

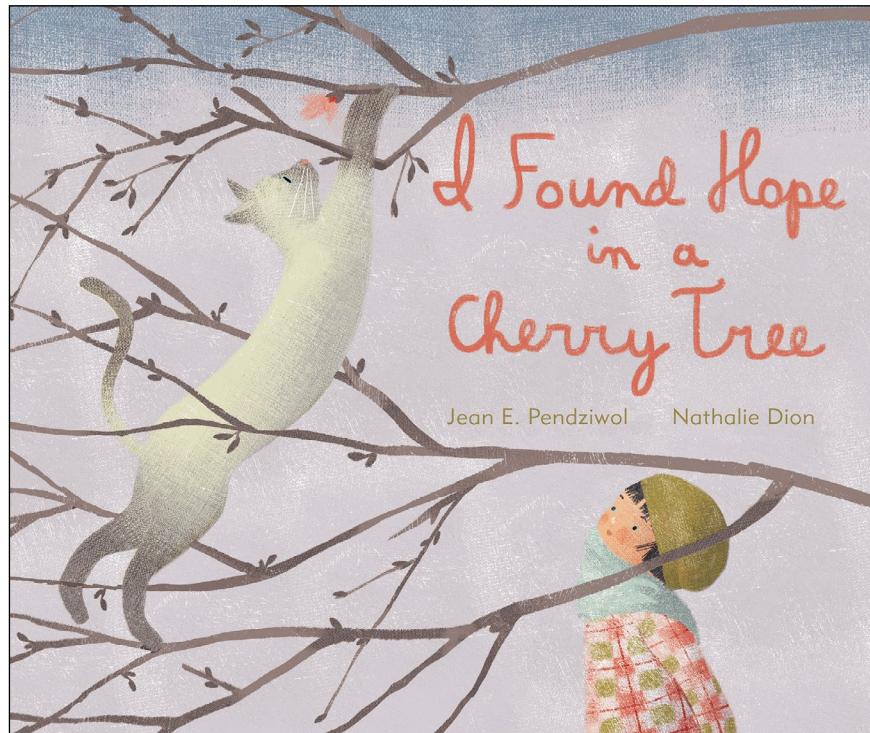


GROUNDWOOD STUDY GUIDES

I Found Hope in a Cherry Tree

Written by Jean E. Pendziwol

Illustrated by Nathalie Dion



A child enjoys the wonders of the outdoors in this lyrical exploration of the hardships and beauties of nature.

CURRICULUM CONNECTIONS

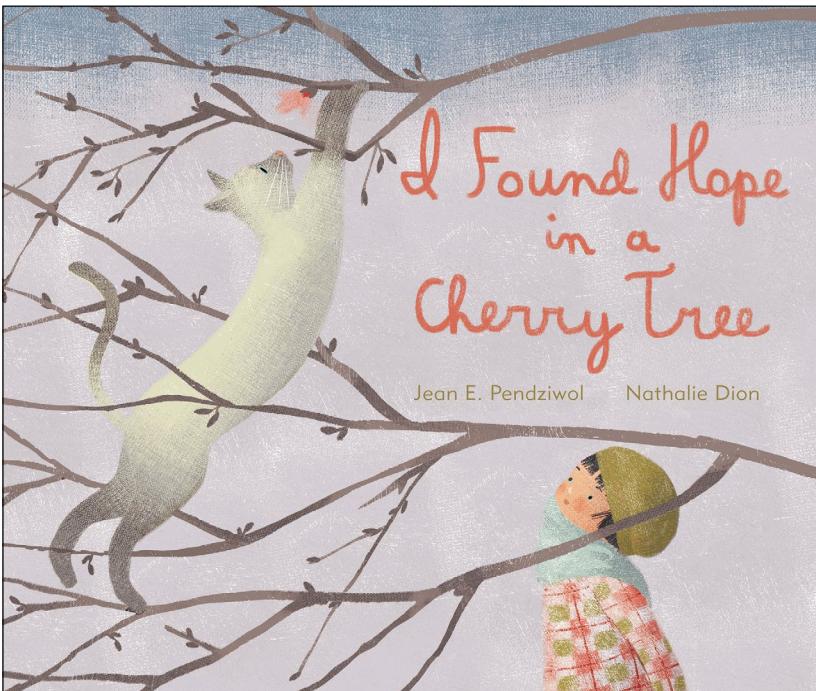
Ages 3 to 7 / Grades P to 2

JUVENILE FICTION / Imagination & Play

Full-color illustrations / 10.625 x 8.875 / 32 pages

Hardcover with jacket / \$18.95 / 978-1-77306-220-4

Ebook / \$16.95 / 978-1-77306-221-1



BOOK DESCRIPTION

The child in this story observes the sun by playing with her shadow, though sometimes it disappears. She listens to the wind tell stories, even when it howls like wolves. She tastes snowflakes — sometimes sweet and delicate; other times sharp on her cheeks. And finally, she finds hope in the buds on a cherry tree that survive through the winter to blossom in spring.

Jean E. Pendziwol has written a layered, lyrical exploration of the hardships and beauties of nature. Her poem, beautifully illustrated by Nathalie Dion, is a study in contrasts and a message of the hope that carries us through the year and through our lives.

HOW TO USE THIS RESOURCE

Begin by reading the book aloud and having your child or student(s) react to the text and illustrations. Let them ask questions and make comments without judgement, recognizing that there are no right or wrong ways to respond. Allow the story-poem to speak to them individually and their learning to happen organically.

For very young children, point out the cat in the illustrations and have them follow it through the images of the story.

You can then extend learning opportunities by choosing to explore aspects related to the book in further detail. These activities can be selected based on age/ability and interest of your child(ren) and are in no particular order.

