The EAL Water Safety Resource

A Resource for Integrating Water Safety Information with Additional Language Skill Development
Acknowledgements

Curriculum resource developer: Gail Foote Leylek, (EAL Coordinator/Instructor, English at Work)

Curriculum resource adviser: Joanne Pettis, (LIM Adult EAL Curriculum Development Coordinator)

Editing support: Greg Reader (LIM Project Coordinator)
Rebecca Hiebert (LIM Project Coordinator)

Support and encouragement: Margaret Pidlaski, (Director, LIM Adult Language Training Branch)

Advisory committee: Joe Pietracci (Harbour Master, retired)
Gail Henderson Brown (Canadian Red Cross)
Evelyn Bicknell (Lifesaving Society)
Trish Carter (City of Winnipeg, Community Services Department, Aquatic Branch)
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APPENDIX 89
Note to Instructor:

This curriculum resource has been written for use with learners in Stage 1 of the Canadian Language Benchmarks. The purpose is to raise awareness about water safety issues. This includes water safety at the beach, on boats, in the home and at public and private swimming pools. The resource is also intended to foster independence and confidence in the ability to understand and communicate oral and written water safety messages. The various activities are designed to meet the needs, levels and styles of individual learners.
Introduction
Note to Instructor:

Here are a few ideas on how to use the following pages.

The activities in this chapter can be extended from the writing of one word to the writing of sentences.

Verb tenses can be changed when asking questions about the pictures.

Charades can be played by having one learner act out a sport and getting the other learners to guess. For example: question - “What am I doing?” (while pretending to row a canoe)

The remaining learners use the vocabulary from the summer and winter sports pages to guess the answer.

Enlarge the pictures for classroom use to introduce or review a topic.
Writing

Look at the picture.
Write the name of the sport **under** the picture.

- canoeing
- fishing
- skating
- water skiing
- swimming
- diving

1. canoeing
2. 
3. 
4. 
5. 
6. 

1. canoeing
2. 
3. 
4. 
5. 
6. 
Name the Summer Sports

Look at the pictures.
Write a sentence.

- diving
- canoeing
- fishing
- swimming
- water skiing

1. He is fishing.

2. 

3. 

4. 

5. 


Writing

Look at the pictures.
Write the words below the pictures.

- figure skating
- playing hockey
- speed skating

1.

2.

3.
# Speaking and Writing

Ask questions to your friends. **Do you like**…
If your friend **likes** the sport, write his/her name in the box.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>…swimming?</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>…water skiing?</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>…water sliding?</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer: **Yes, I do.**  **or**  **No, I don’t.**
## Speaking and Writing

Ask questions to your friends. **Do you like**...

If your friend **doesn’t like** the sport, write his/her name in the box.

<table>
<thead>
<tr>
<th></th>
<th>...swimming?</th>
<th></th>
<th>...diving?</th>
<th></th>
<th>...boating?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>...water skiing?</th>
<th></th>
<th>...fishing?</th>
<th></th>
<th>...sailing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td></td>
<td>5</td>
<td></td>
<td>6</td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>...water sliding?</th>
<th></th>
<th>...canoeing?</th>
<th></th>
<th>...rowing?</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td></td>
<td>8</td>
<td></td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Answer: **Yes, I do.** or **No, I don’t.**
Writing and Speaking

Talk about five things you learned.
For example:

- Five people like swimming.
- Nobody likes rowing.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________

4. __________________________________________________________

5. __________________________________________________________
Chapter 1

Personal Flotation Devices &
Lifejackets
Note to Instructor:

Here are a few more ideas on how to use the following pages.

Bring in a lifejacket or personal flotation device (PFD). Have the learners try it on.

Go through the vocabulary:

- try it on
- do up the zipper
- too big / too small
- ties
- large collar
- grab strap

Write the Match Exercise (page 13) on cards. Cut them so the name is on one half and the meaning on the other. Play a game by putting the correct name with the meaning.

Have learners make their own word search then exchange with a partner.

Take a field trip to a local store that sells PFDs.

The Canadian Red Cross and The Lifesaving Society have posters and pamphlets for the learners.

The listening exercises or dialogues can be (pre) recorded.
A Good PFD (personal flotation device)

Red Cross Infant Vest (20 - 30 lbs)

Whistle

Photo of life jacket courtesy of Mustang Survival

Life jacket label courtesy of Transport Canada
A Good PFD (personal flotation device)

1. Large collar or head support
2. Proper size
3. Reflective tape
4. Tie at waist
5. Safety strap to prevent PFD from going up over child’s head
6. Grab strap
7. Label stating PFD is approved
8. Neck ties
9. Whistle
10. Sturdy, rust proof zipper
11. Buckle with a safety strap

Image used with permission from the Canadian Red Cross.
Matching

PFD = personal flotation device

Write the correct numbers on the line.

1. proper size _____ to hold onto to help a person

2. whistle _____ reflects in the dark to stop a child from falling

3. large collar _____ out of the PFD

4. reflective tape _____ fits

5. grab strap _____ strong and won’t rust

6. D.O.T. approved _____ to support the head

7. safety strap _____ tested and safe

8. sturdy, rustproof zipper _____ to blow for help
Listening

Buying a PFD

Clerk: Can I help you?
Customer: Yes, do you sell PFDs or lifejackets?
Clerk: Yes, we do. Come with me and I’ll show you.
Customer: Thanks.
Clerk: Her they are. What exactly are you looking for?
Customer: I’d like to buy a PFD for my 7 year old and it must be approved by the Department of Transport or the Canadian Coast Guard.
Clerk: O.K. Let’s see. This one is approved by the Department of Transport. It has a buckle with a safety strap, neck and waist ties and a large collar for head support.
Customer: That sounds good. May I try it on my son to see if it fits him?
Clerk: Yes, of course.
Customer: This one is good. I see it has a strong zipper and a large collar. I’ll buy this one.
Find and circle the words.

