



Working Together for Catholic Education

Boys' Literacy Strategies and Resources Integrating Catholic Values

Kindergarten to Grade Eight

August 2009

ACKNOWLEDGEMENTS

This elementary school resource was published by EOCCC to provide teachers with strategies and resources that integrate Catholic Values with Boys' Literacy. First Nation connections and resources are provided for many of the strategies.

Acknowledgements

Appreciation is expressed to those who contributed to the preparation of this document:

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INTRODUCTION

In education today there is a culture of high expectations for student achievement that supports the belief that all students can learn. There are shared and clearly understood processes and practices in place for monitoring, tracking and analyzing data to improve student achievement. Interventions, supported by a team approach, respond to individual student learning needs in attempts to close the gaps in achievement for at-risk groups including boys and First Nation students. The strategies and resources contained in this resource for Boys' Literacy will assist teachers in "Reaching Every Student".

The individual writers were encouraged to work from their strengths and experiences when developing these strategies. Keeping in mind the practices suggested by Jane A. G. Kise (2006) in *Differentiated Coaching: A Framework for Helping Teachers Change*. Thousand Oaks, CA: Corwin Press, it is our hope that teachers with different teaching types and styles will find strategies and resources to help every student to succeed.

The strategies are organized by type and preference. Teachers can search through the resource to find strategies that suit their style. The strategies and resource lists are not comprehensive but can also be used to encourage teachers to move out of their teaching type to provide instruction to meet the needs of students with various learning styles and preferences.

Yours in Catholic Education,

Elizabeth, Mandy, Melissa and Jody

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POSITIVE MALE ROLE MODELS IN LITERATURE

TARGET AUDIENCE: Grades 4-8

TIMELINE: 3 weeks

CGE'S:

Students will have the opportunity to become **responsible citizens** who respect and affirm the diversity and interdependence of the world's people and the positive contributions many male role models have made to contribute to the common good of humanity. Students will also develop the skills needed to become **effective communicators** who listen actively and critically to understand the positive influence of various male role models as presented in literacy.

CATHOLIC VALUES:

Students will witness and develop the Catholic values of **faith, hope, and truth** as they read about the lives of the male role models and the positive example these men have put forth in society.

CURRICULUM EXPECTATIONS:

Oral Communication: 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading: 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

DESCRIPTION OF STRATEGY:

Students are introduced to **positive male role models** through teacher read-alouds, shared reading, guided reading, or independent reading of fiction and non-fiction books. Through the various reading activities and discussions, students will identify the positive attributes of the male role model and their valuable contributions to the common good of humanity. Students will then create a presentation (i.e. display, oral report, character journal, interview, Power Point etc . . .) that highlights a male role model and their positive contributions to society.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

- Teacher created rubrics for project assessment
- Sample Oral Presentation Rubrics Online
http://www.saskschools.ca/curr_content/bestpractice/rubrics/presentation.html

http://www.saskschools.ca/curr_content/aboriginal_res/evaluation/oralrub.htm

RESOURCE LIST:

- Various biographical books which highlight male role models that may include:
 - Jesus
 - Pope John Paul II
 - Terry Fox
 - Sir John A. MacDonald
 - Jonathan Cheechoo
 - Gandhi
 - Sitting Bull
 - Albert Einstein
 - Louis Braille
 - David Suzuki
 - Jackie Robinson
 - Dalai Lama
 - Martin Luther King Jr.
 - Desmond Tutu
 - Jordin Tootoo
 - Wayne Gretzky
 - Nelson Mandela

▪ **Book of Saints**

Publisher: Catholic Book Publishing Company

Author: Lawrence G. Lovasik

ISBN: 0-899-42295-0

▪ **Saints and Heroes for Kids**

Publisher: Saint Anthony Messenger Press and Franciscan

Author: Ethel Pochocki

ISBN: 0-867-16194-9

▪ **Illustrated Book of Saints**

Publisher: Catholic Book Publishing Company

Author: Thomas J. Donaghy

ISBN: 0-899-42733-2

▪ **DK Biography Series**

Publisher: Nelson

(Gr. 4-9)

▪ **My Story Historical Teenage Boys Biographical Reading Series**

Publisher: Scholastic

(Gr. 4-6)

▪ **A Boy Called Slow: The True Story of Sitting Bull**

Author: Joseph Bruchac

ISBN: 0-698-11616-X

▪ **Native American Scientists**

Author: Jetty St. John

ISBN: 1-56065-359-0

▪ **Great Athletes From our First Nations: First Nations**

Publisher: Second Story Press

Author: Vincent Shilling

ISBN: 0977918300

▪ **Men of Courage from our First Nations**

Publisher: Second Story Press

Author: Vincent Shilling

ISBN: 1897187432

▪ **Scholastic Canada Biographies: Canadian Greats**

Publisher: Scholastic Canada Ltd.

Author: Maxine Trottier

ISBN: 0779114035

▪ **Scholastic Canada Biographies: Canadian Heroes**

Publisher: Scholastic Canada Ltd.

Author: Maxine Trottier

ISBN: 0439948983

▪ **Scholastic Canada Biographies: Canadian Explorers**

Publisher: Scholastic Canada Ltd.

Author: Maxine Trottier

ISBN: 043996170X

SUPERHERO COMIC STRIP

TARGET AUDIENCE: Grades 3-8

TIMELINE: 2 weeks

CGE'S:

Students will have the opportunity to develop the skills needed to become **effective communicators** who integrate the Catholic faith tradition in the critical analysis of the arts and media while presenting information clearly and effectively. As well, students will exemplify **collaborative contributors** who think critically about the meaning and purpose of their work while achieving excellence, originality, and integrity.

CATHOLIC VALUES:

Students will develop and demonstrate various Catholic Values that may include **compassion, justice and forgiveness** as they analyze media literature and create their own comic strip.

CURRICULUM EXPECTATIONS:

Media: 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.
4. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

DESCRIPTION OF STRATEGY:

Students are introduced to various superhero comic strips, comic books, and graphic novels that demonstrate positive character traits and a superhero's positive contribution to society. Opportunities are given to read and critically analyze the various forms of media and to discuss their format, the author's intention, and the messages portrayed through the comic or cartoon. Students create their own comic strip hero that exemplifies positive character traits and Catholic values, or who is victorious when faced with good vs. evil circumstances. Students will then create a comic by drawing the pictures and creating dialogue to demonstrate the admirable values and acts of their superhero that portray a positive message while contributing to the common good of humanity.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

- Comic Strip Rubric(BLM included)
http://emk.scdsb.on.ca/classes/gr_7_cook/English/Comic%20Strip%20Rubric.doc
- Rubric for Comic Strip
http://readwritethink.org/lesson_images/lesson195/comic-strip-rubric.pdf
- Three Stars and a Wish (BLM Included)
Evaluation form that allows for self-evaluation or peer-evaluation of the completed comic strip.

