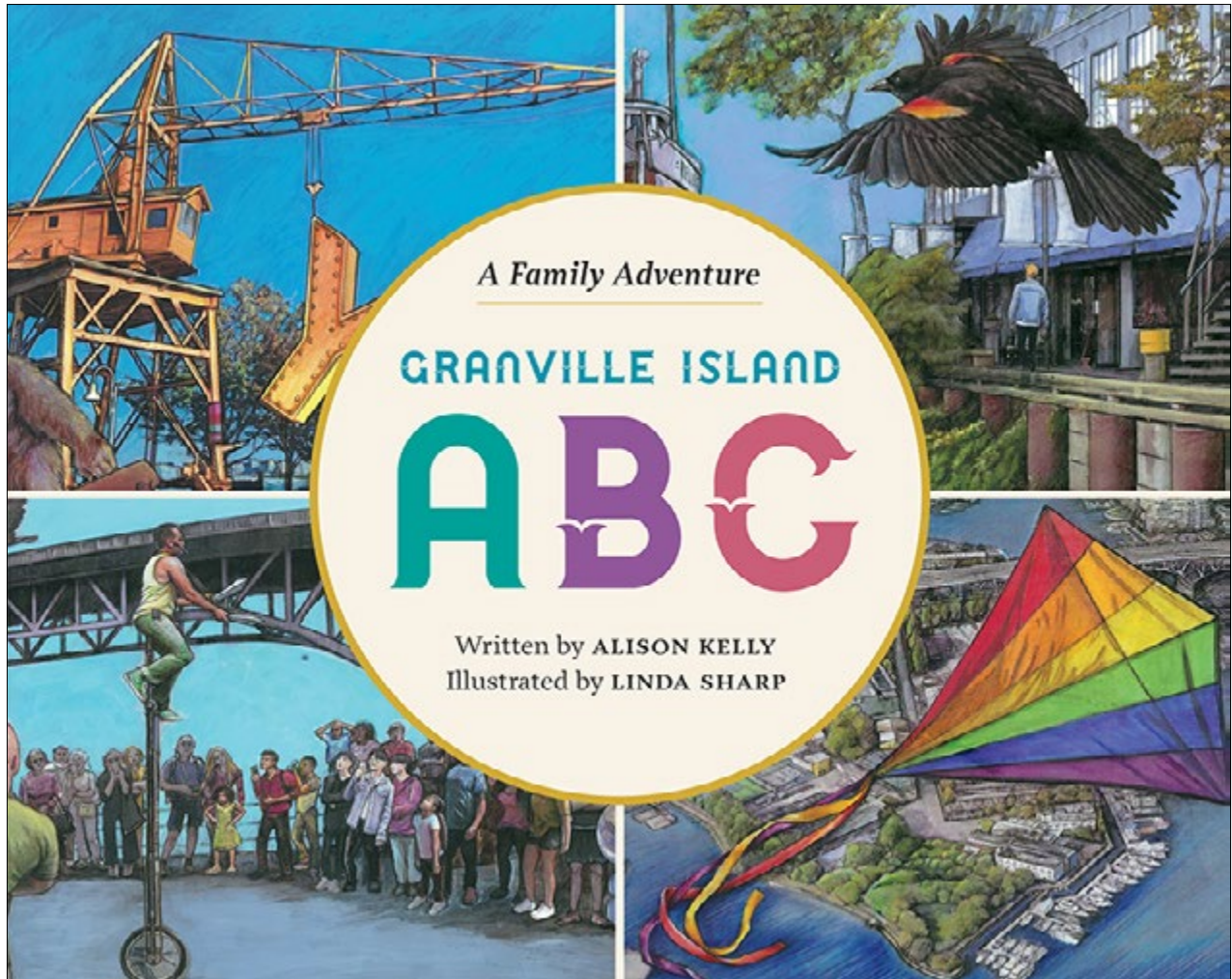


Teacher's Guide

Granville Island ABC: A Family Adventure



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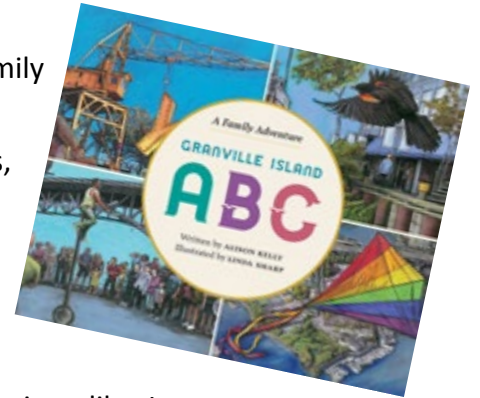
ABOUT THE BOOK

Granville Island ABC is a whimsical exploration of Vancouver's favourite family landmark, filled with gorgeous illustrations and fascinating facts.