Each section begins with an overview, connections to the book and ways to extend the lesson followed by additional resources and activities.

HEALTH AND WELLBEING: DEVELOPING RESILIENCE AND EMOTIONAL LITERACY

Studies have shown that resilience (the ability to recover quickly from difficulties) is the best way to defend against stress, anxiety, depression and chronic illness. Resilience is something that can be nurtured in children and results from learning ways to manage adversity rather than living a stress-free life.

An important early step is to empower children by helping them learn to be aware of and name their feelings. Begin with activities that give your child(ren) vocabulary – language to identify how they feel.

Provide a safe space for them to do this without judgement. It's important to acknowledge their feelings (I hear you; you are feeling _____ right now) without trying to "fix" them. Feelings are a natural part of being human and knowing that we have been heard is an essential part of developing appropriate ways to respond to how we feel.

Children learn best by observing patterned behaviours. As parents/teachers, model healthy ways to express emotions, use language to express feelings and engage in activities that develop and demonstrate resilience. Provide an environment that is founded on trust and safety to hold the child as they develop their own resilience.

WHILE READING THE BOOK

1. Ask your child(ren) how the story makes them feel.
2. Pause at various points throughout the story (while the child is waiting for their shadow to return, when the wind howls like wolves, when the snowflakes feel prickly and sharp) and ask them how that page makes them feel.

Emotional literacy includes the development of empathy, which is the ability to understand how someone else is feeling. Ask your child(ren) how they think the child in the story feels? Remember there are no right or wrong answers.

Possible responses:

- confused, anxious, angry – why do shadows disappear?
- impatient, bored, lonely, sad – when will the shadows come back?
- disappointed, curious, frustrated – why are some answers. snowflakes soft and some sharp?
- worried, nervous, scared – why is the wind howling?
- calm, excited, happy, hopeful – seeing the flowers bloom

3. How does the child respond to adversity in this story (when the shadows disappear, when the wind howls like wolves and when the snowflakes become icy and sharp)? What choices does the child make to overcome that adversity?

4. Depending on the age/ability of the child(ren), discuss the concept of hope. Point out that hope involves acting, moving forward even when the future is unknown, like the cherry tree growing buds in the fall that will not bloom until spring.

EXTEND THIS

1. Develop a list of **vocabulary** for various feelings. Refer to Appendix E for ideas.
2. Make different emotion faces and have children guess how you're feeling.
3. Find pictures of people with different expressions and have children label the emotions.

Create a resource of “faces” with different emotions and talk about what they mean. Ask children to choose the picture that most reflects how they feel that day. (A number of excellent resources in downloadable PDF format)can be found online. Here is an example: hope4hurtingkids.com)

4. Using the “faces” you’ve compiled or printed out, provide examples of situations and ask your child(ren) to select a face that reflects “how you feel when...” (there’s a snow day, there’s ice cream for dessert, hockey practice is cancelled, etc.)

COVID-19 CONSIDERATIONS

With the added uncertainties brought about by COVID-19, children will be processing their emotional responses including fear, anger, frustration, anxiety, sadness and grief. Many children will act like they’re fine when they may not be. Providing opportunities and a variety of ways to express those underlying emotions will help get to the root of the issue. (See activities below.)

Every child will be different. While they may not be worried about COVID-19 itself, they may be angry (more likely in older kids), frustrated (they can’t do what they usually do, missing out on extracurricular activities like sports), lonely (time with friends is restricted) or grieving (they will miss out on the annual grade six class trip). They may also be picking up on stress or conflict in their home environment. Some children may not have negative feelings at all.

Remember that identifying and processing emotions does not follow a linear progression; emotional responses will go up and down and the key is finding ways to manage those responses in a healthy way and to provide a safe space to process feelings.

ADDITIONAL RESOURCES

- School Mental Health Ontario <https://smho-smso.ca/> (Includes Resources for parents and teachers.)
- *Project You: More Than 50 Ways to Calm Down, De-Stress, and Feel Great* by Aubre Andrus (Author), Karen Bluth (Author), Veronica Collignon (Illustrator)
- *Mindful Games Activity Cards* by Susan Kaiser Greenland
- Most school boards have developed resources for teachers and parents to use. Check out the website of the board you are affiliated with.
- Building resilience in children at heysigmund.com

ACTIVITIES

MINDFULNESS

Anxiety and fear are worries about what may happen in the future, so bringing the mind back to the present is a good way to develop resilience. Mindfulness is simply paying attention, and the best way to pay attention is by using your breath. Mindful meditation helps to manage stress, increase self-control, and sustain attention.

Plan to have mindfulness breaks on a daily basis (15 minutes right after nutrition break can work really well). Take mini-breathing or meditation breaks throughout the day to bring the mind back to the present. For some children, adding in an active component (mindful walking or yoga) can help with restlessness. There are a lot of excellent resources online as well as pre-recorded guided meditations to use. Find one that is age-appropriate and works well for your child(ren).

Here's a recommended guided meditation for young children who are new to mindfulness from Shambhala called "Sitting Still Like a Frog".

<https://www.shambhala.com/activities-download-sitting-still-activity-book/>

A GROUNDING AND ORIENTING ACTIVITY

To help your child(ren) ground themselves or focus, engage them in this simple activity. Begin with a grounding exercise. This can include standing up or sitting tall, noticing their feet firmly on the ground, and then putting their focus into their feet and feeling how they are firmly rooted to the ground. You can add some movement here or get them to pretend they are as still as a mountain or swaying gently like a tree.

Once they are grounded, add an orienting exercise. This could include looking around the room and naming 5 things they can see, 4 things they can hear, 3 things they can touch, 2 things they can smell, and 1 thing they can taste.

