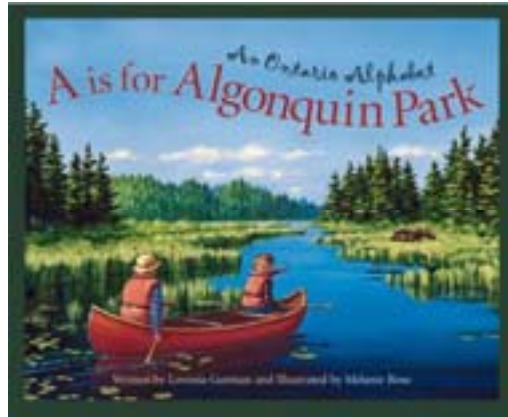


Teacher's Guide



A is for Algonquin: An Ontario Alphabet

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A Teacher's Guide for Grades 1-5

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A- Algonquin Park

1. Look at a map of Ontario. Locate Algonquin Park. Find your hometown or city on the map. Challenge: Calculate the approximate distance in kilometers from Algonquin Park to your town or city.
2. Go to www.ontarioparks.com Find more information about Algonquin Park as a class. Divide into groups and collect information about:
 - a) wildlife
 - b) vegetation
 - c) recreational activities
 - d) landforms and waterways
 - e) logging

Illustrate your findings and present the information to the class in small groups.

3. Choose one animal that lives in Algonquin Park. Find out what/who this animal preys upon and who its predators may be. Display your information in a food chain or food pyramid. Be sure to label your diagram. OR: Illustrate your animal and tell of one thing it eats.
4. Compare the habitats of the eastern woods of Algonquin Park with those of the western woods. Find out about the vegetation and wildlife in both parts of the park. Show your findings in one of the following ways:
 - a) a short written report with illustrations
 - b) a Venn diagram or chart with illustrations
 - c) a diorama with descriptive paragraphs comparing the east to the west
5. Narrative writing: Have you ever been camping in Algonquin Park? If you haven't, use your imagination and the information you have learned about the park to help you write a story about your camping adventure. Use prewriting plans to help organize ideas.
OR: As a class, brainstorm a list of all the equipment and materials you would need to prepare for a camping trip to Algonquin Park. Think of: food, safety, transportation, shelter, and clothing.

6. Order the following park animals by size and/or mass: wolf, beaver, common loon, deer, moose, black bear, and chipmunk. Include drawings of each animal.
7. Find out more about other Ontario provincial parks using the following Web site: www.ontarioparks.com. Compare one of these parks to Algonquin Park. Show your comparisons in a Venn diagram or chart.
8. Work in small groups or partners. Use the information you have learned about Algonquin Park and other Ontario provincial parks to help you create a word search or crossword puzzle. Challenge classmates to complete your activity.

B- Alexander Graham Bell

1. Find out more about Alexander Graham Bell's invention of the telephone. Display your findings on a classroom bulletin board on shapes of telephones.
2. As a class, discover other people from Ontario and Canada who created an invention. Make a list of your findings and post them in the classroom.
3. Using found and recycled materials, create a device that will help you complete some sort of classroom or school chore or task. Write a short paragraph describing your invention.

Banting and Best

1. Research Banting and Best. Find out where they were from, what brought them to Toronto, why they were interested in diabetes, etc.
2. Learn why Banting's and Best's discovery of insulin is considered to be the "most important Canadian contribution to medicine."
3. Invite an endocrinologist (a doctor who treats patients with diabetes) into the classroom. Prepare a list of questions you would like to ask him/her.
4. Imagine you are a reporter and had the opportunity to interview Banting or Best. Write an interview including 10 questions and responses.

C- Canadian Shield

1. Look at a physical map of Canada. Locate the Canadian Shield. Display the map in the classroom. Post facts related to the Canadian Shield with the map. As you learn more about this physical region, add more facts to the map.
2. Find out more about the Canadian Shield and its characteristics. Learn about:
 - a) its physical features
 - b) wildlife and vegetation
 - c) industries
 - d) recreation
 - e) natural resources
3. Research other physical regions of Ontario. Compare them to the Canadian Shield.
4. In small groups find out how the Canadian Shield influences the economy and culture of Ontario.

