



# LANGUAGE TEACHING RESOURCES

### My Feelings (A)

When Evabel gets a needle at the hospital, she feels scared. Draw a picture of a time when you felt scared.



When Evabel gives her friend a gift, she feels happy. Draw a picture of a time when you felt happy.



### Anticipation Guide

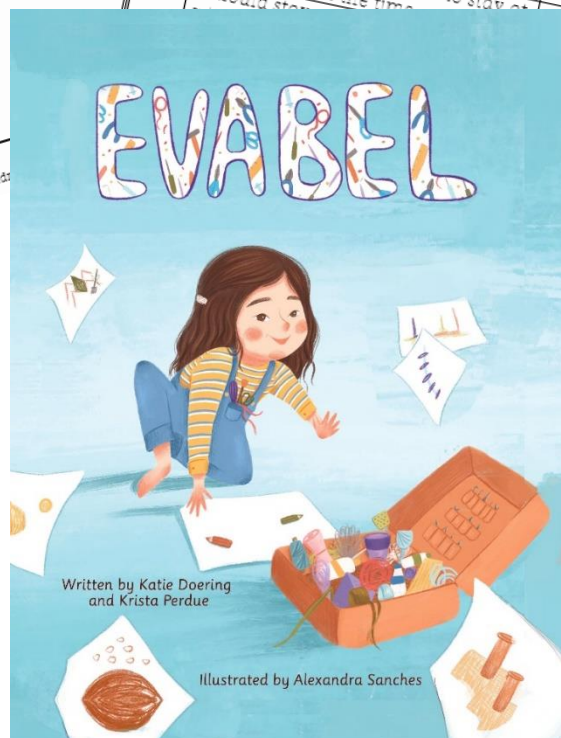
Finish the following sentences:  
 When I hear the word cancer, I think about ...  
 When I see someone who has cancer, I wonder ...

Read each sentence and check Yes, No or Unsure.

|  | Yes | No | Unsure |
|--|-----|----|--------|
| I can tell someone has cancer just by looking at them          |     |    |        |
| Children with cancer stay in bed all day                       |     |    |        |
| Children with cancer can laugh and have fun                    |     |    |        |
| Children with cancer can have friends                          |     |    |        |
| All children with cancer lose their hair                       |     |    |        |
| Everyone who does not have hair has cancer                     |     |    |        |
| Children with cancer have to stay at the hospital all the time |     |    |        |
| I should stop  |     |    |        |

Yes No

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Created by author and educator Katie Doering, this guide contains lesson plans and differentiated worksheets that connect to Ontario Curriculum Language expectations and CCSS Language standards.

## About the Author

Katie Doering is an educator who has taught students from preschool to university level. Highlights of her career include:

- establishing a private school for children with medical needs and their siblings; teaching and leading for nearly two decades in this setting
- completing her PhD in Curriculum, Teaching and Learning, with a thesis focussed on inclusivity in children's literature
- teaching undergraduate and graduate courses at various universities within Canada focused on literacy, creative arts and inclusive education
- co-authoring the children's picturebook Evabel to increase the representation of children with cancer in literature and normalize illness experiences

## Using This Resource

Each lesson is set up in the following way:

- Background – This section provides information that the educator may require in order to successfully teach the lesson, such as definitions, descriptions and references to curriculum topics.
- Lesson – This section provides suggestions for how to lead the lesson including interactive activities, guiding questions and ways an educator can check for children's understanding.
- Worksheets/Activities – This section provides suggestions for follow-up activities to respond to the lesson.
  - When included worksheets are labelled from A-C or A-D and progress with difficulty.
  - In some lessons, there are additional worksheets labelled A1-C1 or A1-D1. These worksheets have been designed for children who are currently experiencing illness.

## Questions/Comments

Thank you for so much downloading this product from my site. If you, your child, or your students are enjoying it, please get in touch with your feedback. Similarly, if you have any questions about this resource, please feel free to contact me at [katie.doering@utoronto.ca](mailto:katie.doering@utoronto.ca).

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# Thank You!

# Language Teaching Resources

## Activity – Pre-Reading Anticipation Guide

**Background** – According to the World Health Organization (2021), approximately 400,000 children and adolescents (aged 0-19) are diagnosed with cancer every year. Childhood Cancer Awareness Month is recognized internationally in September to raise awareness and funds for those affected by childhood cancer.

**Lesson** – Explain to students that September is Childhood Cancer Awareness Month and today we will be reading a new book about a child who has cancer. Ask the following questions:

- Have you ever heard the word cancer before?
- Do you know what cancer is?
- Do you know anyone who has or who had cancer?

Provide the following information about cancer.

