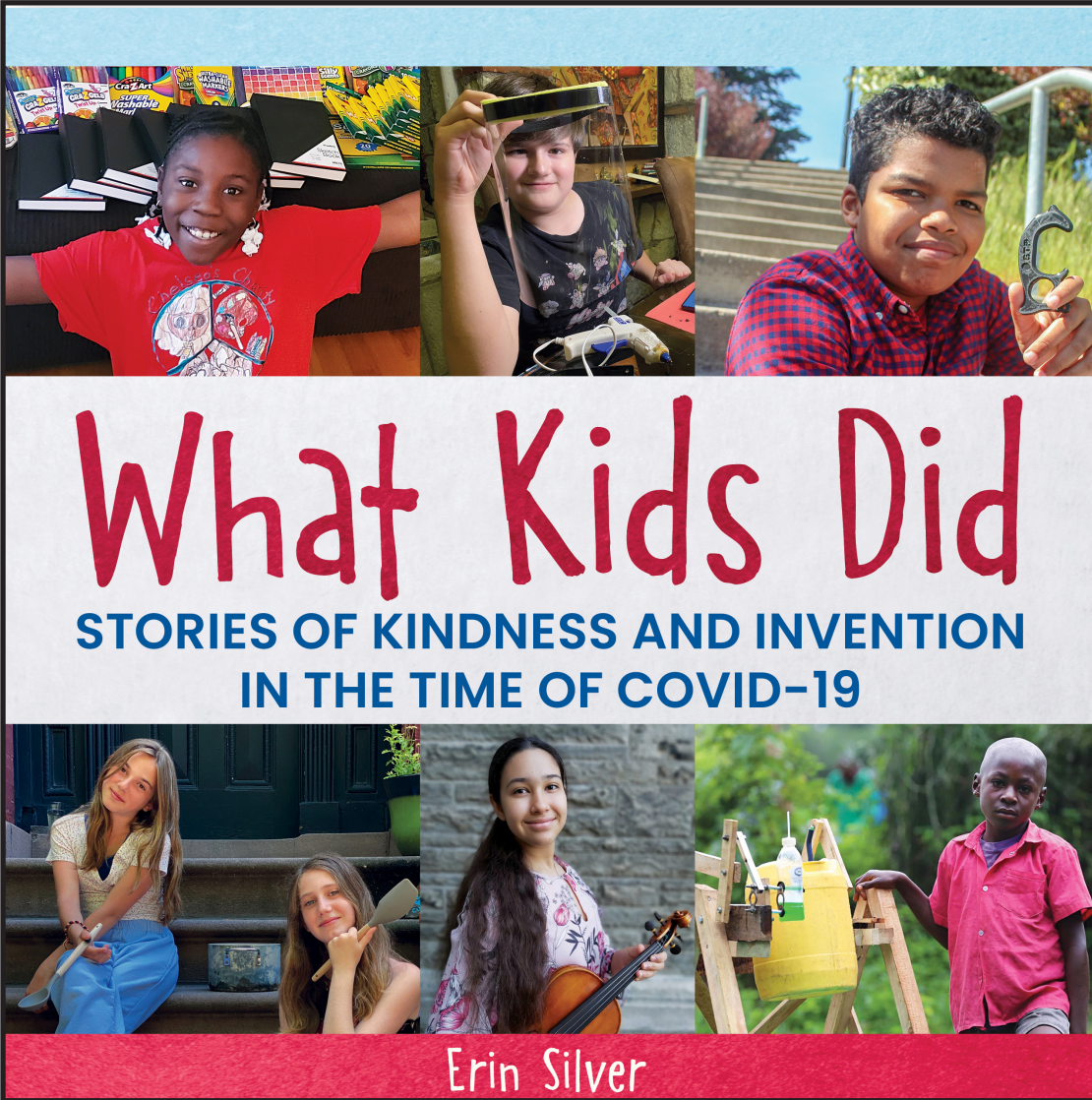


Grades 4 – 8; Ages 8 – 12



What Kids Did:
Stories of Kindness and Invention
in the Time of Covid-19

By Erin Silver

Teacher's Guide

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Teacher's Guide

What Kids Did: Stories of Kindness and Invention in the Time of Covid-19

Part A: Book Summary

The Coronavirus pandemic has had a devastating effect on the world. Long-term illness and death, social isolation and fear, unemployment and business closures, and other economic hardships have preoccupied the lives of adults who sometimes feel powerless to help themselves or others.

Kids have also been profoundly affected by the virus. In most countries, school building closures during some part of the last year have forced students to study online. We are living in our own “bubbles,” tiny groups of very close friends and family. But we mostly don’t see extended family, friends, and neighbours and may feel we don’t contribute to their lives.