D- DeHavilland Aircraft Company

1. As a class, look at photos/pictures of some of the airplanes built by the DeHavilland Aircraft Company. In small groups, use recycled and found materials to construct one of these planes. Paint your aircraft and write a short report about the plane.

2. Review the steps and parts of procedural writing. Have students reflect upon the steps they followed to construct their plane. Have students write the procedure followed.
3. Learn more about the airfield in Downsview, Ontario.
4. Create your own flying machine. Draw a picture and build a 3-D model of the machine. Write a short paragraph explaining the use of your flying machine.

E- Eastern White Pine Tree

1. Define “coniferous.” Tell why the Eastern White Pine Tree is a coniferous tree.
2. Discover other coniferous trees grown in Ontario. Compare them to each other.
3. Compare coniferous to deciduous trees. How are they the same and different?
4. Why do you think the Eastern White Pine became Ontario’s provincial tree? Support your opinion using the facts you learned from reading A is for Algonquin.
5. Find out where the Eastern White Pine grows in Ontario. Show some of these regions on a map of the province.
6. Using pine needles and tempera paint, illustrate a picture of an Eastern White Pine. Refer to the illustration in A is for Algonquin and other pictures/photos of the tree to help you with your painting.
7. Collect pine needles, pine cones, leaves, bark, pebbles, and other natural materials. Use the materials to create an animal or creature. Write a short paragraph describing your creation.
8. Write simple rhymes about pine trees onto pine tree shapes. Share your poem with your class.
9. Find a pine tree in your community. Study the bark, needles, and tree shape. Sketch the tree using pastels or charcoal. Make rubbings of the bark and/or needles using crayons.

F- Old Fort York

1. Look at a map of Ontario. Locate Thunder Bay. Find your hometown/city on the map too. In which direction would you need to travel from your city/town to reach Thunder Bay?
2. Find out more facts about Old Fort William. Chart your findings as a class.
3. Learn more about other forts in Ontario, like Old Fort York. Chart the purposes of the forts as a class.
4. Build dioramas of an Ontario fort you have researched. Use shoeboxes, plasticine, pebbles, twigs, aluminum foil, tissue paper, paper tubes, etc. Label the parts of the fort.
5. In small groups, use building materials to construct a fort (e.g., lego, small blocks).
6. Visit a fort in your city or town.

Flag

1. Illustrate and colour the provincial flag of Ontario. OR: Colour a photocopy of Ontario's flag. Write a sentence with the flag describing the symbols on the flag.
2. Compare Ontario's flag to the Canadian flag. Talk about the similarities and differences as a class.
3. Look at other provincial flags. Find the other provincial flag that is very similar to Ontario's flag.
4. As a class, learn what flags can symbolize. In small groups, create your own flag. Think about appropriate use of colours and symbols you could use to decorate your flag. After you have designed and made the flag, do the following measuring activities:
 - a) measure the length in centimeters (or using nonstandard units like cubes, paper clips, etc.)
 - b) measure the width of the flag as above
 - c) find the perimeter of the flag
 - d) calculate the area of the flag

Display your flags in the classroom. Write a short paragraph explaining what your flag symbolizes.

G- The Group of Seven

1. Learn more about Tom Thomson and the Group of Seven. Create "Who am I?" questions based on the information you learn about these artists. As a class, test each other's knowledge.
2. Choose one of the Group of Seven to research. Learn about:
 - a) the artist's use of colour and light
 - b) the use of line
 - c) the subjects he painted

Recreate a painting in the same style as the artist you have studied using canvas and acrylic paint.