Then direct them to a short breathing exercise, inhaling for a count of 5 and exhaling for a count of 5. To count this, have them hold up their hand and squeeze each finger one at a time as they inhale in, and then do the same for exhale. This brings a tactile component to the activity and aids with calming.

VISUAL ART

Art can be an incredibly powerful way to express or process emotion.

1. Create a “Hope Tree” for your class or home. Using the template provided in Appendix A, cut out cherry blossoms. Paint or color them. Have children write a word or phrase on the blossoms describing what brings them hope. Create a tree from construction paper, pipe cleaners or cardboard and fasten the blossoms to the tree with glue or tape.
2. Find materials that are suitable for the age/ability of your child(ren) and allow freedom for creativity of expression. Materials can include paint, crayons, paper/scissors/glue, clay, bread dough, or even building blocks. Suggested prompts:
 - Create a painting/sculpture to show how you are feeling today.
 - Using “hope” or “gratitude” as a theme, create a three-dimensional piece of art

CREATIVE WRITING

Therapeutic writing is a very powerful tool; studies have shown that writing about trauma helps release it. While it's good to encourage children and young adults to write to a specific topic or in a specific style (see the language arts section for more ideas and prompts) try to make space and time for writing as an outlet without a specified outcome in mind. The writing can be kept, if desired, or ceremoniously disposed of (shredded, placed in a bonfire, etc.) at the end of the activity.

1. Using pen/pencil on paper (if possible) do a timed write every day for a week, taking 5 minutes or longer depending on the age/ability of the child(ren). Have them write whatever comes to mind. Keep the hand moving the whole time. If no words or sentences immediately present themselves, repeat the shapes of the alphabet until words begin to form.

2. If you have large sheets of paper (like reams of old dot-matrix printer paper) tape them to a wall and use a crayon for this activity. Remember that before there are sentences, there are words, before there are words, there are letters, and letters start as shapes – as visual images. Start with the shapes and letters and see where it takes you.
3. Provide your child/student(s) with a topic sentence or theme word to write about, such as:
 - Last week I...
 - When I heard about [blank] I felt...
 - To me, hope means...

SCIENCE: SHADOWS

Shadows happen when light is blocked. There are many different sources of light (the Sun, light bulbs, computer screens...) Light travels from a source in straight lines (rays). If a solid object gets in the way, it stops light rays from travelling through it and makes an area of darkness behind the object. The dark area is called a shadow.

It's easy to see our shadow when we are outside on a sunny day. The strength and position of a light source can change the shape and size of a shadow as well as the contrast (the difference in lightness and darkness) between the shadow and the surface being lit (like a white wall, or the green grass) and the sharpness (how defined or blurry the edges are). Explore this using the activities below.

WHILE READING THE BOOK

1. Look at the pages that show the child playing with their shadow.
2. Can you find the source of light?
3. What is blocking the light to make the shadow?
4. Is the shadow short? Long?
5. Where else do you see shadows in the book? (wolves)

EXTEND THIS

Make your own shadows.

1. Set up a light source (use a lamp or even the flashlight from a cellphone) and project it against a wall (the lighter the wall color, the better) then turn out the lights in the room.
2. Put objects between the light source and the wall. What do you see? Is the shape of the shadow the same or different from the object?
3. Move the object further away from the light source. What happens? What if it's closer?
4. Move the light source to a higher angle. What happens?
5. What happens if you use a larger light source? A smaller one?

ACTIVITIES

HAND SHADOW PUPPETS

Create shadow shapes of different animals using the instruction sheet included in Appendix B.

11
Use Appendix B

SHADOW PICTURES

What you need:

- a sunny day
- sidewalk chalk
- a safe paved street, sidewalk, driveway or parking lot

How to:

1. Working in pairs, have one person stand with their back to the sun so that they cast a shadow while the other person draws with the sidewalk chalk around the shadow, tracing the outline. Mark the time on the shadow.
2. Return to the same place after an hour and repeat the activity.
What's changed? Why?

Extend this:

If you have access to large sheets of paper, create shapes in shadows and trace them onto the paper. Use paint, crayon or marker to fill in the patterns.

SHADOW PUPPET THEATRE - CATS

What you need:

- light source (lamp)
- cardboard/construction paper
- pencil
- scissors
- glue/tape
- sticks (straws, unsharpened pencils, dowelling, or wooden skewers)
- a light-coloured wall to project onto
- cat templates from Appendix C

How to:

1. Trace the shapes of the cats from Appendix C onto the cardboard or construction paper and cut them out.
2. Use tape or glue to attach a stick to the back of each of your cats.
3. Put the lamp on the floor or on a table. Point it at the wall and turn it on. Turn off other lights and close the curtains.
4. Hold your puppets between the light and the wall. Can you make up a story for your cats?

SCIENCE: WIND

Wind is moving air caused by the sun and affected by the rotation of the earth. Air is made up of tiny molecules. When these molecules are heated by the sun, they move faster and become spaced further apart. This means that there are fewer molecules in a given volume of air, and the air has a *lower pressure*. In comparison, cold air is made of more tightly packed molecules, and so it is denser and has relatively *higher pressure*. Warm air wants to rise, and when it does, cool air moves in to take its place. This movement of air from a high-pressure area to a low-pressure area creates wind.

WHILE READING THE BOOK

Focus on the section about wind. Notice that sometimes the wind is gentle (tells stories making the trees laugh) and sometimes it is strong (howls like wolves.) The author is using metaphor to show that wind is changeable and has different effects on its environment. The child in the story learns to respond to those differences, even when they make them feel scared.

Remind your child(ren) that we all feel scared at times. When we do, we can acknowledge how we feel, tell people who care about us, and find ways to focus on being present (see section on mindfulness, above). Sometimes, like the child in the book, it is helpful to change the story. What story do you think the child told to the wind wolves?