What Kids Did tells the stories of more than twenty-five children who have responded to this crisis by using their talents and abilities to help others in multiple ways. Kids from different parts of the world have demonstrated the courage, compassion, and ingenuity required to make important contributions to their communities.

Written by Erin Silver, *What Kids Did* is a picture book that includes photographs of its subjects and their stories. It is appropriate for children from eight to twelve years old, and was published in 2020 by Second Story Press.

Part B: Pre-reading, Listening, and Speaking Activities

These activities help students to understand and appreciate the book better. They introduce key vocabulary and also sensitize readers to issues that have affected their classmates, families, neighbours, and themselves.

Activity 1: Introducing and Clarifying Key Vocabulary

This open, fairly simple activity has students discuss important and previously unfamiliar vocabulary. Children have certainly heard these words many times. But this exercise is designed to have them discuss key words and clarify their meaning.

*The following worksheet, called **Understanding Covid-19 Vocabulary**, is appropriate for students in grades 3 or 4.*

Activity 1: Understanding Covid-19 Vocabulary

Directions for Students

- a. Organize yourselves into groups of four students.
- b. All students should get their own copies of the worksheets. You will have 30 minutes to complete this activity.
- c. Below is a list of new words that we are now using since the Covid-19 pandemic began.
- d. In your group, discuss the meaning of each of these words and write a point-form definition. Please do not use a dictionary or Google. Discuss these words and give definitions **in your own words**.
- e. When you're finished, your teacher will ask each group to present two or three answers. Choose two group members to present your answers. The two other members can check that the answers are correct and have proper spelling and grammar.

1. Crisis: _____
2. Quarantine: _____
3. Lockdown: _____
4. Virus: _____
5. Face masks: _____
6. Pandemic: _____
7. Personal protective equipment (PPE): _____
8. Sanitizer: _____
9. Physical distancing: _____
10. Isolation: _____

Activity 2: What Do You Know about the Pandemic?

This is a discussion activity that uses the same vocabulary as Activity 1. However, the questions are more extensive and require students to give more developed answers. This discussion worksheet is appropriate for students in grades 5 and above.

Make sure to take up and debrief the students' answers with the whole class. Their understanding of the topic and their feelings about it will help them to better appreciate the book.

Activity 2: What Do You Know about the Pandemic?

Directions for Students

- a. Organize yourselves into groups of no more than five students.
- b. Discuss each of the questions below and write point-form answers on the lines provided.
- c. Make sure that all group members have a chance to contribute their answers and opinions.
- d. You may use a dictionary or Google to help you to answer some questions. But please read the definition and then write it in your own words.
- e. You will have 45 minutes to discuss these questions. Then we will have a class discussion.

1. Coronavirus is a virus that causes Covid-19. What is a virus? Name some other illnesses that we all can get that come from viruses.

2. Covid-19 has become a pandemic. What is a good definition of “pandemic?”

3. Have there been any other times in history when people had to go through a pandemic? What was that pandemic? When did it happen?

4. In the news, the Covid-19 pandemic is called a crisis. What is a good definition of “crisis?” Why do you think it’s called a crisis? Give some reasons.

5. What is a lockdown? Who makes the decision to lock down a place? Why do they make that decision?

6. What are some of the different ways that being in lockdown has changed people's lives? Make a list of these changes.

7. What is personal protective equipment or PPE? Who needs to wear it and when? What does PPE look like? If you're not sure, Google a photograph of someone wearing PPE.

8. Why are people now wearing face masks? When or where are people wearing them?

9. Why have we been using so much hand sanitizer since the pandemic began?

10. What is physical or social distancing? Why do we need to practice it?

11. What does it mean to be “in quarantine?” Why and when have people needed to be in quarantine? How long do people usually need to do that?

12. Many people during Covid-19 are living in isolation. What does that mean?

13. Being in quarantine, physical distancing, and living in isolation are all things we have needed to do during the Covid-19 pandemic. How has living differently changed our feelings about ourselves and our lives? Make a list of these feelings.

14. What are some of the different ways that your family members, friends, or neighbours have tried to help one another during the pandemic?

Activity 3: Scanning the Book and Finding a Favourite Photo

When students use visual cues to understand information, both their comprehension of the text and enjoyment of the story are enhanced. This activity is designed to motivate students to read the book by having them look at the photos of the featured children. Then they pick one picture and, using guided questions, describe what they see in the picture and why they chose it.

This activity works well for students in grades 3 and 4 who need practice to improve their oral communication skills or to reinforce the vocabulary introduced in Activities 1 and 2.

The students work in groups to look through the book and choose their favourite picture. This will work best if students have their own copies of What Kids Did.

