

## SEE YOU SOON IN SASKATOON

*The play is designed for a Reader's Theatre. The story tells about two girls who are planning a family reunion with all their relatives who live across Canada. They have a relative in every capital city in the province and the two territories.*

Make a copy of the play for each student.

Designate characters to the students. Tracy and Sue have more dialogue, so split up their roles among several students. Ask students to take home the sheets and learn to read their parts. Students can highlight their parts with a yellow marker.

More Fun : Have two old extension phones available for students to carry out their roles. Tracy and Sue can pass the telephone back and forth. The other phone can travel through the room.

Carry out the dramatization in your classroom.

Another Idea: Combine the Reader's Theatre with the Tourism Reports (to follow) for a school assembly. Set up the stage as a living room with a telephone. Off to the side of the stage, set up a telephone so the relatives can come on to speak their turn.

Have students prepare information about each city (see Tourism Reports) on an overhead projector sheet. Each time a new city is introduced, display the information about that city.

## See You Soon in Saskatoon

Characters in order of appearance:

Tracy	Auntie Joan
Sue	Jim
Uncle Ben	Joel
Judy	Uncle Bill
Uncle Jake	Kate's roommate
Auntie Vi	Uncle Fritz
Lori	Mom
Grandma	
Grandpa	

Setting: A family living room.

Tracy: In one month, all the family will be in Saskatoon. We have a relative coming from each of the ten provinces, and from each of the two Territories!

Sue: Did you know that everyone we're calling lives in a capital city?

Tracy: You always were good in Social Studies. Well, who should we call first?

Sue: Let's start with northern Canada! Let's call Uncle Ben in Yellowknife, North West Territories.

Ring, ring, ring.....

## CITY LOCATIONS

Go through the play and find the names of the city capitals of Canada.

On a map, place little tags to show where each person is coming from. For example, make a little tag that says *Auntie Vi* and place it at Edmonton, Alberta. After all the names are plotted, discuss how each person would be travelling to Saskatoon.

For a Centre Activity, provide students with a map of Canada to be placed on the floor. Make 12 toothpick flags that are mounted on a blob of plasticine. Print the name of a capital city on each flag. Students find the capital cities and place the flags on the map.

## MATH ACTIVITIES

1. Telephone a travel agency and find out some of the flight charges for a ticket from various places to Saskatoon. Do the same for train fares and bus fares.
2. Calculate the number of kilometres from Saskatoon to each capital city. Look in the telephone book for long distance rates to find the cost of each one minute call. Compare day rates and evening rates. Don't forget to add any provincial and federal sales taxes.
3. Explain that each province has a Board of Tourism. Tourists spend money when they are on holidays and that helps the economy of the province by giving people jobs. Discuss the kinds of jobs could be created from tourism i.e. where would a tourist spend money?

## TOURISM REPORTS

Divide the class into groups, a group for each province and one for the two territories. Each group will give an oral and a display on their province, noting three interesting places to visit there.

Encourage students to illustrate or to use pictures cut from magazines and travel brochures.

An excellent resource:

Abeles, E.J. (1994). *Places to Go, People to See, Things to Do All Across Canada*. Richmond Hill, Ontario: Scholastic Canada Ltd.

Four books are available free of charge to members of a provincial motor club.

When the reports are complete, each group makes a presentation of their report, telling about the places to visit and why everyone should go there for a holiday.

As a follow up, as a class, write away to some of the interesting places to visit in Canada for more information, where addresses are available.

## SASKATCHEWAN CITIES GAME

There are 12 cities in Saskatchewan: Saskatoon, Regina, Moose Jaw, Prince Albert, Swift Current, Yorkton, North Battleford, Estevan, Weyburn, Lloydminster, Melville and Melfort. From this word spelling game, students will become more familiar with the cities in Saskatchewan.

You will need

1. a wall map of Saskatchewan on display.
2. the names of the cities printed in large letters on sentence strips for display in the pocket chart.
3. 12 zipclose bags.
4. small cards for the city word letters.

Print the letters of each city, one on each card. Letter each city in a different colour in case they get mixed up. Put the letters for each city in a zipclose bag.

## CITY

*Story Summary: Written as an acrostic for students to discover some of the elements that are unique to living in the city.*

## MAKING THE BIG BOOK

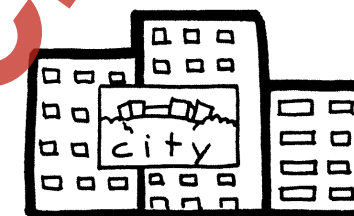
The illustrations are quite detailed and you may not want to colour them. The book looks attractive left in black and white, bordering the text and pictures in red.

Photocopy and save your originals. Cut out illustrations and text. Border with a red chisel tip marker.

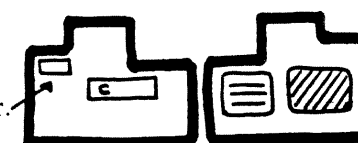
Enlarge the city building pattern to 1/2 a bristol board size.