The book is a visual treasure hunt that invites families to explore the sights, sounds, and smells of this exciting arts and culture destination. With fun (and mostly free) discoveries for every letter of the alphabet—from buskers to houseboats, industrial relics to parks, seawalls to turtles—this book is the perfect companion to a family outing.

With interesting facts, a detailed map, a historical timeline, and text that fosters observation and entertainment, it is sure to appeal to locals and tourists alike. Its whimsical illustrations contain hidden details and capture Granville Island's unique mix of industrial and artistic, historical and modern, urban and wild.

Granville Island ABC includes many well-known Granville Island features, but it also uncovers a world of overlooked details, including local wildlife (there's a resident beaver), signs of Granville Island's industrial past, and quiet corners hidden away from the more touristy areas.



ABOUT THE AUTHOR

ALISON KELLY is a playwright, actor, writer, and theatre instructor. She is best known as one of the writers and performers of the award-winning, internationally acclaimed play *Mom's The Word*, and the sequels, *Mom's the Word 2: Unhinged*, *Mom's The Word: For Crying Out Loud*, *Mom's The Word: Nest 1/2 Empty*, and, upcoming, *Mom's The Word: Let's Talk Turkey*. Her essay "Present Imperfect" appears in the Canadian bestseller *Between Interruptions*. *Granville Island ABC* is her first book for families and young audiences.

ABOUT THE ILLUSTRATOR

LINDA SHARP is an artist and set designer who holds a Bachelor of Fine Arts from the University of Alberta. She works in fabric and paint, using oilsticks to capture movement and visual energy. Linda volunteers with North Vancouver Community Players and Theatre West Van, designing graphics and painting sets. She is the illustrator of the bestselling book *The Grizzlies of Grouse Mountain*, by Shelley Hrdlitschka and Rae Schidlo.



Land Acknowledgement

The area where Granville Island is located is the unceded and ancestral territory of the x^wməθk^wəyəm (Musqueam), Skw̓x̓wú7mesh (Squamish), and Səlílwətaʔ/Selilwitulh (Tsleil-Waututh) Peoples.

CURRICULUM CONNECTIONS

GRADE LEVELS

Kindergarten, Grades 1–4.

The activities in this guide range in age and grade level, and will need to be adapted to individual classrooms.

SUBJECTS

- Art
- Language Arts
- Social Studies
- Physical and Health Education

CORE COMPETENCIES

- Communicating
- Collaboration
- Creative Thinking
- Critical and Reflective Thinking
- Social Awareness and Responsibility

THEMES

- Alphabet concepts, language, and vocabulary
- Art as creative expression
- City life, family, and friendship
- Community connection and belonging
- Cultural and linguistic diversity
- Cultural heritage
- Imagination and exploring possibilities
- Land use, natural resources, and industrial relics
- Learning together
- Nature and the natural world / Urban nature
- Outdoors play / play as learning
- Puzzles / find-and-see
- Sharing and inclusion

LEARNING GOALS

- Increase alphabet familiarity
- Communication skills
- Observational skills
- Listening skills
- Fine motor skill development
- Working together and collaboration
- Cultural and linguistic diversity
- Exploring the world
- Connecting experiences to learning
- Encouraging a sense of wonder and curiosity
- Ask questions—make inferences—draw conclusions

BIG IDEAS

- Using language in creative and playful ways helps us understand how language works.
- People create art to express meaning as well as who they are as individuals and community. Creative expression develops our unique identity and voice.
- Through art, we can explore and share our identity within a community, and connect our experiences to the experiences of others.
- Engagement in the arts creates opportunities for inquiry through purposeful play and safe opportunities for risk taking.
- Stories help us understand ourselves and our families, and make connections to others and to the world.
- Stories and art can help us see diverse values, knowledge, and perspectives.
- Stories and traditions about ourselves and our families reflect who we are and where we are from.

(CONT.)

CURRICULAR COMPETENCIES & CONTENT

ART

- Explore elements, processes, materials, movements, technologies, tools, and techniques of the arts.
- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play.
- Express feelings, ideas, stories, observations, and experiences through the arts.
- Describe and respond to works of art.
- Reflect on creative processes and make connections to other experiences.