If necessary, model the activity for students in their groups or for the whole class.

Activity 3: What's Your Favourite Photo in the Book?

Directions for Students

- a. Make a group of four students.
- b. As a group, go through the book and quickly scan the photographs.
- c. Discuss as a group which photographs you find especially interesting.
- d. Each person in the group should then choose one picture to look at more carefully. Cover the words on the opposite page so that you are only using the picture to describe what's happening in the picture.
- e. Ask yourself these questions as you are looking at the picture. Take 10 to 15 minutes to look at it very closely.
 1. Describe the person in the picture. How old is that person? What does he or she look like?
 2. What is that person doing?
 3. What other things in the picture make it interesting to you?
 4. What do you think the person was doing before the picture was taken?
 5. What do you think the person in the picture did after the picture was taken?
 6. Describe the facial expression and body language of the person in the picture.
 7. How do you think that person feels about what he or she is doing?
 8. Why did you choose this particular picture to look at? Give some reasons.
- f. Have all group members talk about the pictures they have chosen using the above questions.

Activity 4: Where Do They Come From?

The children who are profiled in What Kids Did come from all different parts of the world. Have your students scan the book, making a list of the names of the children in the book and their home countries and hometowns.

Then, provide them with copies of blank world maps, which are easily available online. Have them write the heading “What Kids Did: Where do they come from?” at the top of the map.

With your guidance, have students plot and label the names and hometowns of the kids in the book.

Part C: Reading and Writing

Activity 5: Reading Comprehension

This picture book does not have page numbers, but is divided into titled sections. Using these questions, review the various profiles. To help students with their comprehension, the questions in this section are about facts but also ask students to infer, express their feelings and opinions, and to make connections to their personal experiences. Ask your students to give their opinions and support them with reasons and examples. Some questions also ask them to explain what they would do if they were in the same situation as the children in the story. Depending on your class size, these questions can be done in small groups and then taken up with the class as a whole. They can also be used for assigned and evaluated written classwork or homework questions. If you are evaluating students' answers, make sure to review with your students your expectations for written work. The focus is to encourage the growth of critical thinking skills.

Making Her Mark

1. What is art therapy? Why did Chelsea do it?
2. What did Chelsea do with the art supplies that were donated to her?
3. Why do you think she believed it would be helpful to donate art kits to other kids?
4. How has the Coronavirus changed the way that Chelsea distributes her art-therapy supplies?
5. On Chelsea’s online video message, she says that “art is a start.” What does she mean?
6. Do you think Chelsea’s dream will come true? Why or why not?

Changing the Way We Touch

1. What is a 3D printer? How is it different from an ordinary printer?
2. What does “germ exposure” mean?
3. Explain Mizan’s idea to use a 3D printer to prevent germ exposure.
4. What does it mean to be “in quarantine” during the pandemic?
5. Describe Mizan’s invention the “Safe Touch Pro Handle.” Look at the photograph and try to explain how we would use the machine.

Shielding Health-Care Workers from Covid-19

1. Have you ever used a 3D printer? If you have, how have you used it?
2. What problem did doctors treating patients with Coronavirus have?
3. Why is Jorge especially sympathetic to doctors who don’t have enough face masks?
4. What are two ways that Jorge’s facemask project has inspired other children and adults all over the world?
5. What does Gigi mean when she says, “For me, my little brother is a warrior?” Would you agree with her? Why or why not?
6. If you had a 3D printer and knew how to use it, what could you create to help people during the pandemic?

The Healing Power of Music and Fitness

1. Have you ever heard of a “support group?” List different reasons that people would want to be in support groups.
2. Have your parents, you, or anyone you know ever been in a support group? If you or they have, describe how that group helped or supported that person.
3. Explain how Veronika’s support group for young students has helped them during the pandemic.
4. What would be one advantage (good thing) about being able to watch a concert online? What would be one disadvantage (bad thing) of watching music or any other entertainment programs online?
5. Veronika believes that “music can heal.” What does she mean? Do you agree with her? Give your opinion and reasons for it.
6. What is a “teen entrepreneur?” Have you ever met or read about another “teen entrepreneur?” If you have, describe that person and his or her activities.
7. Why are online fitness classes now so popular with adults and kids?
8. How have Veronika’s online music and fitness programs helped others?

Washing His Hands of the Pandemic

1. What was the president of Kenya asking people to do? Why did he make this request?
2. Look at the picture of Stephen’s “semi-automatic hand-washing machine.” Why is it “semi-automatic?”
3. Explain how people wash their hands using the machine.
4. What special honour did the president of Kenya award Stephen?
5. What is a scholarship? Why would getting a scholarship be important to Stephen and most other kids?
6. What is Stephen’s dream for the future? Do you think he has a chance of achieving that dream? Give reasons for your opinion.
7. What are some places in your neighbourhood where it would make sense to have a “semi-automatic hand-washing machine?” List those places.
8. What are some other ways that we can encourage people to wash their hands more often?

