



SUGGESTED ACTIVITIES

WAKE UP, OLIVER!

ACTIVITY 1

In *Wake Up, Oliver!* Teddy waits for Oliver to share his breakfast with him or, at least, give him some scraps from the lunch Oliver is preparing. However, the reader does not find out what Oliver eats and drinks for breakfast and lunch.

Outcome

The outcome of this activity is to have students identify what foods they eat for breakfast and lunch. Students can practice food and drink words that relate to breakfast (e.g., cereal) and lunch (e.g., sandwich). This activity also gives students the chance to learn about breakfast and lunch foods and routines from students in the class who come from other cultures.

Action

Have students write down what they ate for breakfast and what they will be eating for lunch. You may want to provide students with a list of breakfast and lunch foods that they can choose from (see charts below).

Breakfast	My Breakfast
Chocolate milk	
Tea with milk	
Orange juice	
Yogurt	
Milk with cereals	
Cookies	
Bread with butter	
Toast with jam	
Waffles	
Cheese	
Fruit	
Scrambled eggs	
Bacon	

Lunch Box	My lunch Box
Sandwiches	
Tortillas	
Hard boiled eggs	
Pitas	
Cookies	
Soups	
Stwes	
Chicken nuggets	
Milk	
Fruit juices	
Fruit	
Water	

Divide the class into working groups, and have students show their list of foods to other students in their group. Some students may prefer to share their list orally. Encourage students from other countries to share what they eat and drink for breakfast and lunch during a typical school day.

Remind students to respect and value other classmates' food preferences and routines.

IMPORTANT! If any student mentions that he or she does not eat breakfast, talk to all students about the importance of eating a nutritional breakfast.

Finally, have students decide what Oliver would eat for breakfast and lunch, based on their own eating habits. They can include drawings.

Oliver's Breakfast

Oliver's Lunch

ACTIVITY 2

In *Wake Up, Oliver!*, readers find out about Oliver’s morning routine, but they don’t know what time he gets up, has a shower, and so on.

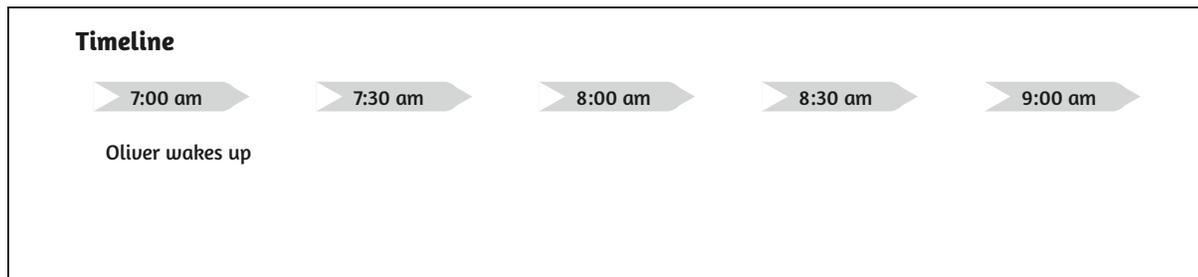
Outcome

The outcome of this activity is to have students create a timeline showing Oliver’s morning routine from the time Teddy wakes him up until he leaves for school.

Action

As a class, review Oliver’s morning routine. Ask students if their routines are similar to Oliver’s. How long does it take them to complete each activity? You may want to model your morning routine for students to refer to. Ask students to describe Oliver’s morning activities and add what time they think each activity took place. Input students’ responses on a timeline.

Extend the activity by having students reflect on their morning routines and complete individual timelines that show their routines from the time they wake up in the morning until the time they leave for school. Students can refer to Oliver’s timeline, as they create their own.



ACTIVITY 3

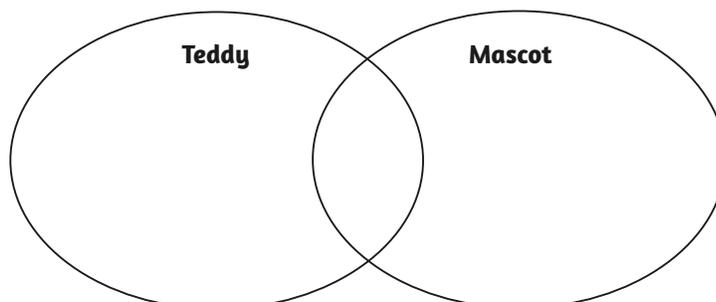
Teddy loves to do many things in the morning.

Outcome

The outcome of this activity is to have students recall the many things Teddy likes to do while Oliver is getting ready for school. Students can then compare Teddy’s favourite morning activities with the activities of a dog or cat they know.

Action

Divide the class into working groups of three or four students. In their groups, have students write down Teddy’s activities. Distribute a Venn diagram to each group, and have students complete the Venn by comparing Teddy’s favourite things with those of a group member’s pet.



ACTIVITY 4

Students have read about Teddy’s morning routine, but what does he do when Oliver arrives home from school in the afternoon?

Outcome

The outcome of this activity is to give students an opportunity to become writers and artists.

Action

With students, review some of Teddy’s favourite things to do in the morning. Explain to students that they are now each going to create a new two-page spread about a favourite thing Teddy likes to do with Oliver *after* school. They will write a sentence and draw and colour a picture showing Teddy doing his favourite thing in the whole wide world. Suggest to students that the sentence follows the grammatical pattern of the story; for example: “What a funny dog you are, Teddy! I think biting my slipper is your favourite thing in the whole wide world.” When all students have completed their two-page spread, you can bind the pages together and place in the classroom library.

We continue the story...

<p><u>What a funny dog you are, Teddy!</u></p> <p>_____</p>	<p><u>I think biting my slipper is your favourite</u></p> <p><u>thing in the whole wide world.</u></p>
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ACTIVIDAD 5

At the end of *Wake Up, Oliver!* Harriet says that Teddy is a happy dog. Her statements seem to imply that Teddy has all that he needs to be happy. It is important for students to understand that all animals deserve to be treated with kindness and respect.

Outcome

The outcome of this activity is to have students reflect on how to treat a dog (or any family pet) so that it has a happy and healthy life.

Action

Distribute a copy of the chart below to each student. Have students circle those activities that help dogs lead a happy, healthy life. Have students cross out any activities that do not help dogs lead a happy, healthy life. Invite students to explain why they chose the answers that they did.

<input type="checkbox"/> Go outside	<input type="checkbox"/> Have a garden	<input type="checkbox"/> Play with other dogs
<input type="checkbox"/> Watch television	<input type="checkbox"/> Play with your friend	<input type="checkbox"/> Have a friend
<input type="checkbox"/> Give a hug	<input type="checkbox"/> Be alone	<input type="checkbox"/> Ride a car
<input type="checkbox"/> Have a heated room	<input type="checkbox"/> Be brushed	<input type="checkbox"/> Go for holidays
<input type="checkbox"/> Have air conditioner	<input type="checkbox"/> Have a freezer	<input type="checkbox"/> Listen music

You may also want to discuss whether or not it is fair to keep wild animals as pets. At the end of the discussion, have students list five reasons why it is having a wild animal, as a pet is not a good idea.