**In a PFD, look for these important parts:**

1. zipper ✓
2. buckle
3. safety strap
4. proper size
5. large collar
6. approved
7. ties
8. head support
9. whistle
10. reflective tape
11. grab strap
Chapter 2

Swimming Pools
Note to Instructor:

The reading exercises could be presented in different ways.

(a) The teacher reads the first paragraph and then has students ask questions about vocabulary. For example: “What does _____ mean?”

(b) Enlarge a diving picture to have the students use the vocabulary they already know.

(c) The students read the first paragraph and ask questions about vocabulary or pronunciation. For example: “How do you pronounce ____________?”

(d) The students can circle new words or verbs, etc.

After reading and understanding a passage, use the cube (pattern found at the back of this book) to have the students ask and answer their own questions in pairs or groups.

Bring in a city map. Find the main streets, the school, their street or favourite park.

Get a class set of Leisure Guides. There are more city pools than shown on this resource. Contact the City of Winnipeg, Community Services Department for more information.

Take a field trip to an indoor public pool. Arrange for a tour.

Ask for the local pool admission prices and public swim times.

Use the blank calendar for each student to fill in their own schedules.

Enlarge the picture on page 44 and make sentences with the help of students. The new vocabulary can be taught with the help of the picture. Colour the picture for added interest.
Reading

Diving

Hi. My name is Kerem and I’m in grade 5. Last winter I took swimming lessons at a city pool. I wanted to learn to swim and dive. My instructor was a fun person and made me laugh.

I want to tell you about my first dive off a diving board. I was nervous. I had to remember many things. I had to think about my legs, my knees, my arms, my elbows, my back and my head.

I went on the board. I looked in the water for other swimmers. I didn’t want to dive on anyone. I was ready. I remembered what I was taught. I had to swim away from the diving board after I dove. I dove. I did it!

Words

- swimming lessons
- instructor
- diving board
- remember
- city pool
- dive
- nervous
- taught
Writing

Answer the questions.

1. Who is diving?
   ____________________________________________

2. What did he take?
   ____________________________________________

3. Where did he take swimming lessons?
   ____________________________________________

4. When did he take swimming lessons?
   ____________________________________________

5. Why did he take swimming lessons?
   ____________________________________________
Writing

Now you make the questions.

1. __________________________________________?
   Kerem took swimming lessons.

2. __________________________________________?
   Kerem is in grade five.

3. __________________________________________?
   at a city pool.

4. __________________________________________?
   He wanted to learn to swim and dive.

5. __________________________________________?
   He felt nervous.
Reading

Diving Board Rules

My name is Sinan. I’m eight years old. I go to the swimming pool on weekends to practice diving. There are many things to remember. I wait for the person ahead of me to dive. There can be only one person on the diving board at a time. Then it is my turn. I go on the diving board. I look out for other swimmers around and under the diving board. I don’t want to dive on anyone. I dive, then swim away from the diving board. Diving is fun.

Words

- around
- away from
- practise
- under
- wait
- swimming pool
- on
- ahead
Writing

Answer the questions.

1. Who likes diving?

2. What did Sinan dive?

3. Where does a diver look before diving?

4. How many people can be on a diving board at a time?

5. What do you do before diving?

6. Where do you swim after diving?

When do you dive? When it is safe.
Choose True or False

1. You must remember many things when you dive.  
   True [X]  False  

2. You can dive into unknown water.  
   False  True  

3. You must look for other swimmers around and under the diving board before you dive. 
   False  True  

4. There can be many people on the diving board at one time. 
   False  True  

5. You must wait for the person ahead of you to dive before you go on the diving board. 
   False  True  

6. When you finish diving you can stay and swim near the diving board. 
   False  True
Reading or Listening

Look at the map of the City of Winnipeg. Follow the directions.

1. Put an X on north.
2. Circle south.
3. Underline west.
4. Cross out east.
5. Put an A on central.
6. Use your red pencil to draw Portage Ave.
7. Use your blue pencil to draw McPhillips.
8. Use your green pencil to draw Pembina.
10. Put an x on the map where you live.
11. What part of Winnipeg do you live in?
   North, south, east or west?
12. When you are between south and east, you live in the southeast. Write southeast on your map.
13. When you are between south and west, you live in the southwest. Write southwest on your map.
14. When you live in the middle of the city, you live in the centre or central part.
Reading and Writing

Map of Indoor Pools  (page 27)

Questions.

1. How many numbers are on the map?
   ________________________________

2. What is the biggest number on the map?
   ________________________________

3. What numbers are in the circle?
   ________________________________

4. What numbers are in the west?
   ________________________________

5. What number is in the south?
   ________________________________
Map of the City of Winnipeg’s Indoor Pools
Telephone and Address List

Winnipeg Public Indoor Pools

You can get information about any of these swimming pools by phoning 311.

Central

1. North End Centennial Pool is at 90 Sinclair street.
2. Pan-Am Pool is at 25 Poseidon Bay.
3. Sherbook Pool is at 381 Sherbrook street.
4. Cindy Klassen Recreation Complex is at 999 Sargent Avenue.

Southwest

5. St. James Centennial Pool is at 644 Parkdale street.
6. St. James Civic Centre Pool is at 2055 Ness Avenue.

Southeast

7. Bonivital Pool is at 1215 Archibald Street.
8. Margaret Grant is at 685 Dalhousie Drive.

North

9. Elmwood Kildonan Pool is at 909 Concordia Avenue.
10. Seven Oaks Pool is at 444 Adsum Drive.
11. Transcona Centennial Pool is at 1101 Wabasha street.
Speaking and Listening

You need

(a) Telephone and address list (page 28)
(b) Map of Indoor pools (Page 27)

Look at your telephone and address list.