Virtually Unstoppable

1. What is Minecraft? Have you ever played it? Why do you think kids enjoy playing that game?
2. How are kids in Japan going to school during the pandemic? Is the situation the same where you live?
3. Do you like to go to school this way? Why or why not?
4. How did Iyori and his friends use Minecraft to help his friends in grade 4 feel better about school? What's your opinion of what they did? Give reasons for your opinion.
5. Why was Iyori's father, Shuhei, so impressed by what his son and his friends did?
6. What does it mean when a video "goes viral?"
7. How did Iyori's video help other kids?
8. Have you participated in any virtual events or activities? Do you enjoy them more or less than being there in person? Give your opinion and reasons.
9. What does Iyori's father think of his son's abilities?

Competitive Dance Team Finds Their Rhythm

1. Why would a dance studio need to close during a pandemic?
2. Dancing is considered an after-school program and a hobby. Make a list of other after-school programs that you know have closed during the pandemic.
3. How do you think kids are feeling now that their after-school programs have been closed? Why do they have these feelings?
4. Joey and her friends at the dance studio organized a "dance-a-thon." What is a "dance-a-thon?" Why did they organize it?
5. What jobs did the Junior Girls do to organize "Dance for a Chance?"
6. How much money did "Dance for a Chance" raise? Who did they donate the money to?
7. Make a list of other hobbies or activities that kids can do to raise money for important causes. Explain how you would raise money with at least one of these hobbies or activities.

Crafty Kids Deliver Kindness on the East Coast

1. What was the “great East Coast caper?”
2. Who are J.J. and Ella Tremblay?
3. How did J.J. and Ella’s grandma feel about their activities? Do you agree with her? Why or why not?
4. How did their neighbours help the kids? What gifts did the neighbours give them?
5. Have you used a hobby or craft to make gifts for friends, family, or neighbours? What is it? Why did you give them these gifts?
6. How do you think the people you gave that gift to felt?
7. What’s the difference between giving a gift that you’ve made and one that you bought at a store or online?

Making Leftovers New Again

1. When we think of food, what are leftovers?
2. What kind of leftovers does your family often have in your home?
3. Do you enjoy eating leftovers? Why or why not?
4. What is “Lockdown Leftovers?”
5. What are the girls doing with the money they make from selling “Lockdown Leftovers?”
6. What are two reasons why the girls think that having a leftovers cookbook is a good idea? Do you agree with them? Why or why not?
7. Why did Ellie and Sophie decide to donate their proceeds from the book to the Toronto Zoo?
8. Do you or your parents have a special recipe that uses leftovers? If you do, send the recipe to your classmates.

Making People Laugh, One Joke at a Time

1. Look at the picture opposite the story. Look at the face and body language of the boy in the picture. What are some words you can use to describe him?
2. How old is Callaghan? Why might it be unusual for kids his age to make an effort to be helpful during the pandemic?
3. How is Callaghan trying to be helpful?
4. How do we know that Callaghan is a serious jokester?
5. What famous person reached out to Callaghan on social media?
6. Why is Callaghan's contribution important?

GNN Good News Now: Kids Share the Good News Only

1. Sisters Kaitlyn and Molly only broadcast good news. Give some examples of the kinds of programs you might hear on their broadcast.
2. What are "media outlets?" Why was it important for the girls to write to media outlets about their broadcast?
3. Do you agree that they should only focus on good news? Why or why not?
4. Are you surprised by the number of people who watch their broadcasts? Give reasons for your opinion.
5. Do you think that Kaitlyn and Molly are community heroes? Why or why not?

Boredom-Busting Newsletter Brings Community Together

1. List some reasons why kids have been bored during the pandemic.
2. What kind of information did Hugo include in *The Isolation Times*?
3. How did Hugo's neighbours help him?
4. What lesson did Hugo learn while he was creating *The Isolation Times*?
5. Do you think that you, your friends, or classmates could produce a newsletter similar to *The Isolation Times*? How would you do it? What kind of information would you put in your newsletter?

Even More Kids around the World Found Unique, Creative, and Amazing Ways to Help

The last five pages of the book have shorter descriptions of kids who have made contributions during the pandemic. Additional comprehension questions are included under each name or title.

The Ndlovu Youth Choir

1. How did the choir become famous?
2. What does it mean when a video “goes viral?”
3. What are two ways that the choir was helping during the pandemic?