RESOURCE LIST:

- **MC Comics: The Action Files**
Publisher: Pearson
(Reading Level Gr. 1-3 Interest Level 4-6)
- **Impact Graphic Novels**
Publisher: Nelson
(Gr. 3 -9)
- **Phonics Comic Books**
Publisher: Innovative Kids
(Gr. K-3)
- **Comic Zone: Graphic Novel Series**
Publisher: Disney Press
(Gr. K-6)
- **Create-a-Comic Pack**
Publisher: Pearson
24 blank comic books
Order Number: 9780765210449
- **Read Write Think - Comic Creator**
- an interactive online tool that allows students to create their own comic strips or cartoons
<http://www.readwritethink.org/materials/comic/>
- **Comics in the Classroom: 100 Tips, Tools, and Resources for Teachers** <http://www.teachingdegree.org/2009/07/05/comics-in-the-classroom-100-tips-tools-and-resources-for-teachers/>

Comic Strip Rubric

Name: _____

Description	Level 4	Level 3	Level 2	Level 1
Choice of Scene	All the important events in the scene are included	Most of the important events in the scene are included	Some of the important events in the scene are included	Only one event is included in the scene
Characters	All of the characters in the scene are clearly identified and their actions coincide with the dialogue in the book	Most of the characters in the scene are clearly identified and their actions usually coincide with the dialogue in the book	Some of the characters in the scene are clearly identified and their actions sometimes coincide with the dialogue in the book	None of the characters in the scene are clearly identified and their actions do not coincide with the dialogue in the book
Captions	Captions are related to the scene in the book and the connections are easy to understand	Captions are mostly related to the scene in the book and connections can be understood	Captions are somewhat related to the scene in the book and connections are a little difficult to understand	Captions are not related to the scene in the book and the connections do not make much sense
Spelling, Punctuation, Grammar	There are no spelling, grammar or punctuation errors in at least 10 frames	There are few spelling, grammar or punctuation errors in at least 8 frames	There are some spelling, grammar or punctuation errors in at least 6 frames	There are many spelling, grammar or punctuation errors and less than 4 frames

Three Stars

(Things I liked)







One Wish

(What I would change)

SPORTS SUPERSTARS

TARGET AUDIENCE: Grades 1-8

TIMELINE: 3 weeks

CGE'S:

Students will have the opportunity to develop the skills needed to become **effective communicators** who listen actively and critically to understand and who read, understand, and use information effectively. Students will also develop skills needed to be **collaborative learners** who think critically about the meaning and purpose of work while working effectively as interdependent team members.

CATHOLIC VALUES:

Students will witness and develop an understanding of the Catholic values of **faith, hope and truth** as they read about the lives of the various athletes and their lives. These values will be exemplified in the interactions between students during classroom activities and in the work that is completed.

CURRICULUM EXPECTATIONS:

Reading: 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing: 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

DESCRIPTION OF STRATEGY: Students will learn about various sports stars through teacher read-alouds, shared reading, guided reading, or independent reading. Students will also develop an understanding of a magazine format through the reading and reviewing of various sports magazines. If possible, local sport mentors could visit the classroom to discuss sports and the importance of literacy skills. Students will then write a biographical article on a chosen athlete and design the article layout that will be included in a class edition of a sports magazine.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

- Magazine Article Writing Assessment Checklist (BLM Included)
- Magazine Article Rubric (BLM Included)

RESOURCE LIST:

- **Sports Illustrated for Kids Magazine**
<http://www.sikids.com/>
- **Sports Illustrated Magazine**
<http://sportsillustrated.cnn.com/>
- **Bold Print Kids Reading Series**
Publisher: Nelson
(Gr. K-3)
- **Bold Print Reading Series**
Publisher: Nelson
(Gr. 4-9)
- **Power Magazine**
Publisher: Nelson
(Gr. 4-6)
- **Power Zone Magazine**
Publisher: Nelson
(Gr. 7-10)
- **Team: Scholastic Magazines**
Publisher: Scholastic Canada
(Gr. 7 -12)
<http://www.scholastic.ca/education/magazines/esl.html>

Athlete Biographical Magazine Article Writing Assessment Checklist

Name: _____

Date: _____

The article title identifies the name of the athlete and grabs the readers' attention.	
Information included is interesting and relevant to the athlete's biography.	
Information is presented in a clear and concise format.	
The articles illustrations / graphics/ photos are relevant to the topic and include labels or captions.	
The layout of the article is appealing and informative to the reader.	
Resources are listed at the bottom of the article.	
Written content is free of spelling and grammatical errors.	

Comments: _____



Magazine Article Assessment Rubric

CATEGORY	4	3	2	1
Article Headline	Article's headline captures the reader's attention and accurately describes the content.	Article's headline accurately describes the content.	Article's headline identifies the content with some accuracy.	Article's headline does not capture the reader's attention or accurately describe the content.
Article Content	The article contains facts, figures, and/or word choices that makes the article exceptionally interesting to readers.	The articles contain facts, figures, and/or word choices that makes the article interesting to readers.	The article contains some facts or figures but is marginally interesting to read.	The article does not contain facts or figures that might make it interesting to read.
Information	Information is presented in a clear and concise format.	Almost all the information is presented in a clear and concise format.	Some of the information is presented in a clear and concise format.	The information is not presented in a clear and concise format.
Graphics / Pictures	All of the illustrations / graphics/ photos are relevant to the topic and include labels or captions.	Almost all of the illustrations / graphics/ photos are relevant to the topic and include labels or captions.	Some of the illustrations / graphics/ photos are relevant to the topic and include labels or captions.	The illustrations / graphics/ photos are not relevant to the topic or do not include labels or captions.
Layout	The layout of the article is very appealing and informative to the reader.	The layout of the article is appealing and informative to the reader.	The layout of the article is somewhat appealing and informative to the reader.	The layout of the article is not appealing and informative to the reader.
Resources	All of the resources are accurately listed at the bottom of the article.	Most of the resources are listed at the bottom of the article.	Few of the resources are listed at the bottom of the article.	None of the resources are listed at the bottom of the article.
Spelling and Grammar	Written content is free of spelling and grammatical errors.	Written content has almost no spelling and grammatical errors.	Written content has several spelling and grammatical errors.	Written content has many spelling and grammatical errors

Rubric Created Using Rubistar

<http://rubistar.4teachers.org/index.php>

"HOW-TO" BOOKS

TARGET AUDIENCE: Grades K-8

TIMELINE: 2 weeks

CGE'S:

Students will have the opportunity to develop the skills needed to become **effective communicators** who listen actively and critically while reading, understanding, and using written materials effectively. Students will also demonstrate the skills of **collaborative contributors** who work effectively as interdependent team members and achieve excellence, originality, and integrity in their own work while supporting these qualities in the work of their group members.