3. Find out about other Canadian artists. Compare their art to the art of the Group of Seven.
4. Paint a landscape of your choice using techniques of the Group of Seven. Tell why your painting reflects the style of the Group of Seven.
5. Tom Thomson and the Group of Seven painted many works of art in Algonquin Park. Paint your own painting of Algonquin Park using your own style. Look at the work of the Group of Seven and pictures or photos of Algonquin Park to help inspire you.

H- Henry Hudson

1. As a class, plot out Henry Hudson's travels on a map.
2. Locate Hudson Bay on a map of Ontario and/or Canada. Find Lake Ontario on the same map. If you were on Lake Ontario, in what direction would you need to travel in order to reach Hudson Bay?

3. Story Starter: "What ever happened to Henry Hudson?" Use your knowledge of the explorer and your imagination to help you write a short story about Hudson's disappearance.
4. Find out more about Hudson Bay and the surrounding area.

Heartland Province

1. Why do you think Ontario is nicknamed "Heartland Province"? Discuss as a class.
2. Nicknames: What is a nickname? Why do they exist?
3. Survey your classmates. Find out who has a nickname and who does not. Display your findings on a bar graph.
4. If I had a nickname it would be...

OR

My nickname is _____ because _____

I- Islands

1. As a class, define "what is an island?"
2. On a map of Ontario, locate the following islands:
 - a) The Thousand Islands
 - b) Pelee Island
 - c) Toronto's Centre Island
 - d) Manitoulin Island
3. Compare an island found in Ontario to a Caribbean island.
4. As a class, brainstorm what it would be like to live on an island. Think about what you would need, the climate, food, shelter, etc. Then complete the following story starter: If I lived on an island...
5. Using the computer, create a drawing of your own island from bird's eye view. Do this using a programme such as "Kid Pix." Include symbols on your island which represent the things you will need for survival on your island. On a legend, show what each symbol represents.
6. Create a relief map of the St. Lawrence River and Lake Ontario. Use plasticine to build the islands on these bodies of water. Look at the illustration for "I" in A is for Algonquin as a guide.

J- James Bay

1. Locate James Bay on a map of Ontario as a class. Find out the physical region of Ontario in which James Bay is located.
2. Research James Bay. Compare James Bay to the region of Ontario in which you live. Think about population, landforms, natural resources, wildlife, vegetation, and travel.
3. Learn more about the Polar Bear Express. Chart your findings as a class. Show the route the Polar Bear Express travels on a map of Ontario.

4. Imagine that you are travelling on the Polar Bear Express. Write a short story about your train adventure. Remember to include all of the amazing wildlife and landforms you would see on your travels. Illustrate your story.
5. Write acrostic poems about the Polar Bear Express. Display your poems on train shapes in the classroom.
6. Use the Internet to learn of other train tours in Canada or the world. Compare one of these train tours to the Polar Bear Express. Display your findings in a Venn diagram or t-chart.

K- Kincardine Highland Games

1. Find Kincardine on a map of Ontario as a class. Do an Internet search on Kincardine. Work in small groups. Use chart paper to list interesting facts about Kincardine. Share your information with the class.
2. How is Kincardine similar to your city or town? How is it different? Present your comparisons to the class.
3. Learn more about the Kincardine Scottish Festival and Highland Games.
4. Kincardine celebrates Scottish traditions every summer. Using the Internet and/or reference books, find out about other ethnic and cultural events celebrated in other Ontario cities or towns. Compare the tradition or event to one of your family celebrations. Write a short paragraph about the two celebrations.
5. What is your family's origin? Find out where your ancestors came from and where they settled. Use a map of the world and coloured pushpins to show your family's origin and where they settled. Connect the two locations with wool or string. Chart and graph your findings as a class.
6. Discuss family customs, traditions, and celebrations.

Kitchener-Waterloo

1. Locate Kitchener-Waterloo on a map of Ontario.
2. Learn more about the Mennonites. Compare the Mennonites to other early settlers in Ontario.