- Start with the following statement: Cancer is a disease that someone gets when unhealthy cells grow and divide quickly in their body. Or review the following definitions, and communicate the one that is best for your group:
  - “Cancer happens when cells that are not normal grow and spread very fast. Normal body cells grow and divide and know to stop growing. Over time, they also die. Unlike these normal cells, cancer cells just continue to grow and divide out of control and don't die when they're supposed to.” (Nemours KidsHealth, 2016)
  - “Cancer is a disease that happens when bad cells stop the good cells from doing their job. These bad cells can grow into a lump and can spread to other parts of the body.” (Cancer Council NSW, 2021)
  - “An illness of unhealthy cells that grow in the body. Cancer happens when unhealthy cells keep dividing quickly. Wherever the cancer cells are, they can make it difficult for that part of the body to work the way it needs to. There are many different types of cancer with their own name and unique kind of medicine or treatment. Cancers are different because of the place in the body they are found, what they look like, and the way they grow.” (St. Jude Children’s Research Hospital, n.d.)
- Next explain:
  - Cancer is different from a cold or the flu. A family doctor may be the one who finds out a child has cancer, but to get better the child needs to see a special doctor called an oncologist at a hospital. A child with cancer spends some time sleeping over at a hospital and other times

visiting a hospital to get medicine and treatments to make them better. In our book, main character Evabel goes to stay at a hospital to get treatment for cancer.

Indicate that before we read the book, we are going to take some time to think about what we know about cancer right now. Explain to children that they will now hear/read some sentences, and ask them to answer Yes, No, or Unsure to each one.

**Activities/Worksheets** - For children in Grades K-2 read the following Anticipation Guide statements to the group, asking them to respond with Yes, No or Unsure. Tally responses and record for all to see (e.g. on whiteboard).

- I can tell someone has cancer by looking at them.
- Children with cancer stay in bed all day.
- Children with cancer can laugh and have fun.
- Children with cancer can have friends.
- All children with cancer lose their hair.
- I should stay away from someone with cancer because I might get it.

Then, read the following statements and ask for children to finish the statements. Record responses:

- When I hear the word cancer, I think about . . .
- When I see someone who has cancer, I wonder . . .

For children in Grades 3 and up, hand out the Anticipation Guide worksheet for them to fill out.

After the children have answered the questions either orally or on paper, encourage them to share their opinions about some of the questions. Why did they answer the way they did? Provide children with an opportunity to change their responses if any of the groups' opinions have impacted their thinking.

Read the story Evabel. After reading the story, go back to the Anticipation Guide statements, and provide or ask children to cite information from the story to support or refute each statement. Here are some examples:

- **Children with cancer stay in bed all day.** – The answer to this statement is No. Sometimes Evabel is not feeling well and she stays in bed, but other days she walks around the hospital or plays with her friends in the playroom.
- **Children with cancer can have friends.** – The answer to this statement is Yes. Evabel has lots of friends. In the hospital, she makes friends with Elli who is in the room next to her and also Samantha. At the birthday party at the end of the story, we also see Evabel's friends from her hometown school.

- I should stay away from someone with cancer because I might get it. The answer to this statement is No. In the story, Evabel's parents, her sibling, other children and people who work at the hospital all spend time with Evabel and do not get cancer. Cancer is not contagious like a cold or flu or COVID-19. You cannot get it by sharing space with someone who has cancer.
- **Everyone who does not have hair has cancer.** The answer to this statement is No. There are many reasons why people do not have hair. Some people choose to shave their heads for style or cultural reasons. Others lose their hair due to cancer treatment or another disease called alopecia. In the book Evabel, you can see Evabel's social worker who is losing his hair as a normal part of aging. This is another reason why people do not have hair.

To conclude the activity:

- For children in Grades K-2, ask the questions from the Anticipation Guide again, and record responses. Compare the pre-reading to the post-reading answers to check for understanding.
- For children in Grades 3 and up, ask the children to go back to the Anticipation Guide and using a different coloured writing instrument, record their post-reading responses. Review to check for understanding.

### References

Cancer Council NSW (2021). Cancer words for kids.

<https://www.cancercouncil.com.au/>

Nemours KidsHealth (2016). What is cancer? <https://kidshealth.org/>

St. Jude's Children's Research Hospital (n.d.). Child-friendly definitions of cancer-related words. <http://www.stjude.org>

World Health Organization (2021, December 3). Childhood cancer facts.

<https://www.who.int/news-room/fact-sheets/detail/cancer-in-children>

# Anticipation Guide

Finish the following sentences:

When I hear the word cancer, I think about . . .

When I see someone who has cancer, I wonder . . .

Read each sentence and check Yes, No or Unsure.

|   | Yes | No | Unsure |
|---|-----|----|--------|
| I can tell someone has cancer just by looking at them.              |     |    |        |
| Children with cancer stay in bed all day.                           |     |    |        |
| Children with cancer can laugh and have fun.                        |     |    |        |
| Children with cancer can have friends.                              |     |    |        |
| All children with cancer lose their hair.                           |     |    |        |
| Everyone who does not have hair has cancer.                         |     |    |        |
| Children with cancer have to stay at the hospital all the time.     |     |    |        |
| I should stay away from someone with cancer because I might get it. |     |    |        |

I know someone who has/had cancer

Yes

No

### Activity – After-Reading Text to Self Connections

**Background** – Throughout the story of Evabel, the main character experiences a lot of emotions. Helping children to identify when they have experienced similar emotions allows them to connect to the book, and also to think about what situations evoke positive and negative emotions in their lives.