CATHOLIC VALUES:

Students will develop and demonstrate the Catholic values of **integrity, compassion, truth, and fellowship**. These values will be present in the work that is completed and the interactions between students during the small group learning activity.

CURRICULUM EXPECTATIONS:

Reading: 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

Writing: 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

DESCRIPTION OF STRATEGY:

Students are introduced to various "how-to" books (i.e. instructional manuals, video game handbook, interesting fact books etc . . .) through teacher read-alouds, shared reading, guided reading, or independent reading. Through analysis of the texts, discussions, and critical thinking, students will develop an understanding of the written format for these non-fiction books and the information that is effectively provided to the reader. Students will then work in small groups to create a "how -to" instructional, non-fiction book.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Non fiction Book Writing Assessment Checklist (BLM Included)

Group Work Assessment Checklist (BLM Included)

http://www.saskschools.ca/curr_content/hutt/themes/farm_unit/gwcheck.htm

Team Work Rubric

<http://www.teach-nology.com/cgi-bin/teamwork.cgi>

RESOURCE LIST:

- **Inquisitive Non-fiction Reading Series**
Publisher: Pearson
(Gr. 3-6)
- **DK Readers High Interest Multi-Level Reading Series**
Publisher: Pearson
(Gr. K-8)
- **Scholastic News Non-fiction Readers**
Publisher: Franklin Watts
(Gr. K-3)
- **Building an Igloo**
Author: Ulli Steltzer
Publisher: Groundwood Books
ISBN: 0-88899-118-5
- **Carving a Totem Pole**
Author: Vickie Jensen
Publisher: Henry Holth & Co
ISBN: 0-80503-754-3



Non-Fiction Book Writing Assessment Checklist

Name: _____

Date: _____

The book cover has a title, author (s) and illustrator(s) written on it.	
The book has a table of contents.	
Information included is interesting and relevant to the book's topic.	
Information is presented in a clear and concise format.	
The book's illustrations / graphics are relevant to the topic and include labels or captions.	
The organization of the information is appealing and informative to the reader.	
The book has a glossary of important terms related to the book topic.	
Resources are listed on the back cover of the book.	
Written content is free of spelling and grammatical errors.	

Comments: _____

Group Work Assessment Checklist

Student Name: _____

Date: _____

When working in a group the student:	Always	Sometimes	Never
1. Listens quietly to the other group members.			
2. Waits for the speaker to finish before speaking.			
3. Makes comments and submits ideas that are on topic.			
4. Disagrees with others opinions without getting angry.			
5. Tries to meld own ideas with others ideas.			
6. Encourages other group members.			
7. Asks questions when not understanding another group member.			
8. If the group has a problem, the student takes part in the problem solving process.			
9. If a specific group role is assigned, stays on task.			
10. Keeps the group on track with the time allotted for the activity.			

READING BUDDY PROGRAM

TARGET AUDIENCE: Grades K-8

TIMELINE: Ongoing throughout the school year

CGE'S:

Students will have the opportunity to develop the skills needed to become **effective communicators** who listen actively and read written materials effectively. The mentor students will become **collaborative contributors** who exercise their Christian leadership skills as they mentor younger students and work effectively as interdependent team members.

CATHOLIC VALUES:

As students participate in the Reading Buddy program, they will develop and demonstrate the Catholic values of **integrity, compassion, service, and fellowship**. These values will be present in the work that is completed and the interactions between students.

CURRICULUM EXPECTATIONS:

Reading: 2. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning.

3. use knowledge of words and cueing systems to read fluently

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

DESCRIPTION OF STRATEGY:

The Reading Buddy program is organized so that young male students are partnered with older male students who will become reading mentors for the Reading Buddy sessions. Reading materials are selected to reflect the interests of boys as well as their individual reading levels. It may be beneficial for all students to complete a *Reading Interest Inventory* and for the classroom teacher to assess student reading levels to assist when partnering younger students with older students.

Prior to the Reading Buddy sessions, the mentor students receive instruction on a selected reading strategy and how to effectively use the strategy when reading with the younger students. Select questions are also provided for the mentor students to use when reading with the younger students to reinforce the specific reading strategy. The older students create a Reading Strategy Bookmark that includes the title of the strategy and the guiding questions to be used during the Reading Buddy session. On the back of each book mark made, the students will include the "Fix-Up Strategies" for the mentor students to refer to if a younger student comes across an unknown word or phrase when reading.

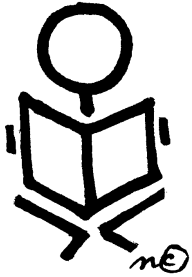
During the reading sessions, the Reading Buddies alternately read aloud a self-selected text that reflects the student's independent reading level. The mentor student presents the reading strategy and leads the discussion using the guiding questions on the created bookmark. At the end of the reading session, the partners complete a page in the reading response journal.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

- Reading Interest Inventory (BLM Included)
- Reading Attitude Survey - CASI Teacher Guide
- Reading Interest Inventory - CASI Teacher Guide
- PM Benchmarks Teacher Assessment Kit

RESOURCE LIST:

- Various Leveled Reading Books of High Interest to Boys
 - **Bold Print Reading Series**
Publisher: Nelson
(Gr. K-3 and Gr. 4-9)
 - **DK Readers High Interest Multi-Level Series**
Publisher: Pearson
(Gr. 1-6)
 - **Rapid Reading Reluctant Readers Series**
Publisher: Pearson
(Gr. 3-6)
- Reader's Response Journal (BLM Included)
- Reading Strategy Bookmarks (BLM Included)



Reading Interest Inventory

Name: _____

I most like to read (circle all that apply):

mystery adventure friendship fantasy biography
humour history animals newspapers space
magazines manuals comics horror recipes

Other: _____

I am a good reader:

- All the time
- Often
- Sometimes
- Rarely
- Never

I read at home:

- All the time
- Often
- Sometimes
- Rarely
- Never

I like to read or be read to:

- All the time
- Often
- Sometimes
- Rarely
- Never

I borrow reading material from the school library or public library:

- All the time
- Often
- Sometimes
- Rarely
- Never

I like to buy reading material such as books, comics, and magazines:

- All the time
- Often
- Sometimes
- Rarely
- Never

I use the computer for reading activities such as reading articles, messages, songs, or email.

- All the time
- Often
- Sometimes
- Rarely
- Never

BEFORE READING...

Ask Questions



What can you ask yourself **BEFORE** reading to help you understand this text?

- ✓ What do you already know?
- ✓ What do you wonder about?
- ✓ What do you need to know?