L- Loon (The Common Loon)

1. Write your own rhyming couplet or quatrain about loons. Display your poem on a loon shape.
2. The Common Loon is Ontario's provincial bird. Find out the provincial birds of Canada's other provinces. Choose one of the birds. Compare it to the Common Loon.
3. Work in small groups. Each group will be responsible for illustrating two of the provincial birds. In your group, write:
 - a) a poem about each bird
 - b) a short paragraph stating interesting facts about each bird

Present your work to the class.

4. If you were to select a bird or other type of animal to symbolize Ontario, which animal would you choose? Explain your choice.
5. Learn of the habitat in which the loon lives. Find out who its predators are and what it preys upon. Draw the food chain of the Common Loon.

London

1. Locate London on a map of Ontario and London on a map of England. Find out interesting facts about both cities.
2. Why is London Ontario referred to as the "Forest City"?
3. Find out if your hometown or city has a nickname.
4. Can you locate other cities or towns in Ontario which have the same name as other cities or towns in other parts of the world? Chart your findings.

M- Sir John A. Macdonald

1. Find out more about Sir John A. Macdonald. As a class, create a time line of his life.
2. Sir John A. Macdonald was the first prime minister of Canada. Chart all of Canada's prime ministers in chronological order from Sir John A. Macdonald to the present. Include the province that each prime minister came from and illustrations of each prime minister.
3. Learn the responsibilities of today's prime minister.
4. Make a class book titled "Did you know that Sir John A. Macdonald..."
5. Learn about the structure of Canada's federal government. Compare it to the structure of provincial government.
6. Research the Canadian Pacific Railway. List all of the benefits it has brought to Canada.
7. Locate Kingston on a map of Ontario. Find out interesting facts about Kingston and list them as a class.

Muskoka District

1. Use the Internet to find out more about the Muskoka district. Compare this area of Ontario to your own city or town. Think about urban and rural comparisons.
2. Create dioramas of the Muskoka district using twigs, pebbles, aluminum foil, plasticine, sizzle paper, feathers, etc. Include landforms, bodies of water, and wildlife. Write a short paragraph about your creation.
3. Learn the names of some lakes in the Muskoka district. Compare one of the lakes to Lake Ontario.
4. Think about why people would enjoy visiting the Muskoka district.

N- Niagara Falls

1. Niagara Falls is one of the Natural Wonders of the World. What are the other Natural Wonders of the World? Use the Internet to find out.
2. Why do you think Niagara Falls is considered a Natural Wonder of the World?

3. Niagara Falls is located in the St. Lawrence Lowlands. Research this physical region of Canada.
4. Create models of Niagara Falls in small groups.
5. List the many uses of Niagara Falls.
6. Discover why Niagara Falls is so important to Ontario and Canada.
7. Find out why Niagara Falls keeps getting smaller.
8. Make a list of adjectives that describe Niagara Falls. List verbs related to the actions of the falls. Use some of the words from your list to create Niagara Falls poems.
9. Hydroelectricity is one of Ontario's major natural resources. Find out how it is made and used.

James Naismith

1. James Naismith is the inventor of basketball. Learn of other Canadian inventors. Find out about their inventions and the provinces in which they lived.

O- Lake Ontario and the Great Lakes

1. Locate and colour the Great Lakes on a map of Ontario or Canada.
2. Compare the Great Lakes to each other. How are they the same and different? List the comparisons on a t-chart or Venn diagram.
3. Find out why the Great Lakes are important to Ontario and Canada. How do they influence transportation, industry, recreational activities, etc.
4. Find out more about the Great Lakes. Make an "interesting facts" book about the Great Lakes. Each student in the class will make a page to be included in the book. Illustrate each page.
5. Which of the Great Lakes does not border Ontario?
6. On kraft paper, outline a poster size copy of the Great Lakes. Have groups of children colour and label the lakes. On cue cards, students will write one interesting fact about each of the lakes. Attach the cue cards to the proper lake. Display on a classroom bulletin board.