Quinn Callander

1. Explain how Quinn used his 3D printer to help health-care workers.
2. How do we know that many health-care workers like his invention?

Hime Takimoto

1. Who was Hime sewing masks for?
2. How do we know that she is a very generous, hardworking, and thoughtful person?

Jyoti Kumari

1. Explain Jyoti’s heroic action when the lockdown was announced.
2. Besides bravery, what other personal qualities did she show through her action?
3. How did her government reward her?
4. Have you ever demonstrated a similar act of heroism? If you have, describe that event.

Jeffrey Wall

1. What is karate? Describe how people participate in this sport.
2. If you do karate, explain why you enjoy it and how this sport helps you.
3. What is a quarantine? Why and when do kids and adults need to quarantine during the pandemic?
4. How did Jeffrey change his karate classes during the quarantine?
5. Do you think that Jeffrey's students enjoy his classes in the new way that they do them? Why or why not?
6. What is YouTube? Do you know kids or adults who are taking classes on YouTube? Make a list of the kinds of classes we can take on YouTube.

Arhan Chhabra

1. How has "Project CoVidya" helped kids in India to continue their education?
2. Do you prefer to study online or in person with your teacher? Explain why you prefer one way of learning instead of the other.
3. Why can't some kids use most tutoring services?
4. Do you think that you could ever become a tutor? What personal qualities would you need to be a good online tutor. What subject would you tutor in?

The Forest Hill Force

1. What is the "Forest Hill Force?"
2. Why can't the team play games or practice during the pandemic?
3. How do you think they raised money for the Daily Bread Food Bank?

Sylvie, Julia, and Piper

1. Who are Girl Scouts? What do they do when they meet? Is there another name for Girl Scouts where you live? What is that name?
2. How did the girls change the way they sold their cookies?
3. Do you have a favourite food that your parents now buy online for you? What is it?

Piper Shumar

1. Explain what Piper is doing to raise money during the pandemic.
2. Have you ever done the same thing? If so, what did you do with the money you earned?
3. Why would Piper be especially sensitive to people suffering during the pandemic?
4. Look at the picture of Piper. How do you know that she was very successful in her fundraising goal?

Masaka Kids Africana

1. What did Masaka Kids Africana do to inform other kids during the pandemic?
2. When kids are asked to do something, do they listen more to their parents or to other kids? Give your opinion and a reason for it.

Ben Thornbury

1. What is an “advice and support website?”
2. Have you or anyone else you know ever asked for advice or help online? Why would people ask for advice online instead of asking friends, family members, or neighbours they know?

Activity 6: Understanding Vocabulary from Context

Learning New Words is a multiple-choice exercise where students choose the correct synonym or meaning for the underlined word from the text. This activity can be used as an oral class activity as you are reading the text aloud, a group-work exercise, or an evaluated written exercise.

Have the students do this exercise without using any kind of dictionary or Google. Explain to them that words have multiple meanings, and that even if they use a dictionary or Google to find the meaning, they will still need to guess the meaning. Guessing the word from the way it's used in context is a faster and more efficient way to understand its meaning and expand vocabulary.

If necessary, do one or two examples from the exercise below to show students the technique of understanding vocabulary from context.

Activity 6: Learning New Words

Directions for Students

- a. Below are sentences from *What Kids Did*, which have **underlined** words that may be new to you.
- b. Under each sentence are three choices for meanings or synonyms for the underlined word. Circle the correct synonym or meaning for the underlined word.
- c. Please do not use a dictionary or Google to do this activity. Guess the correct meaning or synonym for the underlined words from the way they are used in the sentences.

Making Her Mark

1. “She asked guests to **donate** art supplies instead.”

Donate means

- a. Keep something for yourself
- b. Buy something for someone else or give money to someone else
- c. Throw things away in the garbage

2. “Chelsea even taught them her favorite drawing **techniques**.”

A synonym for techniques is

- a. Methods
- b. Mistakes
- c. Tricks

3. “Chelsea **geared up** again.”

Geared up means

- a. Got tired and stopped communicating with everyone
- b. Got more energy and continued her efforts
- c. Stopped her project completely

Changing the Way We Touch

4. “A thinker and **tinkerer**, Mizan’s brain wondered....”

Tinkerer means

- a. Someone who dislikes fixing or building things
- b. Someone who likes to talk about fixing things
- c. Someone who likes fixing and building things

5. “There had to be a better way, a better design, and a way to **reduce** germ exposure for people....”

Reduce means

- a. To create less
- b. To create as much
- c. To create more

6. “The **gadget** is made with ecofriendly, plant-based material and it’s antimicrobial, which means it kills bacteria.”

A synonym for gadget is

- a. A big machine
- b. An object that you can hold in your hands
- c. Something that you wear

7. “The gadget is made from **ecofriendly**, plant-based material and it’s antimicrobial, which means it kills bacteria.”