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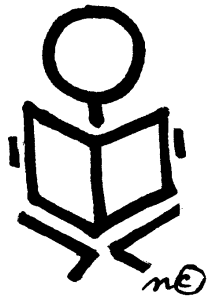
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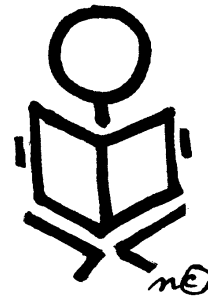
DURING READING...
Make Connections



How can you use what you already know to help you understand this text?

- ✓ You already know about . . .
- ✓ This text reminds you of . . .
- ✓ This compares to. . .
- ✓ This text is different from ... because. . .
- ✓ This section made you think about. . .

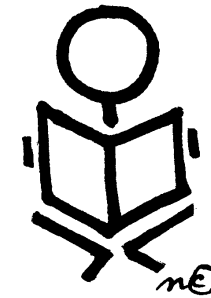
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- ✓ This section made you think about. . .

DURING READING...

Visualization



How do my mental images help me better understand what I am reading?

- ✓ What do you see when you read?
- ✓ What descriptive words do you hear?
- ✓ My mental picture reminds me of. . .
- ✓ My mental picture helps me to understand. . .

DURING READING...

Visualization



How do my mental images help me better understand what I am reading?

- ✓ What do you see when you read?
- ✓ What descriptive words do you hear?
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- ✓ My mental picture helps me to understand. . .

DURING READING...

Visualization



How do my mental images help me better understand what I am reading?

- ✓ What do you see when you read?
- ✓ What descriptive words do you hear?
- ✓ My mental picture reminds me of. . .
- ✓ My mental picture helps me to understand. . .

AFTER READING...
Fiction VS. Non Fiction



- ✓ Do you think this story was fiction or non fiction?
- ✓ How do you know?
- ✓ Do you prefer fiction or non fiction? Why?

AFTER READING...
Fiction VS. Non Fiction



- ✓ Do you think this story was fiction or non fiction?
- ✓ How do you know?
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AFTER READING...
Fiction VS. Non Fiction



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AFTER READING...

Ask Questions



What can you ask to help you better understand this text?

- ✓ What does the writer mean by . . . ?
- ✓ Why did/ didn't . . . ?
- ✓ What have you learned?
- ✓ Do you wonder about anything else?

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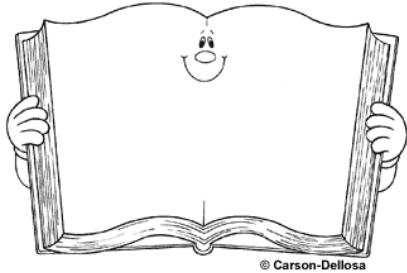
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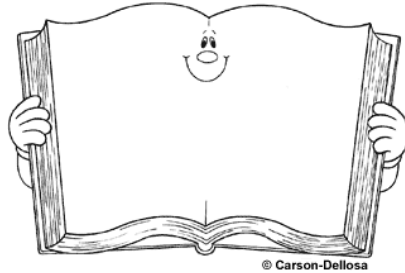
AFTER READING...
Find the Main Idea(s)



What is/ are the main idea(s)?
What is important?

- ✓ The most important thing you remember about this text is . . .
- ✓ The main message is . . .
- ✓ The text was mainly about . . .
- ✓ Clues, words, and features that helped you understand the text were. . .

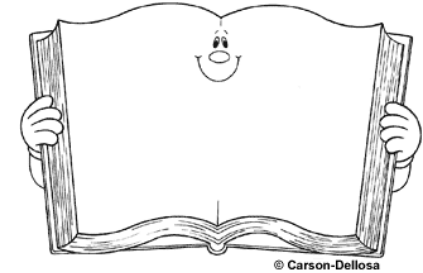
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- ✓ The main message is . . .
- ✓ The text was mainly about . . .
- ✓ Clues, words, and features that helped you understand the text were. . .

FIX-UP STRATEGIES

When you get to an unfamiliar word or phrase you can . . .


 Think what makes sense.

 Look at the picture.


 Read it again.


 Read on.

 Think about words I know.

 Get my mouth ready.


Cat Look for a chunk.


 Sound out the word.

 Ask for help.

FIX-UP STRATEGIES

When you get to an unfamiliar word or phrase you can . . .


 Think what makes sense.

 Look at the picture.


 Read it again.


 Read on.

 Think about words I know.

 Get my mouth ready.


Cat Look for a chunk.


 Sound out the word.

 Ask for help.

FIX-UP STRATEGIES

When you get to an unfamiliar word or phrase you can . . .


 Think what makes sense.

 Look at the picture.


 Read it again.


 Read on.

 Think about words I know.

 Get my mouth ready.

Cat Look for a chunk.

 Sound out the word.

 Ask for help.

My Reader's Response Journal



Name: _____

My Reader's Response Journal



Name: _____

Book Title: _____

Book Title: _____

Author: _____

Author: _____

Fiction: _____

Non Fiction _____

Fiction: _____

Non Fiction _____

My Book Rating:



My Book Rating:



I read this book with: _____

I read this book with: _____

Draw a picture of your favourite part of the book.

Draw a picture of your favourite part of the book.

Book Title: _____

Book Title: _____

Author: _____

Author: _____

Fiction: _____

Non Fiction _____

Fiction: _____

Non Fiction _____

My Book Rating:

My Book Rating:



I read this book with: _____

I read this book with: _____

Write a few sentences describing your favourite part of the book.

Write a few sentences describing your favourite part of the book.

BUILDING POSITIVE ROLE MODELS - BOYS WITH BOYS

TARGET AUDIENCE: Grades 4-9

TIMELINE: 6 weeks or on-going throughout the year

CGE'S:

2b: An **effective communicator** reads, understands and uses written materials effectively.

5b: A **self-directed, responsible, life long learner** thinks critically about the meaning and purpose of work.

CATHOLIC VALUES:

The students will be given the opportunity to explore a wide variety of written material about individuals in the community. They will learn to understand the need for their **service** and the education it took to become a professional. Making connections with community role models will allow the boys to develop a closer relationship with individuals they see in a positive role.

CURRICULUM EXPECTATIONS:

Oral Communication: 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Reading: 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

DESCRIPTION OF STRATEGY:

This strategy gives both the teacher and student the opportunity to find positive role models in their community to become part of a year (life) long experience. A list of role models can be made (for example: parish priest, doctor, lawyer, local hockey player, golf, curling, swimming teams, news reporters, newspaper editor/writer, soldiers, local mayor, business owners, etc.) to begin the mentorship experience. The goal of this strategy is to tap into a possible career interest while building a positive school culture. The students will develop a relationship with an individual from the community based on their own interests and learn about the skills needed to be successful in a career. The teacher will make the initial contact of the mentor. The mentor would need to provide a criminal record check. This is done free of charge if they have letter stating that they are a volunteer with the school. The mentor will share his educational pathway and current

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role in the community. Both mentor and student will find a book or short story that interests them. They will be asked to read it independently. They will share the book or short story during an oral presentation.