EXTEND THIS

1. While we can't see the wind, we can see what it does. Observe the wind for several days. What are some things that we can see the wind do? (Move the branches of the trees, makes waves on a lake, chase clouds across the sky...)
2. When have you enjoyed feeling the wind? (A cool breeze on a hot day, flying a kite, when it keeps the mosquitoes away...)

3. When have you been afraid or frustrated by the wind? (When it blows smoke from a campfire in your eyes, when there's a storm, when it blows the garbage can down the street...)
4. Some excellent YouTube options that add to the conversation:
 - a. What is Wind? by SciShow
 - b. Bill Nye the Science Guy

14

ACTIVITIES

The Beaufort scale, officially known as the Beaufort Wind Force Scale, is a system of measuring wind. It was created by Britain's Admiral Sir Francis Beaufort in 1805 as a way to help sailors estimate the winds by observation. The Beaufort scale ranks wind speeds from 0-12. Using the Beaufort scale sheet found in Appendix D that has been adapted for use on land, track the wind over a period of a day (once per hour) or a week (once or several times per day).

Use Appendix D.

FULL OF HOT AIR

What you need:

- empty bottle
- balloon
- bowl of hot water

How to:

1. Notice that there is only air in the bottle. Now put the balloon on top of the bottle.
2. Set the bottle in a bowl of hot water.
3. What happens to the balloon? Why?

Extend this: For older students, talk about how climate change is causing an overall increase in global temperatures. How will this lead to more severe weather patterns?

MAKE A PINWHEEL

What you need:

- A square of paper (colored or not, patterned or not, you decide! Maybe use white paper and cover it with cherry blossoms?)
- ruler
- scissors
- pencil
- push pin or straight pin
- small beads (optional)
- an unsharpened pencil with a rubber eraser OR a straw OR thin dowel

How to:

1. Fold your square piece of paper corner to corner and corner to corner. Unfold. It will now have an “X” where you folded.
2. Make a pencil mark about 1/3 of the distance between the centre and each corner along your fold lines.
3. Cut along the fold lines, stopping at your pencil marks.
4. Bring every other corner into the centre and stick a pin through all four points and the middle.
5. Roll the pin around in little circles to enlarge the hole so that your pinwheel will turn more freely.
6. Stick the pin into your pencil eraser, straw or dowel. (Optional: add a couple of small beads between your pinwheel and the stick so that it has some space to turn more easily.)
7. Blow on your pinwheel. Which way does it turn? Does it work better if you blow it from the front or side?

Extend this: Use paper that is different colours on each side. What colours do you see when the pinwheel is moving very quickly?

SCIENCE: SNOWFLAKES

Snow is precipitation (water that falls back to earth) that happens when water vapors in the air freeze. This happens when the temperature in the clouds is very cold. Snowflakes are made up of ice crystals that form around a small particle, like dust. Snowflakes start out very small and grow. As they do, they take on different shapes. Each snowflake is unique and might contain up to 200 crystals.

A man named Wilson “Snowflake” Bentley, who lived in Vermont between 1865 and 1931, studied snowflakes and was the first to be credited with photographing them. From a very young age, Bentley was fascinated by the natural world. He loved to study butterflies, leaves and spider webs, and kept records of the daily weather. He was also fascinated by raindrops. On his 15th birthday, Bentley received a microscope and developed an interest in snow crystals. After equipping his microscope with a camera, he made the first successful photograph of a snowflake. In his photographs, you can see the different shapes of snowflakes.

While every snowflake is unique, there are seven identified shape structures:

1. Star Crystal
2. Dendrite Star
3. Columns
4. Plates
5. Capped Columns
6. Needles
7. Irregular Forms

Learn more about snowflake shapes:

- Thoughtco
- Caltech

WHILE READING THE BOOK:

- When you read the story-poem focus on the section that talks about snowflakes. Notice that some snowflakes are soft and large, and others arrive “icy and sharp.” Why is this?
- The narrator in the story likes to catch snowflakes on their tongue and comments that they all “taste like clouds.” Why do you think that is? (Because they all came from the same place even though each one is unique).
- Point out that differences do not make one better than the other – they are just different. The child in the story accepts those differences by noticing that they are all “perfect and beautiful and special” and noticing what they have in common – they all come from the clouds. People are a lot like snowflakes – they come in all shapes and sizes and no two are the same.

EXTEND THIS:

- On a snowy day, go outside and catch snowflakes on a piece of black construction paper or dark felt. (This works better if the felt is cold when you start.) Bring a magnifying glass and look at the shapes of the snowflakes. Can you identify which shape family they belong to?
- Learn more about Wilson Bentley by reading *Snowflake Bentley* by Jacqueline Briggs Martin, illustrated by Mary Azarian, published by Houghton Mifflin Harcourt.

ACTIVITIES

MAKE A PAPER SNOWFLAKE

What you need:

- paper
- scissors

How to:

1. Start by cutting your paper into a square. (If you are using a piece of copy paper, fold the top right corner down so that the top edge is lined up with the side edge. Trim off the extra part on the bottom.)
2. Fold the paper in half diagonally to make a triangle.
3. Fold it in half again.
4. Place your triangle in front of you so that the long side is at the bottom. Fold the left side in to the middle, then fold the right side into the middle so that it is folded in thirds. It should now be shaped like an arrow. Trim the bottom so that it is a triangle again.
5. Shape it! Cut and shape the points of the triangle, trim curves into the sides, cut out slits, making wiggly slits... have fun!
6. Open up your snowflake. What kind of snowflake did you make?

SNOWFLAKES FOR OLDER KIDS

Visit Jean E. Pendziwol's website resource page for instructions on how to make a three-dimensional Finnish Star or Carolina snowflake.