P- Parliament Hill

1. As a class, list important facts about Parliament Hill.
2. Learn more about Canada's federal government.
3. Discover more about the buildings, festivals, and ceremonies that take place year-round on Parliament Hill.
4. Use large circular bristol board cutouts. Divide the circles into quarters. Have students select one event that takes place on Parliament Hill during each season of the year. Illustrate using bright, bold colours and display in the classroom.
5. Create a 3-D model of the Parliament buildings using found materials, plasticine, clay, etc. Label the buildings. Find out one interesting fact about each of the buildings.
6. Build the Parliament buildings using Lego or other similar structure materials.

7. Make posters which will attract people to Parliament Hill.
8. Locate Ottawa on a map of Ontario and Canada.
9. Learn more about Ottawa, Canada's capital city. Find out why Ottawa was chosen as the capital of Canada.
10. Make an "Ottawa is..." bulletin board display using posters, pictures, illustrations, and words that describe the city.
11. Compare Ottawa to your city or town. Chart your comparisons as a class.

Q- Queen's Park

1. In which city is Queen's Park located?
2. Look at pictures of Queen's Park. Create plans showing the layout of Queen's Park.
3. Build 3-D models of the legislature at Queen's Park.
4. Visit Queen's Park or use the Web site www.premier.gov.on.ca/english/tourqueen to learn more about Queen's Park.
5. Make an "Interesting facts about Queen's Park" book as a class.
6. Create a trivia game as a class related to Queen's Park. Test each other in teams.
7. Find out the name of your Member of Parliament. As a class, list the responsibilities of MPPs.
8. Learn the role of the Premier. Who is the current premier of Ontario? Make a time line including all of Ontario's premiers.
9. Write a letter to your MPP or Premier.
10. Learn more about the structure of the provincial government. Have mock elections in the classroom.

R- Rideau Canal

1. As a class, list the many uses of the Rideau Canal.
2. Transform a classroom bulletin board into a model of the Rideau Canal. You may wish to do this as a winter activity and show what the canal looks like during Winterlude.
3. Find out more about Winterlude. Write poems about North America's greatest winter festival.
4. Story writing: Tell about your adventure of skating on the world's longest skating rink.
5. Locate your school on a map. Find out how far 7.8 kilometers would take you from your school. This is the length of the skating rink on the Rideau Canal!
6. Convert 7.8 kilometers into: a) meters b) centimeters. Why are kilometers the best unit to measure the world's longest skating rink?
7. Find out the distance you would need to walk around the perimeter of your school or school track. How many times would you need to walk this distance to reach 278 kilometers, the length of the entire Rideau Canal?

8. Using Melanie Rose's illustration of the Rideau Canal as a model, create winter paintings of your favourite winter activity.
9. Survey the students in your class to find out the most popular winter activity in your class. Create an appropriate question to ask the students. Chart your data, then display the data on a graph of your choice.

S- Laura Secord

1. Learn more about Laura Secord as a class. Chart your findings.
2. Create a mural or map showing Laura Secord's journey.
3. Imagine that you lived during the time of the War of 1812. Write a letter to Laura Secord commending her on her brave actions.
4. Discuss as a class "what makes someone a heroine?" and chart your ideas.
5. Make a list of other Canadian heroes and heroines.
6. Learn more about the War of 1812.
7. Locate the Niagara region on a map of Ontario. Find: Niagara Falls and Queenston.

Stratford

1. Learn more about the Stratford festival and the plays produced there.
2. Choose one of Shakespeare's plays to perform as a class. Practice your roles, create props and costumes. Make invitations and posters inviting other students to view your production.

T- Trillium

1. Find out the names of the provincial flowers of other provinces and illustrate them in small groups. Include two facts about each and share your findings with the class.
2. Using watercolour paints, illustrate a trillium, using the art work of Melanie Rose as a guide.
3. Draw and cut out the shape of a trillium. On each petal write: a) an adjective describing a trillium, b) a verb telling of something the trillium can do, c) a sentence about the trillium using both adjective and verb from a) and b).
4. The trillium is a symbol of peace and hope. List other symbols of peace and hope as a class.
5. Create your own poem about a trillium.