Sample letter to mentor:

To Whom It May Concern,

The grade ___ class of _____, will be working on building positive role models - boys with boys this year. If you would be interested in being a part of this project please submit your name as a volunteer. Once you have done this you will need to go to the police station with this letter and inform them that you need a criminal record check, vulnerable sector screening original copy and this letter stating that you are a volunteer.

Please submit all original documents to the following address:

Type address of school

Sincerely,
Classroom teacher

Sample letter for mentor and police:

Dear Mentor,

We are so excited that you have agreed to be part of our Building Positive Role Models - Boys with Boys! We would like to find out more about you and your role. Please fill in the following questionnaire and return it via email.

The project is outlined as follows:

Step 1 - Accept and provide Criminal check

Step 2 - Questionnaire returned

Step 3 - Introduction to student

Step 4 - Using a true or false format, give student five facts about your role. The goal is to have the student research the correct answers.

Step 5 - You and your buddy need to decide on a book or short story that you will read during your independent reading time. Both of you will have to provide a short oral summary of the book and make a personal connection with the story.

Step 6 - Meet your buddy at school and present your buddy experience as well as your oral book report and career pathway together.

Step 7 - Thank you

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Fact vs. Opinion Writing Activity (BLM included)

Four Corners Activity (BLM included)

Research Presentation Checklist and Anecdotal Record (BLM included)

RESOURCE LIST:

Classroom resources:

- Go for It (Gr. 7-9) Boys' literacy - Fiction and Non-fiction *
captivating and engaging series of high interest books. (Pearson)
- Community newspaper
- Parish and school newsletter
- Internet

Teacher resources:

- Stead, Tony. Good Choice! Supporting Independent Reading and Response K-6.
- Booth, David. Even Hockey Players Read Boys, Literacy and Learning Chapter 2.

Aboriginal book list:

- St. John, Jetty. Native American Scientists. ISBN 1-56065-359-0.
Five biographies of First Nations scientists are presented.
- Archibald, Jo-ann, Val Friesen, Jeff Smith and Shirley Sterling.
Courageous Spirits: Aboriginal Heroes Of our Children: Teacher's Guide. ISBN 0 - 919441-51-3. Children from across Canada write about their Aboriginal heroes.

Online Resources:

- <http://countryreports.org/>
- <http://myhero.com/myhero/>
- <http://www.kids.yahoo.com/directory/Around-the-World/Countries>
- <http://www.envirolink.org>
- <http://www.native-languages.org/kidfaq.htm>
- <http://www.nativetech.org/games/index.php>
- www.google.ca

Fact Versus Opinion

Student Name: _____

Date: _____

Students would be given five facts about their mentor's role in the community. They would research their answers to see if they are true or false. They would look at current information to see what facts are and make some form of an opinion about them.

For example: Fact - You have to be 6 feet tall to play for the Lumber Kings. You have to be 18 years or older. You must have a grade average of 85% or higher. You are only allowed to play one position. You will only play with the same line for the first year.

These are my facts:

According to _____ you do not have to be 6 feet tall. However.....

These are my opinions:

SAMPLE - student might write an opinion about:

I think being tall can make you clumsy. If you are short you can get around better....

Four Corners Mentor Reflection

Student Name:

<p>What was the reason you picked this role model?</p>	<p>What have you learned about _____?</p>
<p>Where did you find your information about your role model?</p>	<p>What would you have done differently?</p>

*work with the students to come up with different questions that will be relevant to their learning styles.

Teacher Checklist/Anecdotal Record

Student Name:	Expectations: Students will develop a plan to share the information they have learned about their mentors and the experiences they have had in their current community roles. The students will be asked to present this information during class time.	Check	Anecdotal notes
	<ul style="list-style-type: none"> • Is able to locate information from books, internet, other sources • Is able to interpret and talk about the information found in resources 		
	<ul style="list-style-type: none"> • Is able to locate information from books, web, other sources • Is able to interpret and talk about the information found in resources 		
	<ul style="list-style-type: none"> • Is able to locate information from books, web, other sources • Is able to interpret and talk about the information found in resources 		
	<ul style="list-style-type: none"> • Is able to locate information from books, web, other sources • Is able to interpret and talk about the information found in resources 		
	<ul style="list-style-type: none"> • Is able to locate information from books, web, other sources • Is able to interpret and talk about the information found in resources 		
	<ul style="list-style-type: none"> • Is able to locate information from books, web, other sources • Is able to interpret and talk about the information found in resources 		

BOOKS-TO-MUSIC CONNECTIONS

TARGET AUDIENCE: Grades 4-8

TIMELINE: 3 weeks

CGE'S:

2b: An **effective communicator** reads, understands and uses written materials effectively.

CATHOLIC VALUES:

Hope - The boys will be given the opportunity to make a connection between music and literature. They can make a list of songs they enjoy listening to. They can also make a list of fiction or non-fiction stories they enjoy. A great learning experience will occur from this activity to match the chosen lyrics of a song to specific passages in literature. The boys will develop an understanding of the messages presented in both forms of communication. The goal is to develop effective ways to understand and share the same gospel values in both lyrics and literature.

CURRICULUM EXPECTATIONS:

Reading: 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

3. use knowledge of words and cueing systems to read fluently

4. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

DESCRIPTION OF STRATEGY:

This strategy gives the teacher and student the opportunity to develop a list of favorite musicians and authors. They will investigate the meanings and lyrics of the songs to which they listen. They will include the themes from literature that are also included in the songs. The goal is to find the gospel values present in both forms of communication. The teacher and student may decide to share their findings with the musician and author of the piece they were using. The teacher needs to censor all lyrics to make sure they are appropriate.

1. Example of books - to- music connection:

Song: Spark - Surfin' with the Holy Spirit K4J Program (songs and lyrics composed & performed by David Howie)

This song is written about the Holy Spirit and how we need Him to help us find the light. The lyrics of this song express how the Holy Spirit is our conscience and the voice we hear in the back of our mind when we are trying to make a choice.

Book: The Golden Rule by: Ilene Cooper Illustrated by" Gabi Swiatkowska
Students can reflect on a time when they were faced with a challenge or a hard choice that they had to make. The students had to search hard in their faith to work through the decision.