You will need 3 sheets of blue or black 2-ply bristol cut in half to give you 5 pages. Trace the city building pattern onto each page and cut out.

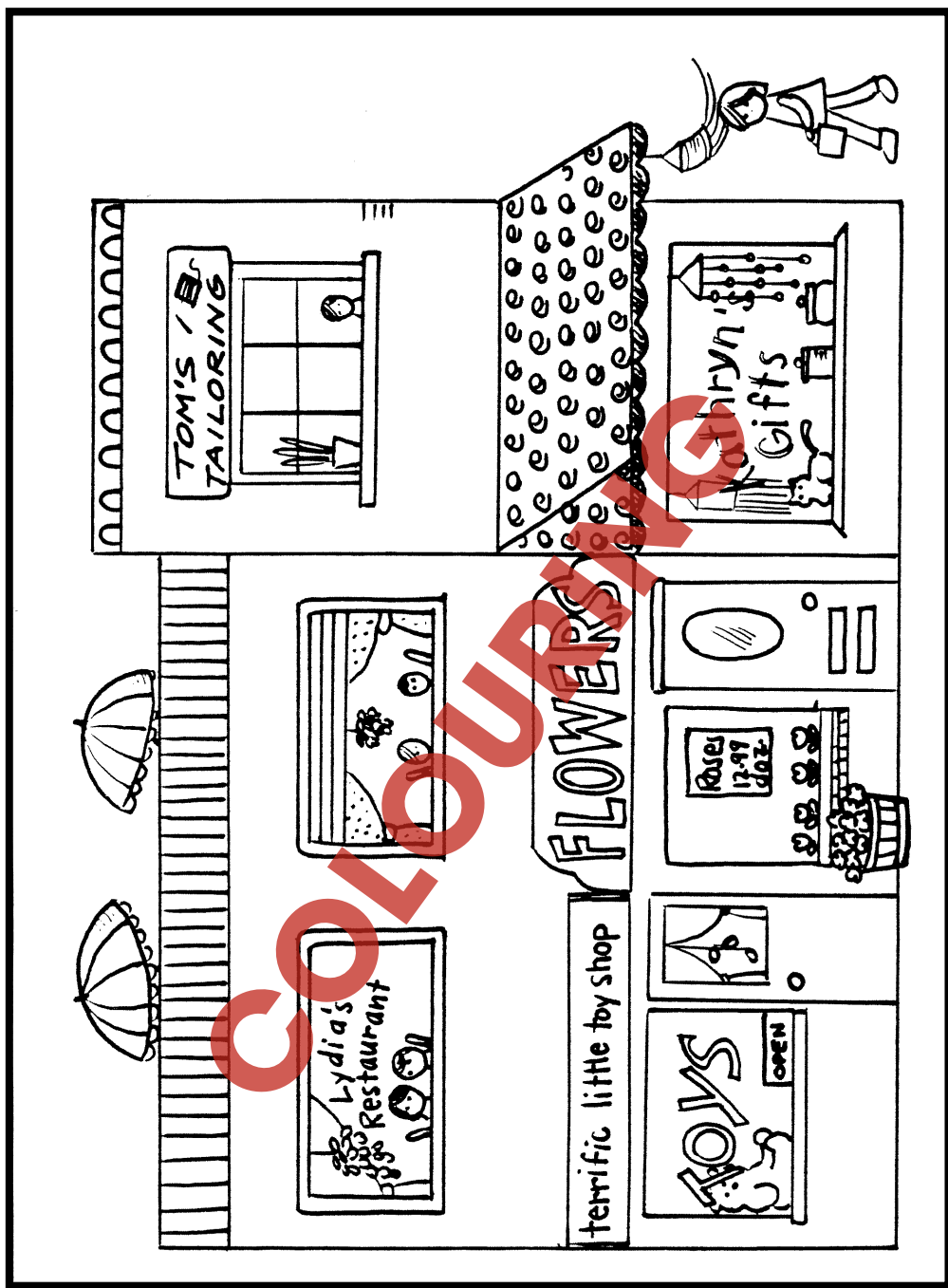
1. Glue on the cover illustration and add the city building details. You can add lights to the windows by cutting and pasting yellow rectangles on the windows.



2. Glue the title information in the corner of the inside cover. Add the text, illustration and city letters.



3. Bind.



WRITING CENTRE ACTIVITY

Keep the big book at a Writing Centre for students to add more words or sentences. Photocopy the word strip format for students to write and illustrate their sentences or words. Student work is glued on the left hand pages under the city letter(s). Add the credit page, gluing it to the back of the book. When the book is complete, laminate and add to the school library collection.

READ THE STORY

Read the story. Reread and look for any "c" words, "i" words, etc. Ask students to brainstorm for more words to add to the city acrostic. Record on a flip chart. Encourage students to add to the chart during your theme study.

