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**TULLINILIARA**  
EXTENSION ACTIVITIES



## Level 14: Evie's New Start

- Activity worksheet: I Learned Something New

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### ICON LEGEND



TEACHER SCRIPT



INDIVIDUAL ACTIVITY



IMPORTANT INFORMATION



CLASS DISCUSSION



PAIRS/SMALL GROUP ACTIVITY



LARGE OPEN SPACE

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### TEACHER SCRIPT TRANSLATIONS

Throughout these extension activities, you will find teacher scripts written in English to help you guide your lessons. The Inuktitut extension activity is available for download.



## EXTENSION ACTIVITY

BOOK TITLE  
**Evie's New Start**

LENGTH  
**2 lessons**  
(30–40 minutes each)



### Essential Questions

What is a learning disability?  
What are some ways that we can help ourselves and others learn new things?



### Lesson Overview

In this lesson, students will learn about what a learning disability is from the book *Evie's New Start*. Students will complete a short interactive activity to help them understand how the main character of the book, who has a learning disability, was helped by the accommodations her teacher offered her in class. Then students will complete a set of worksheets about giving and receiving help.

### REQUIRED MATERIALS

- *Evie's New Start*
- Drawing and writing utensils
- Activity worksheet: **I Learned Something New**

### LEARNING ACTIVITIES



Think-Pair-Share about the main character of the book.



Class discussion about what the main character learns in the book.



Pairs working memory activity.



Complete the **I Learned Something New** activity worksheet.

### LEARNING CONNECTION

Students will learn about learning disabilities and consider how people with learning disabilities find different ways to retain information. Students will do an activity that uses their working memory, which will build on their understanding of the learning disability that is portrayed in the book *Evie's New Start*.

### READING VOCABULARY

*learning disability, working memory*

### PRE-LESSON PREPARATION

1. Photocopy one **I Learned Something New** activity worksheet for each student.

# LESSON PLAN: EVIE'S NEW START

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## Lesson 1 Plan

1. Read the book *Evie's New Start* out loud to the class. After each chapter, stop and ask students to summarize what happened in that chapter.
2. Next, complete a Think-Pair-Share with your students. First, ask students to think about the character of Evie and the different things she learned how to do in this book. Next, have each student pair with another student to discuss their ideas. After students have had a chance to discuss with their partner, have the pairs share with the class. Write student responses on the board. Fill in any important details that students may not have considered.
3. Create a T-chart on the board with one side labelled "Things Evie Does Independently" and the other "Things Evie Needs Help With." Ask students if they can identify things that Evie does independently and write these in the appropriate column. Then, ask students if they can identify things that Evie needs help with and write these in the appropriate column. Your chart should look something like this:

Things Evie Does Independently	Things Evie Needs Help With
<ul style="list-style-type: none"><li>☛ Drawing</li><li>☛ Making people laugh</li><li>☛ Making friends</li><li>☛ Remembering to do her chores</li><li>☛ Telling stories</li></ul>	<ul style="list-style-type: none"><li>☛ Remembering new information</li><li>☛ Paying attention in class</li><li>☛ Understanding lessons</li><li>☛ Completing math worksheets</li></ul>

4. Ask students if they recall why Evie needed help with these things. Give students a chance to respond. Then tell students that Evie needed help with these things because she has a learning disability. Ask students if they know what a learning disability is. Give students time to respond. Tell students what a learning disability is using the definition below:



**A learning disability affects how someone's brain works and changes the way they understand or remember information. When someone has a learning disability, it doesn't mean that they can't learn. It just means that they may learn in different ways than other people.**

5. Ask students if they can recall how Evie's learning disability affected her. Give students a chance to respond. Tell students that having a learning disability makes it difficult for Evie to remember new information.

## LESSON PLAN: **EVIE'S NEW START**

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6. Then, ask students to think about who helped Evie in this book, and in what ways. Give students a chance to respond, and fill in any missing information using the list of possible answers below.

Possible answers:

- ☛ Evie's teacher helped Evie by:
  - identifying that she was having trouble remembering things and finishing her schoolwork because she might have a learning disability.
  - talking to her mom and grandfather about ways to help her learn.
  - showing pictures of experiments in science class.
  - working with her independently in math class to help her understand the lesson.
  - repeating the words to the song they were singing in choir so that she could remember them.
  - giving her special worksheets that would help her learn better at school.
- ☛ Evie's mom and grandfather helped Evie by meeting with her teacher to find out how to help her learn better at school.

7. Tell students that everyone needs help learning new things sometimes and that it's important that we help each other. Give each student a copy of the **I Learned Something New** activity worksheet to work on independently. Students will complete the worksheet by writing about a time that someone helped them learn something new.

### **SHARING AND DISPLAYING (CLASSROOM REINFORCEMENT)**

- ☛ Have student volunteers present their worksheets to the class, if they feel comfortable.

# LESSON PLAN: EVIE'S NEW START

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## Lesson 2 Plan

- Sort the class into two groups: the snow geese and the lemmings. Ask the students in these groups to imagine that they are the animal that their group has been assigned. Then, list the following tasks one at a time. You may also brainstorm other tasks to add to this list.
  - Get to the island across the bay.
  - Stay warm in the winter.
  - Escape from a predator.
- After you list each task, give students time to discuss in their groups how they would accomplish the task as their given animal. Students will likely find that some tasks are easier than others, depending on which animal they are. Record students' observations as you discuss. You may end up with something like this:

Task	Snow Geese	Lemmings
<b>Get to the island across the bay.</b>	Fly there (easy)	Find a chunk of ice or driftwood to float on (harder, need tools/support)
<b>Stay warm in the winter.</b>	Migrate to the USA (harder, needs extra time to get there)	Build warm nests under the snow (easy)
<b>Escape from a predator.</b>	Fly away (easy)	Run into its burrow (easy)

- Ask each group some questions to explain their reasoning for how their animal would complete each task. Use the following questions as a guide:



- Can the geese and the lemmings both make it to the island?**
- Which animal needs extra tools to get to the island?**
- Which animal needs to make sure it's warm in the winter?**
- Can the geese and the lemmings both stay warm in the winter?**
- What is the difference between how the geese and lemmings escape predators?**
- I notice that both geese and lemmings can do all of the tasks here, but sometimes one animal needs a little extra time or support. What does that remind you of?**

## LESSON PLAN: **EVIE'S NEW START**

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4. Explain that like the snow goose and the lemming, different people need different things to help them succeed. Sometimes, people will express the same information in very different ways, but both ways are correct. People with learning disabilities, like Evie, sometimes need extra tools so they can learn with everyone else. This doesn't mean that people with learning disabilities can't be successful—they just use different strategies and tools.
5. Remind students that people with learning disabilities also have special skills, just like everyone else. Ask students to share some of Evie's special skills that they learned in the book. You can revisit the chart created in Lesson 1 and review the column "Things Evie Does Independently" for some ideas.

Name: \_\_\_\_\_

# I Learned Something New

Write about a time that someone helped you learn something new.

Draw a picture.

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