2. Example of books- to-music connection:

Song: The Night They Drove Old Dixie Down by: the Band

Book: Pink and Say by: Patricia Polacco

This song and book provides a good example of how students may make connections between music, literature and their personal lives. In the song and the book, the authors portray life's challenges for people and their community, and students are invited to make similar connections to their life and community.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Student self assessment (BLM included)

RESOURCE LIST:

Classroom resources:

- Musical Encore: Listening and Appreciation - Joan Cobbold and Jane Wamsley. ISBN 0-03-922217-9
- Wide variety of appropriate music selections
- OERB - use this site to surf safely

Teacher resources:

- David Booth - Even Hockey Players Read Boys, Literacy and Learning Chapter 4.
- Lessons in Comprehension Explicit Instruction in the Reading Workshop - Frank Serafini ISBN 0-325-00625-3
- Books, Lessons, Ideas for Teaching the Six Traits Writing in the Elementary and Middle Grades Vicki Spandel ISBN 0-669-48174-2
- Liturgical Music Lessons for Classroom Teachers Kindergarten to Grade 8
Ontario Curriculum Unit Planner 2.0

Online Resources:

- www.kids.niehs.nih.gov/music
- <http://www.ucalgary.ca/~dkBrown/authors.html>

Self- Assessment
I spoke clearly in my role. ☺
My lyrics helped to show how my connection to literature was made. ☺
I worked well with my group on our performance in front of the class. ☺

WRITING BUDDY PROGRAM

TARGET AUDIENCE: Grades 4-6

TIMELINE: Ongoing throughout the school year

CGE'S:

2b: **An effective communicator** reads, understands and uses written materials effectively.

CATHOLIC VALUES:

Charity - The boys will be given the opportunity to make a connection between mentor texts and different forms of writing. They can make a list of books they enjoy reading and connect their thoughts by writing a letter to a buddy. They can also make a list of fiction or non-fiction stories they enjoy. A great learning experience will occur from this activity to match the books they have read to a form of writing. The boys will develop an understanding of the messages presented in both forms of communication. The goal is to develop effective ways to understand and share the same gospel values in both the mentor texts and writing pieces developed.

CURRICULUM EXPECTATIONS:

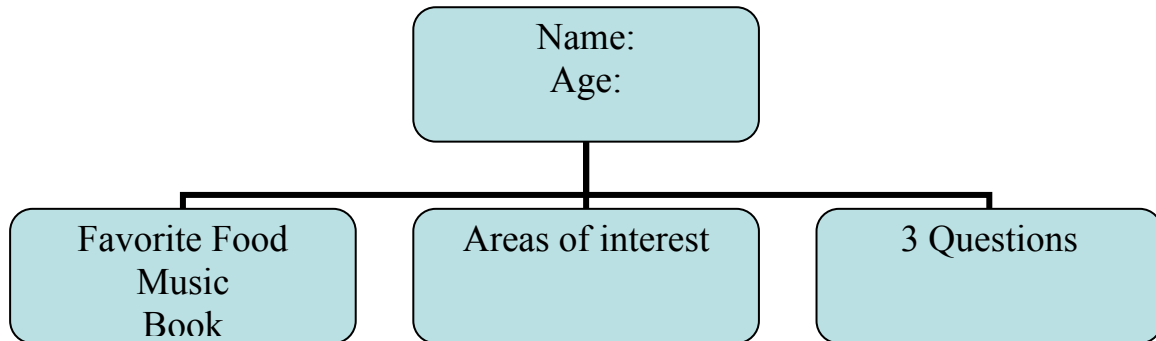
Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.

2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

DESCRIPTION OF STRATEGY:

The classroom teacher would make contact with another class, school or organization (in or outside of Canada). The teacher and students would develop a list of topics to write about. They would collaboratively create a template to begin the first contact with their buddy. Items would include: first name, grade, areas of interest, favorite food, music or book and develop three questions to ask. The students will explore the following forms of writing: Explanatory, Persuasive, Procedural, Recount and Descriptive. The main goal of this program is to engage boys in writing while introducing them to the different forms. The teacher will be responsible for reading mentor texts to highlight the form of writing and model several lessons to ensure the boys understand how to write a certain form. The boys will read the

same story and be given the same form of writing to explore. This will help with continuity and develop a deeper connection.



SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Writing Rubric - generated with class

<http://rubistar.4teachers.org/index.php>

Student self assessment (BLM included)

RESOURCE LIST:

Classroom resources:

- Mentor Texts
- Me Read No Way! Ontario Education excellence for all
- MacDonald, Barry. BOY Smarts

Teacher resources:

- Booth, David. Even Hockey Players Read Boys, Literacy and Learning Chapter 4.
- Spandel, Vicki. Books, Lessons, Ideas for Teaching the Six Traits Writing in the Elementary and Middle Grades
- Stead, Tony. Good Choice! Supporting Independent Reading and Response K-6
- Stead, Tony. Reality Checks Teaching Reading Comprehension with Nonfiction
- Keen, Oliver and Zimmerman, Susan. Mosaic of Thought.
- Tomlinson, Carol Ann. The Differentiated Classroom Responding to the Needs of All Learners.

Online Resources:

- infor@mentoringboys.com
- <http://resources.elearningontario.ca>
- www.raisingmallsous.ca

Self- Assessment
<p>I have read a variety of mentor texts. ☺</p> <p>My writing has helped to show how my connection to the mentor text was made. ☺</p> <p>I worked well with my buddy on our performance and our letter writing. ☺</p>

USING GRAPHIC ORGANIZERS TO STRUCTURE LESSONS FOR BOYS' LEARNING STYLES

TARGET AUDIENCE: Grades 3-8

CGE'S:

Graphic organizers can be useful tools to demonstrate the relationship between things, and as a means to identifying important information. These suggested strategies will enable students to become **reflective, creative and holistic thinkers** who create, adapt, and evaluate new ideas in light of the common good. The students will be given the opportunity to grow as learners and in their faith.

CATHOLIC VALUES:

Perseverance: It's not that I'm so smart, it's just that I stay with problems longer. *Albert Einstein*

CURRICULUM EXPECTATIONS:

Reading: 1. read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.

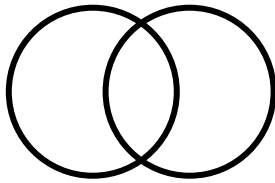
DESCRIPTION OF STRATEGY:

Use graphic organizers (KWL charts, T charts, Venn Diagrams, etc.) to examine similarities and differences between characters or between various literary forms, such as poems, stories, and novels, or to contrast two different texts on the same topic.

- Use reading strategies (e.g. skimming, scanning, etc.) to locate, gather and organize information using a graphic organizer.
- Use a graphic organizer to identify the main idea of a literary work.
- Use a graphic organizer (e.g. Network Tree, Event Map or Web, etc.) to outline all information learned about a particular Aboriginal person (e.g. personal background, history, culture, timeline, etc.).

Suggested Tools:

Venn Diagram



KWL






What I **know**...

What I **want** to know...

What I **learned**...

Sense Chart

List details for each sense in its column.

Topic _____				
				

RESOURCE LIST:

SMART Ideas (Ministry licensed software program)

The Inuit Thought of It: Amazing Arctic Inventions ISBN 9781554510887

Archibald, Jo-Ann, Jeff Smith, and Val Friesen eds., *Courageous Spirits: Aboriginal Heroes of Our Children*. Penticton, BC: Theytus, 1993.