Reread, discussing each of the elements found in a city.

City Hall?

- Who works there?
- What do civil servants do?
- What are some of the departments at City Hall?
- What does the Mayor do?
- How does the Mayor become a Mayor?
- What is a citizen?

Interesting Places?

- A big city will have hundreds of different shops.
- What kinds of shopping places do we find in a city?

Traffic?

- What kinds of vehicles are found in a city?
- How is the traffic regulated? (lights and signs)

Yards?

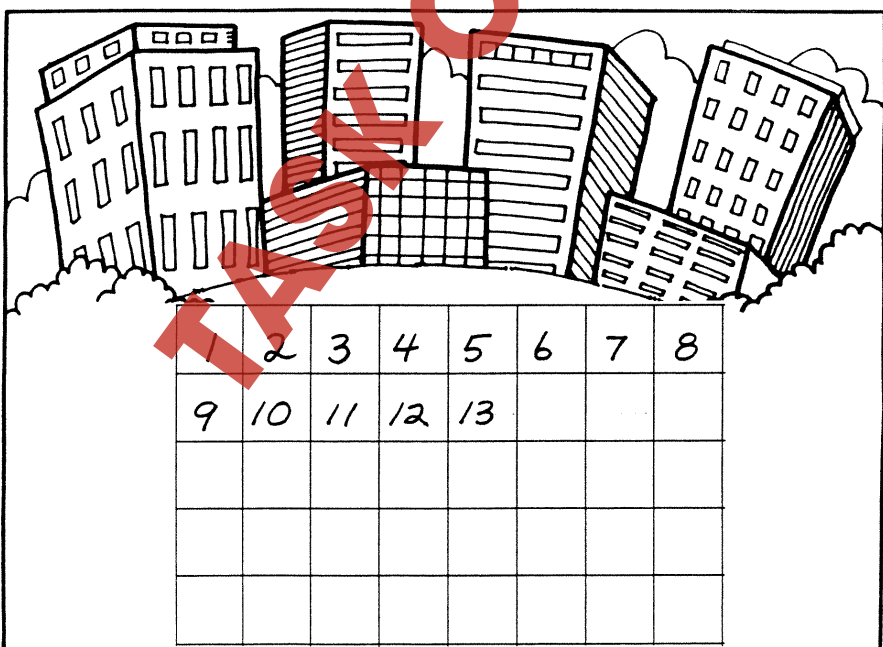
- There are many kinds of places to live in a city.
- Brainstorm the different kinds of dwellings found.
- What other kinds of buildings are found in a city?

Date started \_\_\_\_\_ Date completed \_\_\_\_\_

Name \_\_\_\_\_

I have completed the following Task Card Activities:

1. City Vocabulary Word Search
2. City Workers Word Search
3. City Building Design
4. Write a Candidate for Mayor Election Speech
5. Alphabetical Cities of Saskatchewan
6. Make a Postcard
7. A Population Pyramid
8. Draw Apartment Life
9. City or School Rules or Both?
10. Word Scramble of Multicultural Languages
11. Population Words to Numbers
12. Drawing Urban and Rural
13. City or Country? Write about it.



File Folder # 1 . Name \_\_\_\_\_

Can you find the different occupations in a city? See the list below and start searching!



s u x f o b s i k s b k l b l  
 p o l i c e o f f i c e r u i i  
 f l o r i s t l x c a b c s b  
 b i v e t e r a n a r i a n r  
 u j c f c l b w c s t b c j a  
 c u r i b j k v h i r d s r  
 d r x g z v c e c i s s b r i  
 f y c h u z i r u e t u x b a  
 c u s t o d i a n r c w u c n  
 u b t e a c h e r b r x r s s  
 s n u r s e b u s d r i v e r

custodian, fire fighter, police officer,  
 veteranarian, florist, lawyer,  
 artist, teacher, bus driver, nurse,  
 librarian, cashier.



File Folder # 10

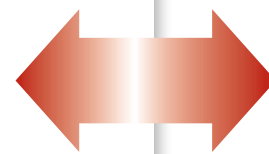
Name \_\_\_\_\_ Date \_\_\_\_\_

Can you unscramble some of the different languages spoken in Canada?

- 1. erce \_\_\_\_\_
- 2. glensih \_\_\_\_\_
- 3. rfnehc \_\_\_\_\_
- 4. nniiaaukr \_\_\_\_\_
- 5. psninsa h \_\_\_\_\_
- 6. ejpaanes \_\_\_\_\_
- 7. eseichn \_\_\_\_\_
- 8. rmnage \_\_\_\_\_
- 9. iliantn \_\_\_\_\_
- 10. eden \_\_\_\_\_

Glue the answer key on the back of the task card for students to self-check.

Answer Key  
1. Cree 2. English 3. French 4. Ukrainian 5. Spanish,  
6. Japanese 7. Chinese 8. German 9. Italian 10. Dene



# ANSWER KEY