Toronto

1. Locate Toronto, the capital city of Ontario, on a map of Ontario or Canada. Find your own city or town. In which direction would you travel from your city/town to reach Toronto?
2. Learn the capital cities of the provinces and territories of Canada. On a map of Canada, label the provinces, territories, and their capital cities. Create a legend for your map.

3. In small groups, learn of two interesting facts about all the capital cities of Canada. Share your findings with the class.
4. Compare your hometown to Toronto.
5. Create models of the CN Tower in small groups.
6. Make an "Interesting Facts about Toronto" book as a class.

U- Upper Canada

1. Read more about Upper Canada. Write descriptive paragraphs telling of the early settlers and First Nation peoples of Upper Canada.
2. Look at a world map. Find the countries of origin of the people who settled in Upper Canada.
3. Create a map of Upper Canada showing the areas of early settlement (e.g. Niagara, Kitchener, etc.).
4. Compare communities of First Nation peoples to early settlers.
5. Create dioramas of an early settler or First Nation people's community.
6. Compare what life was like for children of early settlers and/or First Nation peoples and children living in Ontario today.
7. Transform your classroom into an Upper Canada community. Create costumes imitating the clothes worn at this time and wear them as you take on the roles of early settlers and First Nation peoples. Share your knowledge of Upper Canada through props, posters, and art. Invite other classes to tour "Upper Canada."
8. If you could choose to be an early settler or student today, which would you choose and why? Use facts you have learned to support your opinion.
9. Bring in a family portrait or photos of family members. Paint them in a portrait using "sepia" tones of the 1800s. Be sure to dress your family members in clothing that would reflect those worn by early settlers of Upper Canada.

V-Victoria University

1. Look at a map of the University of Toronto. Find the location of Victoria University within the U of T.
2. Find the original location of Victoria University on a map of Ontario.
3. Create 3-D models of Victoria University using Lego or other building materials.
4. Look at pictures or photographs of the buildings at Victoria University. Sketch the buildings using chalk and pastels.
5. Learn more about Augusta Stowe and write a report or list facts about her as a class. Write the report or facts onto paper shaped like doctor bags, and display.
6. Imagine that you were able to interview Augusta Stowe, the first woman in Canada to earn her medical degree. Think of five questions that you would have liked to ask her.

7. Use the Internet to find the names of other famous women from Ontario and Canada. Make a chart listing the women's names, accomplishments, and year of accomplishments.
8. Choose a famous Ontarian woman. Work with a partner to create a mock interview and act it out for the class.

W-Wikwemikong Pow Wow

1. Define "Pow Wow" as a class.
2. Find out more about the Wikwemikong Pow Wow. Record facts and display in the classroom. Make posters related to the Pow Wow.
3. Create a survey question you could ask your classmates related to the Wikwemikong Pow Wow. Collect data and display it on a graph of your choice.
4. Create First Nation peoples' traditional headdresses, costumes, instruments, and crafts. Transform your classroom into a Pow Wow environment. Invite other classes to your festivity.
5. Locate Manitoulin Island on a map of Ontario. Learn more interesting facts about the world's largest island found in fresh water. Find the world's largest island located in salt water and compare it to Manitoulin Island.
6. Create models of Manitoulin Island using plasticine and cardboard.
7. Using a drawing programme on the computer, draw and label important places, landforms, etc., found on Manitoulin Island. Include a legend with your island. Display your work in the classroom.

Windsor

1. Locate Windsor on a map of Ontario. Find out in which direction you would need to travel from Windsor to: a) Toronto, b) Manitoulin Island, c) London, d) Ottawa, e) Kitchener, f) Hamilton
2. Compare the industries of Windsor to the industries of Toronto.