Me Read? No Way! (p.19)

Stenhouse, Ted, *Across the Steel River*. Toronto, ON: Kids Can Press, 2001.

Walker, Niki, *Life in An Anishnabe Camp*. St. Catherines, ON: Crabtree Publishing, 2003.

Boyton, Alice & Wiley Blevins, *Nonfiction Passages with Graphic Organizers for Independent Practice*. Toronto, ON: Scholastic, 2004.

<http://www.eduplace.com/graphicorganizer/index.jsp>

SAFE CONTEXTS FOR BOYS TO EXPRESS EMOTIONS

TARGET AUDIENCE: Grades 3-8

CGE'S:

Drama and the arts allow students to explore learning through a different lens, enabling them to become **reflective, creative and holistic thinkers** who think reflectively and creatively to evaluate situations and solve problems. Students can analyse literary texts and practise cooperative learning skills.

CATHOLIC VALUES:

Courage: Courage is realizing you're afraid and still acting. *Former Mayor Rudi Guiliani*

CURRICULUM EXPECTATIONS:

Oral Communication: 2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

Writing: 1. generate, gather, and organize ideas and information to write for an intended purpose and audience.

DESCRIPTION OF STRATEGY:

- Have students' role play to take on the roles of characters in a text.
- Have students use a situation from a text as a springboard for creating their own story or drama.
- Students enact a story from their own lives that parallels a situation in a text.

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Reader's Theatre Rubric (BLM included)

Resource List:

Braun, Winn & Carl. *Readers Theatre in Rhyme - Turtle Stew - What's a Coyote to Do?* Winnipeg, MB: Portage & Main Press, 2005.

Fleischman & Beddows, *Joyful Noise: Poems for Two Voices* ISBN 97800644460934

Okinoto, Jean Davies. *Winston of Churchill: One Bear's Battle Against Global Warming.* Seattle: Sasquatch Books, 2007.

Reader's Theatre Rubric

Level 1	Level 2	Level 3	Level 4
Students experienced significant difficulty working cooperatively within the group to prepare and present the script.	Students experienced some difficulty working cooperatively within the group to prepare and present the script.	Students worked cooperatively within the group to prepare and present the script.	Students worked cooperatively, creatively, and efficiently within the group to prepare and present the script.
Students presented characters that were unclear and inconsistent.	Students presented characters that were somewhat clear and consistent.	Students presented characters that were clear and consistent.	Students presented interesting characters that were clear and consistent throughout the presentation.
Students experienced significant difficulty remaining focused during the performance.	Students remained focused during some of the performance.	Students remained focused during most of the performance.	Students remained focused during the entire performance.
Staging was not appropriate or effective.	Staging could have been improved.	Staging was appropriate and effective.	Staging was appropriate and very effective.
Volume, pacing, tone, pitch, and pronunciation were not clear and/or effective throughout the performance.	Volume, pacing, tone, pitch, and pronunciation were somewhat clear and at times effective throughout the performance.	Volume, pacing, tone, pitch, and pronunciation were clear and effective throughout the performance.	Volume, pacing, tone, pitch, and pronunciation were very clear and creative throughout the performance.
Students demonstrated a lack of awareness of audience during the performance, making few attempts to adapt as needed (pausing for laughter, ignoring distractions).	Students demonstrated some awareness of audience during the performance and made some attempts to adapt as needed (pausing for laughter, ignoring distractions).	Students demonstrated an awareness of audience during the performance and tried to adapt as needed (pausing for laughter, ignoring distractions).	Students demonstrated an excellent awareness of audience during the performance and adapted easily as needed (pausing for laughter, ignoring distractions).

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MEDIA RELEVANCY

TARGET AUDIENCE: Grades 5-8

CGE'S:

A **responsible citizen** is one who respects and affirms the diversity and interdependence of the world's peoples and cultures. The students will respect each other's differences and similarities and share with others' in their lifelong learning journey.

CATHOLIC VALUES:

Respect: My religion is kindness. *the Dalai Lama*

CURRICULUM EXPECTATIONS:

Writing: 2. draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

Media: 3. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques.

DESCRIPTION OF STRATEGY:

- With focus on a particular theme (e.g. Aboriginal culture, residential schooling), use magazines or newspapers to create a collage.
- Use a media text (e.g. print advertisement or Internet advertisement) to analyze its messages by determining what you see, who is the intended audience, what techniques were used to create the text, etc. Students could use Power Point to present their findings.
- Prepare a storyboard based on a short film or movie viewed in class or prepare their own storyboard and then make their own video based on the storyboard.
- Find web pages that contain information (text, graphic, sound, video) essential to understanding a given topic.
- Prepare a timeline based on a movie, documentary, or literary text about a particular person or event (e.g. Joseph Brandt, Buffy St. Marie, Susan Aglukark, Ted Nolan, etc.).

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Student Self-Assessment (BLM included)

Timeline Checklist (BLM included)

RESOURCE LIST:

Archer, Lynn, Costello, Cathy & Debbie Harvey. *Reading and Writing for Success*. Canada: Harcourt Brace & Company Canada Ltd. (pages 241-253).

Botkin, N. & D. *For Angela*. National Film Board of Canada, 1993.

<http://www.collectionscanada.ca/native-residential/index-e.html>

In Whose Honor: American Indian Mascots in Sports (PBS Documentary)

<http://jayrosenstein.com/pages/honor.html>

www.schoolnet.ca/aboriginal

www.indigenouspeople.net

Student Self-Assessment

Name _____ Peer Editor _____

Use the following scale to evaluate your performance on this storyboard.



Empty Bowl I did not meet the requirements of the storyboard.

1 Scoop I met some, but not all of the requirements of the storyboard.

2 Scoops I met the requirements of the storyboard.

Extra Toppings I went beyond the requirements of the storyboard by giving my best effort and adding something extra.

My storyboard was planned based on a video or literary text, and edited by a peer.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My storyboard was edited for correct use of grammar and mechanics.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My storyboard included adjectives, nouns, verbs and adverbs.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My storyboard included a beginning and ending slide.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My storyboard graphics supported the topic.

Empty Bowl 1 Scoop 2 Scoops Extra Toppings

My storyboard demonstrated creativity and originality.

Empty Bowl 1 Scoop 2 Scoops Extra Topping

Timeline Checklist

Criteria	Expectation	✓ or ○
Title	The timeline has a creative title that accurately describes the material and is easy to locate	
Content Facts	Facts were accurate for all events reported on the timeline.	
Graphics or Pictures	All graphics are effective and balanced with text use.	
Dates	An accurate, complete date has been included for each event.	
Style & Organization	The timeline was set up to cover the relevant time period.	
Fonts & Colors	The use of font styles and colors is consistent and shows a logical pattern to help organize the material.	
Resources	The timeline contained at least 5 events related to the topic/person.	
Preparation	The student had notes about all the events and dates s/he wished to include on the timeline before beginning to design the timeline.	