SCIENCE: CHERRY BLOSSOMS

While trees blossom and leaf out in the spring after being dormant during the winter, they actually form their buds during the previous summer or fall. In the winter, they don't have the energy to grow structures that are small and complex. Sometimes it's hard to see them, but if you look carefully in the fall, you will notice small buds on the branches of trees that will become flowers and leaves in the spring. Trees do all their growing in early summer. In late summer, they store up reserves to begin the growing process again the following spring.

Additional Resources: The Forest Academy

ACTIVITIES

INDOOR BLOSSOMS

It is possible to force flowering trees and shrubs to bloom early by bringing them inside where it's warm. On a mild day in late winter/early spring, prune a 30-60 cm (1-2 feet) length of branch from a flowering shrub (look for one where the buds are starting to fill out.) Cut slits in the stems so it's easier for the branch to take in water and put the branches in a vase full of water. After a day, trim the stem at an angle and put it back in the vase. Keep the branches in a bright room (not in direct sunlight) changing the water frequently.

Blossoms should appear in a few weeks, but it depends on the type of flowering shrub or tree. Forsythia tend to be quicker and easier to force.

ART: ILLUSTRATION

Most people are not aware that authors of traditionally published children's picture books don't usually choose who illustrates their book nor do they decide what goes in the illustrations. Illustrators work with the text (the words of the story), not the author, and interpret those words with images. They add to what is written to create something new. Both the images AND the text are needed to work together to tell the whole story. And this is MAGICAL!

With *I Found Hope in a Cherry Tree*, the character of the cat doesn't appear at all in the text; illustrator Nathalie Dion chose to add it in. Ms. Dion says that she was looking for a way to bring more life to the illustrations and have someone for the child to interact with.

What do you think the cat's name is? (Hint: what goes in and out with the child in Robert Louis Stevenson's poem? Did you guess "Shadow"? You're right!)

Some tools an illustrator can use:

1. Color: Different colors can be used to create emotion and feeling. Read the book again, looking at the colors used in the story. How do they make you feel?
2. Movement: How does an illustrator show wind and create movement? Look at the pictures in the book and find examples of movement (blowing scarf, etc.)
3. Picture books are designed to lead the reader's eye across the page and on to the next page. Look at how the cat is used throughout the book to move the story forward. Follow the cat with your finger. What direction is the cat travelling? To the front of the book, or through the book?

Did you know...?

Almost all illustrated picture books include a note on the copyright page that says how the illustrator created the images and what media (paint, pencil crayon, etc.) they used. Can you find that note in *I Found Hope in a Cherry Tree*? How did Nathalie Dion create the images?

LANGUAGE ARTS: POETRY

Poetry is a type of writing that uses techniques to stir the reader's imagination. The poet does this by carefully choosing words for their meaning, sound, and rhythm. Some poems are stories, some poems rhyme, some are humorous and others are like prayers. One thing that makes poems different from other types of writing is their structure. The words of a poem are arranged in lines and groups of lines called stanzas.

I Found Hope in a Cherry Tree is a poem. It is a style of poem called free verse because it does not follow a set form. It is lyrical because it shows the writer's emotions in a beautiful, imaginative and flowing way. The poet, Jean E. Pendziwol, uses “literary devices” to do this.

WHILE READING THE BOOK

Literary Devices

Can you find where the poet uses the following literary devices?

1. **onomatopoeia** – words that describe a sound and also sound like that sound (hush and hiss, whisper, sigh)
2. **alliteration** – words that start with the same sound are repeated in a phrase or sentence (mischievous monkey, shadow shrinks, hush and hiss, large and long, toss and tumble)
3. **imagery** – descriptive language that appeals to the senses (tastes like clouds)
4. **personification** – giving nonliving objects characteristics of people (the wind tells stories, the shadows play, the wind dances, the cherry tree places buds on its branches)
5. **metaphor** – where two things that are normally unrelated are compared to each other (hope/blossoms on a cherry tree)

6. **simile** (a type of metaphor) – a comparison using “like” or “as” (like a sweet dream, taste like clouds)

7. **repetition** – when words or phrases repeat (sometimes a few minutes, sometimes a few hours...)

Vocabulary

mischievous – a playful desire to cause trouble

tumble – to fall down suddenly and quickly

prickle – the feeling of having lots of sharp points on your skin

POETRY – “I HAVE A LITTLE SHADOW...”

This poem about shadows was written by Robert Louis Stevenson who lived from 1850-1894. Stevenson wrote a lot of poetry for children as well as novels including *Treasure Island*. Can you memorize this poem? Can you use your cat shadow puppets to act out the poem?

My Shadow

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.

He is very, very like me from the heels up to the head;
And I see him jump before me, when I jump into my bed.

The funniest thing about him is the way he likes to grow—
Not at all like proper children, which is always very slow;
For he sometimes shoots up taller like an India-rubber ball,
And he sometimes gets so little that there's none of him at all.

He hasn't got a notion of how children ought to play,
And can only make a fool of me in every sort of way.
He stays so close beside me, he's a coward you can see;
I'd think shame to stick to nursie as that shadow sticks to me!

One morning, very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an errant sleepy-head,
Had stayed at home behind me and was fast asleep in bed.
~ Robert Louis Stevenson
(Public Domain)

ACTIVITIES

CREATIVE WRITING

1. Choose two literary devices and write your own poem about snowflakes.
2. Write a poem about your favorite season. Can you use description so that the reader can see, hear, taste, smell and feel your words?
3. Write a story about a cat that lost its shadow.
4. Write a poem about what hope means to you.