The number 1 is North End Centennial Pool
Now look on your map.
Find number 1.

Ask and answer questions with a partner.

For example:

1. What’s number 1 on the map?
   Answer: It’s North End Centennial Pool.

2. What’s the address?
   Answer: It is at 90 Sinclair street.

With a partner ask and answer questions.
Reading and Speaking and Listening

Gap 1

Look at the Map of Indoor pools (page 27) and the Telephone and Address list (page 28). Answer the questions.

1. You live near Pembina and Grant.
   What’s the nearest indoor public pool.
   Answer: Pan-Am Pool
   What’s the address?
   Answer: 25 Poseidon Bay

2. Listen to your partner and find the answer.

3. You live near the Perimeter and Pembina.
   Where’s the nearest indoor public pool?
   Answer: Margaret Grant
   What’s the address?
   Answer: 685 Dalhousie Drive

4. Listen to your partner and find the answer.

5. You live near Regent.
   Where’s the nearest indoor public pool?
   Answer: Transcona Centennial Pool
   What’s the address?
   Answer: 1101 Wabasha Street
Reading and Speaking and Listening

Look at the Map of Indoor pools (page 27) and the Telephone and Address list (page 28). Answer the questions.

1. You live near perimeter and McPhillips.
   What’s the nearest indoor public pool.
   Answer: Seven Oaks Pool.
   What’s the address?
   Answer: 444 Adsum Drive.

2. Listen to you partner and find the answer.

3. You live near the Perimeter and Portage Ave.
   Where’s the nearest indoor public pool?
   Answer: St. James Centennial Pool
   What’s the address?
   Answer: 644 Parkdale street

4. Listen to you partner and find the answer.

   What are the two pools near your home?
   Answer: North End Centennial Pool and Sherbrook pool
### Indoor Swimming Pools

**General admission (Effective Sept. 1, 2009)**

<table>
<thead>
<tr>
<th></th>
<th>Single admission</th>
<th>10 visits</th>
<th>20 visits</th>
<th>30 visits</th>
<th>3 months</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child</td>
<td>$2.39</td>
<td>$21.00</td>
<td>$37.59</td>
<td>$49.14</td>
<td>$44.37</td>
</tr>
<tr>
<td>Youth</td>
<td>$3.73</td>
<td>$32.87</td>
<td>$61.11</td>
<td>$75.60</td>
<td>$69.21</td>
</tr>
<tr>
<td>Adult</td>
<td>Prime: $5.42</td>
<td>$47.78</td>
<td>$85.05</td>
<td>$111.83</td>
<td>$100.59</td>
</tr>
<tr>
<td></td>
<td>Non Prime: $4.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senior</td>
<td>Prime: $5.42</td>
<td>$47.78</td>
<td>$85.05</td>
<td>$111.83</td>
<td>$80.83</td>
</tr>
<tr>
<td></td>
<td>Non Prime: $4.21</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* All fees include GST. Prices subject to change without notice. (Source: http://www.winnipeg.ca/cms/recreation/admissionrates.stm)
## Indoor Swimming Pools

### General Admission

<table>
<thead>
<tr>
<th></th>
<th>Single Admission</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Child</strong></td>
<td>$2.39</td>
</tr>
<tr>
<td><strong>Youth</strong></td>
<td>$3.73</td>
</tr>
<tr>
<td><strong>Adult</strong></td>
<td>Prime: $5.42</td>
</tr>
<tr>
<td></td>
<td>Non Prime: $4.21</td>
</tr>
<tr>
<td><strong>Senior</strong></td>
<td>Prime: $5.42</td>
</tr>
<tr>
<td></td>
<td>Non Prime: $4.21</td>
</tr>
</tbody>
</table>

A child is 12 years old or younger.
A youth is between 13 and 17 years old.
An adult is from 18 to 64 years old.
A senior is 65 years and older.

(Source: http://www.winnipeg.ca/cms/recreation/admissionrates.stm)
Lower rates (cheaper)

Non prime hours (not busy times)

<table>
<thead>
<tr>
<th>Lower rates for adults and seniors</th>
<th>During non prime hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Area pools</td>
<td>Pan Am Pool</td>
</tr>
<tr>
<td>Monday to Friday:</td>
<td>Monday to Friday:</td>
</tr>
<tr>
<td>9:00—11:30 a.m.</td>
<td>8:30—11:30 a.m.</td>
</tr>
<tr>
<td>and</td>
<td>and</td>
</tr>
<tr>
<td>1:00—4:00 p.m.</td>
<td>1:30—3:30 p.m.</td>
</tr>
</tbody>
</table>

Look at the Indoor Swimming Pools page, on page 33.

Look at the chart above. Answer the questions.

1. How much does it cost for an adult at 9 a.m. Monday?
   It costs $4.21.

2. How much does it cost for an adult at 4:30 p.m. Tuesday?
   ________________________________

3. How much does it cost for an adult at 10 a.m. Thursday?
   ________________________________

4. How much does it cost for a senior at 11:45 p.m. Friday?
   ________________________________
Listening

Going to a Public Swim

Pool Staff: May I help you?

Mom/Dad: Yes, we’d like to go swimming. How much does it cost for my family?

Pool Staff: A child is $2.39 each, and adults are $5.42 each, but our family rate is $10.72.

Mom/Dad: Great. I’ll buy a family pass.

Pool Staff: Okay. That’ll be $10.72. Our fees include GST. You can swim until closing at 8:30 p.m.

Mom/Dad: Thanks.
Listening

Learning about the Public Pool

Pool Staff: May I help you?

