory. (page 38)  
\_\_\_\_\_
4. Trying not to stare, Tory checked out Julia’s cheek. (page 40)  
\_\_\_\_\_
5. It would take ages. (page 58)  
\_\_\_\_\_
6. Her stomach was in a knot as a hundred questions tumbled around her head. (page 59)  
\_\_\_\_\_
7. “You’ll see, he’ll turn up snug and warm in someone’s barn.” (page 71)  
\_\_\_\_\_
8. “She’s driving me crazy,” complained Julia. “All she talks about is Lucky.” (page 84)  
\_\_\_\_\_
9. Her heart sank when she saw all the little tabs with their phone number were still there. (page 84)  
\_\_\_\_\_
10. “I’ll drop her off at your office at one o’clock,” Daphne told Linda. (page 89)  
\_\_\_\_\_
11. Oliver gave her a thumbs-up. (page 100)  
\_\_\_\_\_
12. “It hasn’t worked out for Hilary.” (page 121)  
\_\_\_\_\_
13. “Hilary is a real bookworm, just like Daphne.” (page 122)  
\_\_\_\_\_
14. 14. “I think they’ll get on fine.” (page 122)  
\_\_\_\_\_

15. “But I told Daphne that I’d had second thoughts that an apartment might not be the best place for you.” (page 123)

---

16. “We could hang out together.” (page 124)

---

 ACTIVITY 9

## Drawing Idioms

*To differentiate instruction, students can draw pictures to demonstrate that they understand the meaning of any of the idioms. They can also write their own sentences using those idioms as captions under the pictures they have drawn.*

*The captioned drawings can be used as a bulletin board display or Word Wall in your classroom.*



## PART C

---

# Extension/Enrichment Activities



## ACTIVITY 10

### Guest Speaker on Foster Care

*Through your school's social worker or psychologist, contact a speaker who can talk to your students about being a foster child. Many speakers are professionals in the foster care system and may have been foster children themselves.*



## ACTIVITY 11

### Responding to Guest Speaker on Foster Care

*Give this worksheet to your students to complete while they are listening to the guest speaker. The questions on the sheet consolidate language skills, but are also a values clarification exercise where students express feelings and opinions about the information that they have learned. If the technology is available, have students do the assignment on hard copy and then record their work on a class website or blog so that they can respond to each other's comments.*

*With the speaker's permission, take photo of the speaker with the class, which can be posted on a bulletin board or online along with your students' work.*

 ACTIVITY 1

## Our Guest Speaker: Being a Foster Child

### Directions:

- a. Complete all of these questions while you are listening to our guest speaker.
- b. Before handing in your work, check your spelling, vocabulary and grammar so that your answers are written in your best English.
- c. At the end of the presentation, try to think of one or two questions to ask.

1. What is the name of our speaker? \_\_\_\_\_
2. Does the speaker have a special title? If so, what is it?
3. What does the speaker look like? (gender, age, height, build)
4. Write three facts you learned about being a foster child that you didn't know about before. Write in complete sentences.

5. In your opinion, what is the hardest part of being a foster child? Give a reason for your opinion.
  
  
  
  
  
  
  
  
  
  
6. If you had a classmate who was a foster child, what could you do to make that person feel comfortable about being in your class?
  
  
  
  
  
  
  
  
  
  
7. What do you think of the guest speaker? Give a reason for your opinion.
  
  
  
  
  
  
  
  
  
  
8. How would you feel if you were a foster child? Give two feelings and reasons for them.
  
  
  
  
  
  
  
  
  
  
9. Did you ask the speaker a question? If you did, write the question.
  
  
  
  
  
  
  
  
  
  
10. What was the answer? What did you think of the answer?



## ACTIVITY 12

# Visiting an Animal Shelter

*The protagonist of the story is someone who loves and empathizes with animals. Take your students on a tour of your local animal rescue or shelter. Make sure to get parental support and to ensure that your students do not have specific allergies or fears. Have students feed and participate in the care of the animals.*



## ACTIVITY 13

# Brainstorm on Animal Names

*This exercise could also be done as a pre-reading activity and would be very helpful to any ESL students who speak English at a beginner level and need a vocabulary boost.*

*As a class, do a brainstorm of animal names. You could start with simply having students work in groups and making a list of all of the animals named in the story. That list would include:*

1. *Horses*
2. *Dogs*
3. *Cats*
4. *Deer*
5. *Eagles*
6. *Gray Owls*
7. *Squirrels*
8. *Timber Wolves*
9. *Goats*
10. *Pigs*

*The students then continue brainstorming animal names in smaller groups. Make sure to take up the list with your class to ensure correct spelling. Display the list prominently in your classroom or on your class website.*



## ACTIVITY 14

# Oral Presentation: My Life as a \_\_\_\_\_

*The students will choose one animal, do guided research, and then an oral presentation on the animal that they have chosen.*

*Give your students this assignment.*

 ACTIVITY 14

## My Life as a \_\_\_\_\_

**Directions:**

- a. Choose one of the animals on our class brainstorm list. If you choose a dog or cat, you can choose a specific kind or breed of that animal.
- b. Use the school subscription databases. Research and read two separate documents on that animal.
- c. Find a picture of the animal and colour it to make it look as real as you can.
- d. Read your documents and answer these questions in your own words.
- e. Imagine that you are the animal when you answer the questions. When you present, you should use the words I, me, and my.
- f. Give a five-minute presentation that answers these questions.

1. What are you?
2. What do you look like?
3. Where do you live?
4. Do you live alone, with people, or with other animals?
5. Do you take care of yourself, or do you need people to take of you?
6. What do you eat?
7. What are your activities every day?
8. What three adjectives describe your character? Give a reason for using each adjective.
9. Is your life easy or difficult? Give three reasons for your choice.
10. How long do you usually live?



## 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>