OBSERVATION JOURNAL

Poets develop their ability to describe and use imagery by observing the world through their senses. Go for a walk around your neighbourhood. Write down seven things that you notice, paying attention to things like cracks in the sidewalk, the shape of clouds, what people you pass are wearing, plants or trees that are growing (and what they look like). Now write down five things you can hear: planes, cars, wind, birds singing, people talking...? Sit still for three minutes and just listen. (Maybe you hear your tummy grumbling for a snack!)

Do this activity every day for a week and you will start to notice more! (Actually, keep up this habit for a lifetime and you will become VERY observant.)

► COVID-19 NOTE to Teachers: This activity would make a great socially distanced Phys Ed plan. Combine the resilience-building aspects of mindfulness (attention and mindful walking) and the observational elements of journaling with the activity of movement and fresh air of a daily walk outside.

MATH: TIME

Notice the section in the story where the child waits for their shadow to return. Point out the measurements of time used; a few minutes, a few hours, a few days. Explore the concept of time, how time passes and how we keep track of time.

MINUTES, HOURS AND DAYS

Introduce your child(ren) to clocks and how we keep track of time. Sit for one minute (this is a great way to tie in a mindful meditation – deep breathing). Ask them if it felt long or short. Have a conversation about when it feels like time is going by slowly (waiting for something) and when it feels like it's going quickly (playing with friends), allowing them to respond without judgment. Depending on the age of your child(ren), talk about how we measure time using:

- 60 seconds in a minute
- 60 minutes in an hour
- 24 hours in a day
- 7 days in a week
- 52 weeks in a year