SOCIAL STUDIES

- Use inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
- Explain the significance of personal or local events, objects, people, or places.
- Ask questions, make inferences, and draw conclusions about the content and features of different types of sources.
- Acknowledge different perspectives on people, places, issues, or events in their lives.

LANGUAGE ARTS

- Use concepts of: print, print awareness, letter formation.
- Use reading, listening, and viewing strategies.
- Use concepts of print, oral, and visual texts.
- Engage actively as listeners, viewers, and readers.
- Use personal experience and knowledge to connect to stories and deepen understanding of self, community, and world.
- Exchange ideas and perspectives to build shared meaning.
- Show an increasing understanding cultural and linguistic diversity.

PHYSICAL & HEALTH EDUCATION

- Develop and participate in a variety of movement skills in different physical activities and environments.
- Develop and demonstrate safety, fair play, and leadership in physical activities.

Fascinating ABC Facts!

Q. Which letter is used most often in English?

A. The letter e.

Q. Which letter means “unknown” in mathematics?

A. x.

Q. In alphabetical order, which comes first, “app”, or “Apple”?

A. “App” comes first, because it has no more letters after the p’s.

BACKGROUND INFORMATION

Land Use & Natural Resources

The site of Granville Island was once a sandbar within tidal mud flats. These natural features provided ideal fishing grounds and the creeks that flowed into the mud flats provided fresh water for Indigenous Peoples.

With the arrival of European settlers, the primary use of Burrard Inlet changed to one of industrial production. In the early 1900s, material was dredged from False Creek to turn the sandbar and mud flats into a human-made island. Originally called Industrial Island, the transformation was completed in 1916. It became the site of local warehouses, mills, factories, and shops that serviced local industries.

BACKGROUND INFORMATION

History of the English Alphabet

Begin by sharing how some letters evolved into their present shape using the following book as a resource—*Letter Perfect: The A-to-Z History of our Alphabet* by David Sacks is a book full of “biographies” of English letters. There are many different alphabets in the world that take many different shapes. The alphabet letters we use for English weren’t always the shape they are now. Some letters have changed to be easier to write or to make them different enough from other letters to easily tell them apart. Letters were added and taken away as the needs of writers in different times and languages changed. Letters also changed their order over time.

Some languages use additional symbols and numbers to express the complexity of their language. For example, the Squamish language uses “7” to represent a pause.

LEARNING OPPORTUNITY:

If students in your class know a language that uses another alphabet, ask them to bring the alphabet in to show the other students.



Mural in Squamish created and painted by Alex Fowkes. Photo by Angela Bliss Photography

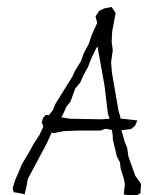
LEARNING ACTIVITY

The Shape of the Alphabet: Recognition & Description

This fun exercise for younger students is like alphabet charades. Charades was a popular party game in the 1940s!

INSTRUCTIONS:

- Pair students up, each with paper and pencil.
- Students will take turns describing the shape of a letter without saying the name of the letter, signaling or shaping with their hands, or mentioning any words the letter is involved in. It can be helpful if an example is given for everyone to try first, such as:
 “I’m thinking of a capital letter. Draw a triangle with no bottom. Does it look like a mountain? Climb part of the way up the mountain with your pencil and draw a straight line across to the other side of the mountain.”
- Another option (instead of description) is to ask everyone to trace the letter in the air with their nose, foot, or elbow.



NEXT STEPS: Help students recognize the letters in their own name. There are many ways to try this: verbally identify the letters with their names written out; using an alphabet chart to point to the letters; or raising our hands as we go through each letter as a group.

LEARNING ACTIVITY

ABCs Everywhere! Alphabet Recognition

This activity helps with alphabet recognition and can easily be adjusted based on students' learning needs.

SUPPLIES:

- found materials (outdoors)
- various craft supplies (indoors)

INSTRUCTIONS:

Assign each student a letter, including both capitals and lowercase letters or even punctuation. For older classrooms, assign students short words. They will then have to build each letter out of different objects or materials, and get creative.

If you have time outdoors with your class, this is a great opportunity to use found materials. If indoors, or if the weather doesn't allow, there are lots of items in the classroom that you can build letters with.

Some examples of how to build letters & words:

- Objects in nature, such as twigs, sticks, pebbles, leaves, and flowers;
- Write in the dirt or sand;
- Collage shapes cut from magazines or scrap paper;
- Using objects found in their belongs or classroom, such as pencils, erasers, gloves, scarves, rulers, etc.



