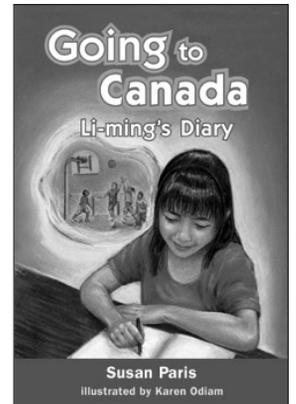


Going to Canada: Li-ming's Diary

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Book Summary

Li-ming's family is moving from China to Toronto. *Going to Canada* is Li-ming's diary account of how she prepares for the move and how she feels about it. The text compares life in China with life in Toronto.

Features of the Book

- Personal account
- Chinese names – *Li-ming, Tag-hee*
- Diary format
- Questions posed by the writer
- The use of similes – *like the world is wrapped in a big white quilt; they all honk like geese*

Purpose

Going to Canada: Li-ming's Diary can be used to introduce and reinforce the following skills and understandings:

- S** interpreting and analysing characters' feelings, relationships, and actions;
- S** making inferences;
- S** identifying the main theme of a story;
- S** identifying the use of figurative language such as similes;
- S** writing using figurative language such as similes;
- S** exploring the reasons why people move from one country to another.

Investigation Tools

- Making Connections – Why Do People Move?, page 29
- Digging Deeper – China, pages 30–31
- Looking Closer – Mandarin, page 32

The Guided Reading Lesson

- S** Interpreting and analysing characters' feelings, relationships, and actions
- S** Making inferences

Introducing the text

Encourage the students to share their experiences of going somewhere new. Experiences may include moving to a new country or city, changing schools, joining a new sports team or music group, or going on holiday to meet relatives that they haven't met before.

- *How did you feel about going?*
- *What did you want to know before you went?*
- *Who made sure that you didn't get lost or lonely?*
- *Was it different to how you imagined? How was it different?*

Look at the cover of the book and read the blurb together. Explain to the students that you want them to think about Li-ming's feelings as they read the story.

Reading and discussing the text

Look at the contents page together. Discuss why the chapter headings are dates.

Ask the students to read Li-ming's first two diary entries (to the end of page 8).

- *What does Li-ming know about life in Canada?*
- *How is she feeling about going to live there?*

When the students have finished reading, encourage them to share their ideas with the group.

- *Do you think that Li-ming understands what it will be like in Toronto? Why?/Why not?*
- *Where does it tell you that in the story?*

Explain to the students that sometimes we learn more from a story than it actually tells us. This is called making inferences.

Ask the students to read to the end of page 14 and to think about how Li-ming and her mother are acting and feeling.

- *Why couldn't Li-ming and her mother sleep? Does the text tell us this?*
- *How does Li-ming feel about leaving her grandmother? Will she ever see her again?*

When the students have finished reading, discuss the inferences that they have made and the information they used to make them.

The students can now read the rest of the book independently. Write one or more of the following questions on the board to guide their reading:

- *What is Li-ming worried about?*
- *Will Li-ming like living in Toronto? Why?*
- *How would you have felt if you were Li-ming?*

When the students have finished reading, they could make brief notes in answer to one of the above questions. Give the students an opportunity to discuss their answers.

The last four pages of the text contain non-fiction information related to the stories. The students can read this now, or they can read it later as part of their independent reading.

Revisiting the Text

The activities below can be used immediately after the guided reading lesson, during later reading sessions as mini-lessons, or as independent activities.

S Identifying the main theme of a story

Explain to the students that a theme is the big idea in a story.

- *What is the big idea in Going to Canada? (dealing with change and the feelings associated with change)*

Write the theme on the board. Point out that the theme is not specifically about Li-ming or about moving from China to Canada. Brainstorm other story ideas that could be written on the same theme, such as changing schools or moving to a new house.

S Identifying the use of figurative language such as similes

Write “It looks like the world is wrapped in a big white quilt” on the board and ask the students to find this sentence on page 21 in the text.

- *Why do you think the author used this sentence?*
- *What picture does it make in your mind?*
- *Can you think of another way to describe clouds?*

Explain that a simile describes something by comparing it with something else. Similes often use “like” to show the comparison. Ask the students to find the simile on page 24 and discuss it in the same way.

 The students can use the blackline master on page 72 to write similes that describe things in a big city.

S Exploring the reasons why people move from one country to another

Ask the students to read the information on page 29. Discuss reasons why people move, and list them on a chart. Discuss each reason based on the students' own experiences or experiences of people that they know.