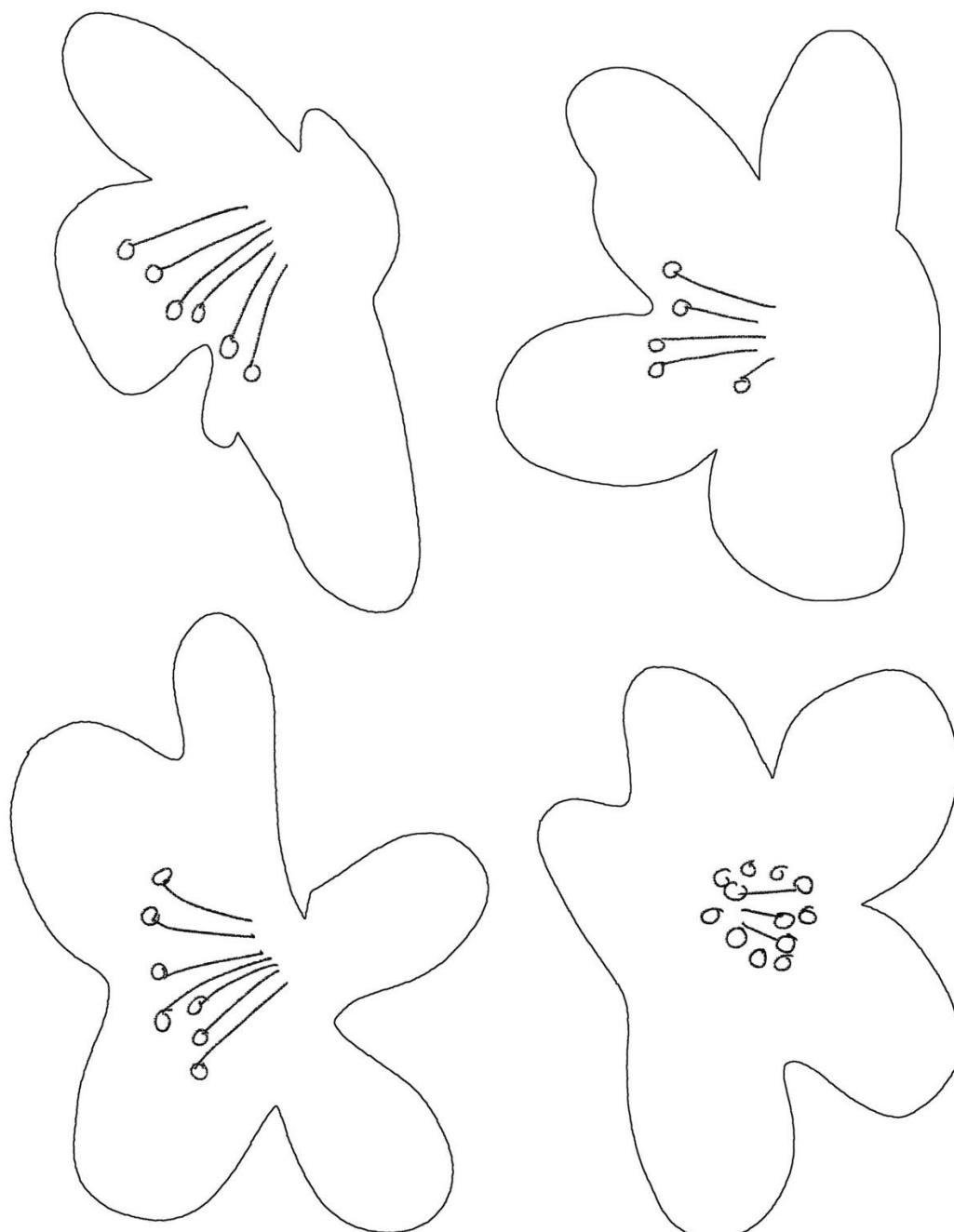
ADDITIONAL RESOURCES FOR TEACHING ABOUT TIME

<https://www.education.com/lesson-plans/time/>

<https://www.scholastic.com/teachers/sponsored-content/timex/2017/show-me-time/>

<https://www.weareteachers.com/5-hands-on-ways-to-teach-telling-time/>

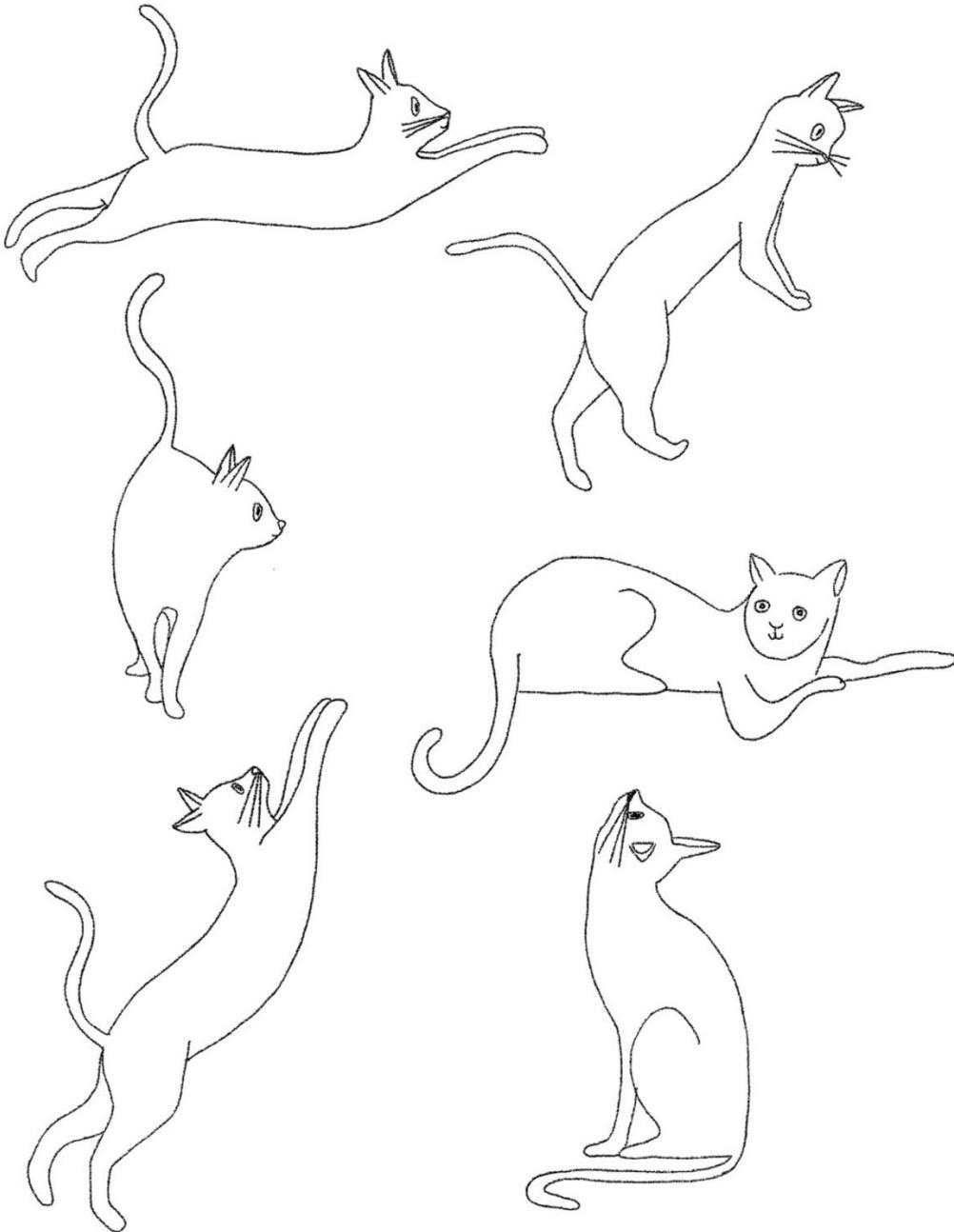
APPENDIX A



I Found Hope in a Cherry Tree

Written by Jean E. Pendziwol Illustrated by Nathalie Dion
Groundwood Books, Published September 01, 2020