Mom/Dad: Yes, I’ve bought our family pass, but where are the change rooms?

Pool Staff: The ladies’ is this way and the men’s that.

Mom/Dad: Thanks. I have one more question. What do we do with our coats and clothes while we’re swimming.

Pool Staff: There are lockers. Put your belongings inside the locker, then put 25 cents in the slot. Turn the key and pull it out. Please pin the key to your bathing suit, not your towel. When you unlock your locker, you’ll get your quarter back. Don’t forget to have a shower before entering the pool.

Mom/Dad Okay. Thanks.
Listening

Registering for Swimming Lessons

Pool Staff: May I help you?

Mom/Dad: I’d like to register my son in swimming lessons.

Pool Staff: What level is he in?

Mom/Dad: I don’t know. He’s never had swimming lessons.

Pool Staff: An Instructor/Guard can watch your son swim at any public swim. Ask the Instructor/Guard to watch your son. He or she will tell you which level is best for him.

Mom/Dad: How much does this cost?

Pool Staff: The evaluation is free. You only pay the general admission fee to swim. That’s $2.39 per child and $3.73 per youth.

Mom/Dad: That’s wonderful. Thanks for your help.

Pool Staff: You’re welcome. See you soon.
Reading and Speaking and Listening      Gap game

Work in groups of two.

1. Find three times that you can go swimming with your partner.

<table>
<thead>
<tr>
<th>on Monday</th>
<th>on Tuesday</th>
<th>on Wednesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>on Thursday</td>
<td>on Friday</td>
<td>on Saturday</td>
</tr>
</tbody>
</table>

Partner A has the Pan-Am Pool Schedule.
Partner B has the calendar.

Example:

Partner A:  Can you go swimming on Friday the 18th?
Partner B:  Let me check my calendar. (Pause) Yes, that’s okay. What time do you want to go?
Partner A:  How about 4 o’clock?
Partner B:  Great! See you then.

OR

Partner A:  Can you go swimming on Tuesday the 8th?
Partner B:  Let me check my calendar. (Pause) I’m sorry, I can’t. Maybe another time.
<table>
<thead>
<tr>
<th></th>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main tank</strong></td>
<td>10:00 am-5:00 pm</td>
<td>6:00 am-9:00 am</td>
<td>6:00 am-9:00 am</td>
<td>6:00 am-9:00 am</td>
<td>6:00 am-9:00 am</td>
<td>6:00 am-9:00 am</td>
<td>10:00 am-5:00 pm</td>
</tr>
<tr>
<td></td>
<td>11:30 am-9:00 pm</td>
<td>11:30 am-9:00 pm</td>
<td>11:30 am-9:00 pm</td>
<td>11:30 am-9:00 pm</td>
<td>11:30 am-9:00 pm</td>
<td>11:30 am-9:00 pm</td>
<td></td>
</tr>
<tr>
<td><strong>Training tank</strong></td>
<td>10:00 am-5:00 pm</td>
<td>9:00 am-4:00 pm</td>
<td>9:00 am-4:00 pm</td>
<td>9:00 am-4:00 pm</td>
<td>9:00 am-4:00 pm</td>
<td>9:00 am-4:00 pm</td>
<td>12:00 pm–1:00 pm</td>
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<tr>
<td></td>
<td></td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td></td>
</tr>
<tr>
<td><strong>Kiddie Pool</strong></td>
<td>10:00 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>11:30 am-5:00 pm</td>
<td>10:00 am-5:00 pm</td>
</tr>
</tbody>
</table>

Source: [http://winnipeg.ca/cms/recreation/pdfs/swim%20schedules/pan%20am_summer.pdf](http://winnipeg.ca/cms/recreation/pdfs/swim%20schedules/pan%20am_summer.pdf)
<table>
<thead>
<tr>
<th>Sunday</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Saturday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1 Birthday party 4—7</td>
<td>2</td>
<td>3 Go to library</td>
<td>4 No school today</td>
<td>5 Swim lessons 9:30—10 am</td>
</tr>
<tr>
<td>6 Visitors 1- 4 pm</td>
<td>7</td>
<td>8 Parent Teacher interview</td>
<td>9</td>
<td>10</td>
<td>11 Birthday party</td>
<td>12 Swim lessons 9:30 - 10 am</td>
</tr>
<tr>
<td>13 Go to friends</td>
<td>14</td>
<td>15</td>
<td>16 Doctor appointment</td>
<td>17 No school today</td>
<td>18</td>
<td>19 Swim lessons 9:30 - 10 am</td>
</tr>
<tr>
<td>20 Visit museum</td>
<td>21</td>
<td>22</td>
<td>23</td>
<td>24</td>
<td>25 Dentist 4 pm</td>
<td>26 Swim lessons 9:30 - 10 am</td>
</tr>
<tr>
<td>27</td>
<td>28</td>
<td>29 Go to library 3:30 pm</td>
<td>30 Help at school</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Writing and Speaking

Part 1

on Monday at (3 o’clock)

Write three sentences about when you are going swimming.

For example:

We’re going swimming on Friday the 18th at 4 o’clock.

1. _________________________________________

2. _________________________________________

3. _________________________________________

Write these days and times on your calendar.

Tell the class when you are going swimming.
Write the days in the correct places and make your own calendar

- Wednesday
- Friday
- Monday
- Saturday
- Tuesday
- Thursday
- Sunday

<table>
<thead>
<tr>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Reading and speaking

Practise accepting and refusing invitations.

Accepting an Invitation: Example 1:

Esma: How about going swimming tomorrow morning?
Fatima: That’s a good idea. What time do you want to go?
Esma: How about 10?
Fatima: Sounds good. See you at 10.