**Lesson** – After reading the book Evabel, ask the children to name all of the different emotions that Evabel experienced in the book and to describe the situations that caused these emotions. As you go through each situation, ask questions of the group promoting text to self connections. Here are some examples:

- When Evabel goes to the hospital, she is nervous.
  - Have any of you ever been to the hospital? Why?
  - How did you feel when you went to the hospital? Were you also nervous?
  - What can you do when you feel nervous to feel more calm?
- When Evabel gets a needle, she is scared.
  - Have any of you ever got a needle? Why did you get a needle?
  - How did you feel when you got your needle?
  - What did you or someone else do to make you feel less scared?
- When Evabel loses her hair, she is sad.
  - Have you ever lost your hair due to treatment or shaved your head for style/cultural reasons? How did you feel?
  - Would you want/need to cover your head if you had no hair?
- When Evabel makes a doorbell for her friend, she is happy.
  - Can you describe a time when you did something for someone else that made them feel happy?
  - How did you feel when you did this act of kindness?
- When Evabel decides to make a hat for herself, she is determined.
  - Have you ever worked really hard to do something that was difficult? (e.g. learned to ride a bike, learned to read, learned to swim, cooked a meal for you family)
  - How did you feel when you accomplished your goal?
- When Evabel enters her birthday party, she is surprised.
  - Have you ever been to a surprise party? Did you like it?
  - If you could throw a surprise party for anyone, who would get the party?

**Activity/Worksheets** – After the group discussion, provide children with the following My Feelings (A-C, A1-C1), worksheets taking into consideration abilities/interests/preferences.

# My Feelings (A)

When Evabel gets a needle at the hospital, she feels scared. Draw a picture of a time when you felt scared.



When Evabel gives her friend the doorbell, she feels happy. Draw a picture of a time when you felt happy.





# My Feelings (A1)

When Evabel gets a needle, she feels scared. Draw a picture of a time when you felt scared at the hospital.



When Evabel gives her friend the doorbell, she feels happy. Draw a picture of a time when you felt happy at the hospital.



# My Feelings (B)



When Evabel gets a needle, she feels scared. Describe a time in your life when you felt scared.



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What did you or someone else do to make you feel better?

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When Evabel gives her friend the doorbell, she feels happy. Draw a time in your life when you felt happy.

A large, empty rounded rectangle with a thick black border, intended for the student to draw a scene from their life when they felt happy.

Emojis by





# My Feelings (B1)

When Evabel gets a needle, she feels scared. Describe a time when you felt scared at the hospital.



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What do you or someone else do to make you feel better?

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When Evabel gives her friend the doorbell, she feels happy. Draw a time in your life when you have felt happy at the hospital.



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# My Feelings (C)

Evabel has cancer, and sometimes she feels nervous, scared, and sad. Other times she feels happy, surprised, and determined. Describe times when you have felt like Evabel.

I felt nervous when \_\_\_\_\_  
\_\_\_\_\_.

I felt scared when \_\_\_\_\_  
\_\_\_\_\_.

I felt sad when \_\_\_\_\_  
\_\_\_\_\_.

I felt happy when \_\_\_\_\_  
\_\_\_\_\_.

I felt surprised when \_\_\_\_\_  
\_\_\_\_\_.

I felt determined when \_\_\_\_\_  
\_\_\_\_\_.

Here is a list of things Evabel does to help herself feel better when she is having a hard time. Write **Yes** or **No** if this would help you:

|                      | Yes/No |                        | Yes/No |
|----------------------|--------|------------------------|--------|
| Hug a stuffed animal |        | Help others            |        |
| Hold someone's hand  |        | Hold a good luck charm |        |

Give another suggestion: \_\_\_\_\_

# My Feelings (C1)

Evabel has cancer, and sometimes she feels nervous, scared, and sad. Other times she feels happy, surprised, and determined. Describe times since you've been sick when you have felt like Evabel.

I felt nervous when \_\_\_\_\_  
\_\_\_\_\_.

I felt scared when \_\_\_\_\_  
\_\_\_\_\_.

I felt sad when \_\_\_\_\_  
\_\_\_\_\_.

I felt happy when \_\_\_\_\_  
\_\_\_\_\_.

I felt surprised when \_\_\_\_\_  
\_\_\_\_\_.

I felt determined when \_\_\_\_\_  
\_\_\_\_\_.

Here is a list of things Evabel does to help herself feel better when she is having a hard time. Write **Yes** or **No** if this would help you:

|                      | Yes/No |                        | Yes/No |
|----------------------|--------|------------------------|--------|
| Hug a stuffed animal |        | Help others            |        |
| Hold someone's hand  |        | Hold a good luck charm |        |

Give another suggestion: \_\_\_\_\_