Ecofriendly means

- a. Helpful for the environment
- b. Harmful for the environment
- c. Produced by child labour

The Healing Power of Music and Fitness

8. “She played in the Together Apart Orchestra, sold tickets, and helped with **advertising** to raise money for Musicians Without Borders.”

Advertising means

- a. Selling items in a store
 - b. Selling items on the Internet
 - c. Creating a spoken, written, or visual message that encourages people to donate money for an important cause
9. “...we can help everyone during this **challenging** time.”
- A synonym for challenging is
- a. Easy
 - b. Difficult
 - c. Fun

10. “Along with teen entrepreneurs from all over Canada, she organized two online **global** fitness workouts to get people exercising at home.”

A synonym for global is

- a. Worldwide
 - b. National
 - c. Citywide
11. “The organization sends doctors to help people in violent, **impoverished** areas all over the world.”
- A synonym for impoverished is
- a. Rich
 - b. Poor
 - c. Healthy

Washing His Hands of the Pandemic

12. “Stephen had invented a **semi-automatic** wooden hand-washing machine.”

Semi-automatic means

- a. It only works by turning it on and pushing buttons
- b. It only works when you use your arms, legs, and hands
- c. It works both by turning it on and using your arms, legs, and hands

13. “James helped Stephen make a few **adjustments**, and then the machine was ready to use.”

A synonym for adjustments is

- a. Changes
- b. Suggestions
- c. Notes

14. “He was also awarded a primary and secondary school **scholarship** from the governor of Bungoma County in Kenya....”

A scholarship is

- a. Money that the government loans students and their families for their education
- b. Money that the government gives students and their families as a gift for their education
- c. A gift of cars or some other valuable item that the government gives to good students

Virtually Unstoppable

15. “With the help of a **handful** of friends online, they used Minecraft to build a pixilated but elaborate setting for a graduation ceremony.”

A handful is

- a. Hundreds of people
- b. A small group, usually about 4 or 5 people
- c. A classroom full of people, usually 20 to 30 students

16. “With the help of a handful of friends online, they used Minecraft to build a pixelated but **elaborate** setting for a graduation ceremony.”

A synonym for elaborate is

- a. Detailed
- b. Simple
- c. Crowded

17. “[The video] even **inspired** others to create their own virtual graduation ceremonies....”

A synonym for inspired is

- a. Discouraged
- b. Encouraged
- c. Frightened

18. “I expect my son to create an environment where he can **interact** with the world and do what he likes with his good friends.”

A synonym for interact is

- a. Participate
- b. Hear
- c. See

Competitive Dance Team Finds Their Rhythm

19. “They have danced together for years, practicing **countless** hours every week as part of a team.”

A synonym for countless is

- a. A few
- b. Several
- c. Many

20. “We saw all the people **struggling** during these hard times....”

Struggling means

- a. Having a difficult time
- b. Laughing
- c. Having an easy time

21. “The **tight-knit** group of 13 girls, ages 10 to 13, divided themselves into committees.”

A synonym for tight-knit is

- a. Unfriendly
- b. Different
- c. Close

22. “When they emailed friends and family and appeared on the news asking for **sponsors**, people responded.”

Sponsors are

- a. People who liked them on Facebook
- b. People who donated money for their dance-a-thon
- c. Only friends and family members who donated money for their dance-a-thon

Crafty Kids Deliver Kindness on the East Coast

23. “It was the **peak** of the pandemic when mysterious presents began popping up on neighbours’ front lawns in the small community of Bethel, near Charlottetown, Prince Edward Island.”

Peak means

- a. Worst time
- b. Beginning
- c. End

24. “It was a great East Coast **caper** until the do-gooders were caught red-and-blue handed.”

Caper means

- a. A bad trick
- b. A robbery
- c. A trick that makes people happy

25. “The idea took shape—then quickly **ballooned**—when schools were closed because of Covid-19.”

Ballooned means

- a. Became very popular
- b. Became less popular
- c. Wasn’t used because people didn’t like it

Making Leftovers New Again

26. “I took a young entrepreneur’s class and started thinking about what I wanted to make or do for our **philanthropy** project,” explained Ellie.”

A synonym for philanthropy is

- a. Taking
- b. Giving
- c. Hoping

27. “The book is also helpful to people because you don’t have to keep going back to the grocery store during a pandemic and **risking** your health.”

A synonym for risking is

- a. Hurting
- b. Helping
- c. Checking

28. “We really want the animals to have all the **nutritious** food they need and make sure they’re taken care of,” said Sophie.”