Accepting an Invitation: Example 2:

Jack: Let’s do something.
Paul: How about swimming?
Jack: Good idea. I’ve got a pool schedule. Let’s see. There’s swimming from 2:45 to 5 this afternoon.
Paul: Great! Let’s go.

Refusing an Invitation:

Lara: How about going swimming this afternoon?
Ann: I’m sorry, I can’t. I’m going to the dentist.
Lara: That’s okay. Maybe another time.
The Open Gate!

- dangerous
- gate
- pool
- lock

- private
- supervised
- fence
### Reading and Writing

Fill in the Blanks.

<table>
<thead>
<tr>
<th>dangerous</th>
<th>private</th>
</tr>
</thead>
<tbody>
<tr>
<td>gate</td>
<td>fence</td>
</tr>
<tr>
<td>pool</td>
<td>supervised</td>
</tr>
<tr>
<td>locked</td>
<td>too</td>
</tr>
</tbody>
</table>

1. All children near water need to be ____________.

2. Private pools must have a ____________ around them.

3. The fence is ______ low.

4. The gate has to be ____________.

5. Always keep the ____________ closed.

6. Without an adult a pool is ____________ for a child.

7. There are public and ____________ pools.

8. A ____________ can be a fun place for a child and parents when used safely.
Chapter 3

Beaches
Note to Instructor:

Use vocabulary to talk about the weather (today’s, yesterday’s, and tomorrow’s).

Bring in a thermometer.

Talk about weather in the learners’ first countries:
   - no snow
   - hot / very hot

Look at the weather channel and discuss Manitoba’s weather.

Enlarge pictures and colour them to help vocabulary. For example, there is a large picture of a ‘drop off’ in the appendix.

Ask learners what rules they have when they are near water.

Make a chart to write rules as they are learned.

Use newspaper articles about water safety.

Bring in inflatable toys. These are especially dangerous because they give a false sense of security.

Use the newspaper articles to ask how an accident could have been prevented. For example:
   a) take children away from water if you can’t supervise them (even for a few seconds); or
   b) give verbal directions to another care giver.

Look at missing children posters.

Extend exercises to include descriptions of clothing / bathing suits and colours.

Use the question cube from the appendix.
Writing

Look at the picture. Write the correct word **under** the picture.

- cloudy
- rainy
- windy
- stormy
- sunny
- snowy

1. ________________  
2. ________________

3. ________________  
4. ________________

5. ________________  
6. ________________
Thermometer (Celsius)

boiling

very hot

warm

cold

freezing

hot

cool

very cold
**Writing**

Read the temperatures. Complete the sentences.

- boiling
- cold
- freezing
- warm
- hot
- cool
- very hot
- very cold

<table>
<thead>
<tr>
<th>TEMP</th>
<th>1. It's cold.</th>
</tr>
</thead>
<tbody>
<tr>
<td>-20°C</td>
<td>1.______________</td>
</tr>
<tr>
<td>100°C</td>
<td>2.______________</td>
</tr>
<tr>
<td>30°C</td>
<td>3.______________</td>
</tr>
<tr>
<td>-30°C</td>
<td>4.______________</td>
</tr>
<tr>
<td>0°C</td>
<td>5.______________</td>
</tr>
<tr>
<td>-20°C</td>
<td>6.______________</td>
</tr>
<tr>
<td>40°C</td>
<td>7.______________</td>
</tr>
<tr>
<td>10°C</td>
<td>8.______________</td>
</tr>
</tbody>
</table>
Writing
Look at the temperatures. Complete the sentences.

- boiling
- warm
- hot
- cold
- hot
- freezing

1. It's __________

2. It's __________

3. It's __________

4. It's __________

5. It's __________

6. It's __________
Writing

Write your own story.

Example:
The weather is hot. The temperature is +29°C. It is sunny.

1. ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________

Write about today’s weather.

3. ____________________________________________________________
   ____________________________________________________________
Matching

Find the opposites. Write the correct numbers on the line.

1. known water _______ deep water

2. cloudy water _______ slow water
   (murky water)

3. hot water _______ unknown water
   (strange water)

4. fast water _______ rough water

5. shallow water _______ cold water

6. calm water _______ clear water
Matching

Draw an arrow from the word to the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>deep</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>shallow</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>hot</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>clear</td>
<td>6.</td>
</tr>
<tr>
<td></td>
<td>cloudy (murky)</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>known</td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td>unknown</td>
<td></td>
</tr>
</tbody>
</table>
Writing

“No water sports when…”

Write the correct word.

1. The _______________________ is too strong.
2. The _______________________ is too strong.
3. The _______________________ is too dark.
4. The _______________________ are too high.

<table>
<thead>
<tr>
<th>Image 1</th>
<th>Image 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>wind</td>
<td>current</td>
</tr>
<tr>
<td>night</td>
<td>waves</td>
</tr>
</tbody>
</table>
**Listening**

**Stop!**

<table>
<thead>
<tr>
<th>Child:</th>
<th>Can I go swimming now?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent:</td>
<td>I’m happy you asked. This is very important to remember: It’s dangerous to go in the water by yourself.</td>
</tr>
<tr>
<td>Child:</td>
<td>My swimming instructor told me to ask permission to go into the water.</td>
</tr>
<tr>
<td>Parent:</td>
<td>Permission is a big word for you. Do you know what it means?</td>
</tr>
<tr>
<td>Child:</td>
<td>Yes. It means to ask if it’s all right to do something.</td>
</tr>
<tr>
<td>Parent:</td>
<td>Very good. Let’s go swimming together. Do you know a word that means an adult watching you?</td>
</tr>
<tr>
<td>Child:</td>
<td>I can’t remember. What is it?</td>
</tr>
<tr>
<td>Parent:</td>
<td>Supervision. Supervision is when an adult is watching you very carefully.</td>
</tr>
<tr>
<td>Child:</td>
<td>Come on. I’ll show you how I swim.</td>
</tr>
</tbody>
</table>
Listening

Look!