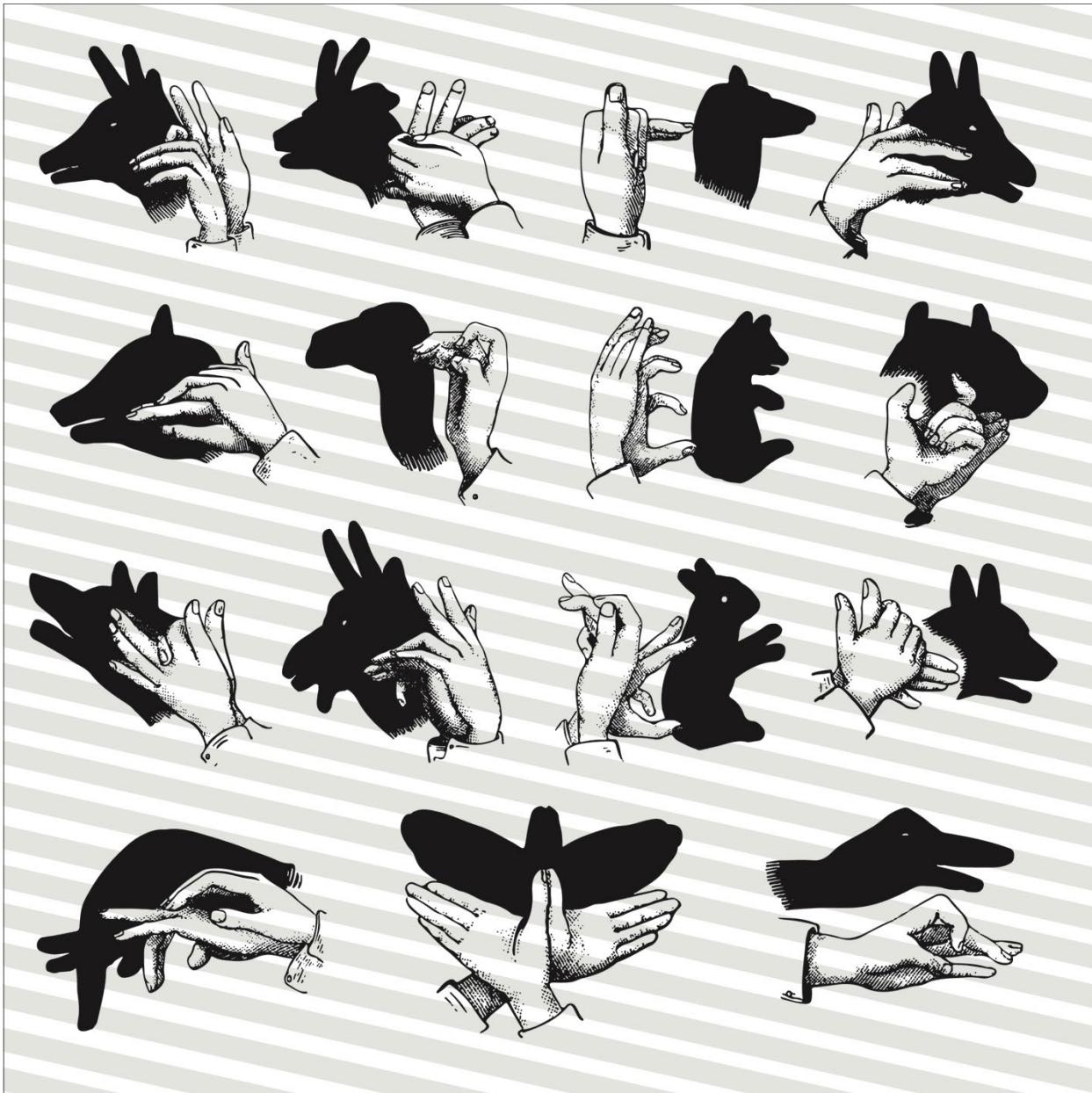
APPENDIX B



I Found Hope in a Cherry Tree

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APPENDIX C



APPENDIX D

THE BEAUFORT SCALE

Use the chart below to document the wind over
a period of a day (enter times into the columns) or a week (enter days).

#	km/h	Description							
0	< 1	Calm and still. Smoke rises vertically.							
1	1-5	Light air. Wind motion visible in smoke.							
2	6-11	Light breeze. Wind felt on exposed skin. Leaves rustle.							
3	12-19	Gentle breeze. Leaves and smaller twigs in constant motion.							
4	20-28	Moderate breeze. Dust and loose paper raised. Small branches begin to move.							
5	29-38	Fresh breeze. Branches of a moderate size move. Small trees begin to sway.							
6	39-49	Strong breeze. Large branches in motion. Whistling heard in overhead wires. Umbrella use becomes difficult. Empty plastic garbage cans tip over.							
7	50-61	High wind, moderate gale or near gale. Whole trees in motion. Effort needed to walk against the wind. Swaying of skyscrapers may be felt, especially by people on upper floors.							
8	62-64	Fresh gale. Twigs broken from trees. Cars veer on road.							
9	75-88	Strong gale. Larger branches break off trees, and some small trees blow over. Construction/temporary signs and barricades blow over. Damage to circus tents and canopies.							
10	89-102	Whole gale or storm. Trees are broken off or uprooted, saplings bent and deformed, poorly attached asphalt shingles and shingles in poor condition peel off roofs.							
11	103-117	Violent storm. Widespread vegetation damage. More damage to most roofing surfaces, asphalt tiles that have curled up and/or fractured due to age may break away completely.							
12	>118	Hurricane force. Considerable and widespread damage to vegetation. A few windows broken, structural damage to mobile homes and poorly constructed sheds and barns. Debris may be hurled about.							

APPENDIX E

FEELING WORDS

Happy	Sad	Mad	Afraid	Other
content glad pleased playful cheerful giddy calm comfortable cozy safe relaxed confident strong peaceful	blah blue gloomy rotten sad unhappy empty	bugged annoyed irritated mean crabby cranky grumpy grouchy angry	uncomfortable startled uneasy tense anxious worried concerned timid	shy curious sassy weird moody small quiet jealous embarrassed guilty responsible concerned nervous intimidated ashamed caring bored
delighted jolly bubbly tickled silly frisky happy proud joyful excited thankful great loved/loving blissful grateful satisfied	disappointed hurt lost sorry ashamed lonely down hopeless discouraged awful	disgusted ticked off mad angry smoldering hot frustrated impatient	alarmed scared afraid frightened fearful threatened trembly shaken disturbed	
alive sparkly wonderful ecstatic terrific jubilant	miserable crushed helpless depressed withdrawn heartbroken unloved	fed-up fuming infuriated destructive explosive violent enraged furious	dread panicky terrified horrified petrified	

AUTHOR AND ILLUSTRATOR BIOGRAPHIES



Jean E. Pendziwol has published several highly acclaimed picture books, including *Me and You and the Red Canoe*, illustrated by Phil; and *Once Upon a Northern Night*, illustrated by Isabelle Arsenault. Jean's debut adult novel, *The Lightkeeper's Daughters*, was published in more than ten languages. Jean finds inspiration in the rich history, culture and geography of Northwestern Ontario, where she lives with a view of Lake Superior.



Nathalie Dion is a freelance illustrator based in Montreal. She studied Design Arts at Concordia University. Her other books include *The Biggest Puddle in the World* by Mark Lee, *What's in Your Purse?* by Abigail Samoun and the Urban Babies Wear Black series by Michelle Sinclair Colman.