A synonym for nutritious is

- a. Unhealthy
- b. Delicious
- c. Healthy

Making People Laugh, One Joke at a Time

29. “These jokes made it into a **comedy** lineup at Callaghan McLaughlin’s joke stand.”

Comedy means

- a. Jokes and funny stories
- b. All kinds of stories
- c. Serious stories

30. “He’d been telling knock-knock jokes and **one-liners** at home for months, and his family agreed he was ready for a new audience.”

One-liners are

- a. Long stories
- b. Family stories
- c. Very short jokes that are only a few words

GNN: Good News Now

31. “The Good News Now **co-hosts** were on air.”

Co-hosts are

- a. Two or more journalists on television or the Internet working together to report the news
- b. Two or more journalists on television or the Internet who work on different programs
- c. One journalist who works on a program to share the news

32. “...we’re here to bring you some of the **countless** good stories happening in our world, our nation, and our communities.”

A synonym for countless is

- a. Few
- b. Many
- c. Some

33. “They also shared links to positive stories and wrote back to fans and media outlets, all of whom enjoyed their **heartwarming** stories at a time when most of the news on TV was frightening.”

A synonym for heartwarming is

- a. Inspirational
- b. Scary
- c. Sad

Boredom-Busting Newsletter Brings Community Together

34. “He created a newsletter on his computer called *The Isolation Times: The COVID-19 boredom-busting newsletter.*”

A synonym for busting is

- a. Creating
- b. Keeping
- c. Eliminating

35. “Asked when his byline might appear in *The Isolation Times* again, Hugo’s response was direct.”

A byline is

- a. A newspaper article or story
- b. The writer’s name at the bottom of a newspaper article
- c. A comic in a newspaper

Even More Kids around the World Found Unique, Creative, and Amazing Ways to Help

Hime Takimoto

36. “Wash your hands and gargle diligently.”

A synonym for diligently is

- a. Seriously
- b. Quickly
- c. Slowly

Jyoti Kumari

37. “The journey took seven days and was called a ‘feat of endurance and love’ online.”

A synonym for feat is

- a. Trick
- b. Action
- c. Accomplishment

Sylvie, Julia, and Piper

38. “The Scouts—sisters SYLVIE, 14, JULIA, 9, and PIPER, 6—**launched** an online Girl Scout cookie booth.”

A synonym for launched is

- a. Stopped
- b. Began
- c. Sold

Piper Shumar

39. “The nine-year-old from Michigan, who once battled a **chronic** illness....”

Chronic means

- a. An illness that lasts a short time
- b. A minor illness such as a cold
- c. An illness that can last a long time or your whole life

Ben Thornbury

40. “The site was **inundated with** people who wanted to help.”

Inundated with means

- a. Looking for
- b. Had a lot of
- c. Talking with

Activity 7: Journaling

If your students are comfortable with and accustomed to journaling, here is a list of journal topics that you can use. If you are reading the book over a few days, you can assign or have students choose one topic per day. Students can write their responses in individual journals or on an online class blog where they can exchange ideas and respond to each other's entries.

To differentiate instruction, or if some of your students have challenges in writing, have them use drawings to either substitute for written journaling or to supplement it.

Depending on the grade level and ability of your students, you may wish to set specific expectations of length, language use, spelling, grammar, and other language conventions.

Journal Topics

- a. Do you feel that you have lived in isolation during the pandemic? If so, what were the hardest adjustments you had to make during the pandemic? How did you feel about making them?
- b. In your opinion, which person or organization in the book made the most important contribution? Give your opinion and three reasons for it.
- c. Which of the projects that you read about seem like the most fun to be involved in? Give your opinion and three reasons for it.
- d. Hopefully, reading the book has given you some ideas about how you can help people during the pandemic and in life beyond it. If you could, what specific group of people would you help? How would you help them? Please give specific details.
- e. The children in the book have used their many different talents and abilities to help others. They include talents in art, science, music, dance, fitness, computers, cooking, communications, writing, and environmentalism. What special talent or ability do you have? How could you use your talent to help others during the pandemic?
- f. Most of the kids in the book who helped others did not do it alone. If you wanted to start a project to help others during the pandemic, who would you ask to help you? How would they help you? Also, what special equipment or supplies would you need to carry out your plan? Please give specific details.
- g. The kids in the book helped many people and organizations, who benefitted a lot from their contributions. On the other hand, how do you think doing a special project would benefit you? Describe several ways that giving a special gift to others during the pandemic would help you.