Child: I want to go swimming now.
Parent: I will check the water for problems.
Child: What will you check for?
Parent: I will ask about currents and undertows. Currents are very fast moving parts of the water. They can pull you away from safe swimming places. Undertows can pull you under the water. They are below the top of the water.
Child: Can they pull you under the water?
Parent: Yes, undertows will even pull a very strong man under.
Child: Can you see an undertow or current?
Parent: No, but we will ask a person who knows this water. I will look for a drop off, rocks and weeds.
Child: What’s a drop off?
Parent: A drop off is when the bottom goes down very fast. They are in swimming pools and beaches.
Child: Can I go in after you check?
Parent: You must remember something. Are you wearing your PFD?
Child: Here it is. Will you help me do up the zipper and buckles?
Parent: Sure.
Go Slow!

Parent: I see you’re wearing your PFD. Good for you. Let’s go swimming. The safest swim is with an adult who knows how to swim. I’ll come swimming with you.

Child: My swimming instructor called that a buddy.

Parent: Yes, to be safe everyone swims with a buddy. A buddy is a friend in the water. Hold my hand and we’ll go in together.

Child: The water is cold today.

Parent: Yes, it is. I like it because it is calm and clear. Today we will swim in this area. We will not go past here.
Never take your eyes off your child

Yesterday at Falcon Lake, a two year old boy drowned. He sat near the edge of the water with his beach ball. His mother turned to get some sunscreen out of her beach bag. She looked away for only a short time. When the mother looked for her son, she couldn’t see him. She screamed, “Please help, I can’t see my son.” A man ran into the water. Several minutes later the man found the little boy but it was too late to save him. The mother begged others to learn from her mistake and never take your eyes off your children around water.
Writing

Answer the questions.

1. Who is in this story?

______________________________________________________________________

2. What happened?

______________________________________________________________________

3. Where did it happen?

______________________________________________________________________

4. When did it happen?

______________________________________________________________________

5. Why did it happen?

______________________________________________________________________

6. How can we help prevent drowning accidents?

______________________________________________________________________
Writing and Reading

Choose one of the following activities.

Write about the water safety rules.

- canoeing
- fishing
- boating
- water skiing
- swimming
- diving

My Summer

My name is ____________________

Next summer, I want to go ____________________

Some of the water safety rules are ____________________

_________________________________________________

_________________________________________________

_________________________________________________

_________________________________________________

Please read this story to the class.
ACROSS

1. Don’t swim after eating a ______ big ______ meal.
2. Don’t swim when the weather is ____________ .
3. Before you swim, check the bottom for a ____________ off.
4. Don’t swim when the ____________ are high.
5. Don’t swim in water with a strong undertow or ____________ .
6. A young child must wear a ____________ in and near the water.
7. Don’t swim when the ____________ is strong.

DOWN

1. Always swim with a ____________ .
5. Stay near your ____________ in the water.
8. Don’t push people ____________ docks or rafts.
9. Don’t swim long distances ________ .
10. Don’t ____________ into unknown water.
11. Never dive into water without knowing how ____________ it is.
12. Think about ____________ when in and around water.

Answers in the Appendix.
Describing People

Look at the words. Complete the sentences.

- thin
- heavy
- average weight

1. He’s ____________________.

2. He’s ____________________.

3. She’s ____________________.
Describing People

Look at the words. Match the height words with the pictures.

- tall
- short
- average height

1. ______________  2. ______________  3. ______________
Describing People

Look at the words. Complete the sentences.

- elderly
- young
- middle aged

1. She’s ____________________.

2. They’re ____________________.

3. They’re ____________________.
Matching and Writing

Match the hair words with the pictures.

- long and wavy
- short and straight
- bald with a moustache
- short and curly

1. __________________________ 2. __________________________

3. __________________________ 4. __________________________
**Reading and Drawing**

Read the description. Draw the hair.

<table>
<thead>
<tr>
<th>1. short and curly</th>
<th>2. bald with a beard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. long and straight</td>
<td>4. short and wavy</td>
</tr>
<tr>
<td>5. long and curly</td>
<td>6. medium length and wavy</td>
</tr>
</tbody>
</table>
Speaking

Give a description to the lifeguard. Draw a picture of a friend.

Circle the correct words to describe your friend.

“My friend is missing!”

He/She is **tall**
He/She has **hair.**
He/She is **middle aged.**
He/She is **20**
He/She has **dark**
He/She is **20**
He/She has **blond**

and **average height**
and **average weight.**
and **elderly**
and **50**
and **hair.**
and **70**
## Writing and Speaking  Part 1

### Write about a classmate.

Circle the correct words to describe your classmate.