EFFECTIVE ORAL COMMUNICATION

TARGET AUDIENCE: Grades 4-8

CGE'S:

Oral communication is a necessary component of learning and is often an immediate method of expressing our learning. Students who communicate orally become **collaborative contributors** who work effectively as interdependent team members. Their learning can be extended through discussion and sharing of ideas and points of view.

CATHOLIC VALUES:

Faith: My obligation is to do the right thing. The rest is in God's hands.

Martin Luther King, Jr.

CURRICULUM EXPECTATIONS:

Oral Communication: 1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes.
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

SUGGESTED STRATEGIES:

- Use group discussions, with assigned roles (e.g. leader, recorder, reader, timekeeper, reporter) to discuss non-fiction, poetry, short story, etc.
- Sharpen critical thinking skills by comparing ideas with others, talking over a problem to find new solutions, brainstorming ideas, etc.
- Allow students to work in groups to listen and respond to stories read and told to them.
- Hold a class debate focusing on Aboriginal people. You can use it as a motivational activity to introduce the unit, a summary activity at the end of the unit or anywhere in between.
- Contact an elder from a local Aboriginal community and interview him/her. Record the interview and share with classmates in different forms (e.g. audiotape or videotape).

Debate Activity Order of Debate

1. **First Affirmative Introduction** - Introduce the group opinion on the topic and major arguments. Speak for 3 minutes.
2. **First Negative Introduction** - Introduce the group opinion on the topic and major arguments. Speak for 3 minutes.
3. **Second Affirmative Response** - Interpret the topic and establish a case that offers proof for the topic. Offer rebuttals for arguments presented in the First Negative Introduction. Speak for 3 minutes.
4. **Second Negative Response** - Critically investigate the case and attempt to undermine it using appropriate techniques of refutation. Offer rebuttals for arguments presented in the First Affirmative Introduction. Speak for 3 minutes.
5. **Third Affirmative Summation** - Provide the final summary positions of the team and highlight the important issues. New arguments are not permitted. Speak for 3 minutes.
6. **Third Negative Summation** - Provide the final summary positions of the team and highlight the important issues. New arguments are not permitted. Speak for 3 minutes.

Good Debating:

1. Questions or challenges should be mature. Insulting, condescending, or comments involving personal language or attacks are unacceptable.
2. Know your opponent's arguments. Spend some time discussing what these may be and prepare rebuttals in advance.
3. Only speak when it is your turn. Comments cannot be directed to the opposing team while one of them is speaking.
4. You cannot interrupt a member of your own team when they are speaking, though you can pass them notes if you wish them to add an argument of which you have thought.
5. Speak slowly, distinctly and confidently. Make eye contact and stand up straight!

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Debate Peer Evaluation (BLM included)

Group Work Checklist (BLM included)

RESOURCE LIST:

Aboriginal Voices in the Curriculum: A Guide to Teaching Aboriginal Studies in K-8 Classrooms. Toronto: Toronto District School Board, 2006.

A Guide to Effective Literacy Instruction Grades 4 to 6. Volume Four Oral Language. Toronto: Ontario Ministry of Education, 2008.

Francis, Daniel. *Discovering First Peoples and First Contacts.* Don Mills, ON: Oxford University Press. 2002.

http://wblrd.sk.ca/~cco/new_site/resources/languagearts/documents/debate_t.rtf

Odawa Native Friendship Centre. 12 Stirling St., Ottawa ON K1Y 1P8 (613) 722-3811 www.odawa.on.ca

Newhouse, David R., Voyageur, Cora J. & Beavon (eds.), Dan. *Hidden in Plain Sight: Contributions of Aboriginal Peoples to Canadian Identity and Culture.* Toronto, ON: University of Toronto Press. 2005.

Debate Peer Evaluation

Questions Debated	Number of Arguments Made	Effectiveness of arguments (scale of 1-5 for each speaker)	Poise and speaking voice of the speakers (1-5 for each speaker)	Overall (1-5 for group as a whole)

Group Work Checklist

✓(observed) or ○ (not observed)	✓	○	✓	○	✓	○	✓	○
Names of Group Members	Name 1		Name 2		Name 3		Name 4	
Skills Being Assessed								
On-Task Behaviour								
Contributes Ideas								
Works Cooperatively								
Fulfills Assigned Role								

BOOK CLUBS FOR BOYS

TARGET AUDIENCE: Grades 3-8

CGE'S:

People read for a variety of purposes such as entertainment, to find information and to learn. The strategies listed below will encourage students to be **effective communicators**, who read, understand and use written materials effectively. Reading is a process that helps students to become effective communicators by truly examining the words on the page and their thoughts surrounding them.

CATHOLIC VALUE:

Patience: To every thing there is a season, and a time to every purpose under the heaven. *Ecclesiastes 3:1*

DESCRIPTION OF STRATEGY:

- Students choose and read a book from a selection (could be a special themed set of texts or subject specific).
- Write observations/anecdotes in reading response logs or journal entries (e.g. double entry journals or dialogue journals with a peer).
- Students participate in conversation and discussions about the book (e.g. book talk).

Suggested Tool:

Response Journal		
Thoughts	Feelings	Questions

SUGGESTIONS FOR ASSESSMENT/EVALUATION:

Group Skills Checklist for Literature Circles (BLM included)

RESOURCES:

<http://whipup.net/2009/02/02/book-club-for-boys>

<http://www.k111.k12.il.us/lafayette/fourblocks/GOResponseJournal.doc>

A Guide to Effective Literacy Instruction Grades 4-6, Volume 2
Assessment. Toronto: Ontario Ministry of Education, 2008.

Smith, Michael W. & Jeffrey D. Wilhelm. *Reading Don't Fix No Chevys*.
Portsmouth, NH: Heinemann, 2002.

Wilhelm, Jeffrey D. *Engaging Readers & Writers with Inquiry*. Toronto,
ON: Scholastic, 2007.

Group Skills Checklist for Literature Circles

Student Name: <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/> <hr style="border: 0; border-top: 1px solid black; margin: 5px 0;"/>	
During Literature Circles:	Examples of My Behaviour:
<input type="checkbox"/> I attend to the topic.	
<input type="checkbox"/> I participate actively in the group.	
<input type="checkbox"/> I listen carefully.	
<input type="checkbox"/> I ask questions.	
<input type="checkbox"/> I connect my ideas to the comments of others.	
<input type="checkbox"/> I allow all members of the group to participate.	
<input type="checkbox"/> I am constructive when I disagree.	
<input type="checkbox"/> I support opinions with evidence.	
My goal(s) are: Actions to reach my goals are: 	

Appendix 2 (page 92) *A Guide to Effective Literacy Instruction Grades 4-6, Volume 2.*