X-The Canadian National Exhibition

1. Learn more about the Canadian National Exhibition. Use the information learned to help you create your own class fair. In small groups:
 - a) discuss and record what is needed for your fair
 - b) create a map and legend of your fair's grounds
 - c) write a jingle or commercial advertising your fair and act it out for the class
2. Make pictures of the C.N.E. at night. Use a watercolour wash for the background. Cut out silhouettes of a Ferris wheel, roller coaster, and buildings from black construction paper. Glue the silhouettes onto the wash. Add lights and fireworks to your art using pastels.
3. The Midway is where all of the rides are located at the Exhibition. Choose a ride found at the fair. Write a rhyming poem reflecting the excitement created when riding this ride.

4. Predict, then survey your classmates to find out which of these rides is the most popular “Midway” ride in your class: a) roller coaster, b) Ferris wheel, c) merry-go-round, d) bumper cars, e) none of the above
5. The “Ex” is a short form of the word “Exhibition.” As a class, brainstorm other short forms of words and names. Record your finds.
6. As a class, construct a miniature fair. Use found objects, recycled materials, toothpicks, Popsicle sticks, pipe cleaners, plasticine, etc. Give your fair a name. Create posters inviting others to visit your fair.

Y-Yours to Discover

1. Design a licence plate for your own vehicle. Your licence plate should reflect who you are in some way (e.g., a symbol and word or phrase). Challenge yourself to creatively using only six letters or numbers in your word or phrase. See the illustration for Y in A is for Algonquin as a guide. Look at other examples of licence plates too.
2. Design a new licence plate for Ontario vehicles. Include colours, symbols, and phrases related to the province on the licence plate. Explain your choices.

Yonge Street

1. Outline Yonge Street on a map of Ontario. Find where the street begins and where it ends. Learn more interesting facts about Yonge Street and post them on cue cards along the map.
2. Yonge Street measures approximately 1900 kilometers in length. Predict, then find out how far 1900 kilometers will take you starting from your school.
3. Yonge Street is the longest street in the world. The ice rink on the Rideau Canal, measuring 7.8 kilometres, is the world’s longest ice rink. Approximately how many Rideau Canal ice rinks would it take to equal the same distance of Yonge Street?
4. After learning more facts about Yonge Street, use magazines to create a collage of the “many signs of Yonge Street.”
5. List words that describe Yonge Street. Use these words to write poems about the world’s longest street.

Z-Zinc

1. Locate the mining towns of Ontario on a map. Find out the major mineral or metal that is mined in each town.
2. Learn more about mining in Ontario. Find out:
 - a) how mining is done (e.g. machines used, tools needed)
 - b) minerals and metals that are mined
 - c) importance of mining in Ontario
3. Amethyst is Ontario’s provincial mineral. Find out what amethyst looks like and illustrate the mineral. Learn three facts about amethyst. Compare amethyst to zinc and nickel. Display your facts and comparisons in a chart.

4. Sudbury is known as Canada's mining centre. Find out more about this famous mining town.

Overall Uses of the Book

1. As a class, create your own Ontario alphabet book. Choose one letter for each student to write about and illustrate. Have students either come up with a word or a poem related to Ontario. Bind the book together, laminate and share your finished product. Invite parents into the classroom and share the process of developing your own Ontario alphabet book.
2. Invite the author or illustrator of A is for Algonquin into your classroom to share the process of developing a book.
3. Purchase or make a map of Ontario. Highlight or include all of the cities, towns, bodies of water, and places mentioned in A is for Algonquin on the map. Post your map in the classroom. Add more information to your map as you learn of other important or interesting places found in Ontario. Don't forget to include a legend with your map.
4. As a class, create an Ontario quilt. Use mural paper or fabric. Give each student a "piece of the quilt" to create. Each section of the quilt should reflect an important person, event, place, or thing related to Ontario. Glue or sew your quilt together and display in your classroom or school hallway.
5. Using magazines and travel brochures, create Ontario collages.
6. How many of the people, places, events, and things featured in A is for Algonquin are related to Algonquin Park? (e.g. the common loon lives in Algonquin Park)
7. Look through A is for Algonquin and sort the choices for each letter of the alphabet into categories (e.g., history, physical regions, animals, etc.).
8. Making words: How many small words can you spell from the big words: a) Algonquin, b) Ontario, c) provincial, d) Wikwemikong, e) Kincardine, f) parliament
9. Bring in newspaper clippings of current events occurring in Ontario. Display on a bulletin board.
10. Hang posters of people, places, and things related to Ontario.