<table>
<thead>
<tr>
<th>He She is</th>
<th>young. middle aged. elderly.</th>
</tr>
</thead>
<tbody>
<tr>
<td>He She is</td>
<td>tall average height short     and heavy. thin. average weight.</td>
</tr>
<tr>
<td>He She has</td>
<td>short long medium length      and curly wavy straight</td>
</tr>
</tbody>
</table>

### Part 2

### Read about a classmate.

Read the description of your classmate to the class. Can your classmates guess who you are describing?
## Listening

### At the Beach 1

<table>
<thead>
<tr>
<th>Dad:</th>
<th>HELP! I CAN’T FIND MY SON!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lifeguard:</td>
<td>When did you last see him?</td>
</tr>
<tr>
<td>Dad:</td>
<td>About five minutes ago.</td>
</tr>
<tr>
<td>Lifeguard:</td>
<td>Where was he?</td>
</tr>
<tr>
<td>Dad:</td>
<td>Over there in the water.</td>
</tr>
<tr>
<td>Lifeguard:</td>
<td>Okay, don’t panic. Stay calm.</td>
</tr>
<tr>
<td>(with megaphone)</td>
<td>EVERYONE CLEAR THE WATER.</td>
</tr>
</tbody>
</table>

This is a picture of a megaphone.
<table>
<thead>
<tr>
<th>Mom:</th>
<th>HELP! I CAN’T FIND MY DAUGHTER!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman:</td>
<td>When did you last see her?</td>
</tr>
<tr>
<td>Mom:</td>
<td>About ten minutes ago.</td>
</tr>
<tr>
<td>Woman:</td>
<td>Where was she?</td>
</tr>
<tr>
<td>Mom:</td>
<td>On the beach beside the umbrella.</td>
</tr>
<tr>
<td>Woman:</td>
<td>What does she look like?</td>
</tr>
<tr>
<td>Mom:</td>
<td>She is six years old. She is average weight and average height. Her hair is long and straight.</td>
</tr>
<tr>
<td>Woman:</td>
<td>Okay, we’ll look for her.</td>
</tr>
</tbody>
</table>
Yesterday afternoon at Grand Beach, an eight year old girl drowned. Cindy Brown, of Winnipeg, played in the water with her air mattress while her father sat on the beach.

“I decided to set up my umbrella. When I Finished I could not see my daughter,” said Mr. Brown to the reporter. “I called for help. Soon, Cindy was found face down in the water. A man tried to save her life but it was too late,” he sobbed.

Inflatable things are unsafe toys in the water. This is the fifth drowning this season.
Writing

Answer the questions.

1. Where did this story happen?

2. Who was at Grand Beach yesterday?

3. What did Mr. Brown do?

4. When did this drowning happen?

5. How can we help prevent drowning accidents?
Chapter 4

Boating
Note to Instructor:

The headings are only guidelines. A reading could be used for a listening activity, and a writing could be used as a speaking activity.

Enlarge the pictures on page 76. Cut and paste each picture onto cardboard (from cereal or cracker boxes). Place these safety equipment cards face down and have a student choose a card. This student will act out the name of the picture by pretending to paddle a boat, blow a whistle or use a flashlight.

Play a game called “What am I doing?” A student chooses a safety equipment picture and asks, “What am I doing?” The student proceeds to act out the picture card while students try answering the question.

Bring in an empty bleach container (cut like the one on page 76), a flashlight, a whistle, a PFD, a paddle and a first aid kit. Choose an item and ask the students why we need it in a boat.

Bring in a first aid kit. What’s in a first aid kit. Keep your first aid kit closed when asking this question. Take the items out of the kit as the students name them.

Write a list of items in the first aid kit such as: bandages; gauze, antiseptic wipes, scissors and medicated cream.

Have the students study some of the items found in a first aid kit. Place a cloth over these items and see how many the students can remember.

Use the cube.
When you go boating…

Circle the safety equipment you need to take boating.

Tell your partner what you will take boating.
Reading

Water Skiing

My name is Melike and I will be thirteen in November. Today is the best day of my life. Every July, my family visits our friends’ cottage in the Whiteshell. They have a motor boat! I love to water ski.

Everyone helps carry the safety equipment to the boat. We each wear our PFDs. My dad carries the paddles. My mom takes the first aid kit. I carry the bailer and a whistle. Our friend brings the sunscreen.

One adult drives the boat. The other adult watches me. My mom helps me in the water. I am so happy. I got up on skis the first try this summer.
Writing
Write the correct answer.

- whistle
- PFDs
- bailer
- watches
- visits
- paddles
- first aid kit
- motor boat
- water ski
- safety equipment

1. Every July, Melike’s family ______ their friends’ cottage.
2. They have a ________________.
3. Melike wants to ________________.
4. Everyone helps carry the __________ to the boat.
5. They all wear their ____________.
6. Her dad carries the ________________.
7. Her mom carries the ________________.
8. She carries the _____________ and the _____________.
9. One adult drives the boat. The other adult ______
Chapter 5

Winter Rivers, Lakes & Ponds
Note to Instructor:

The Harbour Master, Canadian Red Cross and Lifesaving Society have excellent pamphlets on rivers, lakes and ponds in the spring and fall. The pictures are excellent.

Measure 4 inches or 10 centimetres vertically to show how thick ice must be for a person to go on it safely.
Reading

Taric Loves Skating

My name is Tarik. I am six years old. I love to skate in the winter. There is a pond near my home. I want to skate today. The weather is cold. The pond looks good for skating. I see a sign at the edge of the pond.

That sign tells me to stay off the ice. I stay safe. I stay off the ice. I can go on the pond when the ice is thick. It is too thin today. I can go skating when the ice is 4 inches thick and the sign is gone.
Writing

Fill in the blanks.

1. Tarik is ________________ years old.
2. He loves ________________ in the ________________ .
3. There is a ________________ near his home.
4. The weather is ________________ .
5. Tarik sees a ________________ at the edge of the pond.
6. The sign says ________________________________ .
7. The sign means ________________________________ .
8. The ice is ________________ today.
9. You can go skating when the ice is ________________ .
Writing

Choose the correct question word.

• who  • what  • where  • when  • why

1. Who likes to skate?

2. ______ does he love to do in the winter?

3. ______ does he skate?

4. ______ does he skate?

5. ______ is he not going skating today?
Skaters must choose their outdoor skating rinks carefully. Skating on a frozen pond, lake or river is safe only when the ice is thick. Never skate on thin ice. Ice that is less than 4 inches or 10 centimetres thick is too dangerous.