- h. After the pandemic is over and everyone can live more openly, do you think that the kids profiled in the book should continue with their projects? Which projects should continue? Are there any that wouldn't need to continue? Give reasons for your choices.
- i. Would you recommend that a friend of yours read *What Kids Did*? Why or why not?
- j. *What Kids Did* is a book written for students your age and in your grade. Do you think that your parents and other adults should also read this book? Why or why not?
- k. Imagine that the pandemic is over and we don't need to be in isolation anymore. Do you think that we will all be able to live in the same way that we did before the pandemic? Or, do you think that people will act differently? What do you think people will do differently even after the pandemic is over?

Part D: Extension/Enrichment Activities

These are activities that can be used after the students have finished reading the book or after having read particular stories. Obviously, because of the Covid-19 pandemic, many students may still be studying online. With that in mind, these activities can be assigned, completed, and submitted online if necessary.

Activity 8: Photo Essay: How Am I Helping During the Pandemic?

Have the students create a photo essay depicting what they have been doing during the pandemic to be helpful to friends, family, or neighbours. Ask them to write one- or two-sentence captions describing what they are doing and how their action is helping another person.

The photo essay can also be done as an evaluated assignment. Evaluate the photo essay for creativity, organization, and language use.

Activity 9: Creating a Leftovers Cookbook

Have each of your students submit a recipe that uses leftovers. Before giving the assignment, you may wish to show them fairly simple examples of recipes or simply ask them to include ingredients and preparation in their recipes. If possible, you could also have them include a picture of the finished product.

This can be an evaluated assignment or simply a shared activity where the students put their completed recipes on a class blog or website.

Activity 10: Presenting a Leftovers Recipe

As a variation of Activity 9, if the technology is available to them, have the students film themselves preparing a recipe using leftovers and then send it out to the whole class.

The finished film can be put on a class blog or website.

This activity can easily be a formal presentation to be evaluated as an oral presentation assignment.

Activity 11: Jokester of the Day

Have your students take turns being the “Jokester of the Day,” which can be done at the beginning of class every day.

To ensure that the jokes are age and language appropriate and are clear, ask the students to tell you their jokes, or send them to you in writing, the day before they are told to the whole class.

Being the “Jokester of the Day” would be a fun and relaxed way for students to practice their speaking and presentation skills.

Activity 12: Oral Presentation: You Are the Expert

This activity would allow students to showcase the hobbies that they have learned or perfected during the pandemic. It's also an opportunity for them to practice their oral presentation skills.

The focus of the exercise would be to have students show the sport, craft, game, or other hobby that they do and then demonstrate how it's done to the whole class.

Tell students that during the presentation, they will need to do the following:

- a. Show their hobby or pastime visually.
- b. Explain how it's done or played.
- c. Explain any special rules that they need to know.
- d. Give tips or suggestions that would make the hobby more enjoyable or successful.

Give your students several days to prepare their presentations. Also, if two or more students want to present the same hobby or activity, have them do so on the same day and present variations of the same hobby. For example, if two or three students are going to talk about basketball, have one student explain the rules, another demonstrate different positions, and a third show various shots.

Activity 13: Our Hobbies Book

A variation of the previous activity is to create a Hobbies Book with students creating their own pages. The finished project could be placed on the class website.

To prevent duplication, have students who have the same hobby work together to create the same page.

Activity 14: Mask-making

Mask-making by both children and adults has become a very popular project during the pandemic.

Challenge your students' ingenuity and creativity by having a class mask-making activity or contest.

Tell your students that the masks can be made of clean cloth, can be sewn with an elastic backing or even with holes on the sides, and can be fitted with elastic bands so they are close-fitting.

Perhaps the best criteria for judging the masks would be originality. They can be judged by having students vote in person or online.

Remind your students that the mask they make should be tight and worn with another mask to provide maximum protection against the virus.

Activity 15: Class Philanthropy Project

The controlling idea of What Kids Did is that it is possible for children of any age to help and make a contribution to their friends, family, and neighbours in times of need.

If it is possible, coordinate a class philanthropy or giving project. Depending on the age of your students and other factors, it could be one that raises money for a worthy cause or provides a welcome service for your school or community. Obviously, what you're able to do depends on several factors, including any Covid-19 restrictions still imposed on your community and whether your students are studying in class or online.

Brainstorm ideas about the philanthropy project with your students and create a chart with these two headings. Show them how to jot down point-form notes of their ideas. Use the example below if you find it helpful.

Causes/Organizations/ People to Support	How to Do It?
<ul style="list-style-type: none">• our neighbourhood food bank• our school's kindergarten• a seniors retirement home	<ul style="list-style-type: none">• bring in food donations• bring in gently used toys and books• donate crayons, markers, and other art supplies• practice and create a music/dance video• create gifts from class arts-and-crafts projects

Although your students will be very enthusiastic, guide them to choose a project that they can do with some direction from you. However, it should be a project that they can realistically do and take real ownership of.