11. Make a class Ontario trivia game. Use the information learned from A is for Algonquin, the Internet, and other resources to help you develop trivia questions and answers. Play the game in small groups.
12. On a map of Ontario find:
- a) The hometown of Alexander Graham Bell
 - b) Laura Secord's home
 - c) Parliament Hill
 - d) The Rideau Canal
 - e) Algonquin Park
 - f) The home of the Big Nickel
 - g) Yonge Street
 - h) Manitoulin Island
 - i) Queen's Park
 - j) Lake Ontario
 - k) Niagara Falls
 - l) James Bay
 - m) The Canadian Shield
13. Create a travel brochure about the sights to see in Ontario.

A Grade 4 Integrated Unit of Study using *A is for Algonquin* as a guide

The following unit of study may be used in a grade 4 classroom. This project will fully integrate writing, reading, social studies, science, and visual arts. At the end of the assignment each student will have created a published book on Ontario using A is for Algonquin as a guide.

Once this project is completed it is suggested that teachers invite parents into the classroom to view the completed books and to see the process each student went through to develop his/her final product.

Poetry Writing: Students will be required to create a poem about Ontario following the style of poetry in A is for Algonquin. He/she will be encouraged to think about what Ontario means to him/her and include this reflection in his/her poetry.

Letter to a Tourist: After reading A is for Algonquin, students will write a letter to a tourist describing one major attraction in Ontario. The goal is to welcome and encourage the tourist to visit Ontario.

Postage Stamp: Students will choose one of the bodies of water discussed in A is for Algonquin. They will then:

- a) find out at least five interesting facts about this body of water

- b) draw a large sized stamp that shows one or two of the interesting facts about the body of water
- c) write a short descriptive paragraph explaining the stamp and its features

Physical Region Biography:

Students will choose a physical region found in Ontario that they would like to learn more about. They will then demonstrate an understanding of the characteristics of this physical region in depth including:

- location,
- climate description,
- vegetation and wildlife,
- natural resources,
- Industries,
- interesting facts.

They will then choose another physical region found in a different province of Canada. Students will compare this physical region to the physical region of Ontario studied previously. Comparisons will be made using the above mentioned topics (e.g., location, natural resources, etc.) and will be displayed in a Venn diagram or t-chart.

Habitats: As part of the science curriculum, students will learn about animal habitats. Using the information learned about Algonquin Park in [A is for Algonquin](#) and from the Web site www.ontarioparks.com,

students will name one animal that lives in the park. Students will then create:

- a) a diagram that shows the features of the animal and an explanation for how each feature better suits the animal to its habitat
- b) a food chain or food pyramid including the chosen animal
- c) a diorama of the animal's habitat

Famous Canadian Artists: The Group of Seven

Using the information presented in [A is for Algonquin](#) and a variety of other resources, students will learn about the members of the Group of Seven and their art. Focus will be placed upon the subject matter of the artist's work and the elements of art used by the artists. Students will then create their own work of art using the techniques of the Group of Seven. They will critique both their own works of art and those created by the Group of Seven.

Students will design front and back covers for their books. They will create dedication pages and a "biography" about themselves as a writer. The covers and above-mentioned assignments will be bound together to form a book.

Invite parents into the classroom for your Ontario open house. Play Shania Twain (a famous Ontarian) music in the background or other music related to the province to create a fun and relaxed environment.

OR...challenge yourself and your students! Choose a Shania Twain song and rewrite the words to reflect what students have learned about Ontario. Present your Ontario song to parents at your open house. Have fun!