Which ice is safe to skate on, A or B? Why?
Chapter 6

Kitchens & Bathrooms
Note to Instructor:

Review temperature and thermometers, especially boiling. Boiling water can be found in many places.

Use the picture of the child in the bath. Review supervision and what to do if the care giver needs to leave while the child is in the bath (see page 47).

Enlarge pictures and colour them. What vocabulary do the students already know?
Speaking

Talk about the picture.

- Kettle
- Cord
- Outlet
- Boiling
- Stove
- Steam
- Handle
- oven
Writing

Look at the picture on page 87.

Fill in the blanks.

- behind  - in front of  - under  - on

1. The child is ______________ the oven.

2. The outlet is ______________ the kettle.

3. The child is ______________ the pot handle.

4. The pot is ______________ the stove.
Speaking
Talk about the picture.

- Sink
- Wet
- Hair dryer
- Plugged in
- Counter
- Electricity
Writing

Look at the picture on page 89.
Fill in the blanks.

- in  • between  • beside  • on

1. The cord is ____________ the water.

2. The hair dryer is ______________ the sink.

3. The faucet is ____________ the taps.

4. The hair dryer ____________ the counter.
Appendix

Pictures, Activities & Games
## Listening

### Warnings

1.  

<table>
<thead>
<tr>
<th>Lifeguard:</th>
<th>The waves are too high. You can’t swim today.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimmer:</td>
<td>Thanks for telling me.</td>
</tr>
</tbody>
</table>

2.  

<table>
<thead>
<tr>
<th>Lifeguard:</th>
<th>A storm is coming. Get out of the water.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimmer:</td>
<td>Okay.</td>
</tr>
</tbody>
</table>

3.  

<table>
<thead>
<tr>
<th>Lifeguard:</th>
<th>Don’t swim outside the buoys. It’s too dangerous.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Swimmer:</td>
<td>Okay, thanks.</td>
</tr>
</tbody>
</table>
# Listening

## More Warnings

<table>
<thead>
<tr>
<th>4.</th>
<th>Local man: The current is too strong for swimming.</th>
<th>Swimmer: Thanks for telling me.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>Lifeguard: No running. The pool deck is too slippery.</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Mother: The island is too far away to swim to.</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Lifeguard: There is a drop off beside the dock.</td>
<td></td>
</tr>
</tbody>
</table>
Thermometer (Celsius)
Safety Equipment
Bathtub
Drop Off
Dock
Body Parts

- back
- head
- leg
- knee
- arm
- elbow
- foot
Beach Game

START

You checked for drop offs. GO AHEAD TWO.

Congratulations! You're in the water with your child. GO AHEAD FIVE.

Free Space

There's a strong undertow. GO BACK ONE.

Your young child is playing near the water without a PFD. GO BACK TWO.

You're swimming with a buddy. Good for you. GO AHEAD TWO.

You bought a PFD for everyone. GO AHEAD FIVE.

You dove into the water without knowing how deep it was! GO BACK TWO.

Get out of the water. There's a storm coming. GO BACK THREE.

You're wearing a PFD. GO AHEAD TWO.

Great! You joined a swimming class. GO AHEAD ONE.

You checked the bottom of the swimming area for drop offs. GO AHEAD THREE.

There's lightning! Get out of the water and off the beach. GO BACK ONE.

Well done! You registered your child in swimming classes. GO TO FINISH.

FINISH

You're sleeping on the beach. Where is your child? GO BACK FOUR.
# Game Cards

Cards to be used for games, paid and individual work.

<table>
<thead>
<tr>
<th>safe</th>
<th>dangerous</th>
</tr>
</thead>
<tbody>
<tr>
<td>near</td>
<td>far</td>
</tr>
<tr>
<td>unknown</td>
<td>known</td>
</tr>
<tr>
<td>over</td>
<td>under</td>
</tr>
<tr>
<td>in</td>
<td>out</td>
</tr>
</tbody>
</table>
Game Cards

Cards to be used for games, paid and individual work.

<table>
<thead>
<tr>
<th>cloudy</th>
<th>clear</th>
</tr>
</thead>
<tbody>
<tr>
<td>deep</td>
<td>shallow</td>
</tr>
<tr>
<td>calm</td>
<td>rough</td>
</tr>
<tr>
<td>strong</td>
<td>weak</td>
</tr>
<tr>
<td>fast</td>
<td>slow</td>
</tr>
</tbody>
</table>
# Game Cards

Cards to be used for games, paid and individual work.

<table>
<thead>
<tr>
<th>sharp</th>
<th>dull</th>
</tr>
</thead>
<tbody>
<tr>
<td>float</td>
<td>sink</td>
</tr>
<tr>
<td>hot</td>
<td>cold</td>
</tr>
<tr>
<td>conscious</td>
<td>unconscious</td>
</tr>
<tr>
<td>thick</td>
<td>thin</td>
</tr>
</tbody>
</table>
# Game Cards

Cards to be used for games, paid and individual work.

<table>
<thead>
<tr>
<th>whistle</th>
<th>grab strap</th>
</tr>
</thead>
<tbody>
<tr>
<td>safety strap</td>
<td>buckle</td>
</tr>
<tr>
<td>reflective tape</td>
<td>approved</td>
</tr>
<tr>
<td>large collar</td>
<td>zipper</td>
</tr>
<tr>
<td>ties</td>
<td>proper size</td>
</tr>
</tbody>
</table>
QUESTION CUBE

An example of how to use it: Write a different question word (who, what, where, when, why and how) on each face of the cube. A student can toss the cube and make a question about a reading passage or dialogue using the word that has come up.

To make:
Trace on cardboard, cut out, fold along lines and glue together.