Red Silk Alphabet and Flower Alphabet photos by geishaboy500 on Flickr, licensed under CC BY 2.0. Stick Letter K by Nate Higgins on Flickr, licensed under CC BY 2.0. "Love!" by Éktor on Flickr, licensed under CC BY-NC-ND 2.0.

VARIATION: Practice teamwork by asking students to use their bodies to build letters and words.

- Separate students into groups and assign them a letter or short words (e.g., cat, wet, pin, ball).
- For the first round, ensure each group has enough students to successfully build the word they are given. For the second round, intentionally place limitations on students, such as tucking an arm inside a sweater, or not having enough group members.
- After, discuss with students what impacts these changes had on their ability to build their letters/ words. Apply this discussion to real-world examples and physical limitations.

LEARNING ACTIVITY

Discover the World Around Us

INSTRUCTIONS:

Ask students to write down the letter and name of something they see in the neighbourhood. Ask them to draw and colour their picture. Older students could write a sentence for each picture.

Once finished, engage the students in a discussion about the things they see in their own neighbourhoods.

- Where do you like to go and what do you like to do?
- What or who do you see? What things do we see in common?
- If you took a different route to school, how might that change what you see?
- Does it look different depending on the time of the year? What does it look like in each season?

MORE IDEAS:

- Create a class alphabet book of the neighbourhood. Challenging letters could be worked on collaboratively during an alphabet walk.
- Ask students what they wonder about their neighbourhood, then see if you can find out the answers.

DISCUSSION TIME

Granville Island's past and present

As mentioned earlier in this guide and detailed within the book, the site of Granville Island has not always been the bustling cultural hub it is today. Take some time together to learn and discuss the history of the area and what people did there.

- Before the island was built, what did the natural landscape look like? How does it look different today?
- Before European settlers arrived, what did Indigenous Peoples use the area for? (Consider the types of plants or animals they may have found in the area. Think about what activities may have taken place on the shoreline.)
- What do Indigenous Peoples use the area for today?
- What types of industries were on Granville Island after it was built?
- What do people do on the island now? (Consider types of jobs, live, work, school, art, industry, etc.)
- What places or types of work remind you of the past uses for Granville Island?

SUPPLIES:

- paper
- pencils, crayons, markers, or other drawing supplies

BONUS: A colouring page for *Granville Island ABC* can be found on page 10. Copies can be printed and distributed to students.

RESOURCES:

- CMHC, Granville Island, "[History & Architecture](#)"
- CityStudio Vancouver, "History of Northeast False Creek" [PDF](#) | [website with videos](#)
- Vancouver Heritage Foundation, *Places That Matter*, "[Granville Island](#)"
- CBC News, "[How Granville Island changed the course of Vancouver urban design history](#)"

LEARNING ACTIVITY & DISCUSSION

Introduction to Sign Language

Throughout recorded and pre-recorded history, various forms of non-verbal language have evolved.

For example, during the fur trade era in Canada, when two people did not share a common language but wished to trade goods, they could use gestures and other hand signals to communicate.

Another example is in marine or aircraft communication, which uses flags and hand signals to send messages. Or, a baby before they begin to speak communicates with their hands and through body gestures, like shaking their heads. This act precedes formal language.

Begin by showing the students the American Sign Language (ASL) alphabet. Share a bit of history behind the development of sign language, and what it is primarily used for.

INSTRUCTIONS:

- Provide a copy of the ASL sheet in this guide.
- Pair up students and taking turns, have them fingerspell their names to each other.
- Write some suggested words on the board (or have students pull ideas from a bag) to fingerspell to their partner.
- Afterward, discuss the experience the students had.
 - Was fingerspelling difficult?
 - How long did it take?
 - Did your partner always guess the word right?
 - What would have happened if your partner didn't have the handout sheet?
 - How might this impact someone who is d/Deaf or hard-of-hearing?
 - Do you know of any sign language words we haven't used today? (more, please, thank you, washroom, hungry, etc.)

VARIATION: Using the ASL sheet, ask students to circle the letters in a word or their own name.

SUPPLIES:

- Print outs or an enlargement of the American Sign Language (ASL) alphabet on page 9.

Want More Activities?

Visit Heritage House's website for a free activity package. While not explicitly tied to the educational curriculum, there are lots of fun and useful ideas in those pages.

www.heritagehouse.ca/additional-content

RESOURCE

This is the American Sign Language (ASL) alphabet.

